

Past Exam Papers





Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle Final Examination 2023

History

Common Level

Friday 9 June Morning 9:30 – 11:30

360 marks

Examination Number

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Day and Month of Birth

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For example, 3rd February is entered as 0302

Centre Stamp



Instructions

There are **eight** questions in this paper.

Answer **all** questions.

Write your answers in blue or black pen.

Write your answers in the spaces provided in this booklet. There is space for extra work at the end of the booklet. Label any such extra work clearly with the question number and part.

This examination booklet will be scanned and your work will be presented to an examiner on screen. Anything that you write outside of the answer areas may not be seen by the examiner.

Optional planning or rough work:

Archaeology

Question 1

During the period 85-370 AD, Vindolanda was the site of a Roman fort near Hadrian's Wall in the north of England. It is now an important archaeological site. Look at the photographs of six items found at Vindolanda and answer the questions which follow.



Photograph 1



Photograph 2



Photograph 3



Photograph 4



Photograph 5



Photograph 6

(a) Match each item with the correct photograph number.

Item	Photograph number
A lady's shoe	
An iron key	
A wooden writing tablet	
A human jawbone, including teeth	
A bone sword handle	
A leather tent panel	

(b) What is meant by the term 'artefact'?

(c) What information might an archaeologist learn from DNA analysis of the human jawbone?

(d) Name and explain **two** different methods used to date items found during archaeological excavations.

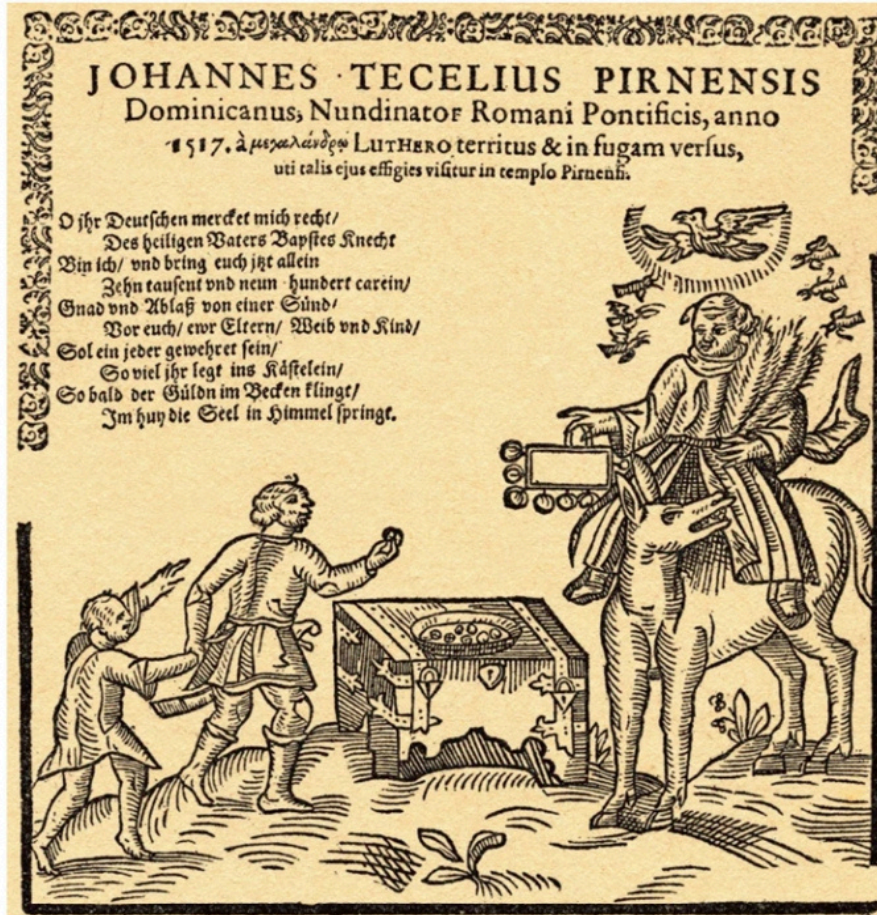
First dating method:
How this method works:
Second dating method:
How this method works:

The Reformation

Question 2

Answer the following questions which deal with the Reformation.

This woodcut shows the indulgence seller, John Tetzel, on horseback. He travelled around Germany in 1517 raising money for the rebuilding of St. Peter's Basilica in Rome.



(a) What evidence in the image shows that John Tetzel was a monk?

(b) The last two lines of the German rhyme on the left-hand side of the woodcut are:

As soon as the gold in the basin rings,
At once the soul to Heaven springs.

According to the rhyme, how could souls get to Heaven?

The Great Famine

Question 3

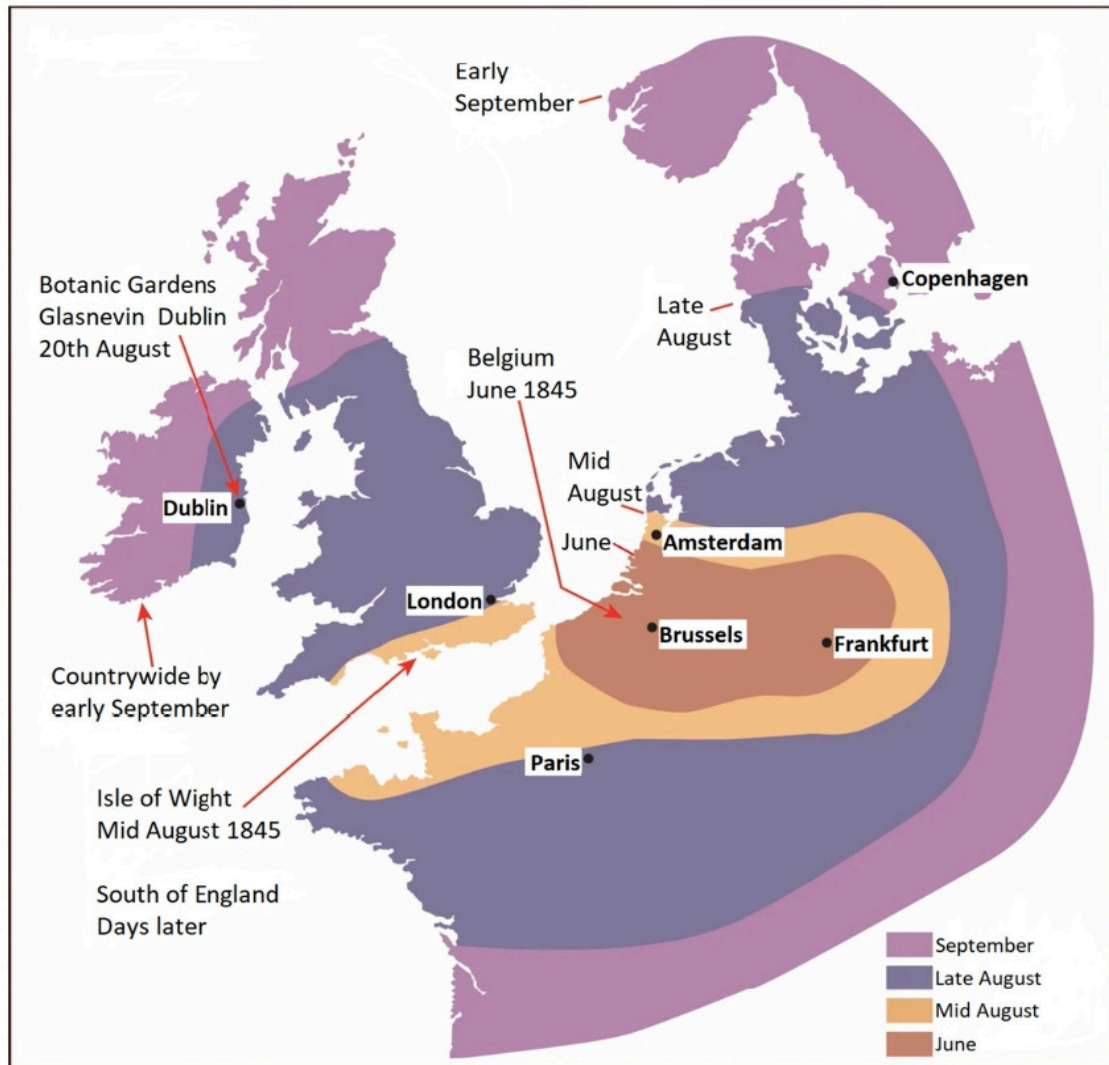
Answer the following questions which deal with the Great Famine in Ireland.

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

- Absentee landlord
- Monoculture
- Workhouse
- Laissez-faire (leave alone)
- Blight
- Arrears
- Cottier
- Eviction
- Conacre
- Famine
- Emigration
- Subdivision

1.	Farmers divided their land between all their sons which meant farm sizes grew smaller as time went on.	
2.	Growing one crop only, (e.g. potatoes).	
3.	A destructive fungal disease which caused potatoes to rot.	
4.	A severe shortage of food, causing illness or death to a large number of people.	
5.	A legal term for rent that is overdue.	Arrears
6.	The legal removal of a tenant from a landlord's property (house and/or land).	
7.	A landlord who lived away from his/her property and who employed an agent to look after the estate.	
8.	An economic policy which meant the government did not interfere in business or markets (e.g. to control the price of food).	
9.	A place where the poor and destitute could find accommodation and food in return for carrying out various forms of work.	
10.	The act of leaving one's own country to settle permanently in another country.	

Study the map below which shows the spread of potato blight in Europe, June - September, 1845.



(b) Name **two** countries, apart from Ireland, which were affected by the potato blight.

(c) Around what **two** cities was the blight recorded in June 1845?

(d) Where, and on what date, was the blight first recorded in Ireland?

Struggle for Irish Independence

Question 4

The following two sources relate to the Easter Rising which started on Monday 24th April, 1916. Study the sources and answer the questions which follow.

Source 1: an account by a member of the Irish Volunteers who was in the GPO (General Post Office) during the Easter Rising.

On Thursday, the enemy started to shell the GPO, but there was no direct hit throughout the day. The heat from burning buildings opposite was so great that men had to keep the window fortifications drenched with water to prevent the sandbags and sacks from going on fire. The men were stained with soot, scalded by steam and scorched by the fire.

About noon, on Friday, the first shell struck the GPO. The fire it started was quickly got under control. About 3 p.m. shells began to pour into the building and fires broke out in various sections. Towards dusk, the building was alight in every quarter and the front portion was a roaring furnace. Our position had become impossible. The evacuation began from the Henry Street side door.

Source 2: a photograph of the GPO after the Rising had ended.



(a) According to **Source 1**, what was the impact of enemy shelling on the GPO on Thursday?

(b) According to **Source 1**, why did the Volunteers evacuate the GPO on Friday evening?

(c) Is **Source 1** a primary source or a secondary source? Give a reason for your answer.

Primary or secondary:
Reason:

(d) In relation to events at the GPO during the 1916 Rising, what are **two** ways in which the visual evidence from **Source 2** supports the written evidence in **Source 1**?

(e) Apart from the Rising, what else can **Source 2** tell us about life in Dublin in 1916?

(f) Name **two** leaders who signed the 1916 Proclamation of Independence.

1.
2.

(g) Explain **two** consequences of the 1916 Rising.

World Wars

Question 5

Answer the questions that follow in relation to World War I or World War II.

Did you study World War I or World War II? Tick (✓) **one** of the following:

World War I World War II

(a) What were the main causes of the World War you studied?

(b) Make a list of **four** important events during the World War you studied and write them down in chronological order. (Dates not required.)

1.
2.
3.
4.

- (c) Briefly, explain **two** developments in warfare during the World War you studied. Your answer could refer to weapons, transport, and/or communications, etc.

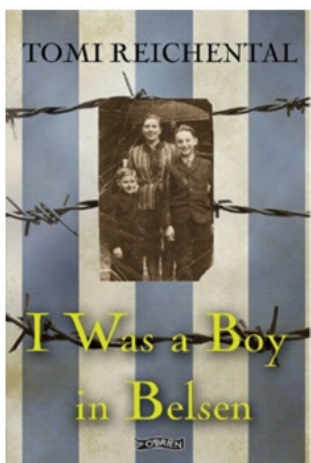
- (d) Select **one** country which was involved in the World War you studied. In what ways did the war affect the lives of people in that country?

Country:
How the war affected people in that country:

The Holocaust

Question 6

Tomi Reichental was born in Slovakia in 1935. He came to live in Ireland in 1959. In his autobiography, *I Was a Boy in Belsen*, he describes how his family was transported to the Bergen-Belsen concentration camp in 1944. Read the extract below and answer the questions which follow.



It was a box on wheels, the cattle carriage that we were in along with up to fifty others. There was straw on the floor and a large barrel in the centre, along with a couple of buckets. This was our toilet.

It was impossible to move, we were so tightly packed in together. The closing of the door behind us signified the end of our civilised life. We were no longer citizens, no longer human beings.

We were in that carriage for seven days. The train stopped on the evening of the 9th November. The doors were flung open. German voices began to scream at us, all at the same time, over and over again: 'HERAUS! HERAUS! SCHNELL! SCHNELL!' (OUT! OUT! HURRY! HURRY!)

There was a relentless barking that just wouldn't stop. Bright light flooded the carriage. Desperately frightened, I grabbed my mother's hand as everyone moved towards the entrance.

- (a) What age was Tomi Reichental when he was transported to Bergen-Belsen in 1944?

- (b) What hardships did the Reichental family endure on their way to Bergen-Belsen?

(c) What frightened Tomi Reichental when the train stopped?

(d) *I was a Boy in Belsen* by Tomi Reichental is an autobiography.
What is the difference between a biography and an autobiography?

(e) Towards the end of his book Tomi Reichental writes that as one of the last Holocaust survivors he has a 'moral duty' to tell his story.
Suggest **two** reasons why it is important that his story should be told.

(f) What is meant by the term, 'the Holocaust'?

(g) Apart from Jewish people in Europe, name **two** other groups of people who were targeted for persecution by the Nazis and explain why the Nazis persecuted them.

First group:
Why they were persecuted:
Second group:
Why they were persecuted:

The Troubles

Question 7

The Northern Ireland Troubles led to the death of more than 3,500 people. Read this report and answer the questions which follow.

In 1984, Malcolm Sutton began to document every death in the Troubles - every victim's name, age and status, who killed them, where, and how. He consulted libraries and archives, observed funerals, visited cemeteries, studied court and coroner records and analysed aerial survey maps.

Sutton worked back to the start of the Troubles in 1969 and continued recording killings during the 1990s. Sutton's index stops at 2001. It records a total of 3,532 deaths - children, mothers, soldiers, police, paramilitaries, tourists, farmers, teachers, politicians, milkmen, on and on. "I wanted it to be a memorial to the people that had been killed," he said.

(a) What task did Malcolm Sutton begin working on in 1984?

(b) Sutton used many different sources in his research. What is one piece of evidence he could have found in each of **two** of the following to help him with his work?

- Library
- Cemetery
- Court records
- Aerial survey maps

1.
2.

The tables below relate to deaths in the Northern Ireland Troubles from 1969 to 2001. Use the information to answer the questions which follow.

Table 1: Persons killed	Count
Civilians	1840
British security personnel	1114
Irish security personnel	11
Loyalist paramilitaries	170
Republican paramilitaries	397
Total	3532

Table 2: Deaths caused by	Count
British security personnel	363
Irish security personnel	5
Loyalist paramilitaries	1027
Republican paramilitaries	2057
Unknown	80
Total	3532

(c) How many civilians were killed during the Troubles, according to **Table 1**?

(d) What was the total number of deaths caused by Loyalist and Republican paramilitaries, according to **Table 2**?

(e) What circumstances contributed to the outbreak of conflict in Northern Ireland in the late 1960s?

Sporting, Cultural and Social Movements

Question 8

The GAA is an example of a sporting, cultural or social movement that impacted on Irish life. Examine the two photographs below and answer the questions which follow.



Photograph 1: Camogie match played at Victoria Cross, Cork, in 1915.



Photograph 2: Camogie match played at Croke Park, Dublin, in 2019.

(a) How many years separate the camogie matches shown in the two photographs?

--

(b) What are **three** differences between the two camogie matches?
Use evidence from the photographs to support your answer.

(c) Continuity means that things continue as they are and don't change very much.
What evidence of continuity exists between the two photographs?

- (d) Number the following developments in GAA history from 1 to 7, beginning with the earliest and ending with the most recent.

In 1903, a ladies hurling team, known as Keatings, was set up in Dublin. They drew up rules based on hurling and called the game 'camogie'.	
The GAA was founded in 1884.	1
In 1974, the Ladies Gaelic Football Association was founded.	
By 2008, there were 515 camogie clubs and 1,100 ladies football clubs in Ireland and abroad.	
In 1932, the first all-Ireland camogie final was held.	
Today, women play a significant role in the GAA, but they are still under-represented in sponsorship deals, media attention and at high official level.	
The Camogie Association was founded in 1905.	

- (e) Name a sporting, cultural or social movement you studied which has had an impact on Irish life (at local or national level).

- (f) If you were asked to contribute to a history of the movement you studied, name **one** event you would focus on and explain why this event deserves to be remembered.

Event:
Why this event deserves to be remembered:

- (g) Identify two different sources you would use to find out about this event. Explain how each source could help your research.

First source:
How this source could help your research:
Second source:
How this source could help your research:

Acknowledgements

- p. 4 Images from <https://diggingvindolanda.wordpress.com/> (Accessed: 25/01/21) and https://en.wikipedia.org/wiki/Vindolanda_tablets#/media/File:Roman_writing_tablet_02.jpg (Accessed: 09/12/22).
- p. 7 Image from <https://kmjantz.wordpress.com/2016/03/16/reformation-at-a-glance/> (Accessed: 22/01/21).
- p. 9 Based on material in *Unit 1: The Great Irish Famine, Junior Cycle Worksheets*, available at <https://www.ucc.ie/en/theirishrevolution/collections/atlas-resources-for-schools/atlas-resources-download-page/> (Accessed: 12/12/22)
- p. 10 Map adapted from <https://www.rte.ie/history/the-great-irish-famine/2022/0127/1276178-the-hungry-forties-in-europe/> (Accessed: 12/12/22)
- p. 12 Extract adapted from Bureau of Military History, *Witness Statement 284*, Michael Staines, available at <https://www.militaryarchives.ie/collections/online-collections/bureau-of-military-history-1913-1921/reels/bmh/BMH.WS0284.pdf> (Accessed: 13/12/22).
Image from <https://www.flickr.com/photos/nlireland/6937669789/> (Accessed 27/08/21).
- p. 17 Image of Tomi Reichental from <https://hetireland.org/programmes/survivors-testimony/> (Accessed: 17/07/20)
Image of book cover from <https://obrien.ie/i-was-a-boy-in-belsen> (Accessed: 17/07/20).
Extract adapted from Reichental, Tomi, *I Was a Boy in Belsen* (Dublin, O'Brien Press, 2011).
- p. 20 Adapted from Rory Carroll, '*It becomes immense*': one man's solo effort to document every death in the Troubles at <https://www.theguardian.com/uk-news/2020/jul/19/malcolm-sutton-solo-effort-document-every-death-in-the-troubles> (Accessed: 27/01/21)
- p. 21 Statistics from https://cain.ulster.ac.uk/sutton/tables/Status_Summary.html and https://cain.ulster.ac.uk/sutton/tables/Organisation_Summary.html (Accessed: 01/07/20)
- p. 22 Images from <https://archaeologyireland.ie/2018/03/19/evolution-of-gaelic-games/> (Accessed: 19/08/21) and <https://evoke.ie/2019/09/08/news/pics-camogie-champions> (Accessed: 19/08/21).
- p. 24 Information on women and the GAA adapted from Cronin, Mike, Mark Duncan and Paul Rouse, *The GAA, A People's History* (Cork, Collins Press, 2009).

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Junior Cycle Final Examination – Common Level

History

Friday 9 June

Morning 9:30 – 11:30



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle Final Examination 2022

History

Common Level

Thursday 9 June Afternoon 1:30 - 3:30

360 marks

Examination Number

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Day and Month of Birth

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For example, 3rd February
is entered as 0302

Centre Stamp

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For Examiner Only		
1.		
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6.		
7.		
8.		

For Examiner Only	
Total	
Grade	

Instructions

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Answer **all** questions.

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Archaeology

Question 1

An archaeological dig took place at Doon Point in Co. Kerry in May-June, 2021. Use the photograph and report below to answer the questions which follow.



Doon Point is a long, narrow strip of land that extends over 500 metres into the sea. It is one of 95 coastal promontory forts on the Dingle peninsula. All are at risk of coastal erosion.

Sandra Henry, lead archaeologist on the project says, 'The reason we are doing this dig is that we are trying to gather as much information as possible as these places are under increasing risk of erosion, cliff collapse and rising sea levels.'

Local farmer, Dennis Curran, estimates that about half an acre of the promontory fort has fallen into the sea. He has noted rising sea levels and an increase in the number of rock falls.

(a) Where in Ireland is Doon Point located?

(b) When did the dig take place?

(c) What was the role of Sandra Henry at the dig?

--

(d) What evidence from the photograph and the report shows the impact of climate change at Doon Point?

(e) The photograph was taken using a drone. Explain why drone technology is a useful tool for archaeologists.

(f) Name **two** other tools used by archaeologists and briefly explain how they are used.

The Renaissance

Question 2

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



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



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

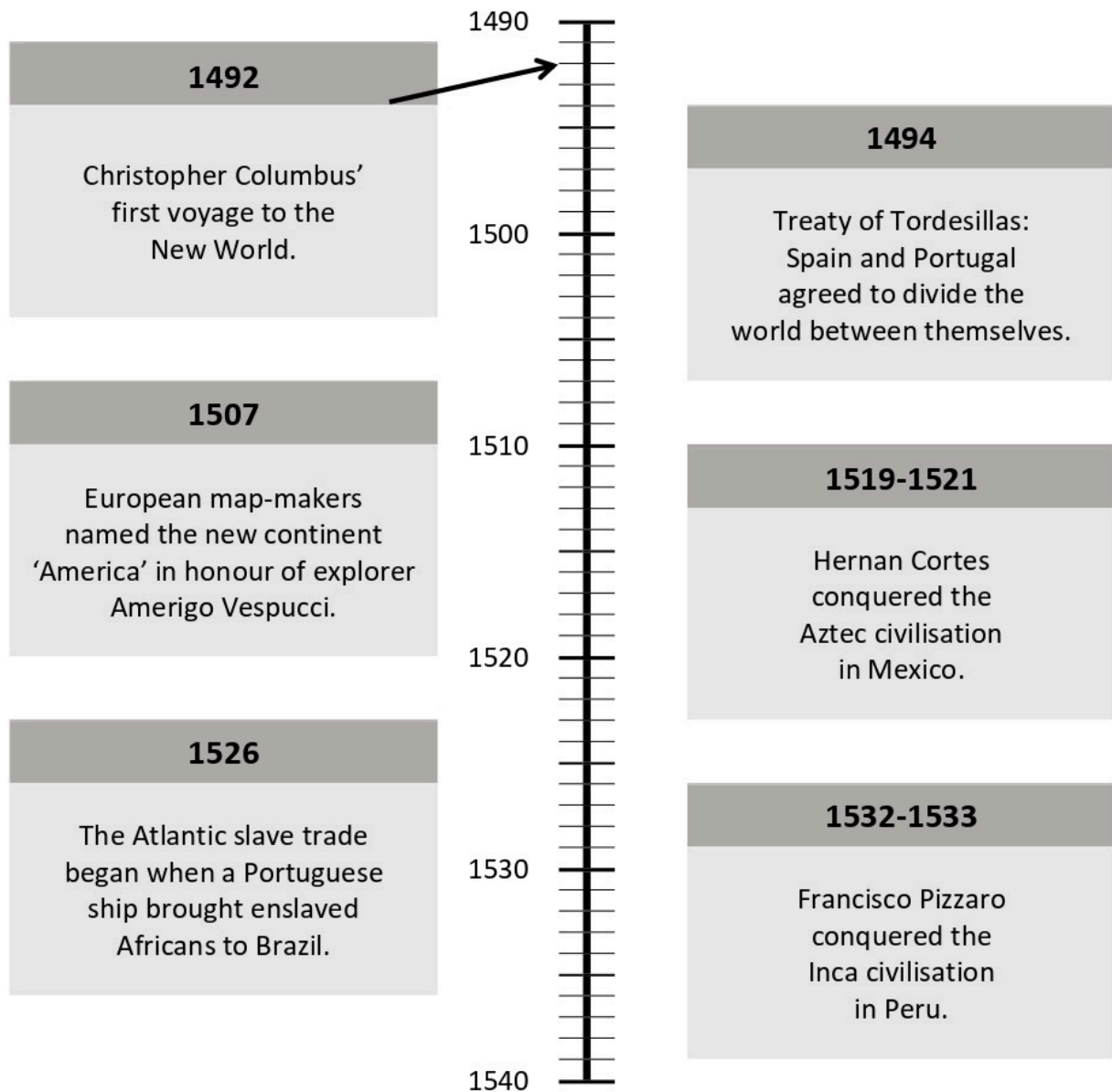
(a) What is similar and what is different in how Mary is portrayed in the two paintings?
(Mary is on the right-hand side in both paintings.)

(b) From your study of artistic developments during the Renaissance, explain **three** features of Renaissance art using examples from the **second** painting.

The Age of Exploration

Question 3

The timeline below relates to exploration and conquest in the New World. Examine the timeline and answer the questions which follow.



(a) How many decades are represented on the timeline?

(b) Draw arrows to link each event to the correct date on the timeline. The first arrow has been done for you.

- (c) Mention **one** other event in Irish or European history at around the same time as the events in the timeline (1490-1540).

--

- (d) Write an account of **one** of the events/developments mentioned in the timeline. Explain how people in the New World and/or Europe were affected by it.

The following sources relate to the United Irishmen who rebelled against English rule in Ireland in 1798. Examine the sources and answer the questions which follow.

Source 1: *United Irishmen upon Duty* by James Gillray, 12 June 1798.



Source 2: extract from the diary of Elizabeth Richards, Co. Wexford, 30 May 1798.

In the morning a man rode into the courtyard with a drawn sword in his hand. He demanded that food should be sent to the rebel camp.

‘We are starving, Ma’am’, said he to Mrs. Hatton. ‘Send us provisions or --’ he struck his sword with violence on the top of a pump.

‘The government may confiscate [take] my property for helping rebels,’ said Mrs. Hatton. ‘If you do not comply you shall be murdered,’ was the reply.

An old man was sent to the rebel camp with a cart loaded with bacon, potatoes, etc., for which Mrs. Hatton received thanks from the rebel chiefs.

(c) According to the artist in Source 1, what is happening in Ireland? Support your points with evidence from the drawing.

(d) Is Source 2 a primary source or a secondary source? Give a reason for your answer.

Primary or secondary:
Reason:

(e) In Source 2, do you think Elizabeth Richards is positive, negative or neutral in her account of the rebels? Give a reason for your answer based on evidence from Source 2.

Positive, negative or neutral:
Reason:

The Great Famine

Question 5

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

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

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

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

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

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

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

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

Starting point:
Length of journey:

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

Survived:	Died:
-----------	-------

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

(d) Suggest a suitable heading for each column in Source 2. Column 6 has been done for you.

1.
2.
3.
4.
5.
6. Destination
7.

(e) Margaret Reilly is one of the passengers named in Source 2. What facts could a historian write about her, using information from **both** sources?

Struggle for Irish Independence

Question 6

The battle of the Four Courts marked the beginning of the Irish Civil War. In the grounds of the Four Courts, the Public Record Office (PRO) contained state records going back to the 1100s.



Photograph 1



Photograph 2



Photograph 3



Photograph 4

(a) Look at the photographs and match each one to the correct caption.

Caption	Photograph
Staff at work in the Public Record Office (PRO) in 1914.	
A huge explosion and fire destroy the PRO, 30 June 1922.	
Fragments of documents outside the GPO, a kilometre away.	
The ruins of the PRO after the fighting ended.	

Archivist Catriona Crowe gave a talk on the destruction of the Public Record Office. Read this extract and answer the questions which follow.

In April 1922, an armed force of anti-Treaty IRA occupied the Four Courts. The government assault on the Four Courts began on 28 June. At 12.30 on 30 June, there was an enormous explosion, and fire spread to the Public Record Office.

Among the records lost in the fire were the census records of 1821, 1831, 1841 and 1851. Other records included church records dating back to 1174, court records, military records, and records dealing with the huge land transfers of the 17th century. Church of Ireland parish records and many wills dating back to the 16th century were also lost.

It was one of the greatest cultural disasters ever to befall any country, and we did it to ourselves. What damage was done to writing Irish history based on primary sources we will never know.

(b) On what date was the Public Record Office (PRO) destroyed?

--

(c) What were **three** different types of records destroyed in the fire at the PRO?

(d) Select **one** opinion from the extract above and explain whether you agree or disagree with that opinion.

Opinion:
Agree/disagree:

The Holocaust

Question 7

Here are ten statements about the Holocaust.

- (a) One term from the box has been matched with a statement from the table below. Match **six** other terms from the box with statements from the table below.

Kristallnacht	Final Solution	propaganda	ghetto	Mein Kampf
Wannsee	anti-Semitism	genocide	pogrom	Nuremberg

1.	Hostility to or prejudice against Jewish people:	
2.	Hitler wrote about his hatred of Jewish people in a book:	
3.	The organised spreading of information to persuade people to believe a particular point-of-view:	
4.	In 1935, the Nazis introduced laws which said German Jews were no longer German citizens and which banned Jewish people from marrying non-Jews. These laws were called after the city of:	
5.	An organised attack or riot against a religious group:	
6.	In November 1938, the Nazis organised an attack on Jewish synagogues, homes and businesses throughout Germany and Austria. Nearly 100 Jewish people were killed and 30,000 Jews were arrested. This attack is often called:	
7.	An over-crowded, closely-guarded area of a city where Jewish people were forced to live apart from non-Jewish people:	
8.	The crime of trying to completely destroy a group of people based on their religious, national, racial or ethnic background:	
9.	At a conference in January 1942, Nazi leaders decided to kill all Jewish people in Europe, including 4,000 Irish Jews. This conference was held in:	Wannsee
10.	The Nazi plan to kill all Jewish people in Europe:	

(b) From your study of the Holocaust, explain why Kristallnacht was a turning point in Nazi persecution of Jewish people.

(c) What evidence about the Holocaust is provided by **three** different types of sources?

Source 1:
Evidence:
Source 2:
Evidence:
Source 3:
Evidence:

(d) What were **two** consequences of the Holocaust?

Historian/ Life in the 1960s

Question 8

Look at this advertisement and answer the questions which follow.

CAVAN COUNTY MUSEUM
Ballyjamesduff, Co. Cavan, Ireland

Three unique centenary exhibition experiences in one beautiful museum

WW1 Trench Experience **1916 Rising Exhibition Experience** **Battle of the Somme Installation**

The advertisement features three panels: a WW1 trench with a 'CASUALTY CLEARING STATION' sign, a 1916 Rising exhibit with a soldier and a poster for 'THE PROVISIONAL GOVERNMENT OF THE IRISH REPUBLIC', and a Battle of the Somme installation with a stone archway and the text 'After war comes peace and when peace comes never let it go.'

Tel: 049 854 4070 • www.cavanmuseum.ie • [Facebook.com/cavanmuseum](https://www.facebook.com/cavanmuseum) • [Twitter.com/cavanmuseum](https://twitter.com/cavanmuseum)

Enjoy a great family day out!

(a) Where in Ireland is this museum located?

(b) What is the museum's website address?

(c) What are **two** types of information you would expect to find on a museum website to help you plan a visit to the museum?

(d) What are **two** topics that you could learn about at this museum?

- (e) You studied the 1960s as an important decade in Irish, European and/or world history. Give the name of one personality, issue or event you studied from the 1960s.

--

- (f) Briefly, why is this personality, issue or event considered historically significant?

Historian Gillian O'Brien gives the following advice about setting up museum exhibitions:

Objects and documents are vital, but photographs, film, and oral testimony can be fascinating too.

- (g) Suggest **three** examples of objects, documents and/or other presentation methods you would use to set up a museum exhibition about this personality, issue or event from the 1960s. Justify each choice.

Optional planning or rough work:

Acknowledgements

- p. 3 Photograph from *Archaeology Ireland*, Vol. 35, No. 3, Autumn 2021.
Report adapted from “Race against the tide” by Clodagh Finn, *Irish Examiner*, 12/06/2021.
- p. 6 Simone Martini, “The Annunciation”, c. 1333, Uffizi Gallery, Florence. Available at https://upload.wikimedia.org/wikipedia/commons/e/e0/Simone_Martini_077.jpg (Accessed: 08/11/2021).
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- p. 12 James Gillray, “United Irishmen upon Duty”, 12/06/1798. Available at <https://www.digitalcommonwealth.org/search/commonwealth:2z111j31q> (Accessed: 08/11/2021).
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- p. 14 Report adapted from *The Newry Telegraph*, 20/12/1853.
Passenger list adapted from https://www.immigrantships.net/v9/1800v9/marathon18531130_01.html (Accessed: 19/05/2020).
- p. 16 Images from http://source.southdublinlibraries.ie/bitstream/10599/5961/3/wm_Four%20Courts%20explosion%20June%201922.jpg (Accessed: 13/11/2020),
<https://twitter.com/NARireland/status/800632350422003712/photo/2> (Accessed: 13/11/2020),
https://beyond2022.ie/?page_id=429#&gid=f8621646&pid=16 (Accessed: 13/11/2020),
https://beyond2022.ie/?page_id=429#&gid=f8621646&pid=9 (Accessed: 13/11/2020).
- p. 17 Account adapted from talk by Catriona Crowe, 27 January 2020, available at <https://soundcloud.com/tlrhub/all-that-remainedthe-four-courts-blaze-of-1922?in=tlrhub/sets/out-of-the-ashes> (Accessed: 11/11/2020).
- p. 21 Image from <https://www.ni-travel.com/cavan-county-museum-teaches-us-respect/> (Accessed: 17/12/20).
- p. 22 Adapted from Gillian O’Brien, *Beyond Storytelling: Exhibiting the past* (Liverpool, John Moores University, 2020) available at <https://www.irishmuseums.org/uploads/downloads/publications/BeyondStorytelling-Exhibitingthepast-OBrien.pdf> (Accessed: 31/12/20).

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Junior Cycle Final Examination – Common Level

History

Thursday 9 June

Afternoon 1:30 - 3:30



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle Final Examination Sample Paper

History

Common Level

2 hours

360 marks

Examination Number

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Day and Month of Birth

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For example, 3rd February
is entered as 0302

Centre Stamp

Instructions

There are **ten** questions in this paper.

Answer all questions.

Write your answers in blue or black pen.

Write your answers in the spaces provided in this booklet. There is space for extra work at the end of the booklet. Label any such extra work clearly with the question number and part.

This examination booklet will be scanned and your work will be presented to an examiner on screen. Anything that you write outside of the answer areas may not be seen by the examiner.

Acknowledgements

- Q. 1: Screenshot of Irish Archives Resource from <http://iar.ie/> (Accessed: 05/02/20)
- Q. 2: Extract adapted from McCaughley, Ciara, 'Archaeologists inspect Lisacul logboat found by 12-year-old', *Roscommon Herald*, 11/06/20, at <https://roscommonherald.ie/2020/06/11/archaeologists-inspect-lisacul-logboat-found-by-12-year-old/#.Xv-oVShKhPY> (Accessed: 03/07/20)
Photographs from National Monuments Service at <https://twitter.com/NationalMons/status/1271062470757617667?s=21> (Accessed: 03/07/20)
- Q. 3: Image by the Limbourg brothers, c. 1412, from https://upload.wikimedia.org/wikipedia/commons/e/e9/Les_Tr%C3%A8s_Riches_Heures_du_duc_de_Berry_juin.jpg (Accessed: 15/07/20)
- Q. 4: Extract adapted from Logan, John, 'Tadhg O Roddy and Two Surveys of Co. Leitrim', *Breifne Journal*, 1971, vol. iv, no. 14.
- Q. 5: Photograph by Davy Wright at <https://www.flickr.com/photos/95030652@N07/38812650561/in/photostream/> (Accessed: 19/05/20)
Infographic adapted from https://www.census.gov/content/dam/Census/newsroom/facts-for-features/2014/cb14-ff02_st_patricks.pdf (Accessed: 21/05/20)
- Q. 6: Letters and transcripts from <http://letters1916.maynoothuniversity.ie> (Accessed: 17/07/20)
- Q. 7: Image of Tomi Reichental from <https://hetireland.org/programmes/survivors-testimony/> (Accessed: 17/07/20)
Image of book cover from <https://obrien.ie/i-was-a-boy-in-belsen> (Accessed: 17/07/20)
Extract adapted from Reichental, Tomi, *I Was a Boy in Belsen* (O'Brien Press, Dublin, 2011)
- Q. 8: Cartoon by Bruce Russell, *Los Angeles Times*, 30 November, 1945, at <https://www.newspapers.com/clip/45430048/time-to-bridge-that-gulch/> (Accessed: 29/05/20)
- Q. 9: Tinsmith from [https://www.museum.ie/en-IE/Collections-Research/Folklife-Collections/Folklife-Collections-List-\(1\)/Trades-and-Crafts/The-tinsmith/Making-the-bottom-and-lid-of-the-can](https://www.museum.ie/en-IE/Collections-Research/Folklife-Collections/Folklife-Collections-List-(1)/Trades-and-Crafts/The-tinsmith/Making-the-bottom-and-lid-of-the-can) (Accessed: 02/06/20)
Housewife from <https://esbarchives.ie/2017/09/01/lots-of-hot-water-all-the-time/> (Accessed: 31/08/20)
Dockers from <https://dublinportarchive.com/gallery/1920-1960-photograph-collection/#gallery-6> (Accessed: 02/06/20)
- Q. 10: Information in table taken from <https://cain.ulster.ac.uk/sutton/chron/1972.html> (Accessed: 01/07/20) and also from McKittrick, David, (et al.), *Lost Lives: The Stories of the Men, Women and Children who Died as a Result of the Northern Ireland Troubles*, (Mainstream Publishing, Edinburgh, 1999)
Image of John Hume from <https://www.nobelprize.org/prizes/peace/1998/hume/facts/> (Accessed: 23/06/20)
Quote from John Hume from <https://www.nobelprize.org/prizes/peace/1998/hume/lecture/> (Accessed: 23/06/20)

Optional planning or rough work:

Question 1

Study this screenshot from the Irish Archives Resource (www.iar.ie) and answer the questions which follow.



(a) What are archives, according to this website?

(b) What is the web address of the Irish Archives Resource?

--

(c) If you were to use this website to find sources on the history of education in Ireland, which two headings under 'Start Exploring' would be the most relevant to your work?

1:
2:

(d) What is the difference between an archive and a museum?

(e) Give the name and location of one archive, museum, library, exhibition or heritage centre which you investigated as part of your Junior Cycle history course.

Name:
Location:

(f) Name an item from this archive, museum, library, exhibition or heritage centre, and explain how evidence from this item added to your knowledge of history.

Item:
How it added to your knowledge of history:

Archaeology

Question 2

Archaeological discoveries add to our knowledge of history. Use the account and photographs below to answer the questions which follow.

In June 2020, a 12-year-old Roscommon student found a five-and-a-half metre long logboat in a local lake. Water levels had dropped after several weeks of dry weather, and the boat was lying in less than half a metre of water.

Archaeologists from the Underwater Archaeology Unit of the National Monuments Service and the National Museum of Ireland inspected the site. The boat was recorded, drawn and photographed before being carefully placed back in the water to keep it waterlogged and protected.

There is an early medieval crannóg just 100m away in the lake, and it is possible that the logboat dates from the medieval period. It could be much older; logboats have been used on Irish lakes and rivers since the Stone Age (8000-4000 BC).



(a) How did weather conditions contribute to the discovery of the logboat?

(b) Name the two organisations that sent archaeologists to examine the logboat.

1.
2.

(c) What is being done with the logboat in the two photographs?

(d) If the logboat dates from 4000 BC, approximately how old is it?

--

(e) Name and explain one method that archaeologists could use to date the logboat.

(f) This logboat was an accidental discovery. What are two ways in which archaeologists identify sites for planned archaeological excavations?

The Middle Ages

Question 3

- (a) From your knowledge of medieval times, write an account of life and/or death in a medieval setting of your choice.



Choose a setting such as one of the following:

- a medieval manor
- a medieval town
- a medieval castle
- another medieval setting of your choice.

Write about at least two of the following:

- living conditions
- working life
- leisure
- defending the settlement
- religion
- illness and death
- any other theme(s) relevant to life and death in medieval times.

Medieval setting:
Life and/or death in this setting:

The Irish Plantations

Question 4

Read this account of the plantation of Co. Leitrim and answer the questions which follow. The account was written in 1683, sixty years after the plantation began.

The chief town is Jamestown, a well-walled town standing on the river Shannon. The town consists of about 60 families but most of them live outside the walls. There is a good weekly market, four fairs every year and a company of foot soldiers as garrison.

It is very well planted with Protestant inhabitants. The natives or Irish inhabitants are civil, hospitable and intelligent. The Irish women are handsome, and both sexes speak reasonably proper English.

This county has very good pasture, and is far more proper for feeding and rearing cattle than for grain. In it are vast woods, full of large and excellent timber. There are many herds of red deer. The wolves, which were very numerous are now very few. There are several eyries of eagles. Lough Melvin is well stored with salmon.

(a) In what decade did the plantation of Leitrim begin? Tick (✓) one of the following:

1600s

1620s

1640s

(b) Name three features of a plantation town that were evident in Jamestown.

1.
2.
3.

(c) Do you think the person who wrote this account was from an Irish background or an English background? Give reasons for your answer based on the document.

- (d)** Did the writer believe that the plantation of Leitrim was successful or unsuccessful? Give reasons for your answer based on the document.

- (e)** Name a plantation you studied as part of your Junior Cycle history course.

--

- (f)** Who ordered this plantation to take place?

--

- (g)** What changes occurred in Ireland as a result of the plantation which you studied?

The Great Famine

Question 5

Examine this photograph of a sculpture on Dublin's Custom House Quay. The bronze figures represent Famine emigrants walking towards the docks to board ships to take them overseas. The sculpture was made in 1997 to commemorate the 150th anniversary of the Great Famine.



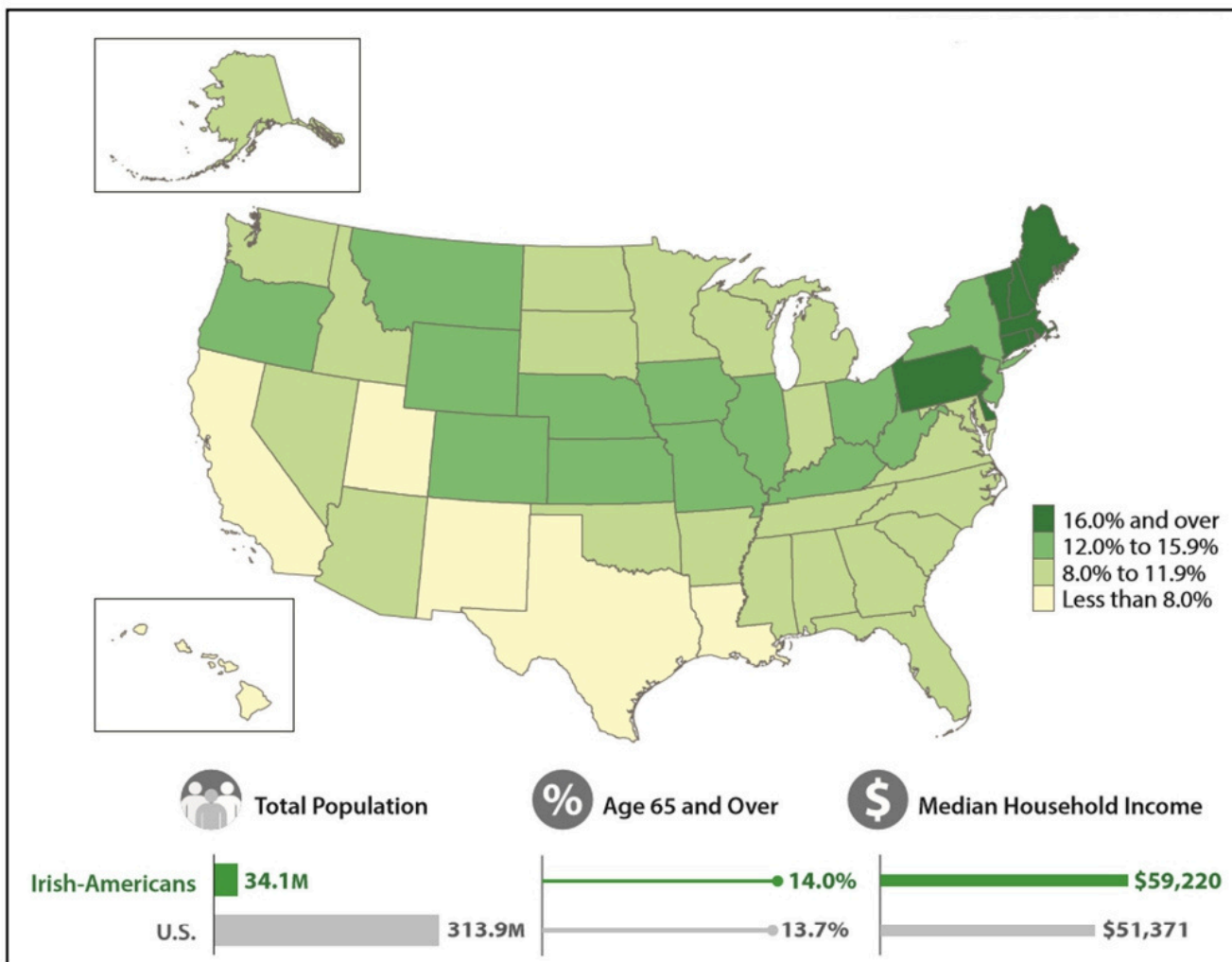
- (a) The sculpture, 'Famine', was made by Rowan Gillespie. How did Rowan Gillespie convey the idea of famine in his sculpture?

(b) What are two types of sources that could be used to research the appearance of Irish people during the Famine in the 1840s?

(c) It is now 170 years since the Famine ended. Why is the Famine still commemorated?

(d) Give two reasons why Irish emigration rates remained high after the Famine ended.

Study this infographic which was produced by the United States Census Bureau in 2014. The map shows the percentage of people in each US state claiming Irish ancestry.



(e) How many Irish-Americans were there in the United States in 2014, according to this source?

(f) In the dark green areas of the map above, the proportion of people claiming Irish ancestry is 16% or higher. What was one reason why Irish immigrants tended to settle in the north-eastern corner of the United States?

(g) Charts below the map provide US population statistics. Explain the information about age given in the second chart.

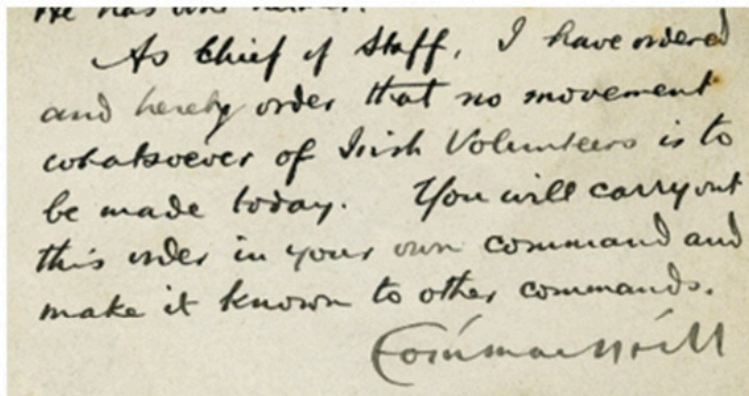
(h) Describe two challenges that faced Irish Famine emigrants when they arrived in the United States in the mid-1800s.

Struggle for Irish Independence

Question 6

This question contains extracts from three letters written at the time of the Easter Rising, 1916. Read the letters and answer the questions which follow.

Letter 1: Eoin MacNeill, leader of the Irish Volunteers, to Éamon de Valera on Easter Sunday.



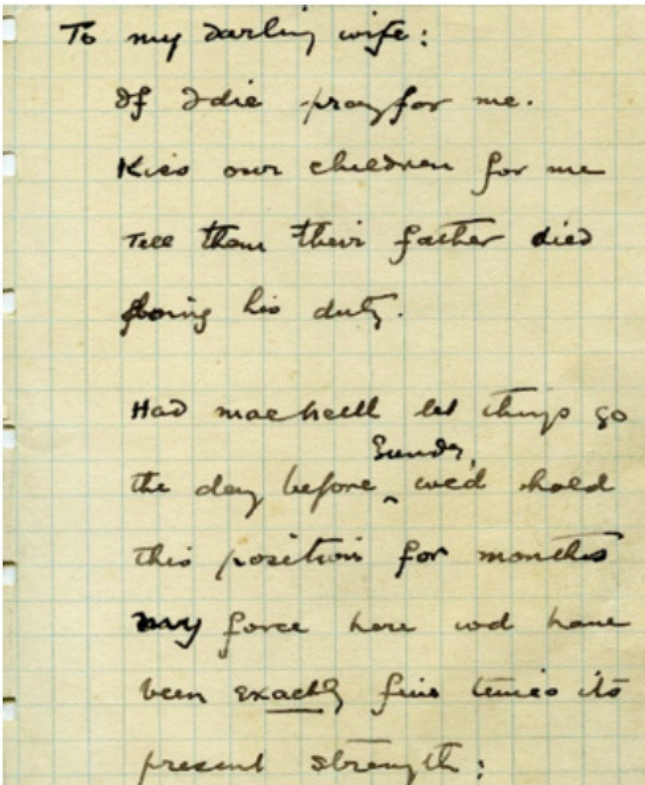
As Chief of Staff, I have ordered and hereby order that no movement whatsoever of Irish Volunteers is to be made today. You will carry out this order in your own command and make it known to other commands.

Eoin MacNeill

(a) In Letter 1, what order did MacNeill give to de Valera?

(b) From your study of Easter Week, 1916, why did Eoin MacNeill try to cancel the Easter Rising?

Letter 2: Éamon de Valera to his wife, Sinéad, from his position in Boland's Mill during the week of the Rising.



To my darling wife:

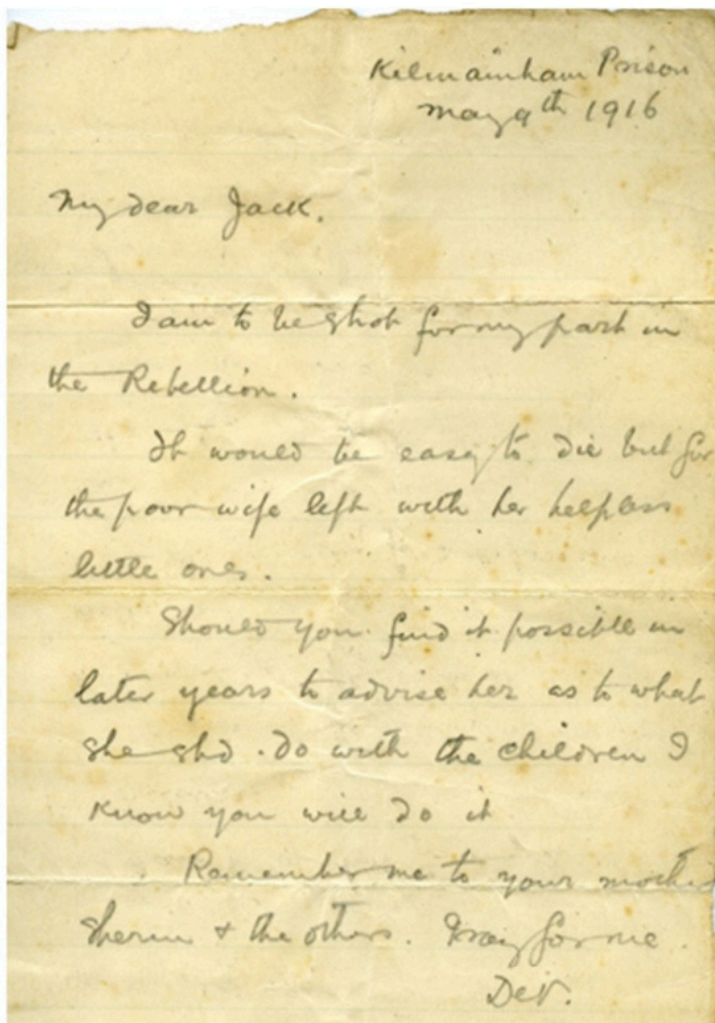
If I die - pray for me.
Kiss our children for me.
Tell them their father died
doing his duty.

Had MacNeill let things go
the day before Sunday we'd hold
this position for months.
My force here wd [would] have
been exactly five times its
present strength:

(c) In Letter 2, what did de Valera ask his wife to do for him?

(d) According to Letter 2, how did MacNeill's order affect de Valera's position in Boland's Mill?

Letter 3: De Valera to a family friend after he had been sentenced to death.



Kilmainham Prison
May 9th 1916

My dear Jack,

I am to be shot for my part in
the Rebellion.

It would be easy to die but for
the poor wife left with her helpless
little ones.

Should you find it possible in
later years to advise her as to what
she shd. [should] do with the children I
know you will do it.

Remember me to your mother,
Sherwin & the others. Pray for me.

Dev.

(e) Where was de Valera when he wrote Letter 3?

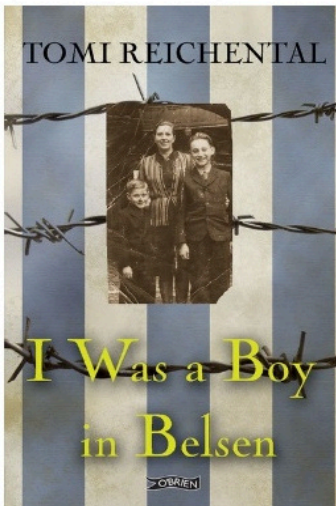
(f) How was de Valera to be punished for his part in the Easter Rising?

(g) What were two things de Valera asked Jack to do for him in Letter 3?

The Holocaust

Question 7

Tomi Reichental was born in Slovakia in 1935. He is one of two Holocaust survivors living in Ireland. In his autobiography, *I Was a Boy in Belsen*, he describes how his life changed when anti-Semitic laws were introduced in Slovakia in 1941. Read the extract below and answer the questions that follow.



[One day, returning home from school] I saw three boys about my age standing in front of the corner shop. There was something about them that made me nervous. I felt my chest tighten as the three of them, in silence, watched me approach. Then, as I passed them by, they muttered at me, 'Žid! Žid! Žid!' (Jew! Jew! Jew!).

Confused and suddenly very scared, I took off down the street. Even as I ran, I instantly knew what had made me nervous about the boys: they weren't wearing yellow stars. That was probably the first time I really felt different.

It seems like every day after that I had to face being shouted at by more and more children whose coats weren't branded by the yellow Star of David. Cries of 'Dirty Jew', 'Smelly Jew', 'Pig' followed me as I sprinted home, always frightened.

When they started spitting at me I was obliged to run across the road, and sometimes stones were fired after me as I ran. I was hated by those children and I'm not sure that I understood why.

- (a) Using information from the introduction above, what age was Tomi Reichental when this incident took place?

- (b) Why did Tomi suddenly feel different from the other boys?

- (c) What did Tomi not understand, as mentioned at the end of the extract?

(d) Explain why the behaviour of the other boys towards Tomi Reichental is an example of anti-Semitism.

(e) How did the Nuremberg Laws, 1935, change life for Jewish people in Germany?

(f) Apart from Jewish people, name two other groups of people targeted for persecution by the Nazis, 1933-1945.

1.
2.

(g) Apart from evidence provided by survivors such as Tomi Reichental, what is one other way that we can learn about the Holocaust?

The Cold War

Question 8

Study this cartoon from November 1945. It is a comment on relations between the USA (America) and the USSR (Russia) during the early days of the Cold War.



Images in the cartoon:

Bear

Eagle

Gulch/ravine

Dark clouds

- (a) The cartoonist used images to represent different meanings in his drawing. Complete the following sentences using the list of images from the box above.

The USA is represented by the _____

A sense of gloom or trouble ahead is represented by the _____

The USSR is represented by the _____

The dangerous division between them is represented by the _____

(b) Do you think that this cartoon is biased or neutral in its portrayal of America's role in the Cold War? Tick (✓) one of the following:

- pro-American
- anti-American
- neutral

(c) Explain your choice, supporting your answer with reference to the cartoon.

(d) What is meant by the cartoonist's statement, 'Time to bridge that gulch'?

Life in 1960s Ireland / Patterns of Change

Question 9

Examine these three photographs of people working in 1960s Ireland and answer the questions which follow.



1.
A tinsmith, 1965



2.
A housewife, 1961



3.
Dock workers, 1960

(a) Describe the work being done in two of the three photographs.

Tinsmith:

Housewife:

Dock workers (dockers):

(b) Explain two ways in which the work of a tinsmith, or a housewife, or a docker has changed since the 1960s.

The Troubles

Question 10

The Northern Ireland Troubles led to the deaths of more than 3,500 people. This table gives brief details of six of the 13 deaths that took place during the first week of December 1972. Use the table to answer the questions which follow.

Date	Name, age, religion	Status	Killed by	Details
01 Dec.	George Bradshaw (30) (not from Northern Ireland)	Civilian	Ulster Volunteer Force	Killed in car bomb explosion near O'Connell Street, Dublin.
01 Dec.	Thomas Duffy (23) (not from Northern Ireland)	Civilian	Ulster Volunteer Force	Killed in car bomb explosion near O'Connell Street, Dublin.
02 Dec.	Sandra Meli (26) Protestant	Civilian	Ulster Defence Association	Shot at her home in Belfast. Her Catholic husband was the intended target.
04 Dec.	Bernard Fox (16) Catholic	IRA Youth Section	British Army	Shot while standing on a street in Ardoyne, Belfast.
05 Dec.	Roy Hills (28) (not from Northern Ireland)	British Army	Official IRA	Killed by booby trap bomb near British Army base, Lurgan, Co. Armagh.
07 Dec.	Jean McConville (37) Catholic	Civilian	Provisional IRA	Abducted from her home in Belfast. Body found in Co. Louth, August 2003.

- (a) How many of the people named on this list were from Northern Ireland?

- (b) Name the two people killed in Dublin in December 1972.

- (c) Who was the youngest victim on this list?

- (d) Name a type of source that would provide further information about the people on this list.

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Junior Cycle Final Examination Sample Paper – Common Level

History

2 hours