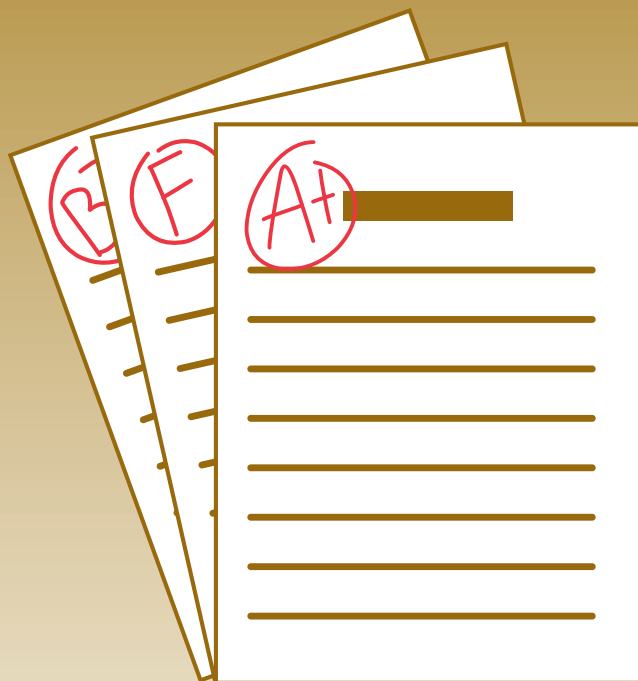


Past SEC Exams



Exam Questions 2025

Chapters To Revise	2024	2023	2022	2021	A	B	C	D	E	F
The Historian	Q6	Q1	Q8 (a-d)	Q1	Q1	Q1		Q1	Q1	
The Archaeologist	Q2	Q1	Q1	Q2	Q2		Q1		Q2	Q1
Ancient Ireland										
Ancient Rome		Q1								
Early Christian Ireland	Q1							Q2		
The Middle Ages in Norman England	Q2	Q1		Q3						
The Middle Ages in Norman Ireland	Q2	Q1		Q3						
The Renaissance			Q2			Q2				Q8
The Age of Exploration and Conquest	Q3		Q3		Q3					
The Reformation		Q2		Q4			Q2			
The Irish Plantations										Q3
The American Revolution			Q4						Q4	
The French Revolution			Q4						Q4	
The 1798 United Irishmen Rebellion			Q4		Q4					Q2
Ireland under the Union										
The Industrial Revolution										
The Great Irish Famine		Q3	Q5	Q5		Q3				
Sporting, Cultural and Social Movements in 20th Century Ireland		Q8				Q4		Q3		
The Rise of Nationalism and Unionism in Ireland (Parliamentary Traditions)	Q5							Q4		
The Struggle for Irish Independence		Q4	Q6	Q6	Q5		Q3		Q6	Q4
World War I		Q5			Q7			Q5		Q5
Life in Communist Russia	Q7						Q4		Q3	
Life in Fascist Italy	Q7								Q3	
Life in Nazi Germany	Q7				Q6				Q3	
World War II		Q5			Q7			Q5		Q5
The Holocaust		Q6	Q7	Q7				Q8		
The Cold War				Q8		Q6				
Life in the 1960s	Q8		Q8 (e-g)	Q9					Q5	
Women in 20th Century Ireland								Q7		Q6
The Troubles in Northern Ireland		Q7		Q10			Q6	Q6		
European Integration					Q8	Q8	Q5			
Patterns of Change in Medicine				Q9		Q5			Q7	Q7
Patterns of Change in Technology	Q4			Q9		Q7	Q7			
Patterns of Change in Crime and Punishment				Q9						Q8
The United Nations							Q8		Q8	Q8



JUNIOR CYCLE HISTORY

REVISION TIMETABLE

Week	Starting Date	Submission Date	Chapter	Completed
1	11-10-2024	25-10-2024	The Historian/ The Archaeologist Ancient Ireland	
2	25-10-2024	08-11-2024	Early Christian Ireland Ancient Rome	
3	08-11-2024	22-11-2024	The Middle Ages The Renaissance	
4	6-12-2024	20-12-2024	The Age of Exploration The Reformation	
5	10-01-2025	24-01-2025	The Irish Plantations The American/French Revolution	
6	24-01-2025	07-02-2025	The 1798 Rebellion Catholic Emancipation	
7	07-02-2025	21-02-2025	The Great Famine Sporting, Cultural, and Social Movements	
8	21-02-2025	07-03-2025	The Rise of Nationalism and Unionism The Struggle for Irish Independence	
9	07-03-2025	21-03-2025	World War I Life in Communist Russia	
10	21-03-2025	04-04-2025	Life in Fascist Italy/Nazi Germany World War II	
11	04-04-2025	18-04-2025	The Holocaust The Cold War	
12	18-04-2025	02-05-2025	The 1960s Women in 20th Century Ireland	
13	02-05-2025	16-05-2025	The Troubles in Northern Ireland European Integration/The United Nations	
14	16-05-2025	29-05-2025	Patterns of Change	



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle Final Examination 2024

History

Common Level

Friday 7 June Morning 9:30 – 11:30

360 marks

Examination Number

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Date of Birth

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For example, 3rd February 2005 is entered as 03 02 05

Centre Stamp



Instructions

Write your candidate number and date of birth into the boxes on the front cover.

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.

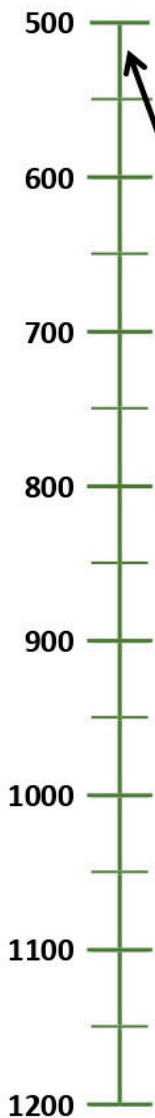
Early Christian Ireland

Question 1

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

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

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



520: Death of Saint Buite, founder of Monasterboice.

850-920: The high crosses of Monasterboice were carved.

923: Death of Abbot Muiredach.

960s: The round tower was built.

1097: The round tower was burned along with the books and treasures of the monastery.

1142: The foundation of a new monastery at nearby Mellifont contributed to the decline of Monasterboice.

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

Monastery:	Founder:
------------	----------

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

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

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

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

Name:
Description:

(g) The Early Christian era in Ireland ended around 1200.
Describe **two** ways in which Christianity influenced Irish life **after** 1200.

1.
2.

Life in the Medieval Ages

Question 2

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

Source 1: Photographs of the UCD medieval round house.



Source 2: Information about the UCD medieval round house.

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

(a) Which of the following years are in the 8th century? Tick (✓) **one** of the following.

700s AD

800s AD

900s AD

(b) If you were an archaeology student, what would you learn from the experience of building and using the round house? Use evidence from the sources to support your answer.

(c) What are **three** differences between a medieval round house and a typical house or apartment in Ireland today? Refer to the sources in your answer.

1.
2.
3.

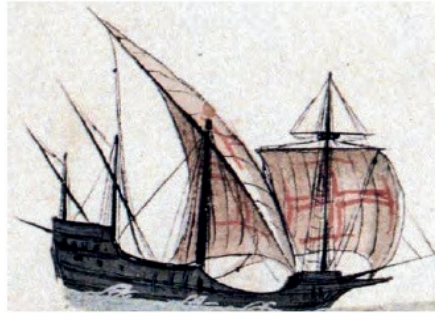
The Age of Exploration

Question 3

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

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

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



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

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

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

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

Source 1: Statue of Christopher Columbus.



1492: Christopher Columbus’s first voyage to America.

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

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

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

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

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

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

Yes

No

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

Patterns of Change in Technology

Question 4

Answer the questions below which deal with the contribution of technological developments and innovation to historical change.

- (a) Name a technological development or innovation you studied as part of your Junior Cycle History course.

- (b) Give the date or time period during which this technological development or innovation occurred.

--

- (c) In what area of life did this development or innovation bring about change? (e.g. agriculture, industry, transport, etc.)

--

- (d) Give details about the technological development or innovation that you studied.

Question 4

Answer the questions below which deal with the contribution of technological developments and innovation to historical change.

- (a)** Name a technological development or innovation you studied as part of your Junior Cycle History course.

- (b)** Give the date or time period during which this technological development or innovation occurred.

--

- (c)** In what area of life did this development or innovation bring about change? (e.g. agriculture, industry, transport, etc.)

--

- (d)** Give details about the technological development or innovation that you studied.

(e) Do you think this development or innovation in technology made people’s lives better or worse? Tick (✓) **one** of the following.

Better

Worse

Explain your opinion.

Parliamentary Traditions

Question 5

The introduction of the Third Home Rule Bill in the House of Commons led to the “Home Rule Crisis”, 1912-1914. Study the source below and answer the questions which follow.

Source 1: Extracts from speeches by party leaders in the House of Commons, 11 April 1912.



H. H. Asquith

This Bill will give to the Irish people an opportunity for the development of their own national life. At the same time, it will bind them to us and the Empire by a sense of voluntary cooperation and loyal attachment.



Edward Carson

The proposals that we have heard here today are absolutely unworkable and ridiculous. My party has a duty to oppose this Bill with all the energy we can. We believe it to be a fatal Bill for our country.



John Redmond

This is a great historical occasion. I thank God that I have lived to see this day. I believe this Bill will turn Ireland into a happy and prosperous country, with a united, loyal, and contented people.

(a) Fill in the names of the leaders in the box below.

Name of leader	Role in parliament
	Leader of the Unionist Party
	Leader of the Home Rule Party (Irish Parliamentary Party)
	Prime Minister and leader of the Liberal Party

(b) Insert a tick (✓) for each party leader to indicate whether he was for or against Home Rule.

H. H. Asquith	Edward Carson	John Redmond
For Home Rule <input type="checkbox"/>	For Home Rule <input type="checkbox"/>	For Home Rule <input type="checkbox"/>
OR	OR	OR
Against Home Rule <input type="checkbox"/>	Against Home Rule <input type="checkbox"/>	Against Home Rule <input type="checkbox"/>

(c) Using **Source 1**, explain how you know that each leader was either for or against Home Rule.

H. H. Asquith:
Edward Carson:
John Redmond:

- (d) Write an account of a leader who was involved in the parliamentary tradition in Irish politics. Your account could include points such as:
- When and why the leader became involved in politics
 - Political events/campaigns in which the leader took part
 - The leader's role in parliament
 - Success and/or failure in the leader's political career, etc.

Name of leader:



Question 6

This question deals with archives and census material.

Source 1: Extract from a government announcement about the 1926 census.

The 1926 census will be published online in April 2026. The digitisation project will be undertaken by the National Archives of Ireland at a cost of €5 million. At present, the 1926 census is stored in 1,344 boxes, containing over 700,000 return sheets.

The 1926 census collected 21 data sets about each individual in Ireland including name, age, sex, marital status, religion, housing conditions and ability to speak Irish. On the night of 18 April 1926, the population of Ireland was 2,971,992. At the previous census in 1911, the population was 3,139,688.

- (a) According to **Source 1**, how many different data sets were collected about each individual in 1926? Give examples of **two** of these types of data.

Number of data sets:
First example:
Second example:

- (b) Did the population of Ireland increase or decrease between the census of 1911 and the census of 1926? Support your answer with evidence from **Source 1**.

- (c) Are the following statements true or false? Tick (✓) the right answer.

Statement	True	False
The National Archives provides access to original records such as government records, court records and census records.		
The records in the National Archives are primary sources for the study of Irish history.		
You can borrow records from the National Archives and take them home, like borrowing a book from a library.		

Scattery Island is in the River Shannon near Kilrush, Co. Clare. Look at the sources below and answer the questions which follow.

Source 2: Photograph of Scattery Island.



Source 3: An extract from the 1911 census giving details of one household on Scattery Island.

Residents of a house 5 in Scattery Island (Kilrush Rural, Clare)				
Surname	Forename	Age	Sex	Relation to head
Griffin	Michael	44	Male	Head of Family
Griffin	Mary	41	Female	Wife
Griffin	Hannah	65	Female	Mother
Griffin	Sinon	14	Male	Son
Griffin	Bridget	13	Female	Daughter
Griffin	Nora	12	Female	Daughter
Griffin	Anna Maria	10	Female	Daughter
Griffin	Patrick	7	Male	Son
Griffin	Susan	6	Female	Daughter
Griffin	John	4	Male	Son
Blake	Thomas	84	Male	Servant

- (d) What evidence from **Source 2** shows that people lived on Scattery Island over a thousand years ago?

- (e) According to **Source 3**, how many generations of the Griffin family are included in the 1911 census? Under which heading in the source can this evidence be found?

Number of generations:
Heading:

- (f) According to **Source 3**, how many sons and daughters had Michael and Mary Griffin?

Sons:	Daughters:
-------	------------

- (g) Name one member of the household who was not a member of the family. Give **two** pieces of evidence from **Source 3** to show that this person was not a member of the family.

Name:
1.
2.

- (h) The table below gives five facts about Scattery Island. Number the facts 1-to-5 in chronological order, beginning with the earliest.

There were 84 people living on Scattery Island in 1936.	
Visitors can now take boat trips to Scattery from Kilrush Marina.	
In 1948, the island school closed down.	
Scattery has been uninhabited since the last two residents left in 1978.	
During World War II (1939-1945), 12 island men lost their lives at sea.	

Life in Fascism/ Communism

Question 7

In 1929, the communist dictator of Soviet Russia, Josef Stalin, abolished Individual farms. All land, crops and animals were collectivised into large state farms. Look at the sources below and answer the questions which follow.

Source 1: a Soviet poster from 1930 showing life on a collective farm.



Source 2: an eye-witness account of the Ukrainian famine, 1932-1933, which was caused by Stalin's policy of collectivisation.

Many villagers roamed the city streets in Kharkiv. You met them everywhere. They were of various ages – old, young, children and infants. They were hungry, exhausted, ragged, filthy and cold.

Some of them dared to knock on people's doors or maybe on someone's window, and some could barely stretch out their begging hands. Others were sitting against the walls, motionless and speechless.

(a) What change did Stalin introduce in farming in 1929?

(b) What was life like on a collective farm, according to **Source 1**? Support your points with evidence from the source.

(c) How did the eye-witness in **Source 2** describe the villagers who came into Kharkiv?

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

(e) In your opinion, is the poster in **Source 1** an example of propaganda? Explain your answer.

(f) Name the fascist country you studied as part of your Junior Cycle History course and name the country's leader.

Name of fascist country:
Name of leader:

(g) How did fascism affect life in that country?
Your answer could include points relating to one or more of the following:

- Political and/or economic life
- Family life, education and/or youth groups
- Propaganda and/or terror, etc.

Life in the 1960s

Question 8

The 1960s was an important decade in Ireland, Europe and the wider world. Bob Dylan, an American singer and songwriter, born in 1941, became a major figure in popular culture during the 1960s. Examine the sources below and answer the questions which follow.

Source 1: Vinyl album cover for *The Times They Are A-Changin'*, released on January 13, 1964.



Source 2: Extract from the lyrics of *The Times They Are A-Changin'* recorded in Columbia Studio, 7th Avenue, New York City, August 6 – October 31, 1963.

Come mothers and fathers
Throughout the land
And don't criticize
What you can't understand
Your sons and your daughters
Are beyond your command
Your old road is rapidly agin' [ageing]
Please get out of the new one if you can't lend your hand
For the times they are a-changin'

(a) What age was Bob Dylan when *The Times They Are A-Changin'* was released in 1964?

(b) When and where was *The Times They Are A-Changin'* recorded?

When:
Where:

(c) In 1964, this album was released in the format of a vinyl disc, as shown in **Source 1**. Explain **two** ways in which access to music has changed since the 1960s.

(d) In your opinion, are songs and/or album covers useful sources of evidence about the past? Explain your answer.

Do **not** write about Bob Dylan in your answers to parts (e) and (f) below.

- (e) From your study of the 1960s as an important decade in Irish, European and/or world history, give the name of one personality, issue or event from the 1960s.

--

- (f) Does this personality, issue or event show that the 1960s was a time of change?
Tick (✓) **one** of the following.

Yes

No

Explain your answer, using information about the personality, issue or event you studied.

Optional writing space: label all work clearly with the question number and part.

Optional planning or rough work:

Acknowledgements

- p. 3 Image supplied by SEC.
- p. 4 Images from <https://digitalcollections.tcd.ie/concern/works/wm117t53k?locale=en> and <https://www.museum.ie/en-IE/Collections-Research/Collection/The-Treasury/Artefact/Derrynaflan-Chalice/a3e7607b-4582-4f95-a861-313d1c0b5f0e> (Accessed: 10/04/23) and supplied by SEC.
- p. 6 Images from <https://pbs.twimg.com/media/EYcmXroWAAAdhbv?format=jpg&name=large> and <https://pbs.twimg.com/media/EYcmXrpX0AETca2?format=jpg&name=large> (Accessed: 15/04/23). Points adapted from a virtual tour of UCD Centre for Experimental Archaeology & Material Culture, 23 April 2020, at <https://twitter.com/EArchaeol/status/1253300957246640129> (Accessed: 15/04/23).
- p. 9 Image from <https://commons.wikimedia.org/w/index.php?curid=28565761> (Accessed: 13/10/23).
- p. 10 Image from https://s.abcnews.com/images/US/columbus-statue-rhode-island-ap-jt-191014_hpMain_4x5_992.jpg (Accessed: 21/02/2022).
- p. 14 Images from https://en.wikipedia.org/wiki/H._H._Asquith#/media/File:Herbert_Henry_Asquith.jpg
<https://www.creativecentenaries.org/assets/img/Edward-Henry-Carson-1st-Baron-Carson.jpg>
https://en.wikipedia.org/wiki/John_Redmond#/media/File:John_Redmond,_circa_1909.jpg
(Accessed: 02/04/23).
Speech extracts adapted from House of Commons debate, 11 April 1912, at <https://api.parliament.uk/historic-hansard/commons/1912/apr/11/settlement-of-an-old-controversy> (Accessed: 02/04/23).
- p. 17 Adapted from <https://www.gov.ie/en/press-release/678fc-digitisation-of-the-1926-census/>
(Accessed: 30/03/23).
- p. 18 Image from <https://www.westclare.net/scattery.htm> (Accessed: 23/11/20).
http://www.census.nationalarchives.ie/pages/1911/Clare/Kilrush_Rural/Scattery_Island/363774/
(Accessed: 31/10/20).
- p. 20 Image from the University of Southern California Digital Library, at <https://calisphere.org/item/a86a144adb23badcc3b6ee4e1e529455/> (Accessed: 22/12/22).
Account adapted from Applebaum, Anne, *Red Famine Stalin's War on Ukraine*, (Penguin UK, 2018).
- p. 23 Image from <https://spindizzyrecords.com/products/bob-dylan-the-times-they-are-a-changin-lp-180g-vinyl>
(Accessed: 10/04/23).
Lyrics from *The Times They Are A-Changin'* at <https://www.bobdylan.com/songs/times-they-are-changin/>
(Accessed: 10/04/23).

Do not write on this page

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Junior Cycle Final Examination – Common Level

History

Friday 7 June

Morning 9:30 – 11:30



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle 2024

Marking Scheme

History

Common Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.





Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

Online Marking Annotations

Symbol	Description	Denoting
	Tick with number	Tick with value of marks awarded (e.g., 3 marks)
	Zero	Zero marks awarded
	Tick (blank)	Valid/correct/relevant point, but no mark awarded as maximum marks already earned.
	Vertical wavy	Pages/sections seen by examiner
NR	No response	Question not answered

Grading Table (out of 360 marks)

Marks	Percentage	Award
324-360	90-100%	Distinction
270-323	75-90%	Higher Merit
198-269	55-75%	Merit
144-197	40-55%	Achieved
72-143	20-40%	Partially Achieved
0-72	0-20%	Not Graded

Topics Covered in this Examination

Q	Topic	Marks
1	Early Christian Ireland	57
2	The Medieval Ages	36
3	The Age of Exploration and Conquest	48
4	Patterns of Change in Technology	33
5	Parliamentary Traditions	45
6	The Historian	63
7	Life in Communist and Fascist Countries	42
8	Life in the 1960s	36

Rationale

The Learning Outcomes in the Junior Cycle History Specification set out what students should know, understand and be able to do. The questions on this examination paper aim to test the knowledge, understanding, skills and values that students acquire in their study of the Learning Outcomes for History.

The Learning Outcomes to be assessed in any one examination will constitute a sample of the Learning Outcomes for History. Some questions may test more than one Learning Outcome at a time. Strand One Learning Outcomes will be incorporated into questions throughout the examination paper.

It is recognised that teachers and students may approach the Learning Outcomes in different ways, depending on particular interests, local circumstances, etc. A range of interpretations of the Learning Outcomes will be accommodated within the marking process.

Marking Procedures

The procedure for marking will consist of:

- Careful reading and analysis of all answers.
- Allocation of marks to each answer according to the agreed marking scheme.

Read all the answers provided, including excess, repeated or cancelled answers. The answer gaining most marks is accepted, within the rubrics of the examination paper.

Some questions require specific answers/points, as laid out in the marking scheme. Only the answer given in the scheme or words to the same effect may be awarded marks.

Other questions can attract a range of answers. Sample points provided in the marking scheme are indicative only; alternative points/answers may be valid. 'Etc.' is used to signal that other answers may be acceptable.

If in doubt about the validity of any answer, an examiner should consult his/her advising examiner before awarding marks.

Examiners are required to annotate the candidates' answers as directed during the marking conference.

If a candidate writes more than is required to gain maximum marks in an answer the examiner should insert "blank" ticks to indicate where further marks could have been awarded.

A zero-mark annotation should be inserted where an answer has been attempted but which merits no marks.

If a question has not been attempted the examiner should record NR (No Response).

Errors of spelling, grammar and/or punctuation should not be penalised.

Q 1	Early Christian Ireland	Marks
(a)	<p><i>How many years are represented on the timeline, 500-1200?</i></p> <p>700 years 3 marks</p>	3
(b)	<p><i>Draw five arrows to link the events listed below to the correct areas on the timeline.</i></p> <p>Five arrows, reasonably on target 5 x 3 marks</p>	15
(c)	<p><i>Name one other Early Christian monastery in Ireland and name its founder.</i></p> <p>Name of monastery 3 marks Name of its founder 3 marks Saint's name without monastery name 0 marks</p> <p>Answer may refer to lesser known local monasteries/founders. If the monastery and founder are not correctly matched, award 3m max.</p>	6
(d)	<p><i>Suggest two possible uses of a round tower in an Early Christian monastery.</i></p> <p>Two valid uses 3 marks + 3 marks</p> <p>Possible uses could include bell-tower/lookout/storage/refuge, etc.</p>	6
(e)	<p><i>Name the type of craftsman who created the artefacts shown below.</i></p> <p>Book of Durrow: scribe/calligrapher/illuminator Derrynaflan Chalice: gold, silver, metal or black smith/smith/metal worker Cross of Muiredach: stone mason/sculptor/stone carver 3 x 3 marks</p>	9
(f)	<p><i>Apart from the examples shown in part (e), name and describe one other work of art from Early Christian Ireland.</i></p> <p>A named item/artefact 3 marks Description of item/artefact 3 marks</p> <p>Mark the quality of the description on a sliding scale out of 3 marks: 3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p>	6

Q 1	Early Christian Ireland	Marks
(g)	<p><i>Describe two ways in which Christianity influenced Irish life after 1200.</i></p> <p><i>Description of two ways in which Christianity influenced Irish life after 1200.</i></p> <p style="text-align: right;">6 marks + 6 marks</p> <p>Mark the quality of each point on a sliding scale out of 6 marks each.</p> <p>5-6 marks = excellent 3-4 marks = good/very good 1-2 marks = poor/fair 0 marks = no merit/incorrect/irrelevant</p> <p>Accept relevant points <i>after</i> 1200 up to modern times. Points that lack any development/descriptive element, award 2 max. per point.</p>	12

(57 marks)

Q 2	The Middle Ages	Marks
(a)	<p><i>Which of the following years are in the 8th century? Tick (✓) one of the following.</i></p> <p>700s AD 3 marks</p>	3
(b)	<p><i>If you were an archaeology student, what would you learn from the experience of building and using the round house? Use evidence from the sources to support your answer.</i></p> <p>Look for three different points 3 x 3 marks</p> <p>Answers could refer to the building materials used for the walls/the roof/temperature/smoke, pollution/bedding/animals and insects, etc.</p> <p>If an answer exceeds the maximum number of marks, use blank ticks to indicate any further valid points in the answer.</p> <p>If the answer contains no direct or implied reference to the source(s), award 2 marks max. per point.</p>	9
(c)	<p><i>What are three differences between a medieval round house and a typical house or apartment in Ireland today? Refer to the sources in your answer.</i></p> <p>Three differences 3 x 3 marks</p> <p>If the answer contains no direct or implied reference to the source(s), award 2 marks max. per point.</p>	9
(d)	<p><i>Explain the aspects of medieval life which lowered average life expectancy during medieval times.</i></p> <p>Award 3 marks to each of the following to a maximum of 15 marks:</p> <ul style="list-style-type: none"> • A key point explaining low average life expectancy • A development of a key point offering new information <p>If an answer exceeds the maximum number of marks, use blank ticks to indicate any further valid points in the answer.</p> <p>Answers could refer to lack of hygiene, disease/Black Death, famine/food shortages/poor diet, deaths in childbirth, high infant/child mortality, poor medical care, warfare, etc.</p>	15

(36 marks)

Q 3	The Age of Exploration and Conquest	Marks
(a)	<p><i>Use terms from the given list to fill the gaps below.</i></p> <p>1 = caravel 2 = hull 3 = sails 4 = compass 5 = astrolabe 6 = log and line 7 = lead and line 8 = water 9 = scurvy 10 = cartography 11 = portolan 12 = circumnavigation</p> <p style="text-align: right;">12 x 2 marks</p> <p>Award 2 marks or 0 marks for each term.</p>	24
(b)	<p><i>Give two reasons why Europeans began to colonise other parts of the world in the 1500s.</i></p> <p>Two valid reasons 3 marks + 3 marks</p> <p>Answers may refer to aims such as expanding empires, finding new trade routes, exploiting the natural resources of new territories, growing cash crops such as sugar, coffee and cotton, establishing trading posts, spreading Christianity, fame and glory, etc.</p>	6
(c)	<p><i>How does this statue illustrate two different perspectives (points of view) on how Columbus is remembered?</i></p> <p>Two different perspectives 3 marks + 3 marks</p> <p>Mark the quality of each point on a sliding scale out of 3 marks: 3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p> <p>Points should refer to <i>people's views of Columbus</i> rather than to Columbus himself to gain full marks.</p> <p>Award 1 mark max. each to basic statements such as "some people like him" and "some people hate him".</p>	6

Q 3	The Age of Exploration and Conquest	Marks
(d)	<p><i>What is meant by the term 'genocide'?</i></p> <p>Mark the answer on a sliding scale out of 3 marks:</p> <p>3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p> <p>The crime of trying to deliberately destroy, in whole or in part, a group of people based on their religious, national, racial or ethnic background (or similar definition).</p>	3
(e)	<p><i>In your opinion, is it fair to link Columbus to genocide? Explain your opinion using your knowledge of American history after 1492.</i></p> <p>Tick for yes or no 3 marks Explanation of opinion 6 marks</p> <p>Award 3 marks for each valid point supported by reference to relevant aspect(s) of North or South American history after 1492, to a maximum of six marks.</p> <p>If necessary, use blank ticks to indicate any further valid points in the answer.</p>	9

(48 marks)

Q 4	1916 Easter Rising	Marks
(a)	<p><i>Name a technological development or innovation you studied as part of your Junior Cycle History course.</i></p> <p>Clear identification of a specific development/innovation 3 marks</p>	3
(b)	<p><i>Give the date or time period during which this technological development or innovation occurred.</i></p> <p>Date/time period relevant to the named development/innovation 3 marks</p> <p>Note: award 3 marks to accurate dates and/or to a specific time period, e.g. <i>during the Renaissance/the Industrial Revolution/World War II, etc.</i></p>	3
(c)	<p><i>In what area of life did this development or innovation bring about change? (e.g. agriculture, industry, transport, etc.)</i></p> <p>Area of life relevant to the named development/innovation 3 marks</p>	3
(d)	<p><i>Give details about the technological development or innovation that you studied.</i></p> <p>Award 3 marks to valid points to a maximum of 12 marks:</p> <ul style="list-style-type: none"> • The background/context for the technological development or innovation being described • Relevant information about the person(s) involved • How the innovation/development was made/created • How the innovation/development worked • Relevant impact/consequences • A development of a key point offering new information <p>If an answer exceeds the maximum number of marks, use blank ticks to indicate any further valid points in the answer.</p>	12
(e)	<p><i>Do you think this development or innovation in technology made people's lives better or worse? Explain your opinion.</i></p> <p>Tick for better or worse 3 marks Explanation of opinion 9 marks</p> <p>Award 3 marks for valid points supported by reference to the impact of the development/innovation on people's lives, to a maximum of nine marks.</p> <p>If an answer exceeds the maximum number of marks, use blank ticks to indicate any further valid points in the answer.</p>	12

(33 marks)

Q 6	The Holocaust	Marks
(a)	<p>According to Source 1, how many different data sets were collected about each individual in 1926? Give examples of two of these types of data.</p> <p>21 data sets 3 marks Two types of data (name, age, sex, etc.) 3 marks + 3 marks</p>	9
(b)	<p>Did the population of Ireland increase or decrease between the census of 1911 and the census of 1926? Support your answer with evidence from Source 1.</p> <p>Decreased 3 marks Supporting evidence from source 3 marks</p>	6
(c)	<p>Are the following statements true or false? Tick (✓) the right answer.</p> <p>True, true, false 3 x 3 marks</p>	9
(d)	<p>What evidence from Source 2 shows that people lived on Scattery Island over a thousand years ago?</p> <p>The round tower/monastic ruins 3 marks</p>	3
(e)	<p>According to Source 3, how many generations of the Griffin family are included in the 1911 census? Under which heading in the source can this evidence be found?</p> <p>Three generations 3 marks Heading: Relation to head 3 marks</p>	6
(f)	<p>According to Source 3, how many sons and daughters had Michael and Mary Griffin?</p> <p>3 sons and 4 daughters 3 marks + 3 marks</p>	6
(g)	<p>Name one member of the household who was not a member of the family. Give two pieces of evidence from Source 3 to show that this person was not a member of the family.</p> <p>Thomas Blake: different surname, servant 3 x 3 marks</p>	9
(h)	<p>The table below gives five facts about Scattery Island. Number the facts 1-to-5 in chronological order, beginning with the earliest.</p> <p>1, 5, 3, 4, 2 5 x 3 marks Award 3 marks or 0 marks to each number.</p>	15

(63 marks)

Q 7	Life in Communist and Fascist Countries	Marks
(a)	<p><i>What change did Stalin introduce in farming in 1929?</i></p> <p>Collectivisation/abolished individual farms 3 marks</p>	3
(b)	<p><i>What was life like on a collective farm, according to Source 1? Support your points with evidence from the source.</i></p> <p>Award 3 marks each to two valid points 3 marks + 3 marks</p> <p>Answer could refer to people working together in a co-operative manner, plentiful harvest, horse-power and machinery, children having a picnic, etc.</p> <p>If the answer contains no direct or implied reference to the source, award 2 marks max. per point.</p>	6
(c)	<p><i>How did the eye-witness in Source 2 describe the villagers who came into Kharkiv?</i></p> <p>Award 3 marks to one valid point 3 marks</p> <p>Answer could refer to famine, starvation, etc.</p> <p>If the answer contains no direct or implied reference to the source, award 2 marks max. per point.</p>	3
(d)	<p><i>What is meant by the term 'propaganda'?</i></p> <p>Mark the answer on a sliding scale out of 3 marks:</p> <p>3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p> <p>Information (especially of a biased or misleading nature) used to promote a political cause/point of view (or similar definition).</p>	3
(e)	<p><i>In your opinion, is the poster in Source 1 an example of propaganda? Explain your answer.</i></p> <p>Mark the quality of the explanation on a sliding scale out of 6 marks:</p> <p>5-6 marks = excellent 3-4 marks = good/very good 1-2 marks = poor/fair 0 marks = no merit/incorrect/irrelevant</p>	6

Q 7	Life in Communist and Fascist Countries	Marks
(f)	<p><i>Name the fascist country you studied as part of your Junior Cycle History course and name the country's leader.</i></p> <p>Name of fascist country 3 marks</p> <p>That country's leader 3 marks</p> <p>Do not award marks for the name of a communist country/leader.</p>	6
(g)	<p><i>How did fascism affect life in that country?</i></p> <p>Award 3 marks to each of the following to a maximum of 15 marks:</p> <ul style="list-style-type: none"> • A key point about life in the named fascist country • A development of a key point offering new information <p>If an answer exceeds the maximum number of marks, use blank ticks to indicate any further valid points in the answer.</p> <p>Answer must relate to a fascist country to gain marks.</p>	15

(42 marks)

Q 8	Sporting, Cultural and Social Movements in Ireland	Marks
(a)	<p><i>What age was Bob Dylan when <i>The Times They Are A-Changin'</i> was released in 1964?</i></p> <p>Accept 22 or 23 years 3 marks</p>	3
(b)	<p><i>When and where was <i>The Times They Are A-Changin'</i> recorded?</i></p> <p>August 6 – October 31, 1963 3 marks 1963 1 mark Columbia Studio, 7th Avenue, New York (2 or 3 parts) 3 marks One part of location 1 mark</p>	6
(c)	<p><i>Explain two ways in which access to music has changed since the 1960s.</i></p> <p>Look for two valid points 3 marks + 3 marks</p> <p>Mark each point on a sliding scale out of 3 marks: 3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p> <p>Answers may refer to cassette tapes, MTV, compact discs, iPods, online streaming services, etc.</p>	6
(d)	<p><i>In your opinion, are songs and/or album covers useful sources of evidence about the past? Explain your answer.</i></p> <p>Look for two valid points 3 marks + 3 marks</p> <p>Mark each point on a sliding scale out of 3 marks: 3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p>	6
(e)	<p><i>From your study of the 1960s as an important decade in Irish, European and/or world history, give the name of one personality, issue or event from the 1960s.</i></p> <p>Clear identification of personality, issue or event 3 marks</p>	3

Q 8	Sporting, Cultural and Social Movements in Ireland	Marks
(f)	<p><i>Does this personality, issue or event show that the 1960s was a time of change? Explain your answer, using information about the personality, issue or event you studied.</i></p> <p>Tick for yes or no 3 marks Explanation of opinion 9 marks</p> <p>Award 3 marks for each valid point to a maximum of nine marks.</p> <p>Points should relate the personality, issue or event to the concept of change.</p> <p>Narrative accounts which make no reference to the concept of change should be capped at 3 marks.</p> <p>If an answer exceeds the maximum number of marks, use blank ticks to indicate any further valid points in the answer.</p>	12

(36 marks)



Coimisiún na Scrúduithe Stáit

Marcanna Breise as ucht freagairt trí Ghaeilge

Léiríonn an tábla thíos an méid marcanna breise ba chóir a bhronnadh ar iarrthóirí a ghnóthaíonn níos mó ná 75% d'iomlán na marcanna.

N.B. Ba chóir marcanna de réir an ghnáthráta a bhronnadh ar iarrthóirí nach ngnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bónais sin a **shlánú síos**.

Tábla 360 @ 10%

Bain úsáid as an tábla seo i gcás na n-ábhar a bhfuil 360 marc san iomlán ag gabháil leo agus inarb é 10% gnáthráta an bhónais.

Bunmharc	Marc Bónais
271 - 273	26
274 - 276	25
277 - 280	24
281 - 283	23
284 - 286	22
287 - 290	21
291 - 293	20
294 - 296	19
297 - 300	18
301 - 303	17
304 - 306	16
307 - 310	15
311 - 313	14
314 - 316	13

Bunmharc	Marc Bónais
317 - 320	12
321 - 323	11
324 - 326	10
327 - 330	9
331 - 333	8
334 - 336	7
337 - 340	6
341 - 343	5
344 - 346	4
347 - 350	3
351 - 353	2
354 - 356	1
357 - 360	0

Bain úsáid as an ngnáthráta i gcás 270 marc agus faoina bhun sin. Os cionn an mharc sin, féach an tábla thíos.



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

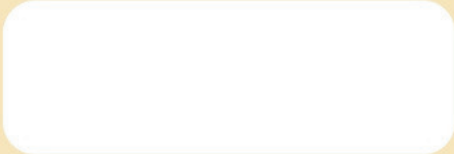
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Day and Month of Birth

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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:

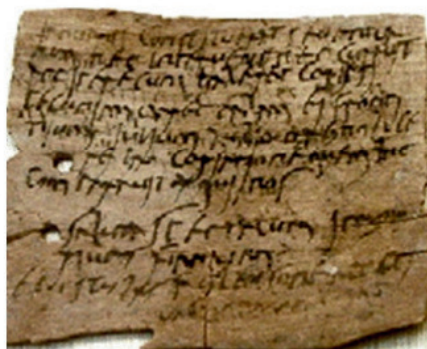
Archaeology

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:

(e) Name the ancient or medieval civilisation you studied for your Junior Cycle History course. Describe **three** important achievements of the civilisation you studied.

Name of ancient or medieval civilisation:
Achievements:

(f) In your opinion, which of these achievements had the greatest impact on later history? Explain your answer.

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

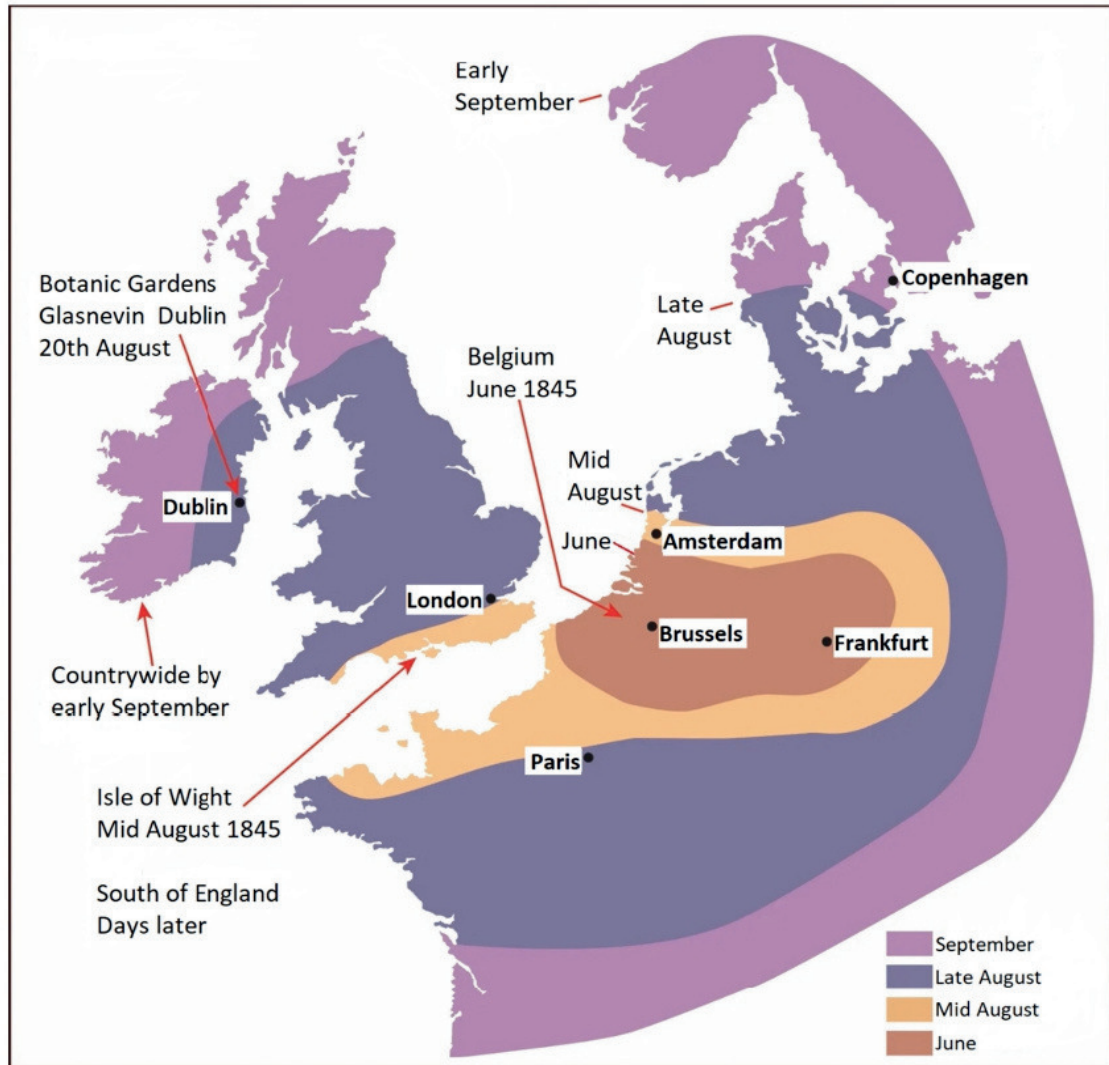
Answer the following questions which deal with the Great Famine in Ireland.

(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?

(e) Explain **one** advantage of showing information about the potato blight on a map rather than describing the same information in a written paragraph.

(f) What were **four** consequences of the Famine?

Question 4

Struggle for Irish Independence

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.

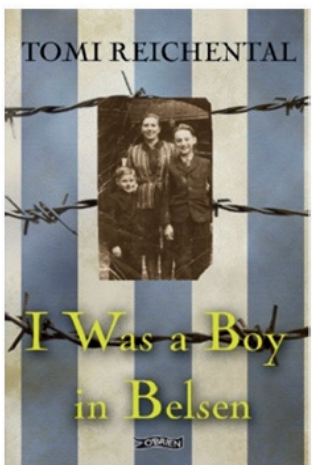
- (d) Select **one** country which was involved in the World War you studied. In what ways did the war affect the lives of people in that country?

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 2023

Marking Scheme

History

Common Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

Rationale

The Learning Outcomes in the Junior Cycle History Specification set out what students should know, understand and be able to do. The questions on this examination paper aim to test the knowledge, understanding, skills and values that students acquire in their study of the Learning Outcomes for History.

The Learning Outcomes to be assessed in any one examination will constitute a sample of the Learning Outcomes for History. Some questions may test more than one Learning Outcome at a time. Strand One Learning Outcomes will be incorporated into questions throughout the examination paper.

It is recognised that teachers and students may approach the Learning Outcomes in different ways, depending on particular interests, local circumstances, etc. A range of interpretations of the Learning Outcomes will be accommodated within the marking process.

Marking Procedures

The procedure for marking will consist of:

- Careful reading and analysis of all answers.
- Allocation of marks to each answer according to the agreed marking scheme.

Read all the answers provided, including excess, repeated or cancelled answers. The answer gaining most marks is accepted, within the rubrics of the examination paper.

Some questions require specific answers/points, as laid out in the marking scheme. Only the answer given in the scheme or words to the same effect may be awarded marks.

Other questions can attract a range of answers. Sample points provided in the marking scheme are indicative only; alternative points/answers may be valid. 'Etc.' is used to signal that other answers may be acceptable.

If in doubt about the validity of any answer, an examiner should consult his/her advising examiner before awarding marks.





Examiners are required to annotate the candidates' answers as directed during the marking conference.

If a candidate writes more than is required to gain maximum marks in an answer the examiner should insert "blank" ticks to indicate where further marks could have been awarded.

A zero-mark annotation be inserted where an answer has been attempted but which merits no marks.

If a question has not been attempted the examiner should record NR (No Response). Errors of spelling, grammar and/or punctuation should not be penalised.

Online Marking Annotations

Symbol	Description	Denoting
	Tick with number	Tick with value of marks awarded (e.g., 3 marks)
	Zero	Zero marks awarded
	Tick (blank)	Valid/correct/relevant point, but no mark awarded as maximum marks already earned.
	Vertical wavy	Pages/sections seen by examiner
NR	No response	Question not answered

Grading Table (out of 360 marks)

Marks	Percentage	Award
324-360	90-100%	Distinction
270-323	75-90%	Higher Merit
198-269	55-75%	Merit
144-197	40-55%	Achieved
72-143	20-40%	Partially Achieved
0-72	0-20%	Not Graded

Topics Covered in this Examination

Q	Topic	Marks
1	The Archaeologist	57
2	The Reformation	27
3	The Great Famine	54
4	The Struggle for Irish Independence (1916 Rising)	44
5	World Wars	52
6	The Holocaust	42
7	The Troubles	27
8	Sporting, Cultural, Social Movements in 20 th Century Ireland	57

Q 1	The Archaeologist	Marks
(a)	<p>Match each item with the correct photograph number.</p> <p>Photograph numbers in order: 3 4 2 6 1 5 6 x 3 marks</p>	18
(b)	<p>What is meant by the term 'artefact'?</p> <p>Answer must refer to man-made and/or used by people in the past: 3 marks</p> <p>Answer such as "item found by an archaeologist": 1 mark max.</p> <p>A named artefact (e.g. tool/weapon), without explanation: 1 mark max.</p>	3
(c)	<p>What information might an archaeologist learn from DNA analysis of the human jawbone?</p> <p>Look for two different points: 3 marks + 3 marks</p> <p>Where the person came from/movements of human populations/ relationship to other people/the person's sex/ the person's appearance such as hair colour/ eye colour/ skin colour/ medical conditions/ age of the individual/ diet.</p>	6
(d)	<p>Name and explain two different methods used to date items found during archaeological excavations.</p> <p>Dating methods may include carbon-14/radiocarbon dating; stratigraphy; tree-ring dating/dendrochronology; seriation, etc.</p> <p>Name/identification of dating method: 2 x 3 marks</p> <p>Explanation of dating method: 2 x 3 marks</p> <p>Mark the quality of the explanation on a sliding scale out of 3 marks:</p> <p>3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p>	12

Q 1	The Archaeologist	Marks
	<p>(e) <i>Name the ancient or medieval civilisation you studied for your Junior Cycle History course. Describe three important achievements of the civilisation you studied.</i></p> <p>Name of civilisation: 3 marks</p> <p>Three important achievements 3 x 3 marks</p> <p>Mark the quality of each point on a sliding scale out of 3 marks:</p> <p>3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p> <p>An achievement named without description: 1 mark max.</p>	12
	<p>(f) <i>In your opinion, which of these three achievements had the greatest impact on later history? Explain your answer.</i></p> <p>Answer should show ability to select an achievement and justify the choice in the light of later developments/events.</p> <p>Mark the quality of the answer as a whole on a sliding scale out of 6 marks:</p> <p>6 marks = excellent 4 marks = good/very good 2 marks = poor/fair 0 marks = no merit/incorrect/invalid</p> <p>An achievement named without explanation: 1 mark max.</p>	6

(57 marks)

Q 2	The Reformation	Marks
(a)	<p><i>What evidence in the image shows that John Tetzel was a monk?</i></p> <p>Answer could refer to one of the following:</p> <ul style="list-style-type: none"> • Tetzel's tonsure/monk's hair cut • Tetzel's habit/monk's clothing • There is a dove above his head • He carries a letter of indulgence • Reference to "Dominicanus" from the Latin inscription <p style="text-align: right;">3 marks</p> <p>Do not accept that he has a bell or is on horseback.</p>	3
(b)	<p><i>According to the rhyme, how could souls get to Heaven?</i></p> <p>They can pay (with gold) to get into Heaven.</p> <p style="text-align: right;">3 marks</p>	3
(c)	<p><i>Write an account of the religious reformer you studied for your Junior Cycle History course.</i></p> <p>Name of reformer: 3 marks</p> <p>Account of the reformer: 18 marks</p> <p>The account could contain points based on one or more of the following:</p> <ul style="list-style-type: none"> • The main actions of the reformer in relation to the Reformation • The religious beliefs of the reformer • Changes in religion/politics in Europe as a result of the reformer's actions • Long-term impact of the reformer, etc. <p>Award 3 marks to each of the following to a maximum of 18 marks.</p> <ul style="list-style-type: none"> • a key point related to the reformer's actions/beliefs/reforms, etc. • a development of a key point offering new information <p>If an answer exceeds the maximum number of marks, use blank ticks to indicate any further valid points in the answer.</p> <p>Do not award marks for biographical information unrelated to religious reform.</p> <p>Background information about abuses in the Catholic Church: 3 marks max.</p>	21

(27 marks)

Q 3	The Great Irish Famine	Marks
(a)	<p><i>Match six terms with explanations from the table.</i></p> <p>1 = Subdivision 2 = Monoculture 3 = Blight 4 = Famine 5 = [Arrears] 6 = Eviction 7 = Absentee landlord 8 = Laissez-faire 9 = Workhouse 10 = Emigration</p> <p style="text-align: right;">6 x 3 marks</p> <p>(Do not award marks for 5 = Arrears.)</p>	18
(b)	<p><i>Name two countries, apart from Ireland, which were affected by the potato blight.</i></p> <p>England and Belgium are named on the map. Accept other countries such as France, Netherlands, Germany, Denmark, Sweden, Norway, Poland, Scotland, Wales, etc.</p> <p style="text-align: right;">3 marks + 3 marks</p>	6
(c)	<p><i>Around what two cities was the blight recorded in June 1845?</i></p> <p>Brussels: 3 marks</p> <p>Frankfurt: 3 marks</p>	6
(d)	<p><i>Where, and on what date, was the blight first recorded in Ireland?</i></p> <p>“Botanic Gardens” and/or “Glasnevin, Dublin”: 3 marks Answer stating “Dublin” only: 1 mark</p> <p>20th August 1845: 3 marks 20th August: 1 mark</p>	6

Q 3	The Great Irish Famine	Marks
(e)	<p><i>Explain one advantage of showing information about the potato blight on a map rather than describing the same information in a written paragraph.</i></p> <p>Answers may refer to the visual impact of seeing information at a glance, the value of colour coding/labels, the realisation that potato blight affected most of Europe but did not cause widespread famine apart from in Ireland, etc.</p> <p>Answers may also say that a paragraph explaining the same information would need a lot of technicalities such as names of places, dates, distances, etc.</p> <p>Mark the quality of the answer as a whole on a sliding scale out of 6 marks:</p> <p style="padding-left: 40px;"> 6 marks = excellent 4 marks = good/very good 2 marks = poor/fair 0 marks = no merit/incorrect/invalid </p> <p>If the answer does not state or imply a comparison between a map and a written paragraph, award 4 marks max.</p>	6
(f)	<p><i>What were four consequences of the Famine?</i></p> <p>Four consequences of the Famine 4 x 3 marks</p> <p>Answers may refer to consequences at local, national and/or international level. Accept points which explain a consequence of the Famine at parish/town or county level, or among Irish Famine emigrants and their descendants overseas, etc.</p> <p>Look for accurate, factual information to award full 3 marks, e.g., “One million people died” = 3 marks “Many people died” = 1 mark</p>	12

(54 marks)

Q 4	1916 Easter Rising	Marks
(a)	<p><i>According to Source 1, what was the impact of enemy shelling on the GPO on Thursday?</i></p> <p>Any two points: 2 marks + 2 marks</p> <p>Answers may refer to no direct hit/ heat from burning buildings/ window fortifications had to be kept wet / men stained with soot/ scalded by steam/ scorched by fire.</p>	4
(b)	<p><i>According to Source 1, why did the Volunteers evacuate the GPO on Friday evening?</i></p> <p>Any two points: 2 marks + 2 marks</p> <p>Answers may refer to shells hitting the GPO/ fires breaking out/ front became a roaring furnace/ position became impossible.</p>	4
(c)	<p><i>Is Source 1 a primary source or a secondary source? Give a reason for your answer.</i></p> <p>Primary source: 3 marks Reason: 3 marks</p> <p>Mark the quality of the reason on a sliding scale out of 3 marks:</p> <p style="padding-left: 40px;">3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p> <p>Reason could be that it was written by a member of the Irish Volunteers who was in the GPO at the time of the Rising/ that the writer took a direct part in the events of 1916/ that he refers to “our” position in the GPO, etc.</p>	6

Q 4	1916 Easter Rising	Marks
(d)	<p><i>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?</i></p> <p>Mark each point out of a sliding scale of 3 marks: 3 marks + 3 marks</p> <p>3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p> <p>Award marks to answers which make or imply a direct link between the two sources:</p> <ul style="list-style-type: none"> • The blackened walls of the GPO shown in the photograph/Source 2 are evidence of the fire described in Source 1 where it says “the building was alight in every quarter”. • Source 1 describes shells pouring into the building. Source 2 shows daylight through the top windows because the roof had been destroyed. • The piles of rubble in the street are evidence of the damage caused by the shells. <p>If no link is stated/implied, max. 1 mark for each point.</p>	6
(e)	<p><i>Apart from the Rising, what else can Source 2 tell us about life in Dublin in 1916?</i></p> <p>Look for 2 points. Answers may refer to clothing, trams/transport, architecture/monument (Nelson’s Pillar), etc.</p> <p>Mark each point out of a sliding scale of 3 marks: 3 marks + 3 marks</p> <p>3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p>	6
(f)	<p><i>Name two leaders who signed the 1916 Proclamation of Independence.</i></p> <p>Names of two signatories: 3 marks + 3 marks</p> <p>Thomas J. (Tom) Clarke, Seán Mac Diarmada, Thomas Mac Donagh, P.H. Pearse, Éamonn Ceannt, James Connolly, Joseph Plunkett.</p>	6

Q 4	1916 Easter Rising	Marks
(g)	<p>Explain two consequences of the 1916 Rising.</p> <p>Two consequences named/identified 3 marks + 3 marks</p> <p>Explanations: 3 marks + 3 marks</p> <p>Mark the quality of each explanation out of a sliding scale of 3 marks:</p> <p> 3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p> <p>Reward answers which link the 1916 Rising or people involved in it to later developments in Irish history. Answers may refer to immediate or more long term consequences.</p>	12

(44 marks)

Q 5	World Wars	Marks
(a)	<p><i>What were the main causes of the World War you studied?</i></p> <p>Award 3 marks to each of the following to a maximum of 12 marks.</p> <ul style="list-style-type: none"> • a key point related to a cause of the war studied by the candidate • a development of a key point offering new information <p>If an answer exceeds the maximum number of marks, use blank ticks to indicate any further valid points in the answer.</p>	12
(b)	<p><i>Make a list of four important events during the World War you studied and write them down in chronological order. (Dates not required.)</i></p> <p>Names of four important events: 4 x 2 marks</p> <p>Correct chronological order: 4 x 2 marks</p> <p>At least two events must be listed to award marks for chronological order.</p>	16
(c)	<p><i>Briefly explain two developments in warfare during the World War you studied. (e.g. weapons, transport, and/or communications, etc.)</i></p> <p>Mark each point out of a sliding scale of 3 marks: 3 marks + 3 marks</p> <p>3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p>	6
(d)	<p><i>Select one country which was involved in the World War you studied. In what ways did the war affect the lives of people in that country?</i></p> <p>Name of country: 3 marks</p> <p>How the war affected people in that country 15 marks</p> <p>Award 3 marks to each of the following to a maximum of 15 marks.</p> <ul style="list-style-type: none"> • a key point related to how the war affected people in the country • a development of a key point offering new information <p>If an answer exceeds the maximum number of marks, use blank ticks to indicate any further valid points in the answer.</p>	18

(52 marks)

Q 6	The Holocaust	Marks
(a)	<p><i>What age was Tomi Reichental when he was transported to Bergen-Belsen in 1944?</i></p> <p>Aged 8 or 9 3 marks</p>	3
(b)	<p><i>What hardships did the Reichental family endure on their way to Bergen-Belsen?</i></p> <p>Look for two points: 3 marks + 3 marks</p> <p>Answers could refer to being in a cattle carriage/box on wheels; overcrowding; bucket as toilet; no longer treated as citizens or human beings; 7-day journey.</p>	6
(c)	<p><i>What frightened Tomi Reichental when the train stopped?</i></p> <p>Look for two points: 3 marks + 3 marks</p> <p>Answers could refer to screaming and shouting by the German voices; the relentless barking [of dogs]; the bright light.</p>	6
(d)	<p><i>What is the difference between a biography and an autobiography?</i></p> <p>Look for explanation of biography <i>and</i> autobiography: 3 marks + 3 marks</p> <p>Answers referring only to biography or only to autobiography: max. 3 marks</p>	6
(e)	<p><i>Suggest two reasons why it is important that Tomi Reichental's story should be told.</i></p> <p>Two reasons: 3 marks + 3 marks</p> <p>Mark each reason out of a sliding scale of 3 marks:</p> <p style="margin-left: 40px;">3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p> <p>Accept points such as the importance of the Holocaust in history; he is a survivor/primary source who bears witness; to remember those who died; to counteract Holocaust denial, etc.</p>	6

Q 6	The Holocaust	Marks
(f)	<p><i>What is meant by the term, 'the Holocaust'?</i></p> <p>Mark the answer out of a sliding scale of 3 marks:</p> <p>3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p> <p>The organised murder of 6 million Jewish people by the Nazis during World War II.</p>	3
(g)	<p><i>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.</i></p> <p>Two other groups named: 3 marks + 3 marks Explanations: 3 marks + 3 marks</p> <p>Mark each explanation out of a sliding scale of 3 marks:</p> <p>3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p> <p>Accept reference to groups such as the Roma people; disabled people; gay people; Jehovah's Witnesses; political enemies, pacifists, Slavic people, etc.</p>	12

(42 marks)

Q 7	The Troubles	Marks
(a)	<p><i>What task did Malcolm Sutton begin working on in 1984?</i></p> <p>Documenting deaths during the Troubles: 3 marks</p>	3
(b)	<p><i>What is one piece of evidence Sutton could have found in each of two of the following to help him with his work? Library/Court records/Cemetery/Aerial survey maps</i></p> <p>Example of evidence from each of two sources: 3 marks + 3 marks</p> <p>Accept points such as the following: Library: newspaper accounts of deaths/books providing factual details about deaths during the Troubles. Cemetery: names, dates of birth/death, names of family members, etc. on headstones. Court records: details about who carried out the killings, how/why the killings took place. Aerial survey maps: could help to explain how an ambush was carried out/ could show the distance between places/events.</p>	6
(c)	<p><i>How many civilians were killed during the Troubles, according to Table 1?</i></p> <p>1840 civilians: 3 marks</p>	3
(d)	<p><i>What was the total number of deaths caused by Loyalist and Republican paramilitaries, according to Table 2?</i></p> <p>3084 deaths: 3 marks</p>	3
(e)	<p><i>What circumstances contributed to the outbreak of conflict in Northern Ireland in the late 1960s?</i></p> <p>Mark each valid point on a sliding scale out of 3 marks:</p> <p>3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p> <p>Award 3 marks to each of the following to a maximum of 12 marks.</p> <ul style="list-style-type: none"> • a key point • a development of a key point offering new information 	12

(27 marks)

Q 8	Sporting, Cultural and Social Movements in Ireland	Marks
(a)	<p><i>How many years separate the camogie matches shown in the two photographs?</i></p> <p>104 years: 3 marks</p>	3
(b)	<p><i>What are three differences between the two camogie matches? Use evidence from the photographs to support your answer.</i></p> <p>Three differences: 3 x 3 marks</p> <p>Points should include clear reference to one or both photographs. Answer may refer to the players' clothing/ head gear/sponsorship/nature of play/surroundings, etc.</p>	9
(c)	<p><i>What evidence of continuity exists between the two photographs?</i></p> <p>Two points of continuity: 3 marks + 3 marks</p> <p>Answers may refer to women's interest in camogie/ spectator interest evident in both photographs/ teams differentiated by different tops in both photographs/ similar hurleys and sliotars.</p>	6
(d)	<p><i>Number the following developments in GAA history from 1-7, beginning with the earliest and ending with the most recent.</i></p> <p>Chronological order is: 2 [1] 5 6 4 7 3 6 x 3 marks</p> <p>Do not award marks for number 1.</p>	18
(e)	<p><i>Name a sporting, cultural or social movement you studied which had an impact on Irish life (at local or national level).</i></p> <p>Name of movement: 3 marks</p>	3

Q 8	Sporting, Cultural and Social Movements in Ireland	Marks
(f)	<p><i>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.</i></p> <p>Event named: 3 marks</p> <p>Explanation of why the event deserves to be remembered: 3 marks</p> <p>Mark the explanation out of a sliding scale of 3 marks:</p> <p style="padding-left: 40px;">3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p> <p>Accept answers which deal with personal, local national or international significance.</p>	6
(g)	<p><i>Identify two different sources you would use to find out about this event. Explain how each source could help your research.</i></p> <p>Two sources named: 3 marks + 3 marks</p> <p>Explanations: 3 marks + 3 marks</p> <p>Mark each explanation out of a sliding scale of 3 marks:</p> <p style="padding-left: 40px;">3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant</p>	12

(57 marks)



Coimisiún na Scrúduithe Stáit

Marcanna Breise as ucht freagairt trí Ghaeilge

Léiríonn an tábla thíos an méid marcanna breise ba chóir a bhronnadh ar iarrthóirí a ghnóthaíonn níos mó ná 75% d'iomlán na marcanna.

N.B. Ba chóir marcanna de réir an ghnáthráta a bhronnadh ar iarrthóirí nach ngnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bónais sin a **shlánú síos**.

Tábla 360 @ 10%

Bain úsáid as an tábla seo i gcás na n-ábhar a bhfuil 360 marc san iomlán ag gabháil leo agus inarb é 10% gnáthráta an bhónais.

Bain úsáid as an ngnáthráta i gcás 270 marc agus faoina bhun sin. Os cionn an mharc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
271 - 273	26
274 - 276	25
277 - 280	24
281 - 283	23
284 - 286	22
287 - 290	21
291 - 293	20
294 - 296	19
297 - 300	18
301 - 303	17
304 - 306	16
307 - 310	15
311 - 313	14
314 - 316	13

Bunmharc	Marc Bónais
317 - 320	12
321 - 323	11
324 - 326	10
327 - 330	9
331 - 333	8
334 - 336	7
337 - 340	6
341 - 343	5
344 - 346	4
347 - 350	3
351 - 353	2
354 - 356	1
357 - 360	0



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.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

For Examiner Only	
Total	
Grade	

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.

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?

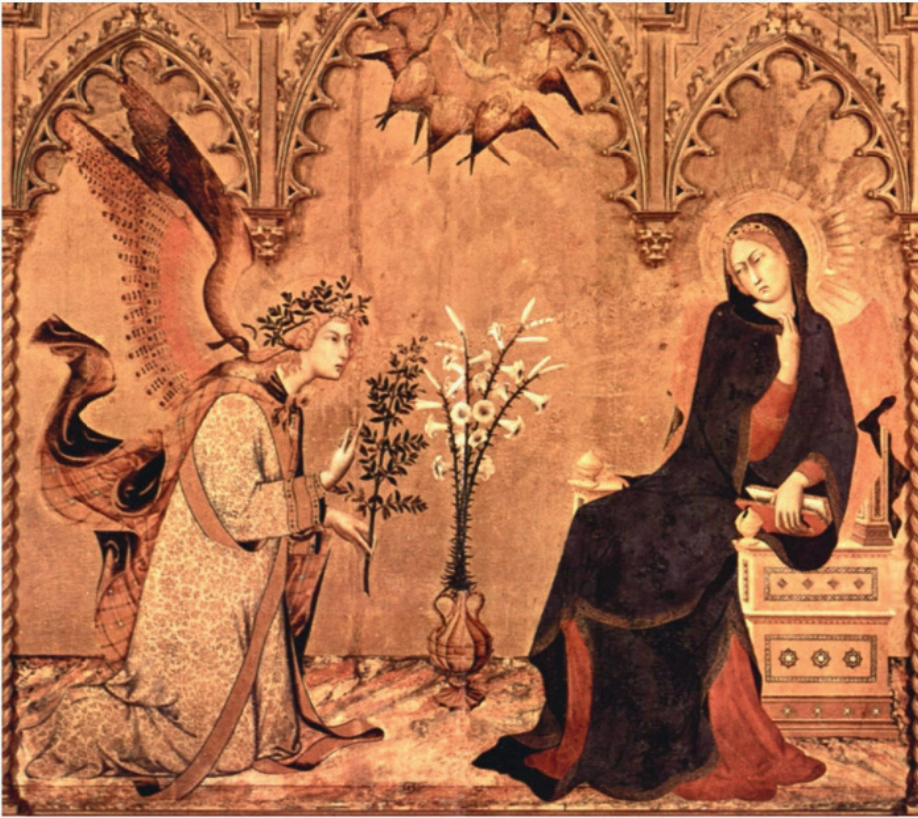
(e) The photograph was taken using a drone. Explain why drone technology is a useful tool for archaeologists.

(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.

(c) Describe the main achievements of one Renaissance artist you studied during your Junior Cycle History course.

Artist's name:
Achievements:

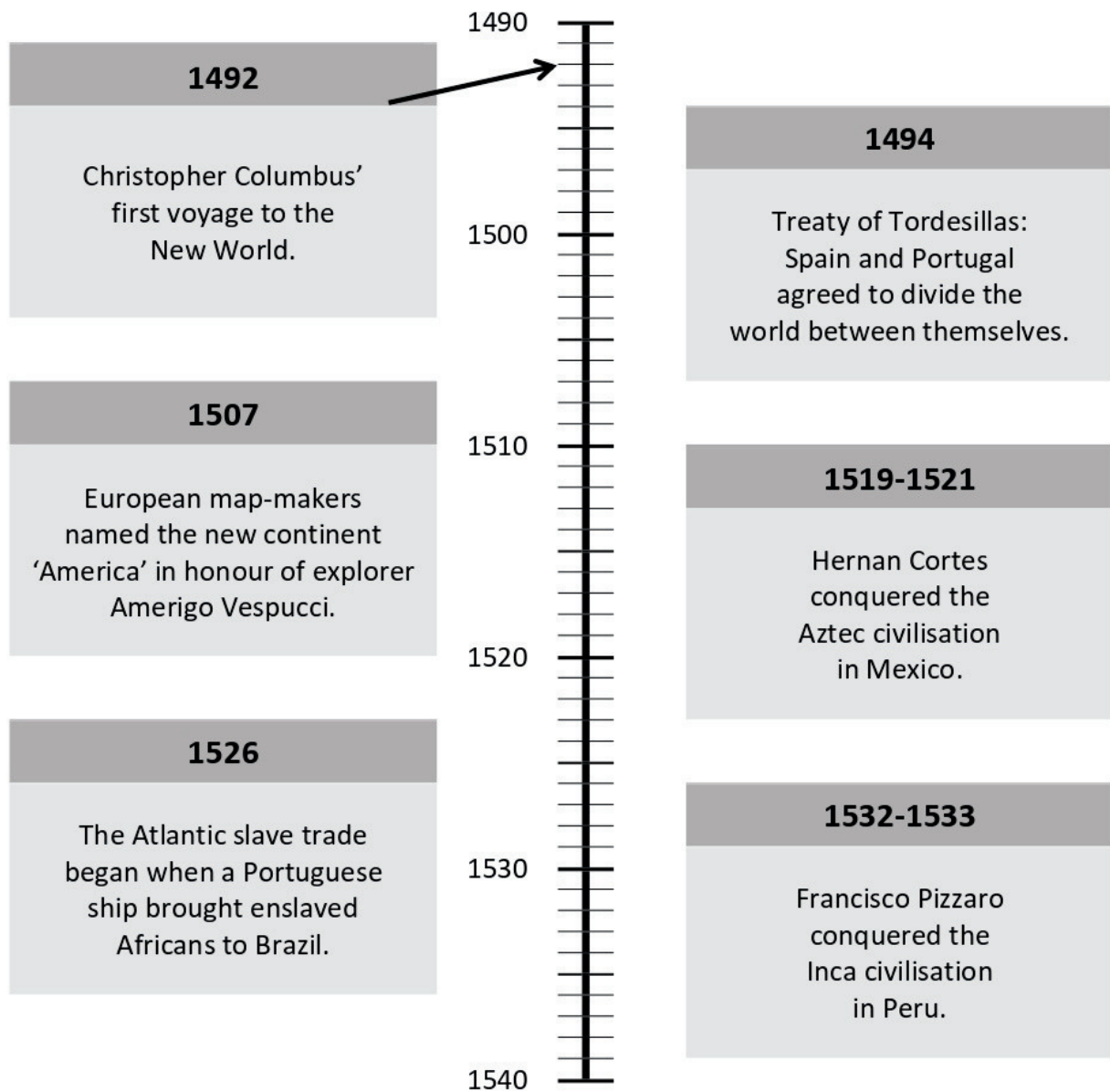
(d) Apart from art, select **two** areas of learning in which change took place during the Renaissance era, e.g., literature, architecture, medicine, science, etc. Outline **one** key change that occurred in each area.

First area of learning:
Change:
Second area of learning:
Change:

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.

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:

(e) What are **two** differences between an archive and a library?

(f) Write a short account of the Irish Civil War, 1922-1923.



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

WWI Trench Experience 1916 Rising Exhibition Experience Battle of the Somme Installation

CASUALTY
CLEARING
STATION

POBLACHT NA h-ÉIREANN
THE PROVISIONAL GOVERNMENT
OF THE
IRISH REPUBLIC
TO THE PEOPLE OF IRELAND

Battle of the Somme 1916

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://www.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).
Piermatteo d’Amelia, “The Annunciation”, c. 1487, Isabella Stewart Gardner Museum, Boston. Available at https://commons.wikimedia.org/wiki/File:Piermatteo_d%27Amelia_-_Annunciation,_c._1475.jpg (Accessed: 08/11/2021).
- p. 12 James Gillray, “United Irishmen upon Duty”, 12/06/1798. Available at <https://www.digitalcommonwealth.org/search/commonwealth:2z111j31q> (Accessed: 08/11/2021).
Extract adapted from the diary of Elizabeth Richards in John D. Beatty (ed.), *Protestant women’s narratives of the Irish rebellion of 1798*, (Dublin, Four Courts Press, 2001).
- 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 2022

Marking Scheme

History

Common Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

Rationale

The Learning Outcomes in the Junior Cycle History Specification set out what students should know, understand and be able to do. The questions on this examination paper aim to test the knowledge, understanding, skills and values that students acquire in their study of the Learning Outcomes for History.

The Learning Outcomes to be assessed in any one examination will constitute a sample of the Learning Outcomes for History. Some questions may test more than one Learning Outcome at a time. Strand One Learning Outcomes will be incorporated into questions throughout the examination paper.

It is recognised that teachers and students may approach the Learning Outcomes in different ways, depending on particular interests, local circumstances, etc. A range of interpretations of the Learning Outcomes will be accommodated within the marking process.

Marking Procedures

The procedure for marking will consist of:

- Careful reading and analysis of all answers.
- Allocation of marks to each answer according to the agreed marking scheme.
- Addition of the marks with attention to maximum mark per question/section.

Read all the answers provided, including excess, repeated or cancelled answers. The answer gaining most marks is accepted, within the rubrics of the examination paper.

Some questions require specific answers/points, as laid out in the marking scheme. Only the answer given in the scheme or words to the same effect may be awarded marks.

Other questions can attract a range of answers. Sample points provided in the marking scheme are indicative only; alternative points/answers may be valid. 'Etc.' is used in the marking scheme to signal that other answers may be acceptable.

If in doubt about the validity of any answer, an examiner should consult his/her advising examiner before awarding marks.

Examiners are required to annotate the candidates' answers as directed during the marking conference.

If a candidate does not attempt a question examiners should record NR (No Response). A zero should be recorded only where an answer merits no marks.

Errors of spelling, grammar and/or punctuation should not be penalised.

Q 1	The Archaeologist	Marks
(a)	<p><i>Where in Ireland is Doon Point located?</i></p> <p>Dingle peninsula/ Co Kerry</p>	3
(b)	<p><i>When did the dig take place?</i></p> <p>May-June 2021: 3 marks 2021: 1 mark</p>	3
(c)	<p><i>What was the role of Sandra Henry at the dig?</i></p> <p>Lead archaeologist: 3 marks Archaeologist: 1 mark</p>	3
(d)	<p><i>What evidence from the photograph and the report shows the impact of climate change at Doon Point?</i></p> <p>Report says all promontory reports on Dingle peninsula are at risk of coastal erosion/ Sandra Henry says there is increasing risk of erosion, cliff collapse, rising sea levels/ Dennis Curran says land has fallen into the sea, sea levels are rising and there are more rock falls taking place.</p> <p>Photograph shows cliff collapse at bottom left-hand side/ the narrow piece of land stretching out to sea is vulnerable to stormy weather, etc.</p> <p>One piece of evidence from each source can earn full marks. Reference to</p> <p>both sources: 3 marks + 3 marks If only one source: 3 marks max.</p>	6
(e)	<p><i>Explain why drone technology is a useful tool for archaeologists.</i></p> <p>Accept any reasonable point such as: drones allow archaeologists to take photographs of the entire site/ give a bird's eye view of the site/ allow safe access from inaccessible angles such as over the sea, or over the cliff-edge/are cheaper to operate than using a helicopter, etc.</p>	3

Q 1	The Archaeologist	Marks
(f)	<p>Name two other tools used by archaeologists, and briefly explain how they are used.</p> <p>E.g. trowel, brush, dustpan, sieve/shaker screen, measuring tape/painted metre stick, shovel, bucket, etc.</p> <p>Name of tool (2 m) and explain how it is used (3 m): 2 x (2 marks + 3 marks) Mark the quality of the explanation on a sliding scale out of 3 marks: 3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p>	10
(g)	<p>Pick a topic from your Junior Cycle History course that you can link to archaeology, e.g.,</p> <ul style="list-style-type: none"> • a named ancient or medieval civilisation • early Christian Ireland • a pattern of settlement in Ireland • another named topic of your choice. <p>How did archaeological evidence help you to learn about three different aspects of that topic?</p> <p>Name of topic: 2 marks</p> <p>Three examples of archaeological evidence: 3 x 3 marks How each example of archaeological evidence helped you to learn about an aspect of the named topic: 3 x 3 marks Mark the quality of the explanation on a sliding scale out of 3 marks: 3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p> <ul style="list-style-type: none"> • Answer can be linked to archaeological discoveries at a specific site, e.g. tomb of Tutankhamun, Pompeii, Wood Quay, walled city of Derry, an archaeological excavation of local interest to a candidate, etc. • Answer can be linked to different examples of archaeological evidence in relation to a particular topic, e.g. how excavation of roads/houses/places of entertainment/artefacts, etc., helped you to learn about different aspects of that civilisation/settlement. 	20

(48 marks)

Q 2	The Renaissance	Marks
(c)	<p><i>Describe the main achievements of one Renaissance artist you studied during your Junior Cycle History course.</i></p> <p>Artist's name: 2 marks Achievements: 12 marks</p> <p>Achievements could include references to/descriptions of the artist's work(s); innovations/inventions by the artist; his/her influence on later artists, etc.</p> <p>Award 3 marks to each of the following to a maximum of 12 marks:</p> <ul style="list-style-type: none"> • a key point such as the name of a painting/statue/achievement • each development of a key point offering new information <p>Do not award marks for biographical information unrelated to an achievement by the artist.</p>	14
(d)	<p><i>Apart from art, select two areas of learning in which change took place during the Renaissance era, e.g., literature, architecture, medicine, science, etc. Outline one key change that occurred in each area.</i></p> <p>Area of learning (2m) and key change (3m): 2 x (2 marks + 3 marks)</p> <p>Mark the description of change on a sliding scale out of 3 marks:</p> <p>3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p>	10

(45 marks)

Q 3	The Age of Exploration and Conquest	Marks
(a)	<p><i>How many decades are represented on the timeline?</i></p> <p>Five decades/ 5</p>	3
(b)	<p><i>Draw arrows to link each event to the correct date on the timeline.</i></p> <p>Five arrows, reasonably on target: 5 x 3 marks</p>	15
(c)	<p><i>Mention one other event in Irish or European history at around the sametime as the events in the timeline (1490-1540).</i></p> <p>Any event within the time frame, exact date not required.</p>	3
(d)	<p><i>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.</i></p> <p>Note, there are two aspects to the given question:</p> <ul style="list-style-type: none"> • an account of an event/development • how people in the New World/Europe were affected. <p>Award 3 marks to:</p> <ul style="list-style-type: none"> • a valid, relevant point • a development of a valid point that offers new information <p>If the answer deals with both aspects of the question: 18m (max.) If the answer deals with only one aspect of the question: 12m (max.)</p>	18

(39 marks)

Q 4	20 th Century Revolutions	Marks
(a)	<p><i>Name a revolution you studied from pre-twentieth century Europe or the wider world.</i></p> <p>Name of revolution: 3 marks</p>	3
(b)	<p><i>Write an account of the causes and/or consequences of the revolution you studied.</i></p> <p>Answers may deal with causes or consequences or a mixture of both. Award 3 marks to each valid, relevant point explaining a cause/consequence. Two undeveloped points can earn 3 marks. A list of undeveloped points can earn 6 marks (max.) One incomplete concluding point can earn 2 marks (max.) 18 marks (max.)</p>	18
(c)	<p><i>According to the artist in Source 1, what is happening in Ireland? Support your points with evidence from the drawing.</i></p> <p>Award 3 marks to each valid point 12 marks (max.)</p> <p>Answers could refer to attack on householder/ theft of pig and other goods/ dog killed/ work tools destroyed/ arson at this house and in the background, etc.</p>	12
(d)	<p><i>Is Source 2 a primary source or a secondary source? Give a reason for your answer.</i></p> <p>Primary source: 3 marks Reason: 3 marks</p> <p>Mark the quality of the reason/explanation on a sliding scale out of 3 marks: 3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p> <p>Reason could be that it is a diary written at the time of the events it describes/ Elizabeth Richards was an eye-witness to the events she describes, etc.</p>	6

Q 4	20 th Century Revolutions	Marks
(e)	<p><i>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.</i></p> <p>Accept positive, negative or neutral (3m) as long as the reason (3m) attempts to justify the choice: 3 marks + 3 marks</p> <p>Mark the quality of the reason/explanation on a sliding scale out of 3 marks 3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p>	6

(45 marks)

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

(45 marks)

Q 6	The Struggle for Irish Independence (Irish Civil War)	Marks
(a)	<p><i>Look at the photographs and match each one to the correct caption.</i></p> <p>Photograph numbers in order: 1, 4, 3, 2: 4 x 3 marks</p>	12
(b)	<p><i>On what date was the Public Record Office (PRO) destroyed?</i></p> <p>30 June (1922): 3 marks 1922: 1 mark</p>	3
(c)	<p><i>What were three different types of records destroyed in the fire at the PRO?</i></p> <p>Three different types of records: 3 x 2 marks</p>	6
(d)	<p><i>Select one opinion from the extract above and explain whether you agree or disagree with that opinion.</i></p> <p>One opinion: 3 marks Explain whether you agree/disagree (3m): 3 marks</p> <p>Mark the quality of the explanation on a sliding scale out of 3 marks: 3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p>	6
(e)	<p><i>What are two differences between an archive and a library?</i></p> <p>Two differences: 3 marks + 3 marks</p> <p>Mark the quality of each difference on a sliding scale out of 3 marks: 3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p> <p>Possible points include but are not limited to:</p> <ul style="list-style-type: none"> • archives contain original documents, libraries contain published books. • archival material is unique whereas libraries may have multiple copies of the same books/DVDs, etc. • archives must preserve their documents whereas libraries can replace lost or damaged books/DVDs, etc. • archival documents must be read/studied in the archive whereas library materials can be borrowed and taken home for several weeks. 	6

Q 6	The Struggle for Irish Independence (Irish Civil War)	Marks
(f)	<p><i>Write a short account of the Irish Civil War, 1922-1923.</i></p> <p>Award 3 marks to:</p> <ul style="list-style-type: none"> • a valid, relevant point • a development of a valid point that offers new information <p>Accept points on any aspect of the Civil War, including:</p> <ul style="list-style-type: none"> • background/causes (max. 6 marks for background material up to June 1922). • events during the Civil War, including events at local level. • role of particular individuals, including local individuals, in the Civil War. • how/why the Civil War ended. • impact/consequences of the Civil War. <p style="text-align: right;">18 marks (max.)</p>	18

(51 marks)

Q 7	The Holocaust	Marks
(a)	<p><i>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.</i></p> <p>1 = anti-Semitism 2 = Mein Kampf 3 = propaganda 4 = Nuremberg 5 = Pogrom 6 = Kristallnacht 7 = ghetto 8 = genocide 10 = Final Solution</p> <p style="text-align: right;">6 x 3 marks</p>	18
(b)	<p><i>From your study of the Holocaust, explain why Kristallnacht was a turning point in Nazi persecution of Jewish people.</i></p> <p>Possible points include, but are not limited to:</p> <ul style="list-style-type: none"> • this was the point where harassment, discrimination, boycotts, etc. gave way to large-scale violence and mass murder. • it was now clear that Jewish people were not protected by any laws and that the Nazi regime could get away with murder. • Jewish people realised they would get very little support either at home or abroad even though their lives were in danger. • many Jews now tried to leave Germany/Austria, but found it hard to gain entry to other countries, etc. <p>Mark the quality of the answer on a sliding scale out of 6 marks:</p> <p>5-6m = very good 3-4m = good 1-2m = poor/fair 0m = no attempt/incorrect/irrelevant</p>	6

Q 7	The Holocaust	Marks
(c)	<p><i>Describe three different types of sources from which we can learn about the Holocaust.</i></p> <p>Evaluate quality of answer based on:</p> <ul style="list-style-type: none"> the identification of sources on the Holocaust (e.g. oral or written testimony from survivors/perpetrators/onlookers, news reports from the time, concentration camp sites such as Auschwitz, Dachau, etc., court reports from trials of former Nazis, etc.) explanation of the evidence provided in the sources named by the candidate <p>Name/identification of source: 3 x 2 marks Evidence to be found in the source: 3 x 3 marks 3 x (2m + 3m) = 15 marks</p> <p>Mark the description of evidence from each source on a sliding scale out of 3 marks: 3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p>	15
(d)	<p><i>What were two consequences of the Holocaust?</i></p> <p>Two consequences: 3 marks + 3 marks</p> <p>Mark each consequence on a sliding scale out of 3 marks: 3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p> <p>Points could include:</p> <ul style="list-style-type: none"> The loss of six million Jewish lives in Europe. The Nuremberg Trials to hold Nazi leaders/officials responsible for their crimes. The term genocide was invented in response to the Holocaust and was recognised as an international crime by the UN in 1946. The establishment of the state of Israel, 1948. The preservation of Holocaust sites and the establishment of museums/memorials to remember the murdered Jews of Europe, etc. 	6

(45 marks)

Q 8	Life in the 1960s	Marks
(a)	<p><i>Where in Ireland is the museum located?</i></p> <p>Ballyjamesduff/Co Cavan 3 marks</p>	3
(b)	<p><i>What is the museum's website address?</i></p> <p>www.cavanmuseum.ie 3 marks</p>	3
(c)	<p><i>What are two types of information you would expect to find on a museum website to help you plan a visit to the museum?</i></p> <p>Two types of information: 3 marks + 3 marks</p> <p>Opening hours/ ticket prices/ map or directions to the museum/ facilities for people in wheelchairs or with other disabilities/ whether there is a shop or a restaurant, etc.</p>	6
(d)	<p><i>What are two topics that you could learn about at this museum?</i></p> <p>Two topics: 3 marks + 3 marks</p> <p>Trenches in WWI/ 1916 Rising/ Battle of the Somme/ Co Cavan</p>	6
(e)	<p><i>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.</i></p> <p>Name of personality, issue or event: 3 marks</p> <p>The personality, issue or event must relate to the 1960s.</p>	3
(f)	<p><i>Briefly, why is this personality, issue or event considered historically significant?</i></p> <p>Answer should show awareness of the concept of historical significance. Mark the quality of the answer on a sliding scale out of 6 marks:</p> <p>5-6m = very good 3-4m = good 1-2m = poor/fair 0m = no attempt/incorrect/irrelevant</p>	6

Q 8	Life in the 1960s	Marks
(g)	<p><i>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.</i></p> <p>Object/document/presentation method: 3 x 2 marks</p> <p>Justification for each choice: 3 x 3 marks</p> <p>Mark the justification for each choice out of a sliding scale of 3 marks: 3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p>	15

(42 marks)

Appendix 1

Grading Table (out of 360 marks)

Marks	Percentage	Award
324-360	90-100%	Distinction
270-323	75-90%	Higher Merit
198-269	55-75%	Merit
144-197	40-55%	Achieved
72-143	20-40%	Partially Achieved
0-72	0-20%	Not Graded

Appendix 2

During the marking process it was found that a very small number of candidates sitting the examination through English received examination papers that were printed in black-and-white rather than in colour. The following adjustment was made to the marking scheme for the affected candidates:

Question 2 (a)

Award 3 marks (max.) to the candidate for a potential point of similarity or difference based on the use of colour.

Question 2 (b)

Award 5 marks (max.) to the candidate for a potential point based on the use of colour.

If a candidate has attempted to make a point about colour it should be topped up to the full 5 marks, if not already earned.

The question total should not exceed the 6 or 15 marks available in the marking scheme. If necessary, exclude a point that earned a lesser number of marks.



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%AAs_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.



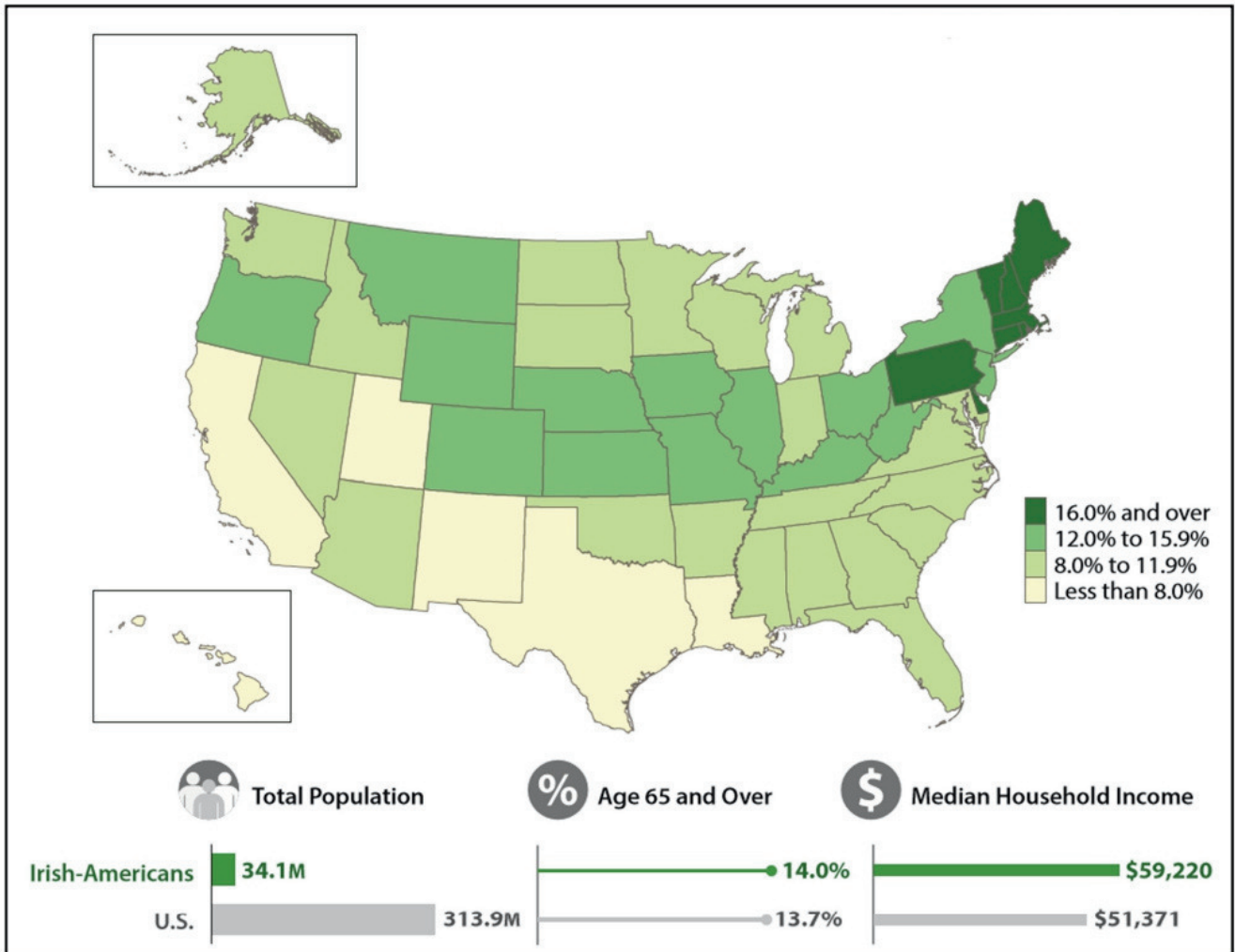
- (a) The sculpture, 'Famine', was made by Rowan Gillespie. How did Rowan Gillespie convey the idea of famine in his sculpture?

(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.

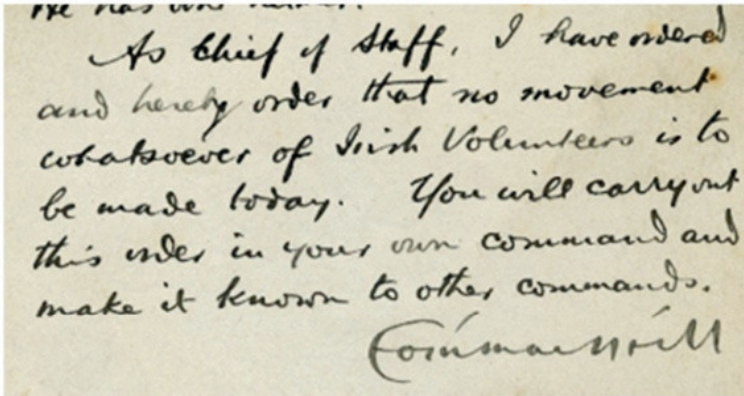
(h) Describe two challenges that faced Irish Famine emigrants when they arrived in the United States in the mid-1800s.

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.



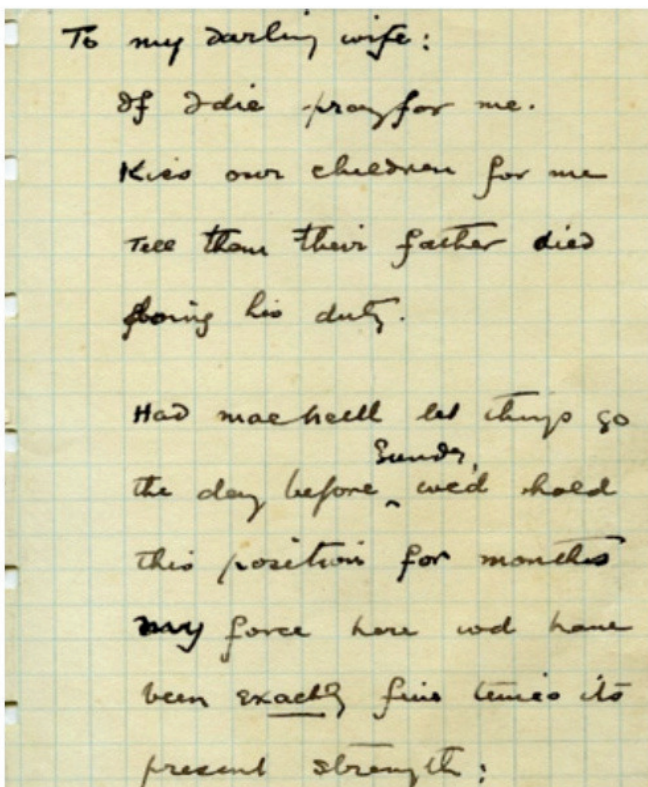
As Chief of Staff, I have ordered and hereby order that no movement whatsoever of Irish Volunteers is to be made today. You will carry out this order in your own command and make it known to other commands.

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.



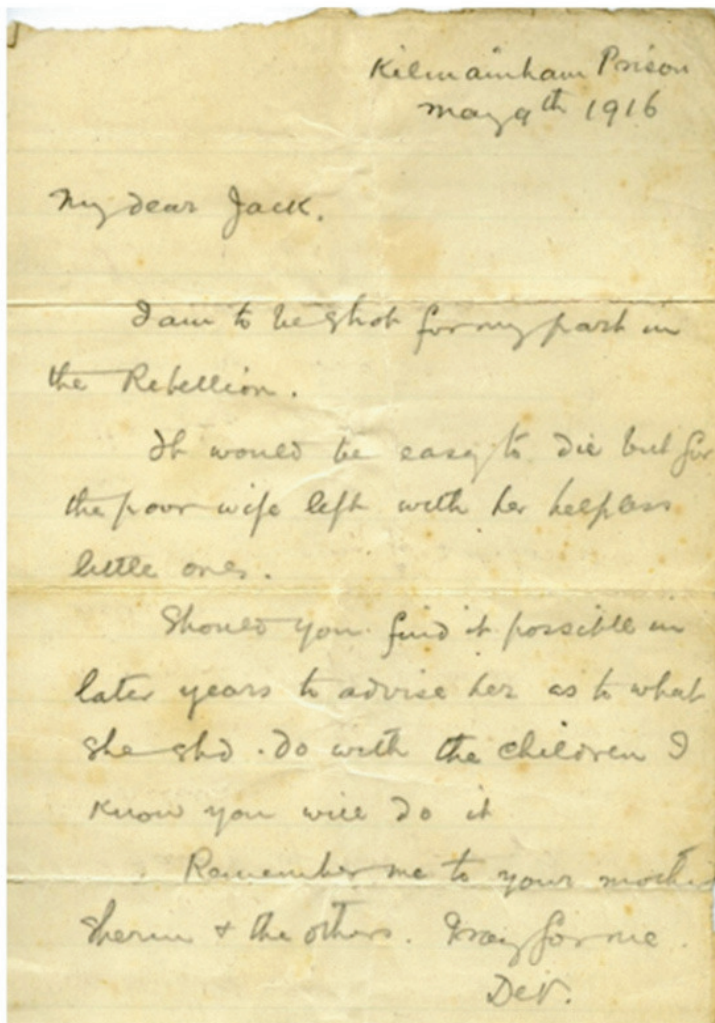
To my darling wife:
If I die - pray for me.
Kiss our children for me.
Tell them their father died doing his duty.

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?

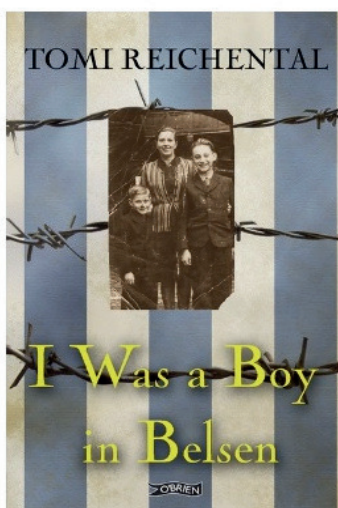
(f) How was de Valera to be punished for his part in the Easter Rising?

(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.

- (c) As part of your Junior Cycle history course, you studied patterns of change across different time periods in a chosen theme relating to life and society. Name the theme you studied.

Theme:

- (d) Explain three changes or developments that took place in relation to the theme you studied.

- (e) In your opinion, which of these developments was the most significant? Give a reason for your answer.

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.

Do not write on this page

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Junior Cycle Final Examination Sample Paper – Common Level

History

2 hours