

Question 1

Q 5		Marks
(a)	<p><i>From where did the Marathon set sail and how long did the journey take?</i></p> <p>Liverpool (3m) and 59 days (3m): 3 marks + 3 marks</p>	6
(b)	<p><i>How many of the passengers survived, and how many died, on the voyage to New York?</i></p> <p>Survived = 458 (3m) Died = 64 (3m): 3 marks + 3 marks</p>	6
(c)	<p><i>In Source 1, what were three difficulties faced by passengers on the Marathon? Support each point with reference to the source.</i></p> <p>Three points with evidence from source: 3 x 3 marks</p> <p>Mark each point on a sliding scale out of 3 marks:</p> <p>3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p> <p>Answers could refer to the length of the voyage/ cholera or sickness on board/ lack of hygiene/ shortage of food or starvation, etc.</p>	9
(d)	<p><i>Suggest a suitable heading for each column in Source 2.</i></p> <p>Answers should contain the following, or words to similar effect:</p> <p>1 = Name 2 = Age/Years old 3 = Gender/Sex/Male or Female 4 = Occupation/status 5 = From/Coming from/Country of origin 7 = Died on board/died 6 x 2 marks</p>	12
(e)	<p><i>Margaret Reilly is one of the passengers named in Source 2. What facts could a historian write about her, using information from both sources?</i></p> <p>Each piece of factual information can earn 3 marks, to a max of 12 marks: 4 x 3 marks</p> <p>If reference to one source only: 6 marks max.</p>	12

Question 2

	<p>Three differences</p> <p>If the answer contains no direct or implied reference to the source(s), award 2 marks max. per point.</p>	<p>3 x 3 marks</p>	<p>9</p>
<p>(d)</p>	<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>		<p>15</p>

(26 marks)

Question 3

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:</p> <p>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="384 219 1133 248"><i>Describe two ways in which Christianity influenced Irish life after 1200.</i></p> <p data-bbox="384 309 1126 367"><i>Description of two ways in which Christianity influenced Irish life after 1200.</i></p> <p data-bbox="927 385 1126 414">6 marks + 6 marks</p> <p data-bbox="384 474 1118 504">Mark the quality of each point on a sliding scale out of 6 marks each.</p> <p data-bbox="443 519 676 548">5-6 marks = excellent</p> <p data-bbox="443 551 751 580">3-4 marks = good/very good</p> <p data-bbox="443 582 676 611">1-2 marks = poor/fair</p> <p data-bbox="443 613 874 642">0 marks = no merit/incorrect/irrelevant</p> <p data-bbox="384 689 963 719">Accept relevant points <i>after</i> 1200 up to modern times.</p> <p data-bbox="384 732 1114 790">Points that lack any development/descriptive element, award 2 max. per point.</p>	12

(57 marks)

Q 2		Marks
(c)	<p><i>Describe the main achievements of one Renaissance artist you studied during your Junior Cycle History course.</i></p> <p>Artist's name: 2 marks Achievements: 12 marks</p> <p>Achievements could include references to/descriptions of the artist's work(s); innovations/inventions by the artist; his/her influence on later artists, etc.</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 such as the name of a painting/statue/achievement • each development of a key point offering new information <p>Do not award marks for biographical information unrelated to an achievement by the artist.</p>	14
(d)	<p><i>Apart from art, select two areas of learning in which change took place during the Renaissance era, e.g., literature, architecture, medicine, science, etc. Outline one key change that occurred in each area.</i></p> <p>Area of learning (2m) and key change (3m): 2 x (2 marks + 3 marks)</p> <p>Mark the description of change on a sliding scale out of 3 marks:</p> <p>3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p>	10

Question 5

Q 3		Marks
(a)	<p>Use terms from the given list to fill the gaps below.</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>Give two reasons why Europeans began to colonise other parts of the world in the 1500s.</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>How does this statue illustrate two different perspectives (points of view) on how Columbus is remembered?</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)

Question 6

Q 4		Marks
(a)	<p><i>Describe two points of contrast between life in France and life in England, according to the artist in Source 1.</i></p> <p>Two contrasts: 3 + 3 marks</p> <p>Answers must make a clear link between the two sides of the image.</p>	6
(b)	<p><i>What message do you think the artist wanted to give to his English audience about the French Revolution? Support your answer with evidence from Source 1.</i></p> <p>Mark the quality of the answer on a sliding scale of 6 marks:</p> <p style="text-align: center;">5-6 marks = excellent 3-4 marks = good/very good 1-2 marks = poor/fair 0 marks = no merit/incorrect/irrelevant</p> <p>Answer should indicate that the artist has a negative view of the revolution and the answer should refer to evidence from the image.</p>	6
(c)	<p><i>Name a revolution in Europe or the wider world (not in Ireland) that you studied as part of your Junior Cycle History course.</i></p> <p>Clear identification of a revolution in Europe or the wider world: 3 marks</p>	3
(d)	<p><i>Explain three causes of the revolution you studied.</i></p> <p>Three causes of the named revolution: 3 x 3 marks</p> <p>Mark each explanation on a sliding scale of 3 marks:</p> <p style="text-align: center;">3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p>	9
(e)	<p><i>Name one person involved in this revolution and briefly describe his/her role in the revolution.</i></p> <p>Name of person: 3 marks</p> <p>Look for three points on his/her role in the revolution: 3 x 3 marks</p> <p>Unrelated biographical information earns 0 marks.</p>	12

Q 4		Marks
(f)	<p><i>Do you think that this revolution had a positive and/or negative impact on the country in which it took place? Give reasons for your answer based on events during the revolution and/or its long-term impact.</i></p> <p>Tick: 3 marks</p> <p>Look for two reasons: 2 x 3 marks</p> <p>Evaluate each reason on a sliding scale out of 3 marks:</p> <p style="text-align: center;">3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p>	9

If an answer exceeds the maximum number of marks, use blank ticks to indicate further valid points in the answer.

Question 7

Q 5	Marks
<p>(a) <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
<p>(b) <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
<p>(c) <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
<p>(d) <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

Question 8

Q 7	Marks
<p>(a) <i>One of the terms from below has been matched with an explanation in the table. Match eight other terms with explanations in the table.</i></p> <ol style="list-style-type: none"> 1. Superpowers 2. Western bloc 3. Eastern bloc 4. Communism 5. Capitalism 6. Iron Curtain 7. Domino Theory 8. Containment 9. Blockade 10. Arms Race 11. [MAD Theory] 12. Détente <p style="text-align: right;">8 x 3 marks</p>	24
<p>(b) <i>One of the symbols listed above has been matched with its meaning in the box below. Match the other symbols with their meanings in the box below.</i></p> <ul style="list-style-type: none"> • The boat/Uncle Sam • [The hammer and sickle] • The red iceberg • The tombstones <p style="text-align: right;">3 x 3 marks</p>	9
<p>(c) <i>What was the attitude of the artist who produced <i>The Red Iceberg</i> to communism? Tick (✓) one of the following: Give two reasons for your answer, based on evidence from Source 1.</i></p> <p>Tick for anti-communism: 3 marks</p> <p>Two reasons: 2 x 3 marks</p> <p>Mark the quality of each reason on 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>Specific reference to the image required to earn full 3 marks.</p>	9

Q 7	Marks
<p>(d) <i>Name one person, issue or event linked to the Cold War. Explain how this person, issue or event contributed to tension during the Cold War.</i></p> <p>Name of person, issue or event: 3 marks</p> <p>Contribution to tension: 9 marks</p> <p>Award 3 marks to each relevant point as follows to listed to a maximum of 9 marks:</p> <ul style="list-style-type: none"> • A key point relating to how the named person, issue or event contributed to tension during the Cold War 	12

- A development of a key point offering new information

If an answer exceeds the maximum number of marks, use blank ticks to indicate further valid points in the answer.

Unrelated biographical information earns 0 marks.