

Question 1

Question 5

Over one million people emigrated from Ireland in the 1840s/1850s. The following sources relate to a ship containing Irish emigrants which arrived in New York on 30 November 1853. Examine the sources and answer the questions which follow.

Source 1: extract from a newspaper report describing the ship and its passengers.

The ship, *Marathon*, left Liverpool on the 22nd of September, with 522 passengers, mostly Irish. She arrived at New York after a voyage of 59 days, during which she lost 64 persons to an outbreak of cholera.

The passengers were in a state of the most wretched poverty and filth. They were lodged on two decks, one above the other. The decks were covered with reeking filth.

The passengers' provisions [food supplies] were exhausted three weeks before the ship came into port. Had the ship been delayed for a few days longer, the people would have starved.

Source 2: extract from seven columns in the ship's passenger list.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|------------------------|----|--------|----------|---------|--------|------|
| Rose Moore | 25 | Female | Servant | Ireland | U.S.A. | |
| John Fitzpatrick | 24 | Male | Labourer | Ireland | U.S.A. | |
| Mary Fitzpatrick | 15 | Female | Servant | Ireland | U.S.A. | |
| Johannah Fitzpatrick | 40 | Female | Servant | Ireland | U.S.A. | |
| John Fitzpatrick | 50 | Male | Labourer | Ireland | U.S.A. | Died |
| John Fitzpatrick | 5 | Male | Child | Ireland | U.S.A. | |
| Mary Reilly | 29 | Female | Servant | Ireland | U.S.A. | Died |
| Patrick Reilly | 9 | Male | Child | Ireland | U.S.A. | Died |
| Margaret Reilly | 7 | Female | Child | Ireland | U.S.A. | |
| Bridget Reilly | 5 | Female | Child | Ireland | U.S.A. | Died |

(a) From where did the *Marathon* set sail and how long did the journey take?

Starting point:

Length of journey:

(b) How many of the passengers survived, and how many died, on the voyage to New York?

Survived:

Died:

(c) In Source 1, what were **three** difficulties faced by passengers on the *Marathon*? Support each point with reference to the source.

Question 2

Question 2

Archaeology students at University College Dublin (UCD) built a medieval round house based on an 8th century house uncovered during excavations in Co. Antrim. Look at the sources below and answer the questions which follow.

Source 1: Photographs of the UCD medieval round house.



Source 2: Information about the UCD medieval round house.

- The house required 250 vertical hazel posts, 1,600 horizontal hazel rods, 4 oak timbers for the doorway, 4 oak planks for the door, 1.5 tonnes of heather for the roof, and lots of grass, moss, bracken and weeds to line the walls.
- If the outside temperature was 8°, the inside temperature could be 18-21°, but the temperature dropped fast if the fire went out. Smoke drifted out through the roof. Carbon sensors recorded smoke pollution inside the house as quite low but the house stank.
- The house was alive with beetles, spiders, woodlice, birds and even a pygmy shrew. Archaeological evidence from Co. Antrim indicates that the beds would have been warm and dry but full of lice.

(c) 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.

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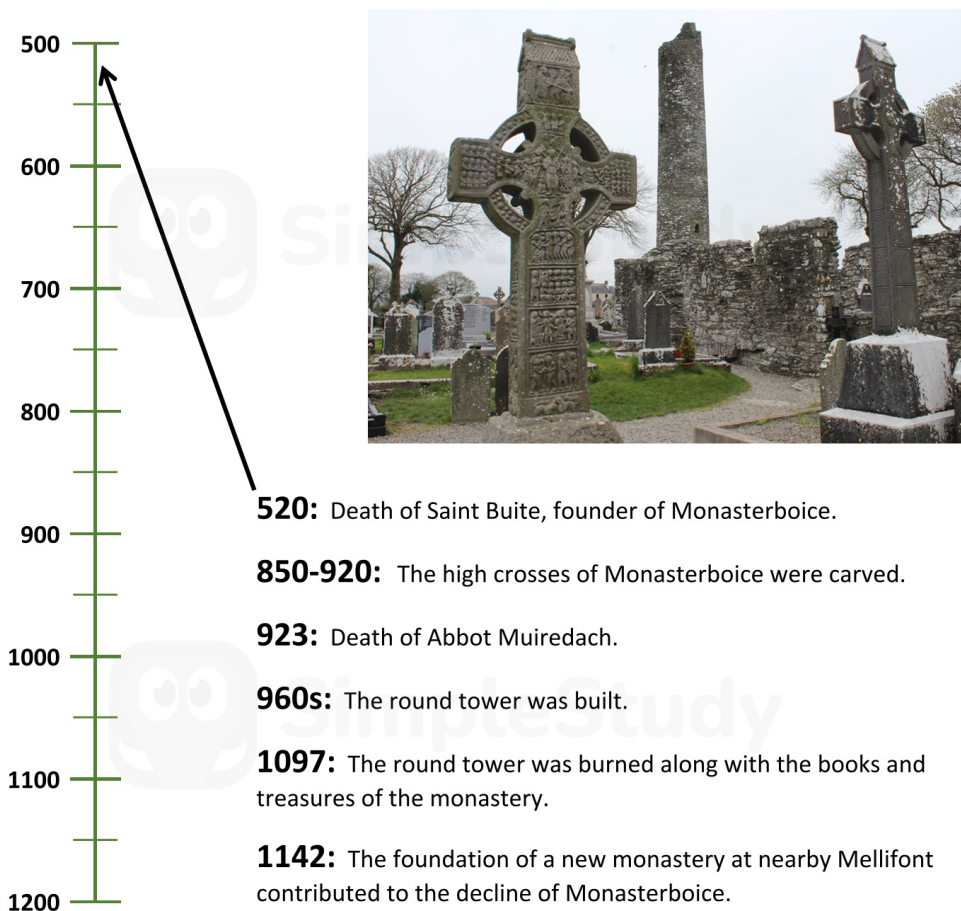
Question 3

Question 1

Monasterboice was an Early Christian monastery founded by Saint Buite in the late 400s. Study the timeline below and answer the questions which follow.

- (a) How many years are represented on the timeline, 500-1200?

- (b) Draw **five** arrows to link the events listed below to the correct areas on the timeline. An arrow has been inserted for 520 as an example.



- (c) Name **one** other Early Christian monastery in Ireland and name its founder.

Monastery:

Founder:

(d) Suggest **two** possible uses of a round tower in an Early Christian monastery.

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(e) Early Irish monasteries produced many different works of art. Name the type of craftsman who created the artefacts shown below.

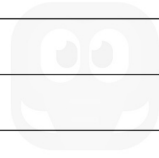
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|--|---|--|
| <p><i>Book of Durrow</i> Co. Laois c. 650-700</p>  | <p><i>Derrynaflan Chalice</i> Co. Tipperary c. 800-850</p>  | <p><i>Cross of Muiredach</i> Co. Louth c. 920</p>  |
| <p>Craftsman:</p> | <p>Craftsman:</p> | <p>Craftsman:</p> |

(f) Apart from the examples shown above, name and describe **one** other work of art from Early Christian Ireland.

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| <p>Name:</p> |
| <p>Description:</p> |
| <p> </p> |
| <p> </p> |
| <p> </p> |
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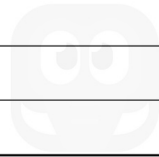
(g) The Early Christian era in Ireland ended around 1200. Describe **two** ways in which Christianity influenced Irish life **after** 1200.

1.



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2.



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Question 4

Question 2

The Renaissance was a time of change in many areas of learning. In the paintings below, the Angel Gabriel informs Mary that she has been chosen by God to be the mother of Jesus. Look at the two paintings and answer the questions which follow.



Source 1:
The Annunciation
by Simone Martini,
c. 1333.
Uffizi Gallery,
Florence.



Source 2:
The Annunciation
by Piermatteo d'Amelia,
c. 1487.
Isabella Stewart
Gardner Museum,
Boston.

- (a) What is similar and what is different in how Mary is portrayed in the two paintings? (Mary is on the right-hand side in both paintings.)

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- (d) 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.

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| First area of learning: |
| Change: |
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| Second area of learning: |
| Change: |
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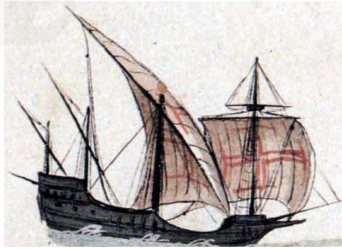
Question 5

Question 3

Answer the questions below which deal with exploration and colonisation in the 1400-1500s.

(a) Use terms from the given list to fill the gaps below.

- astrolabe
- caravel
- cartography
- circumnavigation
- compass
- hull
- lead and line
- log and line
- portolan
- sails
- scurvy
- water



Portuguese and Spanish explorers used a ship called a _____. It had a strong _____ and used square and triangular _____ to catch the wind.

Sailors used a _____ to find true north, and an _____ to calculate a ship's position north or south of the equator. They used a _____ to measure a ship's speed and a _____ to measure the depth of _____. Many sailors died of _____, a disease caused by lack of vitamin C.

_____ is the art of map-making. Some early maps were called _____ charts. Sailing all the way around the world, _____, was first achieved by Magellan's voyage, 1519-1522.

(b) Give **two** reasons why Europeans began to colonise other parts of the world in the 1500s.

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Source 1: Statue of Christopher Columbus.



1492: Christopher Columbus's first voyage to America.

1893: a statue of Christopher Columbus was erected in Providence, Rhode Island, USA.

2019: the statue had red paint thrown on it and a sign was placed in front of it saying, "Stop celebrating genocide".

2020: the city mayor ordered the statue to be removed.

(c) How does this statue illustrate **two** different perspectives (points of view) on how Columbus is remembered?

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(d) What is meant by the term 'genocide'?



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(e) In your opinion, is it fair to link Columbus to genocide? Tick (✓) **one** of the following.

Yes

No

Explain your opinion using your knowledge of American history after 1492.

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Question 6

Question 4

The drawing below contrasts life in France with life in England at the time of the French Revolution. Examine the drawing carefully and answer the questions which follow.

Source 1: *French Happiness, English Misery*, by Isaac Cruikshank, 1793.



- (a) Describe **two** points of contrast between life in France and life in England, according to the artist in **Source 1**. (An example is given.)

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| The cat: the French cat looks as if it has starved to death, whereas the English cat is alive, well-fed and has caught a mouse. |
| 1. |
| 2. |
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- (b) 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**.

Question 8

Question 7

Answer the following questions which deal with the Cold War.

(a) One of the terms from below has been matched with an explanation in the table. Match **eight** other terms with explanations in the table.

- | | | |
|--------------|-----------------|----------------|
| • Arms race | • Containment | • Iron Curtain |
| • Blockade | • Détente | • MAD theory |
| • Capitalism | • Domino theory | • Superpowers |
| • Communism | • Eastern Bloc | • Western Bloc |

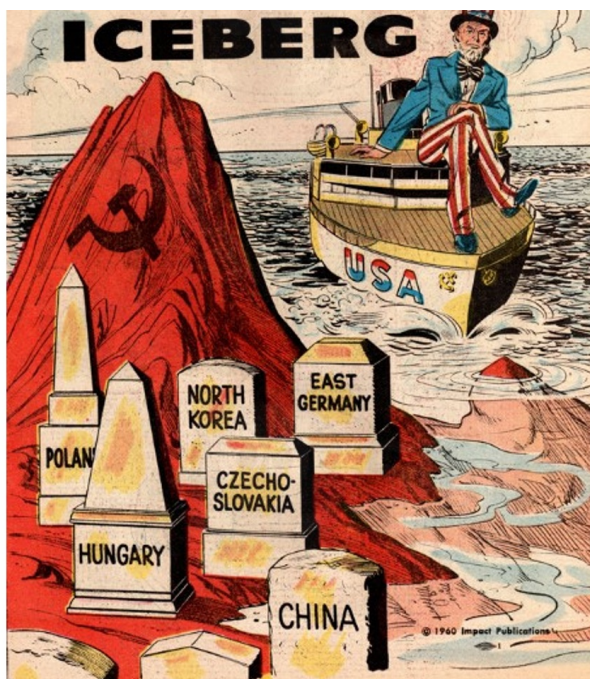
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|-----|---|-------------------|
| 1. | The term used to describe the USA and the USSR after World War II due to their military and political dominance in world affairs. | |
| 2. | The term used to describe the group of countries led by the USA. | |
| 3. | The term used to describe the group of countries led by the USSR. | |
| 4. | A system in which the state controls all business, property and wealth. | |
| 5. | A system which allows private ownership of business, property and wealth. | |
| 6. | Winston Churchill's description of the division between East and West in 1946. | |
| 7. | The belief that if one country turned to communism, nearby countries would soon follow. | |
| 8. | An American policy which aimed to stop the spread of communism. | |
| 9. | Preventing the movement of people, goods and equipment into or out of a certain area. | |
| 10. | Competition between opposing sides to have more and better weapons. | |
| 11. | Mutually Assured Destruction: the belief that nuclear weapons helped to prevent war as both sides would be destroyed. | MAD theory |
| 12. | A relaxation or improvement in relations between East and West. | |

Source 1: The front page of a comic book for American school children, 1960.



Cartoonists use symbols to represent meanings in their cartoons.

Symbols used in this cartoon:



- The red iceberg
- The hammer and sickle
- The tombstones
- The boat carrying "Uncle Sam"

(b) 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.

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|---|-----------------------|
| The USA is represented by | |
| The USSR is represented by | the hammer and sickle |
| Communism is represented by | |
| Countries under communist rule are represented by | |

(c) What was the attitude of the artist who produced *The Red Iceberg* to communism? Tick (✓) **one** of the following:

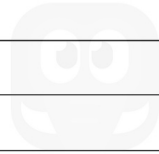
Pro-communism Anti-communism Neutral

Give **two** reasons for your answer, based on evidence from **Source 1**.

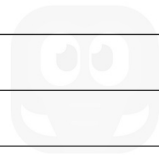
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(d) Name **one** person, issue or event linked to the Cold War. Explain how this person, issue or event contributed to tension during the Cold War.

Name of person, issue or event:



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