



Collins in London in 1921 during the Treaty negotiations

An answer could start like this:

A supporter of Luther would have been unhappy with the Catholic Church and the behaviour of the Pope. He would have agreed with the views of Martin Luther. Martin Luther was born...and so on.

€ Look closely at the dates in the question: for example, Michael Collins is not a relevant example of 'an Irish political leader after 1945'.

€ Key point: You should aim to give about 10 points per answer. Remember, you'll be awarded marks for quality, not quantity.

QUESTION 5 - SOURCE-BASED QUESTION (HIGHER LEVEL ONLY)

This question is based on one of the second year topics.

- ◆ It will consist of two or three sources - usually a combination of pictures and documents.
- ◆ There will be three parts: A and B will be questions on the sources, while part C requires students to write one or two accounts on an aspect of the topic.
- ◆ Part C tends to deal with the effects / consequences of the period in question.
- ◆ This can be a difficult question, especially part (c). Every year a high proportion of students either don't attempt this part or score poorly.

Topics asked in Question 5

- 2007 The Reformation
- 2006 Rural Ireland (the Famine)
- 2005 The Age of Exploration
- 2004 Industrial England and Rural Ireland (the Famine)
- 2003 Revolutionary Movements
- 2002 The Reformation
- 2001 Plantations in Ireland
- 2000 Exploration

QUESTION 6 - TOPIC-BASED QUESTION (HIGHER LEVEL)

This question is the most important on the paper as one-third of the marks are awarded for it. Some students do this question before questions 4 or 5 because of its importance

- € There are four sections and you are expected to answer two.
- € There are different question types in each section: short questions and paragraphs
- € The paragraph questions are usually marked out of 10, 12 or 14, so answers don't need to be as long as in Q4.
- € As a guide the examiner will give 2 marks for each valid point as with Q4 and Q5(c).
- € Section A is very difficult to predict: in 2007 the topic was Ancient Civilisation outside Ireland; in 2006 it was The Middle Ages, 2005 was The Renaissance and in 2004 it dealt with Ancient Ireland.
- € Section B and Section C: One of these two is usually Political Developments in 20th Century Ireland and the other Social History in 20th Century Ireland.
- € Section D is based on International Relations in the 20th Century.

person chosen. In answering 'a factory owner during the Industrial Revolution in Britain', you would lose marks if you wrote about a factory worker and did not mention the owner.

Read questions closely - do not be discouraged by questions such as a supporter of a Reformer, or a sailor on a voyage of Exploration. They are really asking you to write about Luther or Columbus.

Higher Level: popular topics for Question 4 include	07	06	05	04	03	02	01	00
Renaissance painter: Italy or northern Europe	✓			✓		✓		
The work of an archaeologist	✓			✓			✓	
A farmer in Ancient Ireland (eg Celtic Ireland)			✓		✓			
A monk in an Early Christian monastery	✓		✓			✓		
A person from an ancient civilisation outside Ireland		✓		✓				✓
A lord or lady in the Middle Ages			✓		✓			
A serf on a medieval manor	✓							
A craftsman during the Middle Ages								✓
A settler during the Plantations in Ireland		✓		✓		✓		✓
An explorer on a voyage of discovery		✓					✓	
A religious reformer					✓			✓
A factory owner or a factory worker in Britain	✓	✓	✓		✓	✓		✓
A tenant farmer or landlord in Ireland c 1850						✓		
A revolutionary leader		✓	✓				✓	
A leader during the struggle for independence	✓		✓				✓	
An old person describing social change				✓	✓	✓		

How to tackle the exam in June

How you deal with the paper on the day of the exam will contribute to a successful result in history. This is called exam technique.

Here are some steps to follow:

1. **Read the paper carefully before you start.** Go through it positively. Back yourself. You will be surprised what material will come back to you.
2. **Questions can be answered in whatever order you want.** Q1, 2 and 3 are answered on the paper; 4, 5 and 6 in your answer book.
3. **Plan your longer answers.** A short plan though - words or phrases only.

Here is an example of a plan for an answer in Q4: A Factory Worker during the Industrial Revolution

Name of town - Manchester -> Conditions - factory and housing -> Machines used - power loom -> Disease, eg cholera -> Entertainment -> Factory Acts

4. **Do not leave a question unanswered** - you are throwing marks away. You might feel hopeless but you may as well try.
5. **Follow a time allocation per question.** The exam is 2½ hours long. Not having enough time to finish your exam is an unforgivable error. Do extra questions ONLY if you have the time.
6. **When faced with a choice, concentrate on doing one good option** rather than two or three poor ones.
7. **If you change your mind, put a line through what you have written.** Do not destroy it as it will be corrected. You may have been right the first time.
8. **Make sure to reread over your paper.** Don't rush out of the exam. It's tempting, especially if other people have left, but five minutes spent carefully here could be the difference between an A and a B.

Suggested time allocation (see Golden Rule Number 2, above)

Preview	Q1	Q2	Q3	Q4	Q5	Q6	Re-read
5 mins	10 mins	10 mins	15 mins	40 mins	25 mins	40 mins	5 mins

The A student



Róisín Whitford sat her Junior Cert history exam at St Aloysius, Carrigwohill, Co Cork

I thought the exam was fair enough - it's more the build-up to it than the exam itself that's hard. I knew the layout fairly well. For instance, I knew you had to write an essay about a painter, so I learned stories about them and could recall them in the exam.

It's pretty important to know the paper, because when you do, you can learn off the things that you know will come up, which makes it much easier on the day.

I think I got a B in the mocks. I didn't find it that hard, but I'd say that the actual exam was easier, just because I had done more study for it. I really wanted an A, to prove that I could do better.

For the mocks I only really studied the third year stuff because I figured that was the most important thing I had to learn. Plus, I was learning it for the first time whereas with the other years I had time to let it sink in.

I managed to finish the course - a teacher in my school had written out the entire course, so I used those notes to help me go over everything as well. I divided the subject up so that I did a small bit most days, rather than having a big lump of stuff to do. At the end of the week I'd decide that I had to have a certain amount done and if I didn't get it done one day, then I'd catch up on another.

I found it easier to learn it gradually, so it was a good way for me to keep up with the course.

I studied mainly by taking notes from the book - I find that you learn more if you're writing and then I read and recited the sheet that I had. It worked for me.

I find it hard to work with other people around me, so I didn't do supervised study in school, I did it myself at home. I find it easier to work by myself, but it depends on the person.

One technique that helped me was trying to trigger an interest in what I was studying, so I was motivated to keep up the work in that way.

Half an hour at time was usually enough for most subjects but I found that I would spend longer with history, just because there's so much of it.

I'd tell anyone not to waste time worrying about how much there is to do, but to spend that time getting it done. And enjoy it as well - make it interesting. I think you'll learn better if you can do that.

Even if you think you don't like something, try and find a way to enjoy it in some way. It'll make a big difference.

- In conversation with Eoin Cunningham

A crash course

If you're only starting to work now, don't panic - there's still a lot that can be done.

The sample papers are key to effective revision that will really pay off.

1. If you have only started studying recently, familiarity with the paper and the type of questions to expect would be of great help.
2. For first and second year material concentrate on the People in History question (Q4).
3. Study a particular topic and make sure that you can do the relevant People in History question.
4. An answer for a figure should include as many terms as possible that you learned about that period.
5. As well for the second year topics draw up a short 10-15

sentence paragraph each on the consequences of the following topics: the Age of Exploration; the Reformation; One Plantation; the Revolutions in America, France and Ireland; and the Famine.

6. Question 6 is key for third year. Draw up a list of events and topics that have been asked in the International Relations in the 20th Century, the Social History and the Political Developments in Ireland sections of the question.
7. Arrange them in the order that they happened. Find them in your book (most books have indexes where you can locate topics) and do paragraph-style answers of roughly 10-15 sentences on each.
8. Do as many past Q1s and Q3s as possible as they are a good test of your knowledge of the course.