



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle 2023

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 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>Match each item with the correct photograph number.</i></p> <p>Photograph numbers in order: 3 4 2 6 1 5 6 x 3 marks</p>	18
(b)	<p><i>What is meant by the term 'artefact'?</i></p> <p>Answer must refer to man-made and/or used by people in the past: 3 marks</p> <p>Answer such as "item found by an archaeologist": 1 mark max.</p> <p>A named artefact (e.g. tool/weapon), without explanation: 1 mark max.</p>	3
(c)	<p><i>What information might an archaeologist learn from DNA analysis of the human jawbone?</i></p> <p>Look for two different points: 3 marks + 3 marks</p> <p>Where the person came from/movements of human populations/ relationship to other people/the person's sex/ the person's appearance such as hair colour/ eye colour/ skin colour/ medical conditions/ age of the individual/ diet.</p>	6
(d)	<p><i>Name and explain two different methods used to date items found during archaeological excavations.</i></p> <p>Dating methods may include carbon-14/radiocarbon dating; stratigraphy; tree-ring dating/dendrochronology; seriation, etc.</p> <p>Name/identification of dating method: 2 x 3 marks</p> <p>Explanation of dating method: 2 x 3 marks</p> <p>Mark the quality of the explanation 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>	12

Q 1		Marks
(e)	<p><i>Name the ancient or medieval civilisation you studied for your Junior Cycle History course. Describe three important achievements of the civilisation you studied.</i></p> <p>Name of civilisation: 3 marks</p> <p>Three important achievements 3 x 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>An achievement named without description: 1 mark max.</p>	12
(f)	<p><i>In your opinion, which of these three achievements had the greatest impact on later history? Explain your answer.</i></p> <p>Answer should show ability to select an achievement and justify the choice in the light of later developments/events.</p> <p>Mark the quality of the answer as a whole on a sliding scale out of 6 marks:</p> <p>6 marks = excellent 4 marks = good/very good 2 marks = poor/fair 0 marks = no merit/incorrect/invalid</p> <p>An achievement named without explanation: 1 mark max.</p>	6

(57 marks)

Q 2		Marks
(a)	<p><i>What evidence in the image shows that John Tetzel was a monk?</i></p> <p>Answer could refer to one of the following:</p> <ul style="list-style-type: none"> • Tetzel’s tonsure/monk’s hair cut • Tetzel’s habit/monk’s clothing • There is a dove above his head • He carries a letter of indulgence • Reference to “Dominicanus” from the Latin inscription <p style="text-align: right;">3 marks</p> <p>Do not accept that he has a bell or is on horseback.</p>	3
(b)	<p><i>According to the rhyme, how could souls get to Heaven?</i></p> <p>They can pay (with gold) to get into Heaven.</p> <p style="text-align: right;">3 marks</p>	3
(c)	<p><i>Write an account of the religious reformer you studied for your Junior Cycle History course.</i></p> <p>Name of reformer: 3 marks</p> <p>Account of the reformer: 18 marks</p> <p>The account could contain points based on one or more of the following:</p> <ul style="list-style-type: none"> • The main actions of the reformer in relation to the Reformation • The religious beliefs of the reformer • Changes in religion/politics in Europe as a result of the reformer’s actions • Long-term impact of the reformer, etc. <p>Award 3 marks to each of the following to a maximum of 18 marks.</p> <ul style="list-style-type: none"> • a key point related to the reformer’s actions/beliefs/reforms, etc. • 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>Do not award marks for biographical information unrelated to religious reform.</p> <p>Background information about abuses in the Catholic Church: 3 marks max.</p>	21

(27 marks)

Q 3		Marks
(a)	<p><i>Match six terms with explanations from the table.</i></p> <p>1 = Subdivision 2 = Monoculture 3 = Blight 4 = Famine 5 = [Arrears] 6 = Eviction 7 = Absentee landlord 8 = Laissez-faire 9 = Workhouse 10 = Emigration</p> <p style="text-align: right;">6 x 3 marks</p> <p>(Do not award marks for 5 = Arrears.)</p>	18
(b)	<p><i>Name two countries, apart from Ireland, which were affected by the potato blight.</i></p> <p>England and Belgium are named on the map. Accept other countries such as France, Netherlands, Germany, Denmark, Sweden, Norway, Poland, Scotland, Wales, etc.</p> <p style="text-align: right;">3 marks + 3 marks</p>	6
(c)	<p><i>Around what two cities was the blight recorded in June 1845?</i></p> <p>Brussels: 3 marks</p> <p>Frankfurt: 3 marks</p>	6
(d)	<p><i>Where, and on what date, was the blight first recorded in Ireland?</i></p> <p>“Botanic Gardens” and/or “Glasnevin, Dublin”: 3 marks Answer stating “Dublin” only: 1 mark</p> <p>20th August 1845: 3 marks 20th August: 1 mark</p>	6

Q 3		Marks
(e)	<p><i>Explain one advantage of showing information about the potato blight on a map rather than describing the same information in a written paragraph.</i></p> <p>Answers may refer to the visual impact of seeing information at a glance, the value of colour coding/labels, the realisation that potato blight affected most of Europe but did not cause widespread famine apart from in Ireland, etc.</p> <p>Answers may also say that a paragraph explaining the same information would need a lot of technicalities such as names of places, dates, distances, etc.</p> <p>Mark the quality of the answer as a whole on a sliding scale out of 6 marks:</p> <p style="padding-left: 40px;">6 marks = excellent 4 marks = good/very good 2 marks = poor/fair 0 marks = no merit/incorrect/invalid</p> <p>If the answer does not state or imply a comparison between a map and a written paragraph, award 4 marks max.</p>	6
(f)	<p><i>What were four consequences of the Famine?</i></p> <p>Four consequences of the Famine 4 x 3 marks</p> <p>Answers may refer to consequences at local, national and/or international level. Accept points which explain a consequence of the Famine at parish/town or county level, or among Irish Famine emigrants and their descendants overseas, etc.</p> <p>Look for accurate, factual information to award full 3 marks, e.g., “One million people died” = 3 marks “Many people died” = 1 mark</p>	12

(54 marks)

Q 4		Marks
(a)	<p><i>According to Source 1, what was the impact of enemy shelling on the GPO on Thursday?</i></p> <p>Any two points: 2 marks + 2 marks</p> <p>Answers may refer to no direct hit/ heat from burning buildings/ window fortifications had to be kept wet / men stained with soot/ scalded by steam/ scorched by fire.</p>	4
(b)	<p><i>According to Source 1, why did the Volunteers evacuate the GPO on Friday evening?</i></p> <p>Any two points: 2 marks + 2 marks</p> <p>Answers may refer to shells hitting the GPO/ fires breaking out/ front became a roaring furnace/ position became impossible.</p>	4
(c)	<p><i>Is Source 1 a primary source or a secondary source? Give a reason for your answer.</i></p> <p>Primary source: 3 marks Reason: 3 marks</p> <p>Mark the quality of the reason 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>Reason could be that it was written by a member of the Irish Volunteers who was in the GPO at the time of the Rising/ that the writer took a direct part in the events of 1916/ that he refers to “our” position in the GPO, etc.</p>	6

Q 4		Marks
(d)	<p><i>In relation to events at the GPO during the 1916 Rising, what are two ways in which the visual evidence from Source 2 supports the written evidence in Source 1?</i></p> <p>Mark each point out of a sliding scale of 3 marks: 3 marks + 3 marks</p> <p>3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p> <p>Award marks to answers which make or imply a direct link between the two sources:</p> <ul style="list-style-type: none"> • The blackened walls of the GPO shown in the photograph/Source 2 are evidence of the fire described in Source 1 where it says “the building was alight in every quarter”. • Source 1 describes shells pouring into the building. Source 2 shows daylight through the top windows because the roof had been destroyed. • The piles of rubble in the street are evidence of the damage caused by the shells. <p>If no link is stated/implied, max. 1 mark for each point.</p>	6
(e)	<p><i>Apart from the Rising, what else can Source 2 tell us about life in Dublin in 1916?</i></p> <p>Look for 2 points. Answers may refer to clothing, trams/transport, architecture/monument (Nelson’s Pillar), etc.</p> <p>Mark each point out of a sliding scale of 3 marks: 3 marks + 3 marks</p> <p>3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p>	6
(f)	<p><i>Name two leaders who signed the 1916 Proclamation of Independence.</i></p> <p>Names of two signatories: 3 marks + 3 marks</p> <p>Thomas J. (Tom) Clarke, Seán Mac Diarmada, Thomas Mac Donagh, P.H. Pearse, Éamonn Ceannt, James Connolly, Joseph Plunkett.</p>	6

Q 4		Marks
(g)	<p><i>Explain two consequences of the 1916 Rising.</i></p> <p>Two consequences named/identified 3 marks + 3 marks</p> <p>Explanations: 3 marks + 3 marks</p> <p>Mark the quality of each explanation out of a sliding scale of 3 marks:</p> <p>3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p> <p>Reward answers which link the 1916 Rising or people involved in it to later developments in Irish history. Answers may refer to immediate or more long term consequences.</p>	12

(44 marks)

Q 5		Marks
(a)	<p><i>What were the main causes of the World War you studied?</i></p> <p>Award 3 marks to each of the following to a maximum of 12 marks.</p> <ul style="list-style-type: none"> • a key point related to a cause of the war studied by the candidate • 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
(b)	<p><i>Make a list of four important events during the World War you studied and write them down in chronological order. (Dates not required.)</i></p> <p>Names of four important events: 4 x 2 marks</p> <p>Correct chronological order: 4 x 2 marks</p> <p>At least two events must be listed to award marks for chronological order.</p>	16
(c)	<p><i>Briefly explain two developments in warfare during the World War you studied. (e.g. weapons, transport, and/or communications, etc.)</i></p> <p>Mark each point out of a sliding scale of 3 marks: 3 marks + 3 marks</p> <p style="margin-left: 40px;">3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p>	6
(d)	<p><i>Select one country which was involved in the World War you studied. In what ways did the war affect the lives of people in that country?</i></p> <p>Name of country: 3 marks</p> <p>How the war affected people in that country 15 marks</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 related to how the war affected people in the 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>	18

(52 marks)

Q 6		Marks
(a)	<p><i>What age was Tomi Reichental when he was transported to Bergen-Belsen in 1944?</i></p> <p>Aged 8 or 9 3 marks</p>	3
(b)	<p><i>What hardships did the Reichental family endure on their way to Bergen-Belsen?</i></p> <p>Look for two points: 3 marks + 3 marks</p> <p>Answers could refer to being in a cattle carriage/box on wheels; overcrowding; bucket as toilet; no longer treated as citizens or human beings; 7-day journey.</p>	6
(c)	<p><i>What frightened Tomi Reichental when the train stopped?</i></p> <p>Look for two points: 3 marks + 3 marks</p> <p>Answers could refer to screaming and shouting by the German voices; the relentless barking [of dogs]; the bright light.</p>	6
(d)	<p><i>What is the difference between a biography and an autobiography?</i></p> <p>Look for explanation of biography <i>and</i> autobiography: 3 marks + 3 marks</p> <p>Answers referring only to biography or only to autobiography: max. 3 marks</p>	6
(e)	<p><i>Suggest two reasons why it is important that Tomi Reichental's story should be told.</i></p> <p>Two reasons: 3 marks + 3 marks</p> <p>Mark each reason out of a sliding scale of 3 marks:</p> <p style="margin-left: 40px;">3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p> <p>Accept points such as the importance of the Holocaust in history; he is a survivor/primary source who bears witness; to remember those who died; to counteract Holocaust denial, etc.</p>	6

Q 6		Marks
(f)	<p><i>What is meant by the term, 'the Holocaust'?</i></p> <p>Mark the answer out of a sliding scale 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 organised murder of 6 million Jewish people by the Nazis during World War II.</p>	3
(g)	<p><i>Apart from Jewish people in Europe, name two other groups of people who were targeted for persecution by the Nazis and explain why the Nazis persecuted them.</i></p> <p>Two other groups named: 3 marks + 3 marks Explanations: 3 marks + 3 marks</p> <p>Mark each explanation out of a sliding scale of 3 marks:</p> <p>3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p> <p>Accept reference to groups such as the Roma people; disabled people; gay people; Jehovah's Witnesses; political enemies, pacifists, Slavic people, etc.</p>	12

(42 marks)

Q 7		Marks
(a)	<p><i>What task did Malcolm Sutton begin working on in 1984?</i></p> <p>Documenting deaths during the Troubles: 3 marks</p>	3
(b)	<p><i>What is one piece of evidence Sutton could have found in each of two of the following to help him with his work? Library/Court records/Cemetery/Aerial survey maps</i></p> <p>Example of evidence from each of two sources: 3 marks + 3 marks</p> <p>Accept points such as the following: Library: newspaper accounts of deaths/books providing factual details about deaths during the Troubles. Cemetery: names, dates of birth/death, names of family members, etc. on headstones. Court records: details about who carried out the killings, how/why the killings took place. Aerial survey maps: could help to explain how an ambush was carried out/ could show the distance between places/events.</p>	6
(c)	<p><i>How many civilians were killed during the Troubles, according to Table 1?</i></p> <p>1840 civilians: 3 marks</p>	3
(d)	<p><i>What was the total number of deaths caused by Loyalist and Republican paramilitaries, according to Table 2?</i></p> <p>3084 deaths: 3 marks</p>	3
(e)	<p><i>What circumstances contributed to the outbreak of conflict in Northern Ireland in the late 1960s?</i></p> <p>Mark each valid 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>Award 3 marks to each of the following to a maximum of 12 marks.</p> <ul style="list-style-type: none"> • a key point • a development of a key point offering new information 	12

(27 marks)

Q 8		Marks
(a)	<p><i>How many years separate the camogie matches shown in the two photographs?</i></p> <p>104 years: 3 marks</p>	3
(b)	<p><i>What are three differences between the two camogie matches? Use evidence from the photographs to support your answer.</i></p> <p>Three differences: 3 x 3 marks</p> <p>Points should include clear reference to one or both photographs. Answer may refer to the players' clothing/ head gear/sponsorship/nature of play/surroundings, etc.</p>	9
(c)	<p><i>What evidence of continuity exists between the two photographs?</i></p> <p>Two points of continuity: 3 marks + 3 marks</p> <p>Answers may refer to women's interest in camogie/ spectator interest evident in both photographs/ teams differentiated by different tops in both photographs/ similar hurleys and sliotars.</p>	6
(d)	<p><i>Number the following developments in GAA history from 1-7, beginning with the earliest and ending with the most recent.</i></p> <p>Chronological order is: 2 [1] 5 6 4 7 3 6 x 3 marks</p> <p>Do not award marks for number 1.</p>	18
(e)	<p><i>Name a sporting, cultural or social movement you studied which had an impact on Irish life (at local or national level).</i></p> <p>Name of movement: 3 marks</p>	3

Q 8		Marks
(f)	<p><i>If you were asked to contribute to a history of the movement you studied, name one event you would focus on and explain why this event deserves to be remembered.</i></p> <p>Event named: 3 marks</p> <p>Explanation of why the event deserves to be remembered: 3 marks</p> <p>Mark the explanation out of a sliding scale of 3 marks:</p> <p>3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p> <p>Accept answers which deal with personal, local national or international significance.</p>	6
(g)	<p><i>Identify two different sources you would use to find out about this event. Explain how each source could help your research.</i></p> <p>Two sources named: 3 marks + 3 marks</p> <p>Explanations: 3 marks + 3 marks</p> <p>Mark each explanation out of a sliding scale of 3 marks:</p> <p>3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p>	12

(57 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 ngnóthaíonn 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 ghnáthrata 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

