

exAMTIMES

In association with **The Institute of Education**

**How I
Got
My A1**
Tips from
students



No 7: Other subjects

Thursday,
February 12th, 2014

History,
geography
and home
economics
for the
Leaving Cert



Past master

Everything you
need to know for
the Leaving Cert
history exam
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**Geography
exam and
revision tips**
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to home
economics**
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Thursday
February 26th
Junior Cert,
Part 1

 Exam Times Online
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On the cover: Tungurahua volcano in Ecuador
(Photograph: Thinkstock)

Welcome

Welcome to the seventh issue of our Exam Times series for 2014/2015, a collaboration between *The Irish Times* and the Institute of Education. Written by senior teachers at the Institute, this week's guide covers three popular Leaving Cert subjects: geography, history, and home economics.

These three diverse and interesting subjects provide students with an insight into the world in which we live. They explore common issues faced by all society and provide students with a range of knowledge, skills and understanding that can be used in many contexts, including in the home, the workplace and



in further education.

Enjoy next week's mid-term break and use the time productively. Exam Times will return on February 26th with the first of two issues on the Junior Cert, covering English, Business, French and Irish first, followed by maths, science, geography and history on March 5th.

Peter Kearns
Director, the Institute of Education

About the authors

James Campbell



James graduated from UCD with a degree in geography and economics and a higher diploma in education. He has more than 25 years' teaching experience at Junior Cert and Leaving Cert level. He is head of the geography department in Blackrock College, Dublin. James also teaches geography and economics at the Institute of Education. James is co-author of *Leaving Certificate Geography SRPs*, *Get the Points Geography* and *Revise Wise Geography for the Junior Certificate*. He is passionate about his subjects and instils a great love of geography and economics in his students.

Sandra Cleary



Sandra graduated with a BEd (Hon) in home economics from St Catherine's College of Education for Home Economics. She has been teaching at the Institute since 1991. Sandra also spent two years teaching at the Dublin College of Catering and was assistant to Mairín Úi Chomáin on the RTÉ cookery series *Cuisine le Mairín*. She has contributed articles in the print media since 1993. Sandra is the author of the recently published Leaving Certificate revision book *Rapid Revision Home Economics*, part of the Rapid Revision series by Folens.

Susan Cashell



Susan has been senior history teacher at the Institute of Education for 10 years and an examiner for 30 years. Key to her classroom technique is a combination of visual material and weekly tests. The high standard attained in Susan's classroom is evidenced by the number of her students who have achieved full marks in the Leaving Cert history exam. Susan gives lectures on the history course to students and teachers nationally, including the annual review of the Leaving Cert higher level paper to the History Teachers' Association and "How to Improve Your Grade" to the sixth form conference at TCD.

Geography Part 1: short questions (higher)

Don't get caught short



James Campbell

Although you have to answer only 10 short questions, attempt all 12

Short Questions

How to answer the Short Questions:

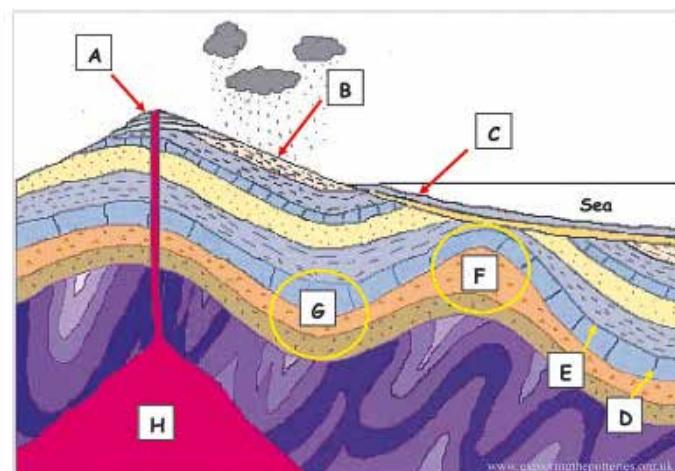
- Twelve short questions will be asked. You have to answer 10 of them. Attempt all 12 and the examiner will mark your best 10.
- Answers for Part 1 never require more than one sentence and most of them involve one- or two-word answers.
- Most questions ask you to identify features/landforms and/or interpret graphs, charts, maps and photos.
- The only way to practise short questions is to do as many from past exam papers as you can.
- The purpose of the short questions is to test your understanding and interpretation of various topics and associated skills.

Types of short questions in Part 1

- 1) Components of a feature/landform
- 2) Types of regions
- 3) Graph skills
- 4) Map skills
- 5) Photograph skills
- 6) Satellite images
- 7) Weather and climate maps
- 8) Rock samples
- 9) Matching terms in columns A & B

Leaving Cert 2014 Sample short question and answer

Question 3, 2014: Patterns and Processes in the Physical Environment



Examine the diagram above. Match each of the letters A, B, C, D, E, F, G and H with the feature or process that best matches it in the table below.

Feature / Process	Letter
Joint	D
Syncline	G
Volcano	A
Coastal deposits	C
Bedding plane	E
Magma chamber	H
Weathering	B
Anticline	F

■ Grace Daly and Liam Cowley at the Institute of Education, Leeson Street.
PHOTOGRAPH:
ALAN BETSON



Leaving Cert Geography At a glance

You have to answer 10 short questions and four other questions in total as follows:

- 1) Short Questions (10)
- 2) Physical Environment question
- 3) Regional Geography question
- 4) Elective question
- 5) Option question

Part 1 Short Questions

Part 2 Section 1 (Core Unit)

- Patterns and processes in the physical environment
- Regional geography

Section 2 (Electives)

- Patterns and processes in economic activities
- OR**
- Patterns and processes in the human environment

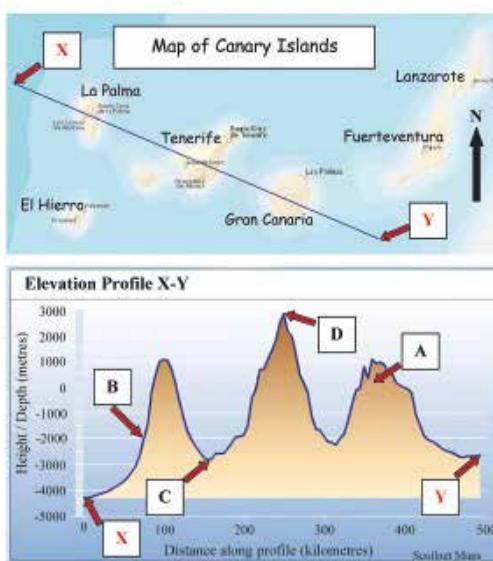
Section 3 (Options)

- Global interdependence
- OR**
- Geoeconomics
- OR**
- Culture and identity
- OR**
- The atmosphere – ocean environment

Leaving Cert 2014 Sample short question and answer

Question 9, 2014: Map Skills

The line X-Y on the map of the Canary Islands below indicates the line of a cross-section. An elevation profile of the line X-Y is also shown.



Examine the map of the Canary Islands and the elevation profile X-Y, and answer each of the following questions.

- (i) Name the island at A on the elevation profile. Gran Canaria
- (ii) What is the depth of the ocean at B on the elevation profile? 2000m
- (iii) Calculate the difference in elevation between point C and point D on the profile, to the nearest 1000 metres.
6000m
- (iv) Briefly explain one economic advantage of living on a volcanic island.
One economic advantage would be that volcanoes provide very fertile soils.

How I Got My A1

■ Keith Longworth, Geography

To achieve an A1 in Geography, design your study around the exam format and you can't go wrong. In my experience, past papers should be your best friend when it comes to the short questions. Downloading multiple copies allows you to complete them again and again without the possibility of tricking yourself into thinking you know them if you have a book of past papers.

Short questions are worth 80 marks, equal to the Options section of the exam, making them an important aspect if you want a high grade.

In my experience, making an "SRP book" is a good approach. This is an A4 pad with every SRP topic that you wish to cover inside. Remember, it is essential to keep everything in its correct section, otherwise the information will become muddled and it will be ineffective.

What made this method

“ Essentially this A4 pad allows you to have every SRP topic you want to cover from Section 1 right through to your Option essay titles in Section 3



effective for me is that all your relevant information is in one easy-to-reach place, making your study time more effective and productive.

It also means you are learning the SRP topics in your own words rather than, for example, a teacher's. This makes it more accessible to you as they are your notes, which will make it easier to learn over the course of the year.

Practise writing each SRP question first on a blank piece of paper – that way your final draft is completely your own, and without realising it you've condensed the information in your own head, meaning you've been learning as

you get to that final draft in the SRP book.

You can apply the SRP book technique to all of the essay sections of the exam. Essentially this A4 pad allows you to have every SRP topic you want to cover from Section 1 right through to your Option essay titles in Section 3. As you get closer to the exam having "trigger words" for each SRP allows you to be able to recall an SRP without having to learn a whole sentence.

Always keep timing in mind. The geography exam requires good exam timing so always be aware of how long you spend on each question.

Geography Introduction to Part 2

Keep it relevant

James Campbell

An SRP is a significant relevant point, and you will be expected to answer parts of the exam in this form



How to answer

The questions in Sections 1 and 2 of Part 2 of the geography paper are long questions, each with three parts:

A) = 20 marks. It comprises a skilled based exercise.

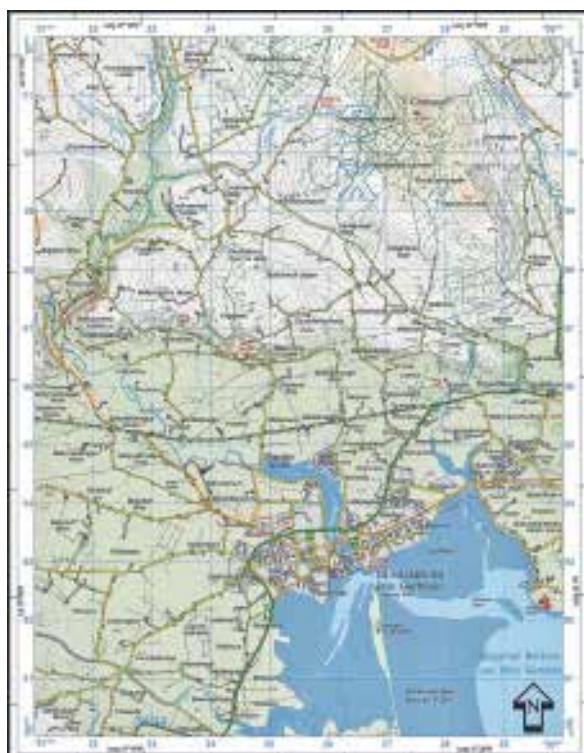
B) = 30 marks. It requires 15 SRPs for 2 marks each.

C) = 30 marks. It requires 15 SRPs for 2 marks each.

The examiner will expect you to answer parts B and C in the form of SRPs. An SRP is a significant relevant point. It is a point of geographical information. It is one or two detailed sentences containing factual information relevant to the question. An SRP is worth two marks so you will need at least 15 SRPs for a 30-mark question.

Leaving Cert 2014 Sample (A) questions from Part 2

Patterns and processes in the physical environment
Part 2, Question 1A, 2014

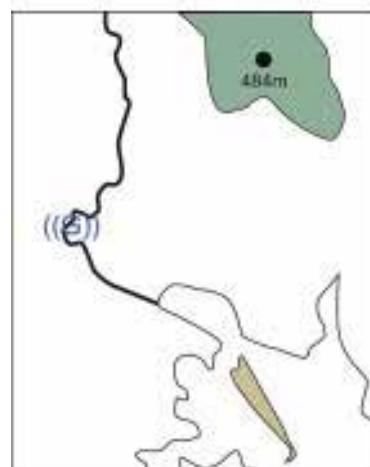


A. Ordnance Survey Map
Examine the 1:50 000 Ordnance Survey map and legend (above) *that accompany this paper. Draw a sketch map of the area shown to half scale. On it, correctly show and label each of the following:
■ The complete course of the Colligan River
■ Locate a gorge on the Colligan River and mark it with an X on the sketch map

■ The Cunnigar sand spit
■ An area of land above 300 metres.

Answer (not drawn to scale)

Sketch map of the 1:50,000 Ordnance Survey map



KEY

The complete course of the Colligan River

The Cunnigar sand-spit

An area of land above 300 metres
((G)) The Gorge on the Colligan River

Patterns and Processes in Economic Activities
Part 2, Question 8 A, 2014

(20m)

A. Aerial Photograph

Examine the aerial photograph accompanying this paper (above). Draw a sketch map of the aerial photograph, half the length and half the breadth. On it, correctly show and label each of the following:

- A recreational area
- A large commercial/industrial building
- A bridge
- An area of waste ground suitable for development

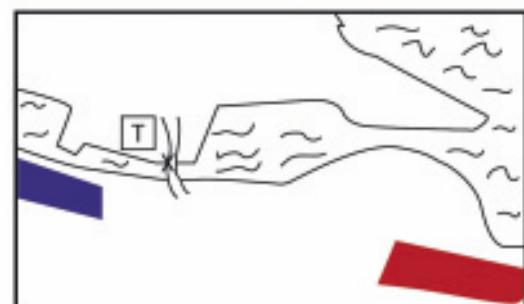
(20m)

Marking Scheme

Sketch outline: 4 marks; Four features at 4 marks each: shown 3 marks (graded 3/1/0); named 1 mark

Answer (not drawn to scale)

Sketch map of Aerial Photograph



KEY

T Recreation Area X Bridge

■ A large commercial/industrial building

■ An area of waste ground suitable for development

Geography Part 2, Section 1, Unit 1 – physical geography

Get physical

James Campbell

Physical geography is examined in the first three questions of Part 2 of the exam and SRPs are required

- You have to answer one question from a choice of three.
- On the exam paper the physical geography questions will be marked as Part 2, Section 1, questions 1, 2 and 3

Study of volcanoes

Sample question 1

Explain how the study of plate tectonics has helped us to understand the global distribution of volcanoes (30 marks).

Marking scheme

- Global examples: 2 marks + 2 marks
- Plate tectonics examined: 13 x SRPs

■ The study of plate tectonics allows us to understand the global distribution of volcanoes. Most, but not all, occur in the Pacific Ring of Fire, where plates converge and diverge. Some also occur at hot spots.

■ Divergent Plate Boundaries (diagram below left): at divergent boundaries plates separate. This is the theory of Sea Floor Spreading proposed by Harry H Hess in 1960.

■ When two plates separate, cracks form on the ocean floor forming an ocean ridge. Hot mantle rock from the asthenosphere rises upwards to fill the gaps of the extended lithosphere. As it rises it will melt, forming magma. As the magma flows out it cools and hardens over time forming a new ocean floor, adding to the plates on either side. This production of magma is termed “spreading centre volcanism”.

■ Along the Mid Atlantic Ridge volcanic islands have formed, eg Iceland. Iceland, sitting on the Mid Atlantic Ridge, is splitting along the spreading centre between the North American and Eurasian plates as North America moves westwards relative to Eurasia.

■ Eruptions at divergent plate boundaries are less explosive than those at convergent plate boundaries due to smaller amounts of dissolved gas.

■ Convergent Plate Boundaries (diagram below right): when two plates collide the heavier denser older plate sinks beneath

the other. This process is called subduction. The world's most dangerous volcanoes occur at convergent plate boundaries. The Pacific Ring of Fire is a zone of subduction volcanism.

■ The collision destroys the crust forming long deep narrow oceanic trenches. As the heavier plate is subducted it heats up and melts, forcing the subducting plate to release trapped water and gases which make their way upwards causing chemical reactions, melting the mantle above the subducting plate.

■ This hot melted rock, magma, moves upwards onto the ocean surface in the form of a volcanic eruption, forming offshore islands or island arcs, eg Japan and the Marianas Islands in the South Pacific Ocean. This type of magma production is termed subduction zone volcanism.

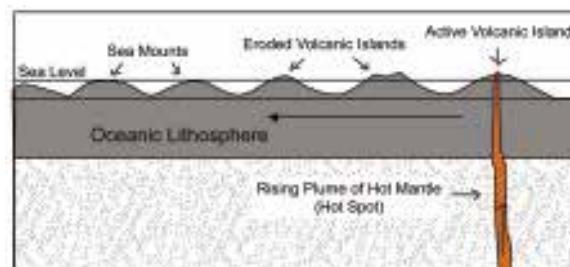
■ Mount St Helen's, Washington, is one of several hundred volcanoes that line the edge of the Pacific plate. It is situated in the Cascade Mountains, which were formed where the Pacific plate (oceanic plate) subducts beneath the North American plate (continental plate). As the Pacific plate is pulled downwards into the mantle, it heats up forming magma, which rises to the surface forming violent volcanoes such as Mount St Helen's.

Having been dormant for 120 years it erupted violently on May 18th, 1980. The eruption was bigger than expected. The blast was a lateral blast. The vertical column of ash and pyroclastic material emitted from the volcano reached 15 miles into the atmosphere. The blast occurred on a Sunday so the death toll was low; 57 people were killed. Had Mount St Helen's erupted on a weekday hundreds of loggers who work in the surrounding area would have been killed. The 1980 eruption was accompanied by an earthquake which measured five on the Richter Scale.

■ Hot spots (see diagram right): not all volcanoes occur at plate boundaries. Some occur at hot spots. Most hot spots are found in the middle of a plate. There are about 120 hot spots. They were discovered by John Tuzo Wilson in 1963.

Hot spots are warm areas deep within the Earth's mantle. Plumes of hot magma rise from the mantle to the surface forming volcanoes. The magma melts the rock and pushes through it. The hot spot lies at a fixed position under the tectonic plate. As the plate moves over the hot spot, the rising lava forms a series of volcanoes that migrate with the plate.

■ The most famous hot spot is under the Pacific plate, which formed the Hawaiian Island chain and which extends for about 2,400km. The chain comprises the tops of



■ Mount St Helen's in Washington (top), is one of several hundred volcanoes that line the edge of the Pacific plate; hot spots (above) are warm areas deep within the Earth's mantle.

PHOTOGRAPH: REUTERS

volcanoes that formed above a hot spot in the earth's interior. The islands, formed in the Pacific Ocean, are more than 3,200km from a plate boundary.

■ The Pacific Plate is moving in a north-west direction over the hot spot. Mauna Loa, an active shield volcano (4,170m) is on the island of Hawaii.

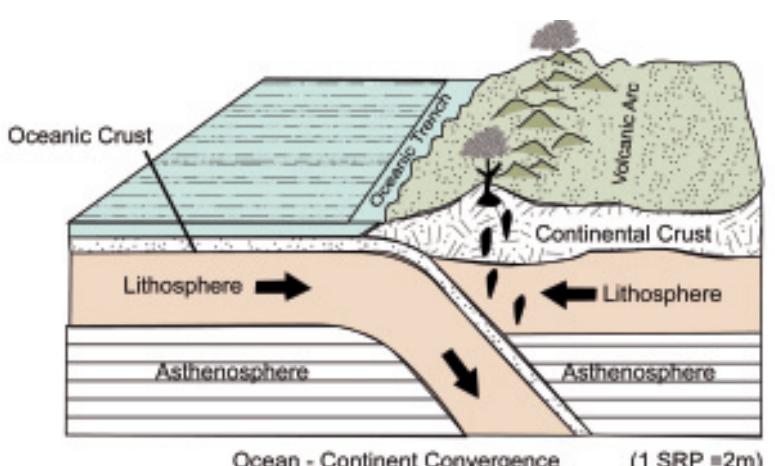
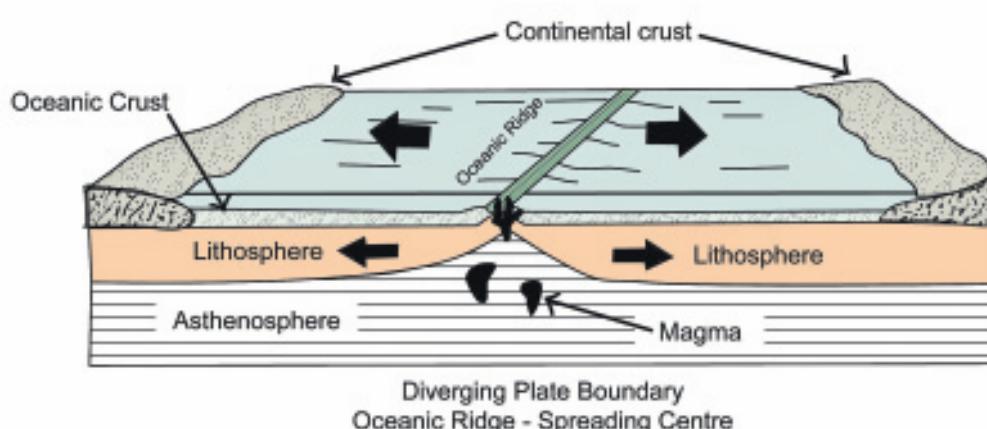
■ As the volcanoes grew they moved away from the hot spot at the rate of 3.5 inches a year. Therefore, the older volcanoes are further away from the hot spot while the newer

ones are directly over the hot spot. About 150 miles to the northwest is the island of Oahu, which burst out of the sea more than 3.6 million years ago. Midway, one of the oldest islands in the chain, formed between 15 million and 35 million years ago.

■ As one island volcano becomes extinct, another develops over the hot spot, repeating the cycle. The fixed spot is currently under the southeastern part of the big island of Hawaii. Kilauea, the world's largest active volcano, is still erupting because the island has yet to move off the hot spot. The next island to form in the chain is named Lo'ihi, which is currently 975m below sea level and will emerge above sea level in the next 10,000 to 100,000 years.

■ Hot spots also lie under Yellowstone National Park, Wyoming, which formed due to a hot spot under the North American plate which has been active for more than 13 million years. It is the only hot spot that sits inside a continent.

■ Continued on page 6



Geography Part 2, Section 1, Unit 1 – physical geography (continued)

Sample question 2

Examine with reference to examples from Ireland, the formation of sedimentary rocks (30 marks).

Marking Scheme

- Name two sedimentary rocks: 2 marks + 2 marks
- Name two associated Irish locations: 2 marks + 2 marks
- Examination: 11 x SRPs

■ Sedimentary rocks are formed due to the processes of weathering and erosion. When rocks are subjected to weathering and erosion the rock is broken down, transported by wind, water and ice, and deposited as sediments in strata on the beds of lakes and seas. The strata are separated by bedding planes. Overtime, the layers are compressed into sedimentary rocks through the process of lithification.

■ There are 3 types of sedimentary rocks:
 1. Organic
 2. Inorganic (mechanically formed)
 3. Chemically formed (evaporates)

■ Organic sedimentary rocks are rocks formed due to the compaction of dead organic material.

■ Limestone is an organically formed sedimentary rock comprising calcium carbonate. It formed 350 million years ago when Ireland was near the equator and surrounded by corals.

Limestone formed from the remains of compressed sea creatures laid down in layers. Consequently, it may contain fossils. The weight of the overhead layers compressed the bottom layers into rock. Over time, the sediments formed into calcium carbonate.

Limestone also contains vertical cracks called joints down through which water percolates to enable the chemical weathering process.

■ Limestone is pervious and soluble in water containing carbon dioxide. It is weathered by the process of carbonation, the action of rainwater containing carbon dioxide which results from the burning of fossil fuel.
 ■ It is the most common rock type in Ireland, found in the Burren, Co Clare and the Aran Islands. It is also found with sandstone in the Munster ridge and valley landscape. Limestone forms the synclines, or the valleys, through which the rivers Bandon, Lee and Blackwater flow. It is white/grey in colour due to impurities in the rock.

■ There are three main types of limestone – carboniferous, chalk and dolomite. Carboniferous limestone comprises 50 per cent calcium carbonate and is well jointed. It is hard and grey in colour and is found in the Burren, Co Clare.

Chalk is a soft white limestone which once covered most of Ireland. It has long been eroded but is still found in the Giant's Causeway underneath the layer of basalt.

Dolomite is a limestone where, due to a chemical change, some of the calcium has been replaced by magnesium. It is white, grey or pink in colour and is found in south Ireland.

■ Limestone is used as a building material,

e.g St Patrick's Cathedral, Dublin. It is also used to make cement and a fertiliser when converted into lime.

■ Inorganic sedimentary rocks are formed from pre-existing rocks which have been subjected to weathering and erosion.

■ Sandstone is an inorganic sedimentary rock formed 400 million years ago when Ireland was 30 degrees south off the equator and had a desert climate. It is Ireland's second most common rock type.

It comprises grains of sand eroded from older rocks and deposited on river and sea beds. It may also contain the mineral quartz.

The top layers of sand compress the lower layers so it is well solidified and the different strata are separated by bedding planes.

The transformation from sand to sandstone is called lithification. Lithification is the process whereby newly deposited sediments are converted into solid rock by compaction and cementation.

■ Sandstone can be red or brown in colour and is used as a paving stone. It is found in the Magilicuddy Reeks and the Comeragh mountains, which are part of the Munster ridge and valley landscape. The sandstone forms ridges or anticlines.

■ Sandstone is used in countertops, tiles, concrete, play sand, glass filing, polishing metal, sandblasting and in buildings.

Sample question 3

With reference to the Irish landscape, examine the processes which have influenced the development of any landform in a karst region (30marks).

Marking Scheme

- Landform identified: 2 marks
- Named processes: 2 marks
- Irish example: 2 marks
- Discussion: 12 x SRPs

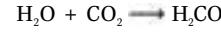
■ I will discuss the formation of a limestone pavement. Limestone pavements are surface features comprising clints, grikes, karrens, runnels and flutings and are found in the Burren, Co Clare.

■ Limestone pavements are a legacy of the last ice age that ended 15,000 years ago in Ireland. The kilometre-thick ice eroded the top layers of material revealing a massive uneroded rock surface when the ice disappeared. This last glacial period was called the Pleistocene.

■ Limestone is a hard sedimentary rock comprising calcium carbonate, formed by the deposition of plant and animal remains on the sea floor and is called a calcareous rock. It is laid down in layers separated by bedding planes. It is pervious, meaning that water can pass along the bedding planes and down the joints but not through the rock itself.

■ Limestone pavements are formed by the process of carbonation.

Carbonation is the process by which rainwater falling through the atmosphere absorbs CO₂ forming carbonic acid (H₂CO₃) which reacts with calcium carbonate to produce a soluble calcium bicarbonate which is carried away in solution. The chemical formula for carbonation is:



■ Rainwater falling on limestone travels underground via joints and cracks in the limestone. The joints are widened and deepened to form grikes by the process of carbonation. They are vertical fissures in the rock.

Grikes may be 30cm wide and up to 2m deep. Soil deposits in the grikes provide a home for plant life – hazel, ash, shrubs and exotic plants.

Plant life in the grikes increases the weathering rates by producing organic acids which make the percolating water more acidic. Humification also takes place whereby plants which had grown in the soil



in grikes, died and rotted releasing CO₂.

During winter the joints are widened by freeze-thaw action. Rainwater lodges in the grike by day and at night freezes. On freezing, water expands its volume, causing the grike to widen even more.

The more resistant slabs surrounding the grikes are not affected. These are Clints. Each clint is up to a few square metres in extent.

Carbonation also takes place on the surface of the clint forming karren, pot marks on the clint surfaces. They are small-scale solutional features formed by water and acids dissolving the limestone.

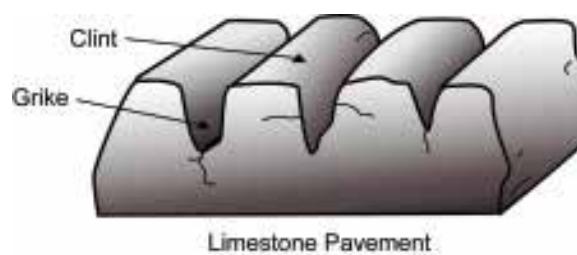
Runnels are deep gutter-like channels formed when acidic rain water drains from the surface of a clint dissolving the limestone further. They form on the clint and along the vertical sides of the grike. The grike will eventually widen undermining the clint itself. They are usually 5-15cm wide. As runnels and karren grow in size over time, the clint may become more dissected.

Fluted rock outcrops form due to the chemical action of rainwater on clint surfaces. When the rainwater flows over and down the clint it erodes the surface resulting in a grooved or fluted appearance.

The clint and grike will, in time, be weathered down to reveal a new layer of limestone and the process of carbonation will recommence.

Limestone pavements can also be seen in the Yorkshire Dales, England, and the Causses in France.

Diagram of limestone pavement



Landform development

Sample question 4

Explain with the aid of a labelled diagram(s) the formation of one landform of erosion that you have studied. (30)

Marking scheme

- Named landform: 2 marks
- Labelled diagram: 4 marks (graded 4/2/0)
- Explanation 12 X SRPs

■ Rivers are an important erosive agent shaping the Irish landscape. One feature found along a river's youthful stage is a V-shaped valley with interlocking spurs.

■ A V-shaped valley is a narrow valley with steep sides that resemble the letter V in cross section. In the youthful stage the river is concerned with vertical erosion. Consequently, the valley floor is narrow and the valley sides are very steep.

■ The major processes involved in the formation of a V-shaped valley are vertical erosion, hydraulic action, attrition, abrasion and weathering.

■ In the upper course, youthful rivers contain little water and a small load because they are only starting their life cycle. Their power is used to overcome the friction of the banks.

■ As the river comes down the mountain it loosens material by hydraulic action. Hydraulic action is the process whereby the weight and speed of the river opens cracks and loosens rocks from the sides and bed of the valley.

The loosened rocks are further eroded by attrition – friction within the load itself and friction between the load and the river bed.

■ Some of this loose material is used to erode the bed and sides by abrasion. Abrasion is the wearing away of the bed and sides by the scouring action of the load. Abrasion deepens the river bed causing the valley sides to steepen.

■ The eroded material is transported downstream. The lighter particles such as silt and clay are moved by suspension. The

“

The kilometre-thick ice eroded the top layers of material revealing a massive uneroded rock surface when the ice disappeared

Geography Part 2, Section 1, Unit 2: regional geography

Regional variety

James Campbell

Regional geography is examined in the last three questions of Part 2 and SRPs are required

- You have to answer one question from a choice of three.
- On the exam paper the regional geography questions will be marked as Part 2, Section 1, questions 4, 5 and 6.

Drawing regional sketch maps

This is a very popular question in Section 1, Unit 2. It is an easy way to secure 20 marks. Students are advised to practise drawing these regional maps (see examples right).



Physical Processes

Sample question 1

Discuss the physical activities in a peripheral (non-Irish) European region you have studied. (30m)

Marking scheme

- Region named: 2 marks
- Discussion: 14 X SRPs

In my answer I am going to discuss physical activities in the Mezzogiorno, a non-Irish European peripheral region, under the headings relief, drainage, soils and climate.

RELIEF

■ The relief of the region is rugged mountainous terrain comprising the Apennines mountains, which stretch 1,050km down through peninsular Italy. The region is 85 per cent mountain-

ous with 45 per cent too steep for any economic activity to develop.

■ The Apennines are high mountains. They were formed during the Alpine mountain-building period 65 million years ago when the African plate collided with and subducted beneath the Eurasian plate. The highest peak is Gran Sasso d'Italia, at 2,914m.

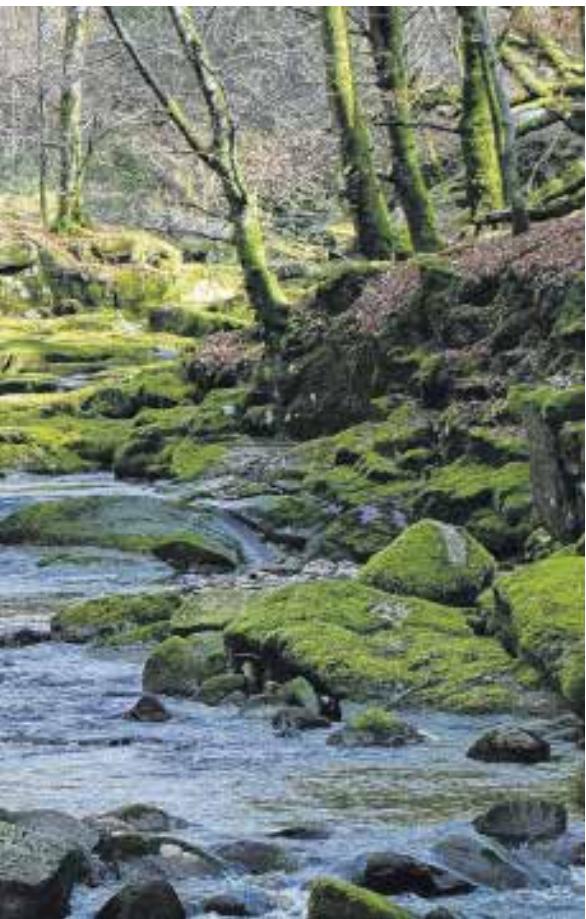
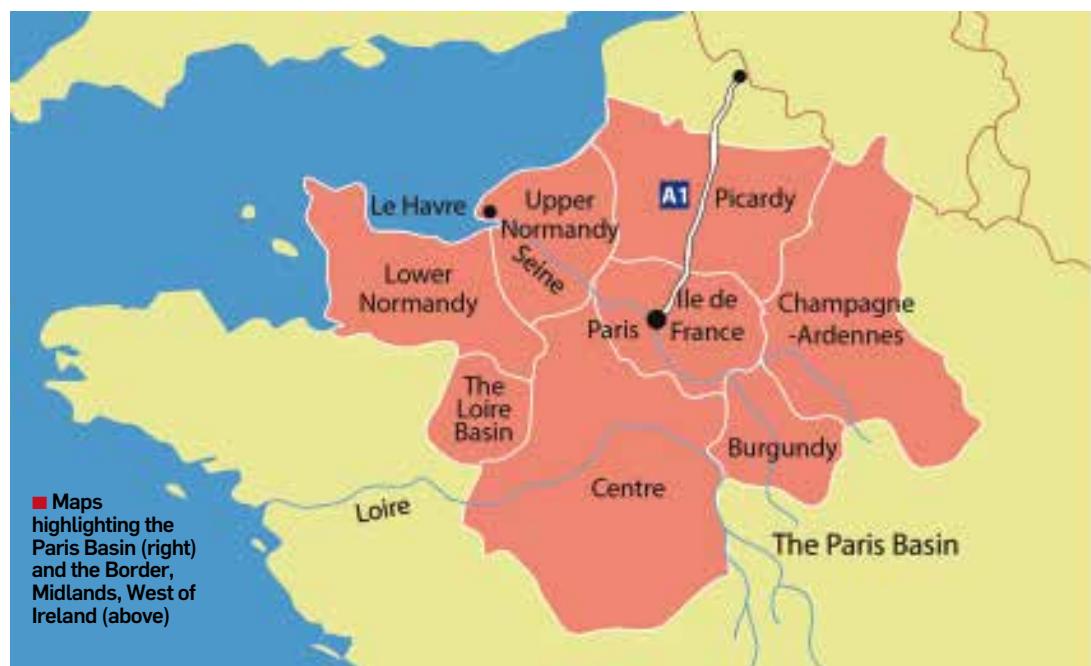
■ The coastal lowlands comprise 15 per cent of the land area of the region and are discontinuous, as the Apennines run directly to the sea in some areas, inhibiting the development of communications and transportation. The largest coastal lowlands are Campania and Apulia.

■ The region is also prone to tectonic activity such as earthquakes. The L'Aquila earthquake in the province of Abruzzo in 2009 measured 5.8 on the Richter scale and killed 308 people. It is also a very active volcanic region with three active volcanoes – Mt Etna, Mt Vesuvius, and Stromboli on the Lipari Islands.

DRAINAGE

■ Most rivers are small fast-flowing streams flowing in a radial pattern off the Apennines, eg the Volturno. Many rivers experience flooding during winter but dry

■ Continued on page 8



sands, gravel and stones are transported by saltation and traction.

■ The sides of the V-shaped valley will also experience weathering in the form of mechanical, chemical and biological weathering further steepening the valley sides. Under the influence of gravity the weathered material moves down the valley sides adding to the V-shape profile. The weathered material will then be transported by the river, increasing its ability to erode further into the bedrock by hydraulic action and abrasion adding to its V shape.

■ The River Liffey, near its source at Kippure Mountain, Co Wicklow, flows through a V-shaped valley.

■ Youthful rivers lack the power to go through more resistant rocks in a V-shaped valley and instead swing around them, changing the river's course from straight to winding. There is little energy for lateral erosion. By doing so the river preserves energy by taking the most efficient route.

■ Erosion, in the form of hydraulic action and attrition, is powerful on the concave banks of the bends causing spurs (outcrops of hard rocks), which alternate on each side of the river to interlock (like jigsaw pieces) forming interlocking spurs.

■ Interlocking spurs are found on the River Shannon, near its source in Co Cavan.

“

The River Liffey, near its source at Kippure Mountain, Co Wicklow, flows through a V-shaped valley.

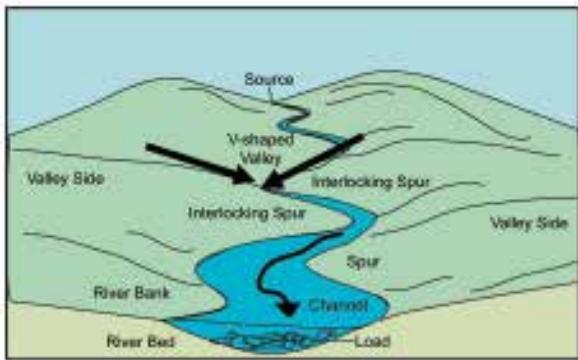


Diagram of V Shaped Valley with Interlocking Spurs

Geography Part 2, Section 1, Unit 2: regional geography (continued)

up during the summer droughts due to the Mediterranean climate.

■ In limestone areas rainwater drains underground due to its pervious nature creating subterranean streams and caves.

■ Many of the coastal lowlands comprise poorly drained mudflats and marshes but many have now been drained and irrigated, eg Metaponto in the Gulf of Taranto.

SOILS

■ Soils in the Apennines are thin, infertile and heavily denuded due to weathering and erosion. There is also massive soil erosion due to deforestation.

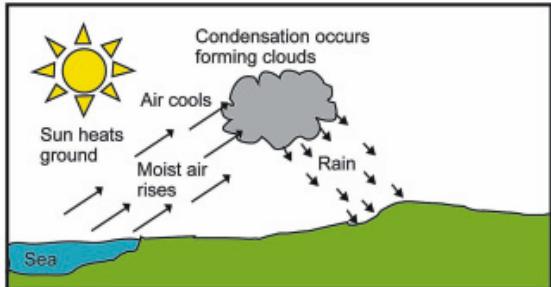
■ Terra Rossa soils derived from weathered limestone, red in colour, are found in the south of the region. They are subject to soil erosion but can be used for viticulture and olives if irrigated and fertilised.

■ The only fertile soils are the alluvial soils found on river floodplains, eg the Volturno River, and the volcanic soils of Campania around Mt Vesuvius derived from weathered lava, which therefore have a high mineral content.

CLIMATE

■ This region has a Mediterranean type climate with hot dry summers and mild moist winters. The seasonal changes in climate are due to the movement of the overhead sun. In June, the sun is directly above the Tropic of Cancer resulting in high pressure over the Mezzogiorno. High pressure causes air to descend from high in the atmosphere. Consequently, the air is dry with little or no rainfall.

■ Summer rain is convectional (see image below) in brief bursts of torrential downpours and thunderstorms due to rapid heating from the sun. Summer temperatures average 28-30 degrees with warm dry north-easterly winds from continental Europe and because the sun is at a high angle in the sky. The region enjoys cloudless skies and warm sunshine.



■ In December the sun is over the Tropic of Capricorn resulting in Atlantic low pressure over the Mezzogiorno and therefore mild wet winters. Winter temperatures average 17-18 degrees with moist, mild south-westerly winds from the Atlantic.

■ Two types of rainfall occur in winter:

1. Relief rainfall in upland areas due to the Apennines.

2. Frontal (cyclonic) rainfall created by the low pressure belt.

■ Annual rainfall levels vary from 900mm in the west along the Tyrrhenian Sea to 400mm in the east along the Adriatic because the Adriatic is in the rainshadow of the Apennines (see image right).

Primary economic activities

Sample question 2

Outline the development of agriculture in a core Irish region you have studied? (30m)

Marking scheme

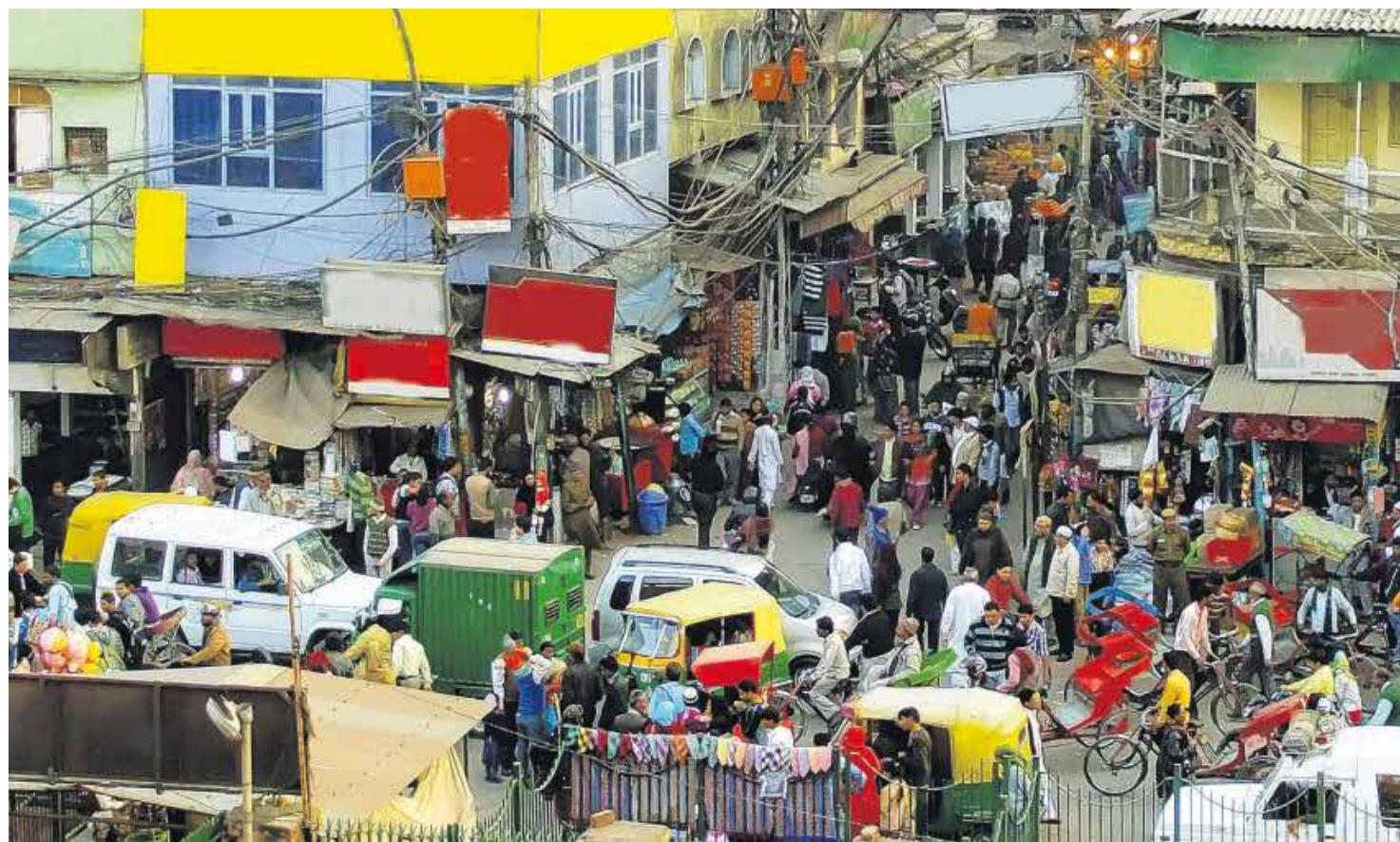
■ Region named: 2 marks

■ Two named primary activities: 2 marks

+ 2 marks

■ Examination: 12 x SRPs

The south and east region is the most fer-



Population growth: streets of Old Delhi, in Delhi, India, viewed from Jama Masjid.
PHOTO: THINKSTOCK

tile and productive agricultural region in Ireland due to a combination of physical and socioeconomic factors.

PHYSICAL FACTORS

■ Much of the region has a low-lying undulating (gently sloping) topography which facilitates the use of heavy machinery. Most of the region is covered by brown earth soils and alluvial soils on river floodplains - both of which are fertile with well-drained soils which are ideal for capital intensive farming.

■ The east of the region has a long growing season of more than 280 days and rainfall is evenly spread throughout the year. This is ideal for arable farming, ie cereal and tillage crops.

■ The south of the region receives higher rainfall levels and is therefore more suited to intensive pastoral farming particularly dairying.

SOCIO-ECONOMIC FACTORS

■ A significant number of farmers in the region possess large and profitable farming units whose productivity levels are well above the national average, and therefore farmers can afford the most modern machinery to maximise their output.

■ A large urban market of nearly 1.8 million people exists in the GDA (Greater Dublin Area) which is conducive to capital intensive market gardening, ie fruit and vegetables, in north Co Dublin.

■ Farmers are on average much younger, better educated, more innovative and more willing to adopt new farm practices than their counterparts in the BMW (Border, Midlands and West) region.

■ Farm land is more expensive in this region and therefore farmers use the land more intensively to receive a bigger return. Farms in the region are assisted by EU subsidies through the Common Agricultural Policy.

2. Pastoral farming in the south

■ The south of the region has a well-drained and gently undulating topography with fertile brown earth soils, with the exception of the mountainous areas along the western coastline.

■ Rainfall levels are high, with up to 3,000mm per annum on the western seaboard which decreases with distance from the Atlantic Ocean leading to a long grass growing season, thus favouring capital intensive pastoral farming.

■ Large areas of Munster consist of large farming units sited on lush pastures which focus exclusively on high-value dairy farming backed by large EU quotas, eg the Golden Vale area in Tipperary.

■ Dry-stock farming (beef farming) is also practised as stores (young cattle up to two years old) reared in the BMW region are brought to the richer pasturelands of the south for fattening and finishing.

3. Market Gardening (Horticulture) in north Co Dublin

■ The high cost of land in the Dublin region results in intensive horticultural practices between the towns of Rush and Lusk in north Co Dublin. The development of capital intensive horticulture is favoured by light well-drained sandy soils, an undulating landscape, low rainfall levels, frost-free climatic conditions and a growing season of more than 300 days.

■ High-value horticulture in north Co Dublin is based on the production of fresh fruit and vegetables - many of these are produced in glasshouses (greenhouses). The perishable nature of the produce is the dominant reason for such business being based in close proximity to the GDA, which provides a large market of 1.8 million people.

■ See map right.



FOCUS ON THREE TYPES OF AGRICULTURAL ACTIVITIES

■ Farms in the region are larger, more modern and productive, specialising in more prosperous forms of agriculture, eg arable farming, dairy farming and market gardening.

1. Arable farming in the east

■ In the east of the region, well-drained low-lying topography coupled with fertile brown earth soils and less than 700mm of rain spread evenly throughout the year make the area conducive to capital intensive arable farming.

■ Arable farming in the region is focused on cereal crops, predominantly wheat and barley, which are intensively farmed and specialised for certain markets, eg

a) Wheat is supplied to bakeries, eg Brennan's, and biscuit manufacturers, eg Jacobs.

b) Malting barley, ie barley with a high starch content, is used in brewing, eg Guinness, and distilling, eg Jameson whiskey industries.

c) Protein-rich barley is used to produce food for feeding to animals during the winter months.

Secondary economic activities

Sample question 3: Examine the factors that influence the development of one economic activity in a European region (not Ireland) that you have studied. (30m)



Marking Scheme

- Named economic activity: 2 marks
- Two factors identified: 2 marks + 2 marks
- Region named: 2 marks
- Examination: 11 x SRPs

■ I have studied the development of secondary economic activities in the Paris Basin, a core non-Irish European region.
■ The city of Paris has the main concentration of manufacturing in the Basin because:

1. The Paris Basin has a very large rich consumer market with more than 21 million people. The Paris metropolitan area alone has a population of 11 million.

2. Paris is the dominant hub of the French road, rail, sea and air transport networks, allowing for the easy movement of goods around France and throughout Europe.

3. Although an inland capital, it is linked to the port of Le Havre via the River Seine. The river is also navigable to the rivers Rhine and Rhone. These rivers allow for easy import of raw materials and export of finished goods to European and world markets using river barges.

4. With 17 universities, Paris has a large supply of highly skilled graduates to work in the expanding tertiary and quaternary sectors.

5. Output from the primary sector is high allowing for the development of food processing industries.

■ The Paris Basin consumes a lot of energy as it is the centre of French secondary economic activity. However, it contains no natural gas and only small oil reserves of about 150 million to 160 million barrels of oil. The basin has to import 95 per cent of all its oil and gas needs through the port of Le Havre, where oil refining and petrochemical production are well developed.

■ Small reserves of coal used to exist in the South of the region and in the Nord Pas de Calais. However, coal production has now ceased completely. All coal is now imported through the port of Le Havre.

■ The Paris Basin depends heavily on its nuclear generating capacity, which has increased by about 10 per cent over the past decade. Seventy-five per cent of French electricity is generated by nuclear power and 10 of the country's nuclear power plants are located in and around the Paris Basin.

■ The accessibility of Paris to deep barge traffic on the River Seine allows for the development of heavy engineering. Railway locomotives and rolling stock are manufactured along Canal St Denis and the River Seine. Car firms, including Citroen and Renault, have assembly plants in Paris.

■ Modern light high-tech industries such as electronics and the aerospace industry are located in Technopoles, eg Cite Des Sciences.

■ Paris is regarded as the centre of the fashion industry due to a tradition that originated to supply the needs of its royal family. Paris has the highest GDP of any city in

Europe and therefore a large market exists for luxury goods. Fashion houses include Yves Saint Laurent, Chanel and Dior.

■ Paris has a long tradition as a centre of learning (Sorbonne in the Latin Quarter is Europe's oldest university) and consequently has become a magnet for the printing and publishing industry. Publications include Le Monde and Paris Match.

■ Suburbs of Paris are also centres of manufacturing as they contain footloose industries in many modern industrial estates and technology parks, eg pharmaceuticals.

■ The cosmetics and perfume industry (eg Paco Rabanne and L'Oreal) are located in Chartres and comprise more than 70 factories employing more than 3,000 people in what is called cosmetic valley. The valley contains many perfume research centres.

■ Since 1995 nearly 750,000 jobs have been lost in the region due to deindustrialisation. Many low-cost manufacturing industries have relocated to more peripheral locations elsewhere in France and also outside France, eg Southeast Asia, where the production costs are lower.

■ Renault cars, once a major employer in Paris, has moved its plant to the port of Le Havre for the ease of importing raw materials and exporting its cars all over Europe.

■ De-industrialisation occurred for the following reasons:

1. Government policy to decentralise industry to more peripheral areas.
2. The increasing cost of land/sites and labour in the Basin.
3. An increasingly globalised economy with more open trade.

■ To counteract de-industrialisation the government has attracted high value manufacturing to the region, such as healthcare manufacturers. Higher paid jobs in the quaternary sector have also counteracted the decline.

Exam timing

The exam lasts
2 hours and 50 minutes.
You should allow roughly the following for each section of the exam:

- Reading all the questions and deciding which ones to answer: 10 mins
- Short questions: 30 mins
- Physical environment: 35 mins
- Regional geography: 35 mins
- Elective question: 35 mins
- Option question: 35 mins

I have studied India and I am going to discuss population dynamics and religion.

Population dynamics

India is part of South Asia. It is the seventh-largest country by area, the second-most populous country after China with more than 1.2 billion people and the most populous democracy in the world. According to the UN, India's population will surpass China's by 2028.

India has a complex ethnic composition. Most are Caucasian comprising two subdivisions – the fair-skinned Aryans in the north accounting for 72 per cent of the population, and the darker skinned Dravidians of the south accounting for 25 per cent of the population.

Some 70 per cent live in rural communities relying on primary economic activities. More than 60 per cent live in the river valleys of the Indus and the Ganges due to fertile alluvial soils. Population density in these river valleys is often greater than 800 people per sq km. Population density is lowest in the northern mountains and in the Thar Desert in the northwest.

“

Population growth in Delhi is so rapid that officials have struggled to keep up with growth. More than half its residents live in slums and the rate of poverty is four times the national average

Human processes in India

Sample question 4

Examine the impact of two of the above factors on the development of a continental sub-continental region (not in Europe) that you have studied. (30m)

Marking scheme

- Factor 1*
- Impact: 2 marks
 - Examination: 7 x SRPs

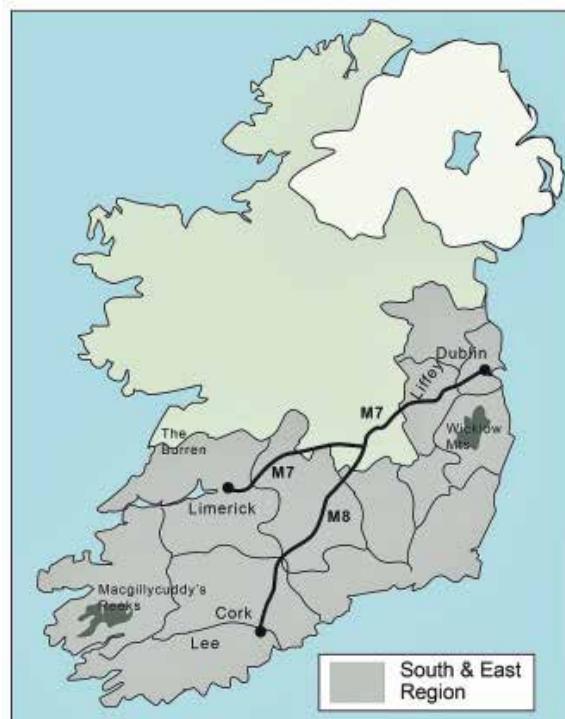
Factor 2

- Impact: 2 marks
- Examination: 6 x SRPs

■ The population is increasing due to a high birth rate and a rapidly declining death rate. India is in the early expanding stage of the demographic transition model. The birth rates are high due to poor education regarding family planning and the need to have children work the land.

■ Death rates have declined due to India slowly becoming more developed resulting in improvements in health care and sanitation. However, because India's population is only in stage two of the demographic cycle, it is still considered a developing country because most developed countries are in stage four or five of the cycle. Some developed countries are undergoing population decline.

■ Continued on page 10



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Geography Regional geography (continued)



The largest city in India is Mumbai, with a population of 12.5 million, followed by Delhi with 11 million. Population growth is faster in Delhi than in Mumbai and within 10 years it may surpass Mumbai to become India's largest urban centre.

Population growth in Delhi is so rapid that officials have struggled to keep up with growth. More than half its residents live in slums and the rate of poverty is four times the national average. Hygiene standards are poor, with little running water resulting in waterborne diseases such as cholera and typhoid.

Religion

Religion in India comprises many different religious beliefs and practices. India is the birthplace of four of the world's global religions – Hinduism, Buddhism, Jainism and Sikhism. Religion forms a huge part of Indian culture. Religious diversity and tolerance are part of the constitution. Other major religions include Islam and Christianity.

By the middle of the 19th century most of India had been colonised by Britain. India at this time was made up of present day India, Pakistan and Bangladesh. Two major religious groups dominated – the Hindu religion and the Muslim religion. Traders from the Middle East introduced Islam into the northwest corner of India during the 10th century. It is the largest minority religion in India.

The Muslim population of India constitutes the third largest in the world. It is also home to the third largest Shia population in the world. India contains many monuments which are important in Islamic architecture such as the Taj Mahal.

Hinduism is the oldest religion in the world. Hindus worship a single God which takes different forms. Hinduism operates a multilayered social system, called the caste system. The caste system illustrates the different religious and occupational hierarchies in India. Its four tiers divide India into different social groupings.

The four castes, in descending order, are 1) priests and high ranking officials, 2) warriors, 3) merchants ie the business people and 4) the common workers and peasants, often termed serfs. A fifth group is known as the untouchables. This group includes landless labourers. Physical contact between members of different castes is forbidden. Many Hindus in the northwest and

converted to Islam because Islam does not operate a caste system.

In Hinduism the cow is revered as the source of food and symbol of life and consequently may never be killed. India has more than 200 million cows. Cow dung provides fertiliser and is also used for cooking and heating. However, they do not worship the cow and cows do not enjoy a charmed life in India.

The Hindus have many holy places including the river Ganges or Ganga. They believe that a drop of water from the Ganges absolves all sins. They also believe that a few drops of water from the river on a dying person's lip earn that person a permanent place in heaven.

Hindus believe in reincarnation. They believe that a person's fate depends on his deeds, which are termed karma. A person who performs good karma in his lifetime will be rewarded with a better life in the reincarnation. A person who practises bad karma will be punished in the next life.

There is a long history of conflict between the Hindus and Muslims which started when Southeast Asia was divided into Hindu India state and Muslim Pakistan state in 1947. Many found themselves on the "wrong side" of this religious divide. This led to mass migrations by people of both religious beliefs to ensure that they were on the "right side" of this divide. The mass migration resulted in violence and murder on both sides.

In 2002, more than 2,000 people were killed due to rioting in Gujarat (in the west). Fifty-eight Hindus had been killed in a train and Muslims were blamed for the killings. In the 21st century tensions exist over Kashmir.

See map above.

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Geography Part 2, Section 2, Electives: economic activities

Economic electives

James Campbell

The elective questions are the remaining three questions in Part 2, Section 2 and SRPs are required

- You have to answer one question from a choice of three.
- On the exam paper the economic elective questions will be marked as Part 2, Section 2, questions 7, 8 and 9.

Elective 1: Colonisation and adjustment to globalisation

Sample question 1

Examine the impact of globalisation on a developing country that you have studied and on its adjustment to globalisation.

Marking scheme

- Impact identified: 2 marks
- Named developing economy: 2 marks
- Examination: 13 x SRPs

Colonialism occurs when a dominant – dependent relationship develops between the coloniser and the colonised. This relationship and its consequences can be seen in the relationship between Portugal (the coloniser) and Brazil (the colonised).

Brazil was colonised by the Portuguese in 1500. The colonisers developed settlements and large plantations along the fertile east coast for the growth of cash crops. Timber, sugar, cotton, coffee beans and gold were exported to Europe in an unprocessed state.

The development of large plantations resulted in an unequal distribution of land. More than 75 per cent of the most fertile land was owned by a small number of rich farmers. Furthermore, the cultivation of cash crops meant the locals were unable to grow basic food crops. Consequently, many suffered from malnutrition.

Slaves were imported from Africa to work on the large plantations. As a consequence of the slave trade Brazil is a multi-racial society.

During colonisation Brazil was unable to develop its industries. Secondary economic activity was not encouraged. The economic development of Brazil was hindered by colonialism to enable products from Portugal to dominate the Brazilian market.

Portugal also dictated the pattern of trade. Most of Brazil's exports were destined for three main markets: Portugal, other European countries and the US. Control of trade patterns increased the wealth and political importance of Portugal. This small number of trading partners hindered economic growth in Brazil. It was not allowed

Brazil gained its independence in 1822. However, for more than 100 years a neo-colonial trade developed. Brazil, despite political independence, was still economically dependent on Portugal as a market for its raw materials – mainly tropical wood and sugar cane.

Sixty years following independence, Brazil began exporting rubber. However, the rubber industry fell into decline when Southeast Asian nations began exporting rubber. As a result of colonisation Brazil was not equipped to deal with trade on a global scale (in the past Portugal had dictated the patterns of trade) and consequently her rubber industry suffered.

Until the late 1950s, Brazil was still heavily dependent on primary exports, especially coffee, which accounted for almost 70 per cent of the country's exports. Dependence on a single crop was not ideal due to fluctuating world prices.

During the 1950s the government introduced a policy of import substitution, termed its Import Substitution Industrialisation policy. Brazil was determined to produce the goods which it had imported in the past. Trade restrictions including tariffs, quotas and embargoes were introduced on goods coming from abroad. Imports were now more expensive, giving Brazilian industries a chance to develop. This changed the economy from being dependent on the export of raw materials for its wealth to being an exporter of processed goods. Brazil had developed into a closed economy.

The 1960s and 1970s were termed the Brazilian Miracle. The world oil crisis of the 1970s forced Brazil to export goods to earn revenue to pay its energy bills. Brazil began exporting to Argentina and other South American countries. Brazil also developed a biofuels programme, using sugar cane to make ethanol, which could be used instead of petrol and diesel.

The era of globalisation brought many MNCs (multinational corporations) to Brazil. Multinational companies such as Ford, Shell and Volkswagen were encouraged to set up production plants, attracted by low labour costs and a large market both in Brazil and surrounding nations. They were also offered tax incentives and grants. The government now began to manage the development and exploitation of the country's varied natural resources, such as its oil fields.

Brazil was governed by military rule between 1964 and 1985. The military leaders were neither economists nor politicians. They attempted to develop secondary eco-

“

Cattle ranching and extraction of different species of timber have resulted in the clearance of millions of hectares of



Geography exam Marking scheme

Total: 500 marks/
100 per cent

■ **Fieldwork Project** (to be submitted before the exam) 100 marks/ 20 per cent

■ **Part 1**
Short Questions 80 marks/ 16 per cent

■ **Part 2**
Section 1: Physical Environment 80 marks/ 16 per cent
Section 1: Regional Geography 80 marks/ 16 per cent
Section 2: Elective Question 80 marks/ 16 per cent
Section 3: Option Question 80 marks/ 16 per cent

Marking schemes for all past exam questions can be found at examinations.ie

nomic activities by borrowing huge amounts of money, plunging the country into debt. When military rule ended in 1985, the IMF was called upon by the civilian government to solve the country's debt problem.

■ The IMF introduced Structural Adjustment Programmes or SAPs. The SAPs encouraged export-led growth to repay the huge debt. Emphasis was placed on growing cash crops such as soya at the expense of basic food crops. As a consequence, millions starved. Government investment in health and education was reduced to make more funds available to pay off the debts. The poor suffered as a consequence.

■ In 1991, Mercosul, or the Southern Common Market, was created. It comprised of Brazil, Argentina, Uruguay and Paraguay. Chile and Peru have become associate members and Venezuela has applied to join. It encouraged free trade between the member states. The members have also introduced common external tariffs from countries outside the group.

Since colonisation Brazil has undergone an extensive transformation. It is no longer dependent on primary exports such as coffee. It is now a major producer of industrial products such as aircraft, cars and chemicals. It has made a great transition from being a primary economy to one of the world's leading exporters of industrial products. Coffee now accounts for only 2 per cent of Brazil's exports compared to almost 70 per cent in the 1950s.

■ Brazil is now the sixth largest producer of aircraft in the world. It is now one of the BRIC (Brazil, Russia, India and China) nations which comprise the most rapidly developing economies in the world. What a transformation from the days of colonisation and exploitation.

■ However, the benefits of industrialisation and a rising GNP have not been evenly spread. Only 88 per cent of the population are literate. Most of the wealth is enjoyed by 40 per cent of the population while the rest live in poverty.

■ **Dogon village in the Sahel in Mali: in the past 50 years the Sahara has advanced into the Sahel at the rate of 2-5km per year.**

PHOTOGRAPH:
THINKSTOCK

millions have migrated to urban areas looking for a better lifestyle and higher incomes. However, unable to find employment and rather than returning home to their small farms, they settle in shanty towns or favelas on the urban outskirts, where living conditions are very basic.

■ Output of basic food crops has decreased as emphasis is placed on growing cash crops such as soya beans for exports. As a result, many millions suffer from malnutrition.

■ The Amazon Rainforest is being damaged. Cattle ranching and extraction of different species of timber have resulted in the clearance of millions of hectares of rainforest. The deforestation is damaging flora and fauna, contributing to global warming and destroying the home of many indigenous people.

Elective 2: Human activities

Sample question 1

In an area that you have studied, outline how the overuse of resources can lead to over-population?

The area I have studied is the Sahel region in Africa.

Cause 1: overcropping

■ Overcropping is the growing of too many crops per hectare. The overgrazed soils become dry and dusty, resulting in a loss in soil fertility.

■ Overcropping occurs for many reasons:

1. Farmers do not practice crop rotation.

2. Farmers do not leave their land fallow.
3. Farmers are unable to afford fertilisers because most practise subsistence agriculture.

■ The Sahel region in Africa is being overcropped, causing desertification. The Sahel is a 5,000km semi-arid region located between the Sahara Desert to the north and the Savanna and dense Equatorial Forests to the south. In the past 50 years the Sahara has advanced into the Sahel at the rate of 2-5km per year.

■ Overcropping is also due to population increase. In 1961 the population of the Sahel was 19 million. By 2000 it had increased to 50 million resulting in an expansion of farmland and, as a consequence, overcropping. The population growth rate of 3 per cent per annum is greater than the ability of the Sahel to produce food. Annual food production is increasing by only 2 per cent per year.

■ These increased food demands were met by the introduction of intensive agriculture. Huge areas of natural vegetation were cleared. The natural vegetation of the Sahel – sparse coarse grasses with thorn trees and shrubs – was altered and degraded. Soil erosion increased.

■ Heavy seasonal rainstorms fell on exposed ground washing away valuable topsoil. Wind erosion also increased because there were fewer root systems to keep the soil in place.

■ Natural vegetation also provides shade cover for the soil. However, with the removal of this shade cover due to overcropping there is an increase in evaporation. Consequently, salts are drawn up to the surface. Soil salinity increases (salinisation) hindering plant growth.

■ Salinisation forms a hard white crust which acts as a barrier to nutrients entering the soil. The removal of plants also reduces the amount of moisture in the area. It also means less water being evaporated into the atmosphere forming fewer

Tips for revision

■ **Follow the SQ3R rule**
Survey, Question, Read, Recite, Review.

■ **Survey**
Develop an overall picture/impression of what you are going to study.

■ **Question**
Ask yourself questions while studying. For example, when studying rivers ask yourself: "How do rivers erode?"

■ **Read**
Read actively: concentrate on the important words/ideas (usually highlighted or printed in bold).
Read diagrams and learn how to draw them.

■ **Recite**
Recall what you have read. Recall major headings, ideas, concepts and diagrams. Try to put everything into your own words.

■ **Review**
Revise everything that you have covered. Do this when you have completed a topic or chapter.

■ **15 minutes**
Spend a minimum of 15 minutes every night revising that day's geography work while all the facts and figures are still fresh in your memory.

■ **15 SRPs**
Underline or highlight all key words in your geography notes

and transfer them onto an A4 sheet or flash cards for each topic. Use these words as a catalyst to get 15 SRPs. Also use spidergrams to highlight all the key words.

■ **Past papers**
Always refer to past geography papers when studying. Practise answering questions on each study topic within the time allowed.

■ **Mnemonics**
Make use of mnemonics – memory aids. For example, "Mary has a little lamb" for the four ways in which a river erodes (HAAS = Hydraulic action, Abrasion, Attrition, Solution)

**Geography Part 2,
Section 2, Electives:
Economic Activities
(continued)**

rain-bearing clouds. Consequently, rainfall amounts decline, soil erosion increases and desertification occurs.

■ Many African countries have huge international debt. Farmers were encouraged to grow cash crops for export. The repetitive growing of the same crop (monoculture) on the same piece of land on an annual basis reduces the soil's fertility, causing soil erosion. Farmers, in order to maintain their output, moved to new land and the process repeated itself.

■ The absence of vegetation cover also means there is less humus available to fertilise the soil. The soil loses its nutrients and soil erosion occurs.

Cause 2: overgrazing

■ Overgrazing also causes desertification. It is caused by excessive numbers of livestock feeding for too long in a particular area. Consequently, the land is left bare, making it prone to wind erosion.

■ Overgrazing also damages soil structure. Overgrazing compacts the soil reducing its ability to hold water, causing soil erosion through reduced water infiltration and reduced aeration.

■ Overgrazing also results in the removal of natural vegetation. Natural vegetation helps to reduce soil erosion in the following ways:

1) Plants reduce the speed of water as it flows over the land (runoff), allowing some rain to soak into the ground.

2) Plant roots stabilise the soil reducing the amount of soil washed away.

3) Plants absorb raindrops, reducing their power before they hit the soil, reducing their ability to erode.

■ The conversion of traditional range-lands to cash crops, cities and roads reduce the amount of land available for grazing, adding to overgrazing of the land that remains.

■ Overgrazing is a problem in the Sahel region of Africa mainly during the rainy season. Due to a high birth rate, the population of the region has increased. The land is required to produce more and consequently it is overgrazed, leading to massive soil erosion.

■ For hundreds of year's nomadic tribes such as the Tuaregs of Mali farmed the Sahel in a sustainable manner, moving their herds of camels from one grazing area to another. However, following European colonisation, cattle, not suited to the arid environment of the Sahel, were introduced. Overgrazing resulted.

■ The perennial shrubs were destroyed and replaced with annuals. The annuals, in turn, were destroyed leaving bare soil. Plants failed to grow because their roots could not penetrate the hard layer. Desertification followed.

History Research study report

20 per cent upfront



Susan Cashell

Your research study report is submitted at the end of April and is worth 20 per cent of the final mark

Outline plan

■ *Define and Justify (3 marks)*: state what you are going to study and why you chose it. One of the reasons you chose it should relate to its historical significance. Ask yourself: why is my topic important in history? This also stops you picking an unsuitable topic.

■ *Aims (3 marks)*: these are what you hope to have achieved by the end of your research. Don't overcomplicate them. You should have about three of those and one that refers to an improvement in your historical skills.

■ *Intended approach (3 marks)*: this section should deal with how you are going to carry out your research. Keep it in the future tense, for example you will go to the library, use a specific website or hope to interview a relative.

State how you will store and structure your notes and how many drafts you intend to write and edit. Mention how you will be advised and guided by your teacher's advice.

■ *Sources (3x2=6 marks)*: number your sources 1 to 3. Each source must have author and title to get one mark. Some additional information such as publisher, date published and place published is necessary to get the second mark. To be sure of the two marks give as much information as possible.

For websites, provide the full web address and if possible the name of whoever is responsible for the site and the date you accessed the site.

For newspapers, the title is not enough – you should put the date of the article, the journalist's name, the title of the article. If you interview someone, provide the per-

son's name and the place and date of the interview.

If you have more than three sources and can fit them on the outline plan page, do. But if not put an * and write: *Additional sources at end of account, and place them at the end of the extended essay.

Evaluation of sources

■ With only one page for this, it is better to evaluate three sources excellently rather than hit four or five in spots. The marking scheme allows for only three evaluated sources.

Do not repeat the titles or full web addresses as the marks for them are given on the outline plan and you need the entire page for evaluation. Evaluate and number your sources in the same order as in your outline plan.

■ State whether your source is primary or secondary.

■ Remember, this is an evaluation, not just a book review, so make sure you comment on the structure – did your source have an index, chapter headings, footnotes, maps, photos, a bibliography?

■ State strengths and weaknesses and how helpful the source was for your research, what did you learn from each of your sources?

■ Bias, objectivity, propaganda, selectivity are words that should appear in your evaluation.

■ The key to a good evaluation is to back each comment with an example from your source, this might be a quote, chapter heading, example of good writing style, etc. Prove to your examiner that you read the source and not just the blurb on the back of the book.

There are three main areas to prepare for the Leaving Cert history exam, with a total of 500 marks. The research study report (RSR) is worth 100 marks; the document-based question (DBQ) is worth 100 marks; and in the essay-writing section you will be required to answer three essays at 100 marks each.

Research study report

This is prepared in advance and submitted at the end of April in a special booklet. It is worth 20 per cent of the final mark.

You must pick a topic within the date parameters: Ireland up to 1993; or Europe and the greater world up to 1992. There are four areas to deal with:

- Outline plan = 15 marks
- Evaluation of sources = 25 marks
- Account = 50 marks
- Review = 10 marks

How do I choose a suitable topic?

It may seem obvious but choose something you are passionate about or would like to explore or read about. Remember it could be a traditional historical event such as a battle, but it could also be a sporting event/ artist/musician/local historical event. Surprise your examiner!

Do not pick case studies or special personalities – be careful not to cover large chunks of history as you will not be able to produce a detailed account.

Document-based question

This is the first question on the exam. The DBQ is compulsory and comes from Topic 2: the pursuit of sovereignty and the impact of partition. There are only three documents to study and as there will be no choice on the exam paper, don't take any chances: study all three.

To make sure you don't waste any time know the topic numbers you are studying. Within each topic there will be a choice of four questions and you will do one.

Essay writing

For your one essay from the Irish option the most popular topics are:

- Topic 2: Movements for political and social reform, 1870-1914
- Topic 5: Politics and society in Northern Ireland, 1949-1993 (see image above)
- Topic 6: Government, economy and society in the Republic of Ireland, 1949-1989

For the European and Wider World option you must choose two essays. The following are the most popular topics:

- Topic 2: Nation states and international tensions, 1871-1921
- Topic 3: Dictatorship and democracy in Europe, 1920-1945
- Topic 4: Division and realignment in Europe, 1945-1992
- Topic 6: The United States and the world, 1945-1989 (see images far right)

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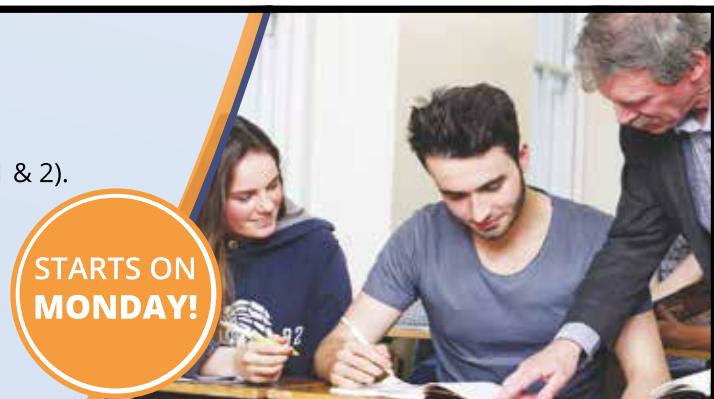
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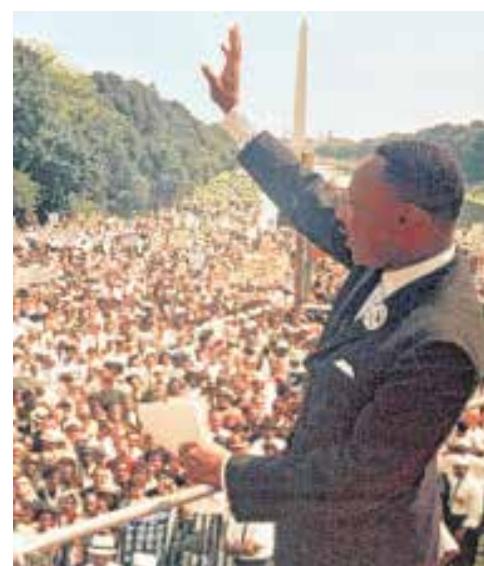


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Account

The account is divided into:

- Historical knowledge = 25 marks
- Research skills = 15 marks
- Presentation = 10 marks

■ You need a brief introduction which should grab the reader's attention so don't repeat your aims from the outline plan. Keep checking that you are answering the questions and aims you set for yourself in the outline plan. Don't just tell the story.

■ Your account should be "bursting with details" from the first sentence.

■ If possible refer to the newspapers of the time.

■ Use quotations but keep them short and make sure you reference where they came from. You can number the quote and put the necessary details at the bottom of the page.

■ Use statistics to illustrate a point such as numbers of casualties.

■ Refer to historians views using their names this demonstrates your historical skills.

■ Finish with a strong conclusion by introducing new statistics and quotations. Make reference to the consequences of your topic. Give examples of differing views from historians on your topic.

Review

■ Leave a full page for the review. The aim is not to be generic – this should be about **your** research process so don't copy an example from a text book.

■ Explain how you chose your title, not your topic.

■ Did you have difficulties accessing your sources?

■ Did your outline plan work or did you have to change your aims because you felt you were trying to cover too much?

■ What problems did you encounter?

■ What skills did you acquire and how did you acquire them? Examples of these could be editing, remaining objective and learning to footnote.

■ What would you do differently?

■ What surprised you during your research?

■ If you answer these questions based on **your** research experience you will produce a personal review.

■ Above: a mural in Derry depicting Bernadette Devlin in the 1969 Battle of the Bogside.
PHOTO: CHRISTOPHER FURLONG/GETTY

■ Top right: Rev. Martin Luther King Jr at the Lincoln Memorial for his "I Have a Dream" speech in Washington DC, in August 1963.
PHOTOGRAPH: AP

■ Bottom right: Men of the US 173rd Airborne Brigade on a jungle 'search and destroy' patrol in Phuc Tuy province, Vietnam, in June 1966.
PHOTOGRAPH: HULTON ARCHIVE/GETTY IMAGES

How I Got My A1



■ Elizabeth Hearst, history, the Institute of Education

I have always loved history. It is a subject that I have always found interesting. The history course for the Leaving Cert is tough. It's challenging, but if you have an interest in it, it is easier.

The best way to prepare for the exam is to practise. I know how difficult it is to get an essay written in 42.5 minutes, but with practise you should be able to do it by June.

In my preparation, we were lucky enough to have the time to do weekly tests in class, which I found really helped. Know the paper and the past questions that have been asked. It is much easier for you to know the structure of what you are going to write before you write it. Those 42.5 minutes go by incredibly quickly, so knowing your

structure is key.

I wrote out each important point that I wanted to make, in each of the essays that I prepared. My piece of advice: aim for three to five quotes per essay. Examiners love this as it shows depth rather than reeling off facts.

Include interesting nuggets of information in all paragraphs. Write short paragraphs as you will clock up marks – each paragraph is marked out of 12, so writing two short paragraphs and each scoring sixes, is better than one long paragraph which could be awarded nine.

My advice for scoring high marks in the history research topic is use as many sources as possible. If it seems like a mountainous amount of work, you can cut it down. Spend the time on your research topic and it will pay off.

Even if you think history is a lot of work, it produces a lot of A1s, and those 100 points are incredibly valuable! Although the history course is tough, my hard work paid off, and I got the grade that I wanted. Good luck!

66 Write short paragraphs as you will clock up marks



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History Documents-based question (DBQ)

Documents need practice

Susan Cashell

Be careful not to overwrite on the comprehension part of the DBQ and waste time needed for the contextualisation question

The three compulsory case studies for Leaving Cert 2015 will be taken from Topic 3: the pursuit of sovereignty and the impact of partition, 1912-1949. This covers:

- The Treaty Negotiations, October to December, 1921
- The Eucharistic Congress, 1932
- Belfast during the second World War

The document-based question is subdivided into:

Comprehension: 20 marks

Note the provenance or origin of the document. Note when it was written and by whom, and under what circumstances was it produced? Know the theme or central message of the text or cartoon. What type of document is it? eg an eyewitness account, a formal government speech, memoir, newspaper article.

Comparison: 20 marks

Make sure you refer to both documents unless the question asks you not to. Know the strengths and weaknesses of each source: speech, diary, political cartoon, newspaper extract; know the tone; know the difference between fact and opinion. Ask: why was each document produced?

Criticism: 20 marks

- Know your terms: primary source/secondary source biased/objective/subjective satire/sarcasm/irony/humour propaganda/symbolism/exaggeration selectivity/edited/extract transcript/facsimile/editorial, etc
- Know how useful the document/photograph/cartoon would be to a historian.
- Comment on the use of language: is it sensational/dramatic/technical/formal? Is jargon or slang used?

Contextualisation: 40 marks (24 cumulative + 16 overall evaluation)
This is a mini essay in which you should be able to put the case study in historical context. You have only about two pages so you must get stuck into the question immediately – you don't have the time for the same amount of background as in a normal essay. In preparation for the contextualisation always ask: how significant were the key events in each case study? eg the role of Lloyd George in the Treaty negotiations; the role of De Valera and the Irish government in the Eucharistic Congress; the effect of the Blitz on Belfast.

The Treaty Negotiations

October to December, 1921

What do I need to know?

Background

The War of Independence; the Government of Ireland Act 1920; preliminary discussions July to October 1921 and the outcome of those talks.

Important personalities on the Irish team and their effect on the talks

Arthur Griffith, Michael Collins, Robert Barton, Eamon Duggan, George Gavan Duffy, Erskine Childers (secretary). And those not present: Eamon de Valera, Austin Stack, Cathal Brugha, James Craig.

Important personalities on the English team

David Lloyd George, Winston Churchill, Austen Chamberlain, Lord Birkenhead and the role of Tom Jones (secretary).

Terms and concepts to be familiar with

Envoy, plenipotentiary, external association, sovereignty, Ulster unionism, plenary sessions, subcommittees, republic, the crown, dominion, empire, commonwealth, fiscal autonomy, oath of allegiance, boundary commission, articles of agreement.

For the contextualisation question be able to discuss and give your opinion of:

- Why did De Valera not attend the negotiations?
- What problems did each negotiating team face before the negotiations started?
- What was discussed at the plenary sessions?
- How did the subconferences come about and how were they organised?
- What were the areas of conflict between both teams?
- What was the role of Arthur Griffith during the negotiations?
- What was the role of Michael Collins during the negotiations?
- What do you think of Eamon de Valera's conduct during the negotiations?
- What do you think of Lloyd George's conduct during the negotiations?
- What happened when the negotiating team returned to Dublin with the Articles of Agreement?
- How did the negotiations lead to a Civil War?

Leaving cert history Tips and common errors

TIPS

- Take the RSR seriously – it is 20 per cent of your mark.
- This exam rewards those who write fast and write a lot.
- You have no hope of a high grade if you write only three pages for an essay that demands five pages.
- Never stay longer than 42.5 minutes per question. Leave a blank page and go on to the next question – if there is time you can go back. If you are under pressure near the end of the essay, make bullet points for the last two paragraphs

and write out the conclusion.

- Never bring fizzy drinks to the exam – sip water. If you leave the exam hall for a toilet break the examiner will have to stamp your script when you leave and return – a waste of valuable writing time.
- Practise, practise, practise: how can you attempt this exam if you haven't written under pressure? Do a test to time every week. If this is not possible in your class do it at home – don't leave everything up to your teacher. Even if you find this difficult at the beginning you will get better.

COMMON ERRORS

- Plagiarising (copying) from websites, especially Wikipedia in the RSR account. This could damage your entire history grade.
- Overwriting on the comprehension part of the DBQ and not having enough time for the contextualisation question.
- Not noticing when the comparison and criticism sections of the DBQ question requires more than one example. Be careful of plurals or you could lose half the marks.
- Not using examples from the

cartoon or text in front of you to back up your comments.

- Writing too much on background in the contextualisation and not answering the set question
- Misreading or not understanding the essay question eg thinking interwar was in the war.
- Overwriting on one essay – this plays havoc with your time management.
- Not writing enough in the essays.
- Not dealing with both parts of a question in the essays or not covering the full date parameters.



The Eucharistic Congress

1932

What do I need to know?

Background

The role of the Catholic church during the Civil War: William Cosgrave's relationship with the Catholic church; the 1932 general election; De Valera's relationship with the Catholic church before he became Taoiseach, preparations for the Congress.

Important personalities and their roles

William Cosgrave, Eamon de Valera, Pius XI, Lorenzo Lauri, Frank O'Reilly, Paschal Robinson, John Charles McQuaid, Alfie Byrne, Edward Byrne, John McCormack.

Terms and concepts to be familiar with

Eucharist, sacrament, cardinal, Catholic emancipation, confraternity, sodality, curia, Holy See, papal legate, papal nuncio, the Eucharistic Congress Act 1932, triduum, benediction.

For the contextualisation question be able to discuss and give your opinion of:

- Why and how was Ireland awarded the Eucharistic Congress?
- Why was it important to Ireland to stage the congress?
- Was it important to the papacy that the congress was in Ireland?
- How did the Papacy handle the position of papal nuncio?
- What did Cosgrave's decision to have the election in February demonstrate?
- In the promotional literature for the congress how important were the symbols used?
- What were the practical problems of organising the congress and how did the government deal with these problems?
- Why was the reception of Cardinal Lauri by Eamon de Valera, Alderman Byrne



■ Above: Treaty cartoon from Irish satirical magazine Dublin Opinion; above left, soldiers in Belfast during the Blitz in May 1941. PHOTOGRAPH: COURTESY OF BELFAST TELEGRAPH Left: Closing ceremony of the Eucharistic Congress in Dublin in June 1932 PHOTOGRAPH: NATIONAL LIBRARY OF IRELAND



and the Defence forces significant?

■ Why were the speeches of welcome by Éamon de Valera and Alderman Byrne, and Cardinal Lauri's response, significant?

■ Why was the reception of Cardinal Lauri by the public, from his landing at Dunlaoghaire to his arrival at the Pro-Cathedral, so significant?

■ Why was the treatment of James McNeill, the governor-general, controversial?

■ On what scale was the organisation of the congress in Dublin and in the rest of the country?

■ How international was the congress?

■ What was the role of Count John McCormack?

■ Why was the High Mass in the Phoenix Park significant?

Timing is key

4.25 minutes per question

When you go into the exam, know what time you should be finished each question, eg:

Starting at 2pm

2.42pm: Be finished the DBQ – practise it so that you can get it done in 40 minutes or less.

3.24pm: Essay 1 completed

4.06pm: Essay 2 completed

4.48pm: Essay 3 completed

You can change the order if you wish. Exam finishes at 4.50pm. Make sure you have a watch, you can't use your phone and the clock may be difficult to view.

■ What was the response of Northern Ireland and Britain to the congress?

■ What was the reaction of those who attended the congress?

■ What were the effects of the congress on southern Ireland?

ment to Northern Ireland's role in the early days of the war.

Important personalities and their roles

James Craig, John Mac Dermott, Richard Dawson Bates, John Miller Andrews, Sir Basil Brooke, William Joyce, Wilfred Spender.

■ Terms and concepts to be familiar with Evacuation, reconnaissance flight, ARP warden, auxiliary fire service, civil defence, rationing, identity cards, censorship, conscription, black out, munitions, bofors gun, barrage balloon, smoke screen, incendiary bomb, parachute bomb, Luftwaffe, RAF, battle of the Atlantic, convoy, Sunderland flying boat, Y stations, Blitz, ditching, second front, D-Day.

For the contextualisation question be able to discuss and give your opinion of:

■ What preparations were made for a possible attack on Northern Ireland once the second World War?

■ What role did Belfast play in supplying the war effort?

■ How were the lives of ordinary people in Belfast affected by the break out of war?

■ How many times and when was Belfast bombed as part of the Belfast Blitz?

■ What effect did the Blitz have on Belfast?

■ What effect did the Belfast Blitz have on southern Ireland?

■ What effect did the stationing of American troops have on Belfast?

■ In what ways did Belfast affect the conduct of the second World War?

■ What effect did Belfast's experience during the second World War have on Northern Ireland's relationship with Britain?

■ What effect did Belfast's experience during the second World War have on Northern Ireland's relationship with southern Ireland?

Leaving cert history exam Marking scheme

Document-based question 100 marks

■ Comprehension: 20 marks (usually 4 x 5 marks)

■ Comparison: 20 marks (usually 2 x 10 marks; the 10s could be divided into 5 + 5)

■ Criticism: 20 marks (usually 2 x 10 marks; the 10s could be divided into 5 + 5)

■ Contextualisation: 40 marks (24 cumulative mark, CM + 16 overall evaluation, OE)

■ Cumulative mark: 24 marks: each paragraph will be judged

Excellent: 11-12 marks
Very Good: 8-10 marks

Good: 6-7 marks
Fair: 3-5 marks
Poor: 0-2 marks

■ Overall evaluation: 16

marks: contextualisation essay will be judged

Excellent: 14-16 marks

Very good: 11-13 marks

Good: 6-10 marks

Fair: 4-5 marks

Weak: 2-3 marks

Very Weak: 0-1 marks

■ Three essays 100 marks each (60 CM + 40 OE)

■ Cumulative mark: 60 marks: each paragraph

will be judged

Excellent: 11-12 marks

Very Good: 8-10 marks

Good: 6-7 marks

Fair: 3-5 marks

Poor: 0-2 marks

■ Overall evaluation: 40 marks

Excellent: 34-40 marks

Very good: 28-33 marks

Good: 22-27 marks

Fair: 16-21 marks

Weak: 10-15 marks

Very weak: 0-9 marks

Useful websites

The Treaty Negotiations

■ This site has documents, a newsreel clip from Pathe and biographies: treaty/nationalarchives.ie

■ This site has all the Department of Foreign Affairs material: difp.ie/browse-volumes

■ This site has video material on the treaty: askaboutireland.ie/learning-zone/secondary-students/history/historic-film-clips/

■ This site deals with the Dail debates that followed the signing of the treaty: ucc.ie/ceit

■ Newsprint articles can be accessed on irishnewsarchive.com

■ The best film by far is *The Treaty* (Jonathan Lewis, RTÉ/1991)

The Eucharistic Congress

■ An article in the Irish History magazine *On show to the world: the Eucharistic Congress, 1932* (volume15/issue6) is available at historyireland.com

■ Articles from *The Irish Times* in 2012 are available at irishtimes.com/newspaper/opinion/2012/0620/1224318249686.html (June 20th, 1932) and irishtimes.com/newspaper/opinion/2012/0623/1224318505468.html (June 23rd, 1932)

■ The best film is the Radharc documentary *The Year of the Congress*, available at radharcfilms.com

■ The 31st International Eucharistic Congress 1932 is a short documentary made by media students in UCD, available on youtube.com (posted by user "history hub").

Belfast during World War II

■ An introduction to the Blitz: historylearningsite.co.uk/blitz_belfast_1941.htm

■ Memories assembled by the BBC: bbc.co.uk/history/ww2/people/swar/

■ 'Northern Ireland in the Second World War' is an interesting article on the Blitz by Brian Barton in the History Ireland magazine available at historyireland.com

■ The Belfast Telegraph's "In Pictures" section includes a collection from the Blitz: belfasttelegraph.co.uk

■ This UTV film clip, UTV Live Tonight, remembers the Belfast Blitz, with good images and eyewitness accounts: u.tv/blitz/

■ 'Hidden Heroes of the Belfast Blitz' is a Documentary on One podcast by RTE about southern firemen who went to Belfast during the Blitz: search for it at rte.ie/radio1/doconone

History Essays

Link to the set question

Susan Cashell

Students must write three essays in the history exam covering three topics and adding up to 300 marks

Students sitting the 2015 exam will choose to write one essay from the Irish history topics and two from the topics that cover Europe and the greater world. So three topics must be covered. Remember to keep the following things in mind when answering this section:

■ Each topic has **three** perspectives (divisions): politics and administration; society and economy; culture and religion. The only guarantee is that two of these perspectives must be examined.

■ There are also **three** case studies that fit into each of these divisions. These are studied mainly through the use of primary sources of the time. There is no guarantee that a case study must be examined. It may be examined as part of a question, for example the Nuremberg Rallies may be covered in a question dealing with Propaganda.

■ Within each of the three topics are a series of key personalities and key concepts that the student should be familiar with. Be able to write at least **10 lines** about the key personalities – they are very handy for filling a few paragraphs, for example John Hume, Ian Paisley and Bernadette Devlin when you are writing about the Civil Rights movement.

■ Think of the key concepts as **definitions** that can be used to launch your first paragraph, for example totalitarianism, anti-Semitism, attrition, balance of power, socialism, etc.

■ If a concept is used in a question, for example: How did Hitler turn Germany into a totalitarian state?, opening the essay with a definition or explanation of totalitarianism demonstrates to your examiner that you understand the question and know what you are writing about.

■ The three essays are worth 300 out of the 500 marks available. An essay question is worth 100 marks, divided into 60 cumulative + 40 for overall evaluation. The cumulative mark is given for every paragraph that you write. The maximum mark a paragraph is allocated is 12.

Improve your essay writing

Do I make a plan?

There are no marks given for a plan unless there is something in it that you did not cover in your essay.

How much do I write?

Depending on the size of your writing a minimum of four pages, preferably five.

How do I get started?

Before you start to answer the question, write it out and underline the key words. This helps you realise what the question is asking you to do, and it keeps you connected to the question asked, which is essential to achieving a higher grade.

Pick the 'smart question'

Picking the "smart question" will allow you write a lot and show off your knowledge. Which one of the following questions would be easiest to score many marks on?

How do you explain the initial success and ultimate failure of Germany in the second World War?

What economic and social changes did Lenin and Stalin bring to Russia?

How did Stalin turn Russia into a totalitarian state?

How did Stalin use the Show Trials to consolidate his power?

■ If there is more than one part to the question you have a better chance of reaching the cumulative of 60 marks.

■ If there is a longer time span – see Show Trials versus Stalin's entire time in power – it will be easier to get to the 60 as you have more years to deal with.

■ Remember if you have to deal with two parts in a question such as "the treatment of the church in Italy and Germany" you don't have to treat both equally, but you must deal with both.

■ If there is a list of personalities or events, try to write on at least two to have a better chance of getting a good cumulative mark.



■ History teacher Susan Cashell with a student at the Institute of Education.

How to get those extra marks

■ Because the course is a long one make your revision count: Familiarise yourself with past papers.

■ Rather than learning essays off by heart, think of studying topics that allow you to answer more than one question. For example, Vichy France can be used for Vichy France; collaboration and resistance; society in the second World War, the Home Front.

■ When revising, write out an introduction to a question, then bullet for the points you want to include in the essay.

Make sure you write out your link sentence for every paragraph in full. Include quotes, especially if the essay includes a case study. Write out the conclusion.

Be careful of danger questions

To what extent was the Treaty the cause of the Civil War?

■ Be careful you don't just tell the story of the Treaty negotiations, which is the case study.

What was the significance of the Eucharistic Congress?

■ Your answer must deal with why each aspect of the Congress was important.

What were the principal characteristics of fascism in the inter-war years?

■ The question is not asking you to write an entire essay on the reasons why fascism came about or to deal with the origins of fascism. You can deal with all that in an opening paragraph. Give a definition of fascism.

Remember, characteristics are what make fascism standout, such as a totalitarian leader, use of terror, no fair and free elections, use of propaganda, an aggressive foreign policy, limited capitalism and control of culture etc.

This question shows how important it is to understand the words that are used in the question.



“

Before you start to answer the question, write it out and underline the key words. This helps you realise what the question is asking you to do

tives of ordinary workers were allowed to attend as well as journalists from the New York Times. The chief State Prosecutor was Vyshinsky (Here this student is demonstrating they have acquired good solid information).

■ Details must be used to **answer the set question**, not to just tell the story.

Sample opening paragraph

What were the causes of the first World War?

Numerous events lead to the outbreak of the first World War in 1914. Although the most immediate cause was the assassination of Archduke Franz Ferdinand in Serbia, which thus lead to the state of war, many other of the causes had been ongoing issues before the war. (*This paragraph is a bit general – 2 marks.*)

■ To gain extra marks you could list some of the causes, eg Nationalism, the alliance system, different forms of rivalry, attitudes to war, the assassination at Sarajevo and the Austrian ultimatum.

■ Make sure you have at least one link sentence to the question in every paragraph – this is essential for a good overall evaluation mark.

While you can repeat the words used in the question, for example, What were the characteristics of fascism during the interwar years?, your essay will quickly become dreary to read if you keep writing “totalitarianism was a characteristic . . .”, “aggressive foreign policy was a characteristic . . .”

It is important to vary your language. In this case, vary the word “characteristics” with “features”, “traits”, “typical of”.

Sample unlinked paragraph

“The second show trial was the Trial of the 17 and was held in January 1937. Radek, Pyatakov and 15 others were put on trial. They were accused of being members of the anti-Trotskyite centre. Thirteen were sentenced to death, the rest were sent to labour camps.” (4 marks)

■ To improve your mark, you should be addressing why this second show trial was significant and how it helped Stalin consolidate his power. Add the following for an extra 2-3 marks:

“Pyatakov was deputy head of industry and was used as a ‘scapegoat for the failings in industrialisation’. This meant blame was deflected from Stalin and he enhanced his power.”

■ Don’t write large chunks of information or very long paragraphs. It is better to have shorter paragraphs and more of them. When did you last get 12 marks for a paragraph? Three shorter paragraphs of four marks each suddenly add up to 12 marks.

Conclusion

■ If you just summarise you will get a maximum four marks out of 12. A short summary is enough, but to improve your mark always add something new to your conclusion: a statistic, new date, quote etc. If necessary keep some information back.

Sample conclusion

To what extent was the 1916 Rising a failure?

■ You could add the statement of Colonel Norse Moore, the head of Redmond’s Volunteers, who summed up the situation so well when he said, “A few unknown men shot in a barrack yard had transformed a nation.”

Remember, the conclusion is the last part of any answer that your examiner reads: it must be strong.

Overall evaluation

■ To make sure you get a good mark for the overall evaluation, the essay must be detailed and must have been linked in every paragraph to the question asked.

■ At higher level, questions usually end in a question mark, so you have to use your information to argue your view, not just describe events.

■ Your examiner is going to decide whether you answered the set question. If you have backed up your comments with detail you will get a high overall evaluation.



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INCLUDES
MOCK ORAL INTERVIEW

Introduction or opening paragraph

■ You may opt to give some background to the topic but beware that there is a maximum of 12 marks for introductory or background material, so if you are on the second page of your booklet still writing your introduction, that is too much background. Aim for 8/10 lines only.

■ Don’t open your essay by simply repeating the words in the question. For example, if a question states: “There were many reasons why Hitler was initially successful but ultimately failed in the second World War,” vary the language in your introduction by writing something like:

“Several contributory factors such as military tactics and army size assisted Germany in their initial success in the second World War, but there are also many reasons, such as allied co-operation and greater resources, that led to their ultimate failure.”

Alternatively you could outline how you are going to deal with a question, for example, “I intend to...” or, “In this essay I will show how Stalin used the Show Trials not only to eliminate his enemies but also as a propaganda tool.”

Body of an essay

■ It is unusual to get 12 marks for a paragraph so it is better to write lots of relevant paragraphs. These paragraphs must be detailed, ie full of statistics, names and quotes and showing use of the key concepts.

■ Get stuck into the detail of your essay – no waffle. This is not an English essay.

Sample opening paragraph

How did Stalin use the Show Trials to consolidate his power?

A show trial is a trial staged for political purposes and for propaganda. (*Note example of definition and term used here.*) Stalin used them to ensure power for himself and condemn critics of collectivisation and industrialisation. (*This is a good link to the question*)

All the show trials had common elements: a bullying prosecutor, no rules of evidence, accusations of betrayal and treachery. Defendants had to learn lines off by heart, there was no lawyer for the defence, and the evidence was written confessions.

International diplomats and representa-



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History Last year's paper

What students learned from the 2014 exam paper

Susan Cashell

Don't assume questions or topics asked a previous year won't appear on the history exam in June

If you cut out sections, you narrow your choices

Don't believe your friends, blogs, boards or mock papers when they say they know or indicate what's going to be on the paper.

What did students learn from the DBQ?

Some students assumed the Treaty negotiations would be examined in the documents-based question but it was Belfast during the second World War. There is *no excuse* for not studying all three, especially when there is no choice of question. You must know the terms associated with each topic

Question 1(c): "Why are about 5,000 people 'absolutely unbilleted'?"
If you didn't know what "unbilleted" meant, you were likely to lose five marks.

Question 2(a): Which document shows greater sympathy for the evacuees?
If you are asked to give reasons referring to the documents, refer to both documents.

Question 2(b): Do both documents offer a solution to the problems they raise?
You must refer to the documents in front of you on the exam paper.

Question 3(a): Does Richard Dawson Bates present an objective report to cabinet?

A higher-level history student aiming for a high grade has to understand that the word objective means being impartial and not taking sides.

Question 3(b): How does document B illustrate a strength and a weakness of a 'newspaper editorial' as a historical source?
Despite all your hard work, you may be asked to deal with a term that has not been on any previous exam paper. Remember, even if you don't understand, **don't leave a blank**. You have a chance if you have written something and you might be correct!

“

Don't believe your friends, blogs, boards or mock papers when they say they know or indicate what's going to be on the paper

Question 4: What was the impact of the second World War on the city and people of Belfast?

A very fair contextualisation question if you had studied all three topics and didn't just hope for the Treaty.

What did students learn from Dictatorship & Democracy in Europe, 1920-1945?

Don't rely on just the case study

Question 1: How did the Jarrow March (1936) illustrate the social and economic problems facing Britain during the inter-war period?

Here you must use the case study to demonstrate the problems of inter-war Britain, so make sure you learn everything around the case study.

Deal with both aspects of the question

Question 2: How did church-state relations develop under Mussolini and Hitler?

Even though you don't have to deal with both equally, if you deal with only one you will be working out of 50 cumulative marks rather than 60. You must be detailed and know the clauses of the Lateran Treaty and what was the Reichskirche, the Confessional Church and don't mix up Muller and Niemuller

Know enough for survey questions

Question 3: What were the fortunes of France during the period 1920-1945?

Don't attempt this question unless you have studied both the third Republic and Vichy France.

Watch out for dates and topics that were on the previous year

Question 4: What challenges faced the Soviet Union in peace and war, 1924-1945?

Russia was on the 2013 paper, but that didn't stop it being examined in 2014. This question starts with the death of Lenin so any details of his leadership will be background material up to a maximum of 12 marks. It goes all the way to the end of the second World War.

What did students learn from the US & the World, 1945-1989?

Don't rely on just the case study

Question 1: Why did race relations remain a major issue in the US, 1945-1989?

Just writing on the Montgomery Bus boycott is not enough – race relations must be dealt with before and after the case study so include all you learnt about race relations.

Question 4: How did the Americans achieve a successful moon landing in 1969 and what was its importance for the US?

If you study the moon landing you must also be aware of technological developments,



A propaganda poster of Josef Stalin

the space race and the cold war, otherwise you won't have a well-rounded essay.

Don't rely on just the case study to study Lyndon Johnson

Question 2: What were the strengths and weaknesses of Lyndon Johnson as a political leader?

If you study LBJ you must deal with domestic and foreign policy not just his role in the Vietnam war.

You must study all aspects of a topic

Question 3: What were the significant developments in the US economy, 1945-1989?

Make sure you deal with boom and bust and how various presidents dealt with the economy.

What did students learn from Politics & Society in Northern Ireland, 1949-1993?

Don't think because a question was on the previous year it won't appear again, even indirectly

Question 1: What were the main social and economic changes that took place in Northern Ireland 1949-1993?

This question includes the Welfare State which had been on the 2013 paper. If you thought it wasn't going to be on because of that you would be under pressure answering this question.

Know the details and be able to make comments on those details

Question 2: Which was more successful, the Sunningdale Agreement (1973) or the Anglo-Irish Agreement (1985)? Argue your case, referring to both.

It would not be enough to know Sunningdale case study – you must be familiar with all attempts to bring about a peaceful solution to the Troubles and assess how successful each one was.

It's not enough to take a narrative approach or to just tell the story

Question 3: How did the people of Northern Ireland express their religious affiliation and cultural identity 1949-1993?

It is necessary to know the significance of marching orders, including the Apprentice Boys, but also to mention the GAA, Irish dancing, Irish language, Catholicism, and the contributions of the Field Day theatre group, Seamus Heaney, James Galway and Van Morrison, etc. This essay gives great scope for you to realise it deals not only with the Apprentice Boys.

Make sure you have enough information to deal with personalities: best to do both

Question 4: What was the contribution to Northern Ireland affairs of Bernadette Devlin and/or Margaret Thatcher?

It is difficult to coordinate information about a personality in an exam, so make sure you have enough information in advance dealing with their early life, how they got involved in political life, principal events of their political life and what they contributed. Then check if there is enough time to get 60 cumulative marks. Usually you need to write on both if there is a choice.

Home Economics Section A – short questions (higher and ordinary)

Devil in the detail

Sandra Cleary

There is a marked difference in the level of detail required in higher level and ordinary level home economics



In 2014, 8.6 per cent of grades in higher level home economics were A-grades. Students ask every year how they can get this elite grade. A number of factors need to be considered.

A comprehensive knowledge of the home economics course is not enough. Students need some extra skills, including an ability to read and answer questions, knowing how much detail is required for each answer, good time management, and an understanding of the language and terms used on the exam paper.

Confidence is key going into any exam. If a student "feels an exam paper" they will never excel. Therefore it is important to equip yourself with all of the above before tackling this exam.

Buy a copy of past exam papers (if you don't have a copy already) and practise as many of the questions as you can between now and June using the 12-week revision plan and general advice given in the following pages. Success should follow!

Section A – short questions

Short questions are often poorly answered because many students believe short questions mean short answers. However, in the case of home economics, the short questions require very detailed answers to get the full six marks. It is not unusual to have to write more than the allocated blank lines.

Higher level – sample answers

■ 2014, Question 4

What is basal metabolic rate? (6 marks)

The least amount of energy required to keep the body warm and internal organs functioning while lying down in a motionless position, 12 hours after eating a meal.

Give two factors that determine a person's basal metabolic rate.

(i) Age – as people get older, their BMR decreases.

(ii) Activity – activity increases BMR, eg running, swimming.

Comment on answer

The answer is very detailed as it is worth six marks.

All definitions should have at least three parts:

(i) least amount of energy

■ Teacher Sandra Cleary with students in the kitchen at the Institute of Education

- (ii) keep body warm/internal organs functioning
- (iii) lying down motionless

The two factors were not just listed, they were developed a little, as each factor was worth two marks. A good rule of thumb when answering short questions is give two subpoints for two marks (as seen above) or three subpoints for three marks. This helps guarantee full marks.

■ 2013, Question 7
In relation to freezing explain each of the following (6 marks):

Quick freezing

Food is frozen quickly at -25 degrees Celsius in the freezer compartment of a fridge-freezer. Tiny ice crystals form. As a result, when the food thaws there is no structural damage done to food cells, retaining the texture and nutritive value of food.

Slow freezing

Food is frozen slowly between -18 degrees Celsius and 0 degrees Celsius. Large ice crystals form. As a result, when the food thaws it is soft, mushy and nutrients are lost in "drip loss" as the large crystals tear/rupture food cells in the freezer.

Comment on answer

A very detailed answer is given.

■ There are two parts of the question worth three marks each, therefore three

subpoints are given for each part to guarantee full marks.

Ordinary level – sample answers

■ 2014, Question 4
Indicate whether each of the following statements is true or false.

	True	False
Diabetes can be caused by sedentary lifestyles and unhealthy diets	✓	
Bowel disease is caused by eating high fibre foods		✓
A person is considered obese when their weight is 20% or more above the recommended weight	✓	

■ 2013, Question 4

Listed below are different cooking methods. Name two examples of each.

Moist cooking methods

1. boiling, 2. poaching

Dry cooking methods

1. Baking, 2. roasting

Frying

1. Shallow frying, 2. deep fat frying

Comment on Answers

Answers are not detailed like higher level.

■ Question 4 (2013) just requires six words in the answer, while Question 4 (2014) requires just three ticks in boxes.

■ There is a marked difference in standard between higher level and ordinary level home economics.

Percentage for each Section

Food studies journal (20 per cent)
+written paper (80 per cent)
Section A=15 per cent
Section B=45 per cent
Section C (Elective 1 or Elective 3)=20 per cent

OR

Food studies journal (20 per cent)
+Elective 2 garment (10 per cent)
+written paper (80 per cent)
Section A=15 per cent
Section B=45 per cent
Section C (Elective 2)=10 per cent

Leaving Cert home economics At a glance

Both higher and ordinary level exam papers have a similar layout. Each is divided into **three** main sections

Section A (15 per cent)

- 12 short questions
- Students must answer 10

■ 8 of the 12 short questions are from the Food Studies component of the course

■ Students write the answers in blank spaces provided on the exam paper

Section B (45 per cent)

- Five long questions
- Question 1 is compulsory and worth 20 percent of the overall grade. (It is a nutrient-based question.)
- Students must answer two other questions worth a total of 25 per cent from questions 2,3,4 and 5. (Q2 – Food Studies section; Q4 – Resource Management and Consumer Studies; Q3 – from either of the

above sections as there is no set pattern; Q5 – Social Studies core of the syllabus).

Section C (20 per cent)

- Comprised of three elective options:
 - Elective 1 – Home Design and Management.
 - Elective 2 – Textiles, Fashion and Design.
 - Elective 3 – Social Studies

■ Students must choose and study one elective before the exam.

■ Each elective has three parts, (a), (b) and (c)

■ Part (a) of each elective is compulsory.

■ Students must choose to answer part (b) or part (c).

■ Electives 1 and 3 are worth 20 per cent each of the overall grade.

■ Elective 2 accounts for 10 per cent of overall grade as these students submit a garment worth 10 per cent of their grade before the exam.

Home economics Section B – pie charts/tables

Bring everything to the table

Sandra Cleary

Regardless of the style of charts in this section, you are expected to give practical answers, using your background knowledge of home economics as a whole

All students sitting higher or ordinary level Leaving Cert home economics must answer Question 1 Section B. Part(a) of this question has been similar each year since 2004, in that students are asked to analyse a pie chart, table or histogram. This part of the question has been worth between 20-24 marks every year between 2004-2013. In 2014 the format changed slightly. Students were asked to analyse a table but it was only worth 12 marks.

The style of table used has also changed since 2012. Prior to this tables usually contained different foods, eg dairy products (2011), bread types, meat, fish. Now students have to analyse tables on food groups (2012) and different types of grocery outlets (2014). The point being made here is that there is no guaranteed type of table or marking scheme for part (a). The only way to prepare is to practise as many as possible from the past papers – ideally all questions before the exam.

Question 1

Sample questions

■ Higher, 2014, Question 1(a), Section B

Shown in the table (right) is the cost (€) and percentage (%) of the weekly social welfare allowance required to purchase the foods necessary for healthy eating for four households using three different grocery store outlets.

Evaluate shopping in the three grocery outlets referred to in the chart.



	Multiple supermarket	Low cost shop	Local shop
Household 1 Adult man and woman, boy aged 5 years and boy aged 14 years (Total household requires 8,200 calories per day)	€132.40 29%	€114.80 25%	€255.40 56%
Household 2 Adult man and woman without children (Total household requires 4400 calories per day)	€82.20 25%	€65.80 20%	€154.70 47%
Household 3 Woman aged 65+ years (Total household requires 1800 calories per day)	€32.40 14%	€27.00 12%	€54.00 23%
Household 4 Single adult woman with a boy aged 5 years (Total household requires 3400 calories per day)	€54.80 21%	€45.40 17%	€109.00 42%

Sample Answer

Type of grocery outlet	Evaluation
Multiple supermarket	These supermarkets are cheaper than local shops (€23 cheaper for a weekly shop for a family of four). This may be due to the fact that shops buy a wide selection of stock for numerous stores, therefore by bulk buying they can afford to sell at competitive prices.
Low-cost shop	This shop is the least expensive to buy a weekly shop in (less than half the cost of the weekly shop bought in the local shop). In the case of social welfare recipients living in a large town or near a retail park where low-cost shops are found, they are getting very good value for money. However, transport costs need to be considered when buying groceries from low-cost shops as they are not found in rural areas or small villages. These shops do not spend money on design or layout. Often goods are left in boxes on floors therefore they can sell at a much cheaper price.
Local shop	Local shops are the most expensive shops (twice as expensive for Household 4 compared to a multiple supermarket for the same weekly shop). Therefore one would question why shop locally when it is this expensive? Unfortunately many households do not have a choice as they may not have their own transport and are relying on public transport. This could be the case for the woman aged 65+ years and the single woman with a young five-year-old boy. Local shops are also very convenient to go to in an emergency.

Comment on answer

The answer is tabulated which will help you to stay focused on the question being asked and reduce the risk of “going off the point”. Figures or percentages are referred to in the answer. Practical answers are given.

■ Note: Answers cannot be learned off for these types of questions. Student’s knowledge of the whole course should be used as much as possible when answering tables.

■ Marking scheme: three points for four marks each. Four marks were allocated for each type of grocery outlet. Always give at least two subpoints for four marks (four marks = 1 per cent of the overall grade).

A more traditional table was asked in 2010 (see below). Regardless of the style of table the general guidelines remain the same for Question 1(a), Section B:

- Tabulate answers (to keep focused)
- Highlight the two key terms in the question eg 2010, Question 1(a):

- Comment

- Elaborate

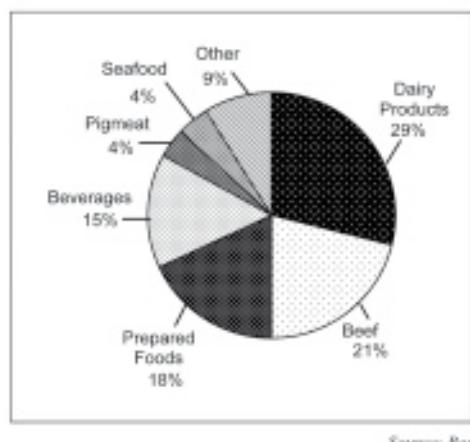
These two terms should be used as headings on the vertical columns of the table. Divide the table into four vertical columns as the question stated: “In your answer refer to four sectors”.

■ Always refer to figures or percentages from the table or pie chart in your answer.

■ The examiner expects students to give practical answers (using their background knowledge of home economics as a whole).

■ Higher, 2010, Question 1(a), Section B

Breakdown of Irish food and drink exports, 2008 (%)



- (a) (i) Comment and elaborate on the distribution (%) of Irish food and drink exports as shown above. In your answer refer to four sectors.
(ii) Give details of career opportunities available within one of the sectors named.

(24)

Sample answer (i)

Sector	Comment	Elaborate
Dairy Products	Dairy products are Ireland's main food export @ 29%, 8% more than beef, the second main export and seven times pigmeat and seafood exports which only make up 4% each of Irish exports.	Foods in this sector include butter, cheese, cream, yoghurt, dairy spreads. Ireland exports these products all over the world eg. 'Kerrygold' butter can be bought in the U.S. Bord Bia have done a good job of promoting Irish dairy produce abroad by exhibiting these products at International Food Fairs.
Beef	Beef is Ireland's second main food export @ 21%. It is five times more popular than seafood as an export which is only 4% of the export market.	Irish beef is in high demand across the world because Ireland has a reputation for high standards of production (Quality Assurance Scheme) and traceability.
Prepared foods	Prepared foods make up 18% of all Irish food exports which is nearly one fifth of all exports. Many of these foods are produced by small food businesses and this is the fastest growing sector of all Irish food exports.	Foods in this sector include Jams, chutneys, ready meals, prepared sauces etc. One of the reasons why this sector is so popular is that many people lead very busy lifestyles and have smaller families so convenience foods play a part in their household. Irish food companies have responded to this demand.
Seafood	Seafood only makes up 4% of all Irish food exports which is surprisingly low considering Ireland is an island and surrounded by coastline. Seafood is the least popular food export along with pigmeat.	Seafood products include fresh fish and processed fish (vacuum packed smoked salmon, breaded fish etc). Irish seafood has a reputation of having high quality fish/fish products as its sea water is relatively unpolluted.

Sample answer (ii)

Dairy Sector

Career opportunities in the dairy sector include:

Farmer – dairy farmers milk cows on a daily basis.

Cheesemaker – cheesemakers use Irish milk and produce cheese from it by treating the milk with Lactobacillus bacteria and adding rennet.

(2@2 marks each)

Every year Question 1, Section B has incorporated nutrients. In 2014 (higher level) protein was questioned. Students need to be aware that more than one nutrient may appear on the question, eg in 2007 (higher level) carbohydrates and folate/folic acid appeared together. Therefore all six nutrients must be studied as they are guaranteed to be questioned in the Leaving Cert exam.

Sample nutrient question

■ Higher, 2012, Question 1(b), Section B
Give an account of carbohydrates and refer to:

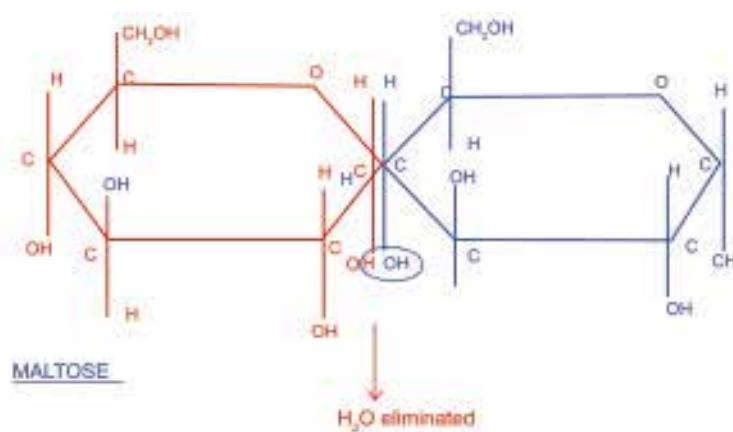
- the chemical structure of a monosaccharide
- the formation of disaccharides
- the hydrolysis of sugar to include inversion

(24 marks)

Sample Answer

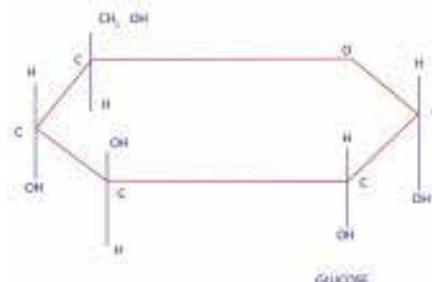
Formation of disaccharides

- Disaccharides are formed when any two monosaccharides join together.
- As they join one molecule of water is eliminated in a condensation reaction.
- Chemical formula of a disaccharide is $C_{12}H_{22}O_{11}$.
- Sucrose is made up of the monosaccharides glucose and fructose.
- Maltose is made up of the monosaccharides glucose and glucose.
- See image below.



Chemical structure of a monosaccharide

- Monosaccharides are hexose sugars.
- They are the product of photosynthesis.
- Monosaccharides are the basic unit of all carbohydrates.
- Glucose, fructose and galactose are monosaccharides.
- Glucose is the most common monosaccharide.
- See image right.



Hydrolysis of sugar to include inversion

- A common disaccharide sugar is called

sucrose. Sucrose is composed of two monosaccharides glucose and fructose.

■ **Hydrolysis:** During digestion the disaccharide sucrose reacts with the enzyme sucrose and water (H_2O). As a result the sucrose "splits" into its two monosaccharide units again (glucose and fructose).

■ **Inversion:** Inversion is caused by heating sucrose with an acid, eg jam making. The sucrose splits into its monosaccharides which are known as invert sugar (glucose and fructose). The presence of invert sugar in jam making ensures the jam forms a smooth gel.

Comment on answer

- The answer is in point format.
- Each part of the question is worth eight marks = 2 per cent of overall grade.
- The word "structure" is in the question, therefore diagrams must be included.

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Home economics Section B

Keep to the points

Sandra Cleary

Always answer in point format and elaborate on points according to the allocated marks

Consumer studies

Sample question

Higher, Question 4, 2004

A responsible consumer will make informed choices when selecting goods and services, will know how to get best value for money and know how to seek redress if things go wrong.

(a) Discuss three factors that affect consumers' decision-making when selecting goods and services. (12 marks)

(b) Name two types of retail outlets where household appliances can be purchased. State one advantage and one disadvantage of each outlet. (12 marks)

(c) Set out details of a study that you have undertaken on a household appliance with a heating element. Refer to:

- (i) working principle
- (ii) guidelines for using the appliance
- (iii) energy efficiency. (18 marks)

(d) Outline the role of the Sale of Goods and Supply of Services Act (1980) in protecting the consumer should the product prove faulty. (8 marks)

Sample answer

(a) Three factors

Varying household income

The amount of disposable income available will vary between different families. Those on a limited income will have less money to spend on luxury items. Families with a large disposable income have greater choice when shopping. They are not restricted to buying own-brand goods or looking for special offers.

Merchandising

Retailers have a number of ways of trying to increase sales of products. Examples of these include special offers, eg two items for the price of one, buy two items and get the second one at half price.

Packaging

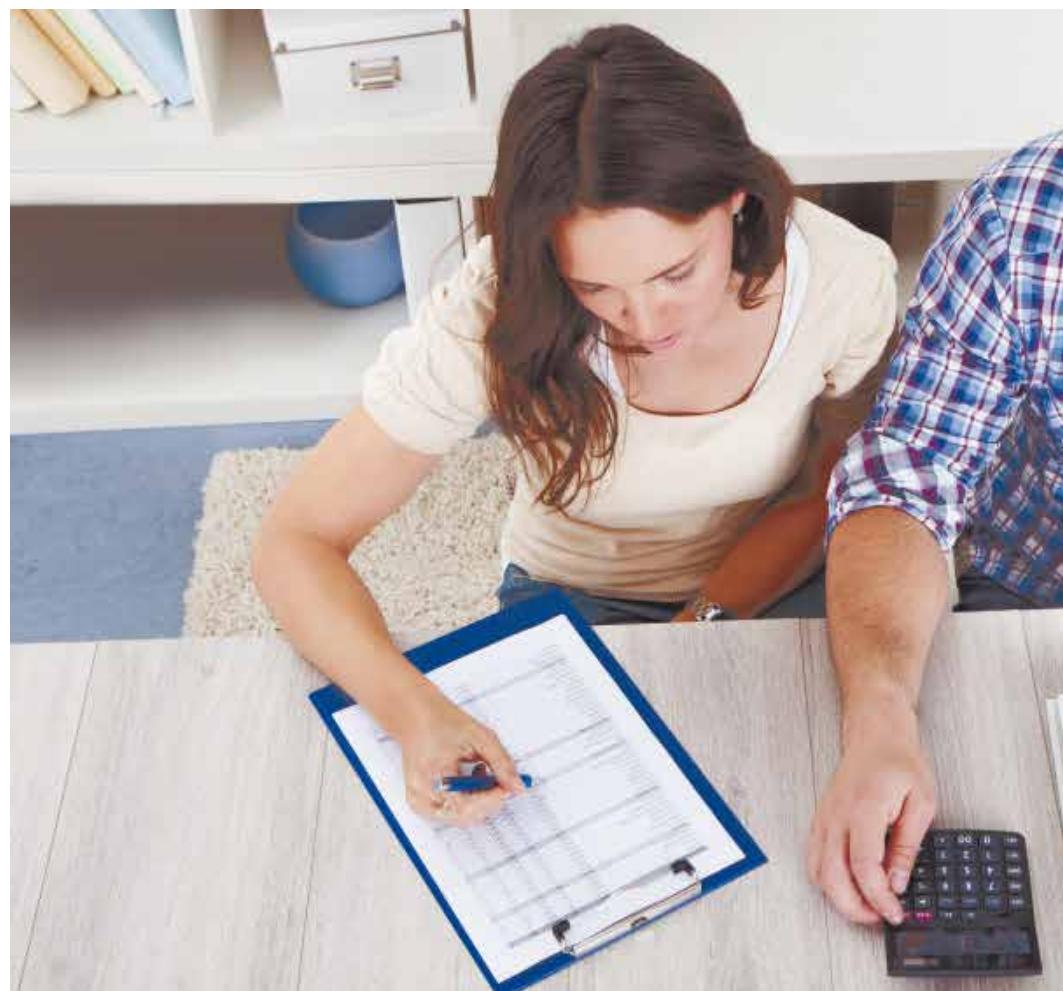
The shape, colour, materials used in packaging can influence shoppers to buy products. Products aimed at women are often in pastel colours, eg Fructis shampoo. The shape of the product helps consumers to recognise products, eg Dairygold, Dawn Light and other dairy spreads are always in rectangular plastic cartons.

Discount store, eg Argos	Discount store, eg Arnotts
Advantage	
Less expensive than department store	More expensive than department store
Disadvantage	
No specialised sales staff	Trained staff will give consumers professional service

(c) Household appliance Deepfat fryer

(i) Working principle

The appliance is plugged in and an indicator light comes on. This indicates that there is electric current entering the appliance. Heat is generated by electricity. This causes (a) the heating element to heat up which heats the oil, (b) the bi-metallic strip heats up. The bi-metallic strip is composed of two metals that expand at different rates when heated, eg copper and invar. Copper expands faster than invar and the strip bends. When the desired temperature is reached, eg 190 degrees Celsius for chips,



Household income: responsible consumers make informed choices and know how to get value for money.

PHOTOGRAPH:
THINKSTOCK

Online resources
curriculumonline.ie
fsai.ie
examinations.ie
citizensinformation.ie
safefood.ie

the strip bends and breaks the circuit. The indicator light goes off.

The light goes off indicating the electric current is disconnected = the heating element cools down (cooling oil and preventing oil from overheating). The strip returns to its original position as it cools, the light comes back on and oil is heated again. This cycle continues while the fryer is on.

(ii) Guidelines for using the appliance
 Have the oil at the right temperature for cooking specific foods, eg 190 degrees Celsius for cooking chips.
 Never fill beyond the "maximum line" with oil.
 Clean oil regularly.
 Follow the instructions.

(iii) Energy efficiency
 Replace the filter regularly so the appliance works efficiently = saving energy.
 Do not 'half fill' the wire basket when deep fat frying as this wastes electricity.

A-G Energy Efficiency Scale (A is most efficient, G is the least efficient)

(d) Role of the Act

If the fault is recognised straight away, ie after opening the box, the consumer is entitled to full cash refund if he/she returns the product to the shop.
 If a fault appears a few months after purchase, the consumer is entitled to a replacement, repair or credit note.

Comment on Answer

The answer is in point format
 Tables can help keep answers more structured, eg part (b)
 There was no breakdown of marks for part (c) therefore always give at least four points for each part (i), (ii) and (iii) to ensure all points are covered.

Other topics in Section B include food additives, food spoilage, microbiology, food preservation, dietary requirements, the Irish food industry, and food processing/packaging.

Timing is key

Many students blame lack of time in an exam as a reason for not finishing the paper and therefore not getting the result they had hoped for. Timing should not be an issue as students know long before the exam how long they should spend on a question. It is just a matter of sticking to this in the exam.

Students should have a watch to keep an eye on time in the exam. It is also very important when answering past Leaving Cert questions for homework that you spend only the allocated exam time on each question, as there is no point in getting an A1 in a homework question if it took one hour to complete!

Both the higher and ordinary level home economics papers must be

completed in 2.5 hours (150 mins). Answer your paper as follows:

Read paper thoroughly, highlight key terms, decide on what questions you are going to answer
6 minutes

**Answer Question 1 (Section B)
 35 minutes**

**Answer chosen elective (Section C)
 40 minutes**

**Answer two out of four questions from Section B questions
 44 minutes (22 minutes each)**

**Complete short answers (Section A)
 25 minutes (about 2 minutes each)**

12-week Revision Plan

Week 1	Week 2	Week 3
• Composting of food/Energy • Water • Food Choices • Carbohydrates	• Cereals • Fruit/vegetables • Dietary guidelines • Vegetarianism	• Protein • Meat • Fish • Milk/cheese/ milk products
Week 4	Week 5	Week 6
• Lipids • Eggs • Fats/oils • Special diets	• Vitamins • Menu planning • Irish diet • Resource management	• Minerals • Food additives • Sensory analysis • Cooking methods
Week 7	Week 8	Week 9
• Irish food industry • Food processing/packaging/labeling • Household technology	• Consumer studies • Textiles • Social Studies (sociology terms, family, family as a caring unit)	• Finance topics • Social studies (marriage, family laws)
Week 10	Week 11	Week 12
• Food spoilage • Microbiology • HACCP/Food laws and agencies • Preservation	• Topics from chosen Elective	• Topics from chosen Elective



How to get those extra marks

- Read questions very carefully at the beginning of the exam and make sure you can answer every part before attempting the question.
- Structure your answer according to the marking scheme.
- Highlight the key terms, eg discuss, list, give an account, outline, etc.
- Use the allocated marks to work out how many points needed in your answer.
- Use bullet/numbers in front of each of your points (no essay-style answers).
- Leave 3-4 blank lines between each part of your answer. This shows the examiner you are moving to the next part of the question (while the examiner is moving on to the next part of the marking scheme).
- Use current, modern and relevant examples to back up your answers where possible, eg up-to-date Social Welfare payments, consumer laws, new food products on the market, etc.
- Tabulate answers where you are asked to differentiate, classify or compare, or when answering questions on minerals and vitamins.
- If asked to draw a room plan or lighting arrangement, ask for graph paper. This is available from the exam supervisor.
- Diagrams should be clear and well labelled (use coloured pens, highlighters and rulers).

Marking scheme

It changes each year as the questions asked on the written paper are never the same. It is important to work out the

marking scheme before writing down answers as every question must be answered in point format regardless of how the question is phrased. Once students know how many marks each point is worth they will know how much detail to give in the answer.

Example

Section B, Question 1, part (d):
"Give a detailed account of protein and refer to : structure (primary, secondary, tertiary) 15 marks"

Students will work out in a rough margin that the marking scheme is three points @ 5 marks each. Therefore a lot of detail is required on each of the protein structures.

General guidelines that apply every year

Section A

- Each short question is worth six marks.
- Very detailed answers are required to obtain full marks as six marks equals 1.5 per cent of overall grade.

Section B

- Question 1 is worth 80 marks.
- 20-24 marks are allocated to the analysis of a pie chart or table that students will not have seen before the exam (2014-2013). However, in 2014 the analysis of the table was worth only 12 marks on the higher level paper and 18 marks on the ordinary level paper.
- Questions 2,3,4 and 5 are worth 50

marks each. They are usually divided in three parts but the breakdown of 50 marks changes every year with each question.

Section C

- Each elective question is worth 80 marks (with the exception of Elective 2 which is worth 40 marks).
- Part (a) of Elective 1 and Elective 3 is worth 50 marks (compulsory part).
- Parts (b) and (c) are worth 30 marks each.

Higher level

To obtain maximum marks on the higher level paper students are expected to:

- Give very detailed answers with specific information.
- Demonstrate links with other parts of the syllabus.
- Back up answers with relevant examples where applicable.
- Have up-to-date facts and figures (do not rely on textbooks as the figures may be out of date).
- 5 marks are usually broken down as follows:
1 mark – naming the key point.
2 marks – one sub point.
2 marks – second sub point.

■ NEVER WRITE ESSAY STYLE
ANSWERS. Always structure answers in point format and develop each point in relation to the allocated marks. By answering in points, students are working with the layout of the marking scheme.

Leaving Cert home economics Exam tips and common errors

TIPS

- Prepare topics well for the compulsory sections of the course, eg Section B, Question 1 study all of the six nutrients and practice analysing tables and charts from past papers; Section C, study all the topics listed on the syllabus for the chosen elective as part (a) of each elective is compulsory.
- Complete 2-3 short questions from Section A every night from now until the exam allowing about 2 minutes for each question. This will give you a bank of completed questions to revise before the exam. Do not leave this until the night before the exam!
- Be familiar with the syllabus. You can download a copy online and every time you have a section of the course revised, refer to the syllabus to see if all of the topics have been covered during the revision.
- Understand how the marking scheme

works (see panel, above right).

- Practice as many long questions from previous exam papers for homework. Answer these questions in a realistic time to prepare for the pressure of managing time in the exam. Look up the marking scheme for your answers when you are finished (examinations.ie)
- REMEMBER these marking schemes only give the key points required in answers – points must be developed to get maximum marks in the exam.

COMMON ERRORS

- Lack of detail: this is the most common error. Remember 4 marks = 1 per cent of the overall grade – very detailed answers are required for A1 and A2 grades.
- Poor time management: do not spend more than the allocated time on each question or you will not complete the exam.
- Long paragraphs: always answer in

point format regardless of how a question is phrased. Elaborate on points according to allocated marks.

- Out-of-date facts/figures: look online for current figures/statistics on social welfare payments, tax etc. as textbooks can go out-of-date quickly.
- Not writing similar amounts of information on each point: if the marking scheme is 5 points @ 4 marks each, write the same or similar amount of information on each point. Many students write down 5 points but write one line on a couple of points and 3-4 lines on other points. Be consistent or you will lose marks for not developing points sufficiently.
- Poor quality diagrams: diagrams should not be learned directly from textbooks – they need to be practised before the exam.
- Students do not analyse the pie charts/tables correctly on Question 1, Section B (see sample answers on pages 20-21).

How I Got My A1

Alison Devlin – home economics, the Institute of Education

The key to success in home economics is detail. Home economics is a very broad course. It is important to have a wide range of knowledge of each topic and connect all topics during the exam.

Make it a priority to familiarise yourself with the various terms they use in the exam such as "comment", "evaluate" and "identify", and become confident in what they are asking you to answer.

Detail is vital to achieve success in this exam, even in



the short questions, as each is worth six marks – equivalent to 1.5 per cent of your overall grade. One-word answers are not enough. To obtain full marks in the short questions you will find yourself writing all over the page.

Tabulating your answers can also be very useful in this exam. I found tables useful as

it helps keep focus and you are able to visualise what your answers should look like. This is particularly helpful in question 1A.

Long essay answers are not necessary but use precise bullet point answers.

Home economics is also about practice. Try to feel confident in answering all parts of the exam. Start now to perform well – there's no point cramming the night before.

There are parts of the exam you can't predict, such as 1D and 1C. Practise as much of these as you can as this type of question could put you off during an exam.

Planning is essential as the exam is very demanding time

"I found tables useful as it helps keep focus and you are able to visualise what your answers should look like!"

wise. It's vital you have your time mapped out for each part and stick to this. I suggest not reading through the exam but get stuck in as you need every minute. I recommend starting with one of the compulsory parts such as the elective or question 1A as it can help settle your nerves to start with a guaranteed part.



EASTER REVISION COURSES

Course 1:

Monday 30 March - Friday, 3 April 2015

Course 2:

Tuesday 7 April - Saturday, 11 April 2015

Improve your Home Economics grade with Sandra Cleary, author of this supplement, who will be teaching on our Easter Intensive Revision courses.

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4th Year: Tuesday, 24 February 2015 at 6.00 PM in the school

5th Year: Tuesday, 3 March 2015 at 6.00 PM in the school

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