



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle 2024

Marking Scheme

History

Common Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.





Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

Online Marking Annotations

Symbol	Description	Denoting
	Tick with number	Tick with value of marks awarded (e.g., 3 marks)
	Zero	Zero marks awarded
	Tick (blank)	Valid/correct/relevant point, but no mark awarded as maximum marks already earned.
	Vertical wavy	Pages/sections seen by examiner
NR	No response	Question not answered

Grading Table (out of 360 marks)

Marks	%	Award
324-360	90-100	Distinction
270-323	75-89	Higher Merit
198-269	55-74	Merit
144-197	40-54	Achieved
72-143	20-39	Partially Achieved
0-71	0-19	Not Graded

Rationale

The Learning Outcomes in the Junior Cycle History Specification set out what students should know, understand and be able to do. The questions on this examination paper aim to test the knowledge, understanding, skills and values that students acquire in their study of the Learning Outcomes for History.

The Learning Outcomes to be assessed in any one examination will constitute a sample of the Learning Outcomes for History. Some questions may test more than one Learning Outcome at a time. Strand One Learning Outcomes will be incorporated into questions throughout the examination paper.

It is recognised that teachers and students may approach the Learning Outcomes in different ways, depending on particular interests, local circumstances, etc. A range of interpretations of the Learning Outcomes will be accommodated within the marking process.

Marking Procedures

The procedure for marking will consist of:

- Careful reading and analysis of all answers.
- Allocation of marks to each answer according to the agreed marking scheme.

Read all the answers provided, including excess, repeated or cancelled answers. The answer gaining most marks is accepted, within the rubrics of the examination paper.

Some questions require specific answers/points, as laid out in the marking scheme. Only the answer given in the scheme or words to the same effect may be awarded marks.

Other questions can attract a range of answers. Sample points provided in the marking scheme are indicative only; alternative points/answers may be valid. 'Etc.' is used to signal that other answers may be acceptable.

If in doubt about the validity of any answer, an examiner should consult his/her advising examiner before awarding marks.

Examiners are required to annotate the candidates' answers as directed during the marking conference.

If a candidate writes more than is required to gain maximum marks in an answer the examiner should insert "blank" ticks to indicate where further marks could have been awarded.

A zero-mark annotation should be inserted where an answer has been attempted but which merits no marks.

If a question has not been attempted the examiner should record NR (No Response).

Errors of spelling, grammar and/or punctuation should not be penalised.

Q 1		Marks
(a)	<p><i>How many years are represented on the timeline, 500-1200?</i></p> <p>700 years 3 marks</p>	3
(b)	<p><i>Draw five arrows to link the events listed below to the correct areas on the timeline.</i></p> <p>Five arrows, reasonably on target 5 x 3 marks</p>	15
(c)	<p><i>Name one other Early Christian monastery in Ireland and name its founder.</i></p> <p>Name of monastery 3 marks Name of its founder 3 marks Saint's name without monastery name 0 marks</p> <p>Answer may refer to lesser known local monasteries/founders. If the monastery and founder are not correctly matched, award 3m max.</p>	6
(d)	<p><i>Suggest two possible uses of a round tower in an Early Christian monastery.</i></p> <p>Two valid uses 3 marks + 3 marks</p> <p>Possible uses could include bell-tower/lookout/storage/refuge, etc.</p>	6
(e)	<p><i>Name the type of craftsman who created the artefacts shown below.</i></p> <p>Book of Durrow: scribe/calligrapher/illuminator Derrynaflan Chalice: gold, silver, metal or black smith/smith/metal worker Cross of Muiredach: stone mason/sculptor/stone carver 3 x 3 marks</p>	9
(f)	<p><i>Apart from the examples shown in part (e), name and describe one other work of art from Early Christian Ireland.</i></p> <p>A named item/artefact 3 marks Description of item/artefact 3 marks</p> <p>Mark the quality of the description on a sliding scale out of 3 marks: 3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p>	6

Q 1		Marks
(g)	<p data-bbox="284 275 1209 309"><i>Describe two ways in which Christianity influenced Irish life after 1200.</i></p> <p data-bbox="284 387 1209 454"><i>Description of two ways in which Christianity influenced Irish life after 1200.</i></p> <p data-bbox="954 483 1209 517" style="text-align: right;">6 marks + 6 marks</p> <p data-bbox="284 595 1209 629">Mark the quality of each point on a sliding scale out of 6 marks each.</p> <p data-bbox="363 651 651 685">5-6 marks = excellent</p> <p data-bbox="363 689 746 723">3-4 marks = good/very good</p> <p data-bbox="363 728 651 761">1-2 marks = poor/fair</p> <p data-bbox="363 766 906 799">0 marks = no merit/incorrect/irrelevant</p> <p data-bbox="284 864 1002 898">Accept relevant points <i>after</i> 1200 up to modern times.</p> <p data-bbox="284 913 1193 981">Points that lack any development/descriptive element, award 2 max. per point.</p>	12

(57 marks)

Q 2		Marks
(a)	<p><i>Which of the following years are in the 8th century? Tick (✓) one of the following.</i></p> <p>700s AD 3 marks</p>	3
(b)	<p><i>If you were an archaeology student, what would you learn from the experience of building and using the round house? Use evidence from the sources to support your answer.</i></p> <p>Look for three different points 3 x 3 marks</p> <p>Answers could refer to the building materials used for the walls/the roof/temperature/smoke, pollution/bedding/animals and insects, etc.</p> <p>If an answer exceeds the maximum number of marks, use blank ticks to indicate any further valid points in the answer.</p> <p>If the answer contains no direct or implied reference to the source(s), award 2 marks max. per point.</p>	9
(c)	<p><i>What are three differences between a medieval round house and a typical house or apartment in Ireland today? Refer to the sources in your answer.</i></p> <p>Three differences 3 x 3 marks</p> <p>If the answer contains no direct or implied reference to the source(s), award 2 marks max. per point.</p>	9
(d)	<p><i>Explain the aspects of medieval life which lowered average life expectancy during medieval times.</i></p> <p>Award 3 marks to each of the following to a maximum of 15 marks:</p> <ul style="list-style-type: none"> • A key point explaining low average life expectancy • A development of a key point offering new information <p>If an answer exceeds the maximum number of marks, use blank ticks to indicate any further valid points in the answer.</p> <p>Answers could refer to lack of hygiene, disease/Black Death, famine/food shortages/poor diet, deaths in childbirth, high infant/child mortality, poor medical care, warfare, etc.</p>	15

(36 marks)

Q 3		Marks
(a)	<p><i>Use terms from the given list to fill the gaps below.</i></p> <p>1 = caravel 2 = hull 3 = sails 4 = compass 5 = astrolabe 6 = log and line 7 = lead and line 8 = water 9 = scurvy 10 = cartography 11 = portolan 12 = circumnavigation</p> <p style="text-align: right;">12 x 2 marks</p> <p>Award 2 marks or 0 marks for each term.</p>	24
(b)	<p><i>Give two reasons why Europeans began to colonise other parts of the world in the 1500s.</i></p> <p>Two valid reasons 3 marks + 3 marks</p> <p>Answers may refer to aims such as expanding empires, finding new trade routes, exploiting the natural resources of new territories, growing cash crops such as sugar, coffee and cotton, establishing trading posts, spreading Christianity, fame and glory, etc.</p>	6
(c)	<p><i>How does this statue illustrate two different perspectives (points of view) on how Columbus is remembered?</i></p> <p>Two different perspectives 3 marks + 3 marks</p> <p>Mark the quality of each point on a sliding scale out of 3 marks:</p> <p>3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p> <p>Points should refer to <i>people's views of Columbus</i> rather than to Columbus himself to gain full marks.</p> <p>Award 1 mark max. each to basic statements such as "some people like him" and "some people hate him".</p>	6

Q 3		Marks
(d)	<p><i>What is meant by the term 'genocide'?</i></p> <p>Mark the answer on a sliding scale out of 3 marks:</p> <p>3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p> <p>The crime of trying to deliberately destroy, in whole or in part, a group of people based on their religious, national, racial or ethnic background (or similar definition).</p>	3
(e)	<p><i>In your opinion, is it fair to link Columbus to genocide? Explain your opinion using your knowledge of American history after 1492.</i></p> <p>Tick for yes or no 3 marks Explanation of opinion 6 marks</p> <p>Award 3 marks for each valid point supported by reference to relevant aspect(s) of North or South American history after 1492, to a maximum of six marks.</p> <p>If necessary, use blank ticks to indicate any further valid points in the answer.</p>	9

(48 marks)

Q 4		Marks
(a)	<p><i>Name a technological development or innovation you studied as part of your Junior Cycle History course.</i></p> <p>Clear identification of a specific development/innovation 3 marks</p>	3
(b)	<p><i>Give the date or time period during which this technological development or innovation occurred.</i></p> <p>Date/time period relevant to the named development/innovation 3 marks</p> <p>Note: award 3 marks to accurate dates and/or to a specific time period, e.g. <i>during the Renaissance/the Industrial Revolution/World War II</i>, etc.</p>	3
(c)	<p><i>In what area of life did this development or innovation bring about change? (e.g. agriculture, industry, transport, etc.)</i></p> <p>Area of life relevant to the named development/innovation 3 marks</p>	3
(d)	<p><i>Give details about the technological development or innovation that you studied.</i></p> <p>Award 3 marks to valid points to a maximum of 12 marks:</p> <ul style="list-style-type: none"> • The background/context for the technological development or innovation being described • Relevant information about the person(s) involved • How the innovation/development was made/created • How the innovation/development worked • Relevant impact/consequences • A development of a key point offering new information <p>If an answer exceeds the maximum number of marks, use blank ticks to indicate any further valid points in the answer.</p>	12
(e)	<p><i>Do you think this development or innovation in technology made people's lives better or worse? Explain your opinion.</i></p> <p>Tick for better or worse 3 marks Explanation of opinion 9 marks</p> <p>Award 3 marks for valid points supported by reference to the impact of the development/innovation on people's lives, to a maximum of nine marks.</p> <p>If an answer exceeds the maximum number of marks, use blank ticks to indicate any further valid points in the answer.</p>	12

(33 marks)

Q 5		Marks						
(a)	<p data-bbox="285 280 916 315"><i>Fill in the names of the leaders in the box below.</i></p> <table data-bbox="285 331 1203 448"><tr><td data-bbox="285 331 783 367">Edward Carson</td><td data-bbox="783 331 1203 367"></td></tr><tr><td data-bbox="285 367 783 403">John Redmond</td><td data-bbox="783 367 1203 403"></td></tr><tr><td data-bbox="285 403 783 439">H. H. Asquith</td><td data-bbox="783 403 1203 439">3 x 3 marks</td></tr></table>	Edward Carson		John Redmond		H. H. Asquith	3 x 3 marks	9
Edward Carson								
John Redmond								
H. H. Asquith	3 x 3 marks							
(b)	<p data-bbox="285 490 1203 560"><i>Insert a tick (✓) for each party leader to indicate whether he was for or against Home Rule.</i></p> <table data-bbox="285 580 1203 696"><tr><td data-bbox="285 580 783 616">H. H. Asquith</td><td data-bbox="783 580 1203 616">FOR Home Rule</td></tr><tr><td data-bbox="285 616 783 651">Edward Carson</td><td data-bbox="783 616 1203 651">AGAINST Home Rule</td></tr><tr><td data-bbox="285 651 783 687">John Redmond</td><td data-bbox="783 651 1203 687">FOR Home Rule</td></tr></table> <p data-bbox="1043 658 1203 694">3 x 2 marks</p>	H. H. Asquith	FOR Home Rule	Edward Carson	AGAINST Home Rule	John Redmond	FOR Home Rule	6
H. H. Asquith	FOR Home Rule							
Edward Carson	AGAINST Home Rule							
John Redmond	FOR Home Rule							
(c)	<p data-bbox="285 741 1203 810"><i>Using Source 1, explain how you know that each leader was either for or against Home Rule.</i></p> <p data-bbox="285 833 1203 869">One valid point for each leader 3 x 3 marks</p> <p data-bbox="285 911 1203 981">If the answer contains no direct or implied reference to the source, award 2 marks max. per point.</p>	9						
(d)	<p data-bbox="285 1028 1203 1097"><i>Write an account of a leader who was involved in the parliamentary tradition in Irish politics.</i></p> <table data-bbox="285 1117 1203 1187"><tr><td data-bbox="285 1117 1054 1153">Name of leader</td><td data-bbox="1054 1117 1203 1153">3 marks</td></tr><tr><td data-bbox="285 1153 1054 1189">Account of leader</td><td data-bbox="1054 1153 1203 1189">18 marks</td></tr></table> <p data-bbox="285 1234 1203 1270">Award 3 marks to each of the following to a maximum of 18 marks:</p> <ul data-bbox="336 1274 1203 1350" style="list-style-type: none"><li data-bbox="336 1274 759 1310">• A key point about the leader<li data-bbox="336 1314 1203 1350">• A development of a key point offering new information <p data-bbox="285 1395 1203 1464">If an answer exceeds the maximum number of marks, use blank ticks to indicate any further valid points in the answer.</p> <p data-bbox="285 1487 1203 1556">Biographical information unrelated to the leader's political career, award 3 marks max.</p>	Name of leader	3 marks	Account of leader	18 marks	21		
Name of leader	3 marks							
Account of leader	18 marks							

(45 marks)

Q 6		Marks
(a)	<p>According to Source 1, how many different data sets were collected about each individual in 1926? Give examples of two of these types of data.</p> <p>21 data sets 3 marks Two types of data (name, age, sex, etc.) 3 marks + 3 marks</p>	9
(b)	<p>Did the population of Ireland increase or decrease between the census of 1911 and the census of 1926? Support your answer with evidence from Source 1.</p> <p>Decreased 3 marks Supporting evidence from source 3 marks</p>	6
(c)	<p>Are the following statements true or false? Tick (✓) the right answer.</p> <p>True, true, false 3 x 3 marks</p>	9
(d)	<p>What evidence from Source 2 shows that people lived on Scattery Island over a thousand years ago?</p> <p>The round tower/monastic ruins 3 marks</p>	3
(e)	<p>According to Source 3, how many generations of the Griffin family are included in the 1911 census? Under which heading in the source can this evidence be found?</p> <p>Three generations 3 marks Heading: Relation to head 3 marks</p>	6
(f)	<p>According to Source 3, how many sons and daughters had Michael and Mary Griffin?</p> <p>3 sons and 4 daughters 3 marks + 3 marks</p>	6
(g)	<p>Name one member of the household who was not a member of the family. Give two pieces of evidence from Source 3 to show that this person was not a member of the family.</p> <p>Thomas Blake: different surname, servant 3 x 3 marks</p>	9
(h)	<p>The table below gives five facts about Scattery Island. Number the facts 1-to-5 in chronological order, beginning with the earliest.</p> <p>1, 5, 3, 4, 2 5 x 3 marks Award 3 marks or 0 marks to each number.</p>	15

(63 marks)

Q 7		Marks
(a)	<p><i>What change did Stalin introduce in farming in 1929?</i></p> <p>Collectivisation/abolished individual farms 3 marks</p>	3
(b)	<p><i>What was life like on a collective farm, according to Source 1? Support your points with evidence from the source.</i></p> <p>Award 3 marks each to two valid points 3 marks + 3 marks</p> <p>Answer could refer to people working together in a co-operative manner, plentiful harvest, horse-power and machinery, children having a picnic, etc.</p> <p>If the answer contains no direct or implied reference to the source, award 2 marks max. per point.</p>	6
(c)	<p><i>How did the eye-witness in Source 2 describe the villagers who came into Kharkiv?</i></p> <p>Award 3 marks to one valid point 3 marks</p> <p>Answer could refer to famine, starvation, etc.</p> <p>If the answer contains no direct or implied reference to the source, award 2 marks max. per point.</p>	3
(d)	<p><i>What is meant by the term 'propaganda'?</i></p> <p>Mark the answer on a sliding scale out of 3 marks:</p> <p>3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p> <p>Information (especially of a biased or misleading nature) used to promote a political cause/point of view (or similar definition).</p>	3
(e)	<p><i>In your opinion, is the poster in Source 1 an example of propaganda? Explain your answer.</i></p> <p>Mark the quality of the explanation on a sliding scale out of 6 marks:</p> <p>5-6 marks = excellent 3-4 marks = good/very good 1-2 marks = poor/fair 0 marks = no merit/incorrect/irrelevant</p>	6

Q 7		Marks
(f)	<p><i>Name the fascist country you studied as part of your Junior Cycle History course and name the country's leader.</i></p> <p>Name of fascist country 3 marks That country's leader 3 marks</p> <p>Do not award marks for the name of a communist country/leader.</p>	6
(g)	<p><i>How did fascism affect life in that country?</i></p> <p>Award 3 marks to each of the following to a maximum of 15 marks:</p> <ul style="list-style-type: none"> • A key point about life in the named fascist country • A development of a key point offering new information <p>If an answer exceeds the maximum number of marks, use blank ticks to indicate any further valid points in the answer.</p> <p>Answer must relate to a fascist country to gain marks.</p>	15

(42 marks)

Q 8		Marks
(a)	<p><i>What age was Bob Dylan when <i>The Times They Are A-Changin'</i> was released in 1964?</i></p> <p>Accept 22 or 23 years 3 marks</p>	3
(b)	<p><i>When and where was <i>The Times They Are A-Changin'</i> recorded?</i></p> <p>August 6 – October 31, 1963 3 marks 1963 1 mark</p> <p>Columbia Studio, 7th Avenue, New York (2 or 3 parts) 3 marks One part of location 1 mark</p>	6
(c)	<p><i>Explain two ways in which access to music has changed since the 1960s.</i></p> <p>Look for two valid points 3 marks + 3 marks</p> <p>Mark each point on a sliding scale out of 3 marks:</p> <p>3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p> <p>Answers may refer to cassette tapes, MTV, compact discs, iPods, online streaming services, etc.</p>	6
(d)	<p><i>In your opinion, are songs and/or album covers useful sources of evidence about the past? Explain your answer.</i></p> <p>Look for two valid points 3 marks + 3 marks</p> <p>Mark each point on a sliding scale out of 3 marks:</p> <p>3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p>	6
(e)	<p><i>From your study of the 1960s as an important decade in Irish, European and/or world history, give the name of one personality, issue or event from the 1960s.</i></p> <p>Clear identification of personality, issue or event 3 marks</p>	3

Q 8		Marks
(f)	<p><i>Does this personality, issue or event show that the 1960s was a time of change? Explain your answer, using information about the personality, issue or event you studied.</i></p> <p>Tick for yes or no 3 marks Explanation of opinion 9 marks</p> <p>Award 3 marks for each valid point to a maximum of nine marks.</p> <p>Points should relate the personality, issue or event to the concept of change.</p> <p>Narrative accounts which make no reference to the concept of change should be capped at 3 marks.</p> <p>If an answer exceeds the maximum number of marks, use blank ticks to indicate any further valid points in the answer.</p>	12

(36 marks)



Coimisiún na Scrúduithe Stáit

Marcanna Breise as ucht freagairt trí Ghaeilge

Léiríonn an tábla thíos an méid marcanna breise ba chóir a bhronnadh ar iarrthóirí a ghnóthaíonn níos mó ná 75% d'iomlán na marcanna.

N.B. Ba chóir marcanna de réir an ghnáthrata a bhronnadh ar iarrthóirí nach ghnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bónais sin a **shlánú** síos.

Tábla 360 @ 10%

Bain úsáid as an tábla seo i gcás na n-ábhar a bhfuil 360 marc san iomlán ag gabháil leo agus inarb é 10% gnáthrata an bhónais.

Bain úsáid as an ngnáthrata i gcás 270 marc agus faoina bhun sin. Os cionn an mharc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
271 - 273	26
274 - 276	25
277 - 280	24
281 - 283	23
284 - 286	22
287 - 290	21
291 - 293	20
294 - 296	19
297 - 300	18
301 - 303	17
304 - 306	16
307 - 310	15
311 - 313	14
314 - 316	13

Bunmharc	Marc Bónais
317 - 320	12
321 - 323	11
324 - 326	10
327 - 330	9
331 - 333	8
334 - 336	7
337 - 340	6
341 - 343	5
344 - 346	4
347 - 350	3
351 - 353	2
354 - 356	1
357 - 360	0

