



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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Instructions

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

Answer all questions.

Write your answers in blue or black pen.

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

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

Acknowledgements

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

Optional planning or rough work:

Question 1

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



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

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

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- (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?

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| 1: |
| 2: |

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

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- (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.

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| 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.

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| Item: |
| How it added to your knowledge of history: |
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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?

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

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| 1. |
| 2. |

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

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

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

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

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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.

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

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(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.

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

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

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

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

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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?

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

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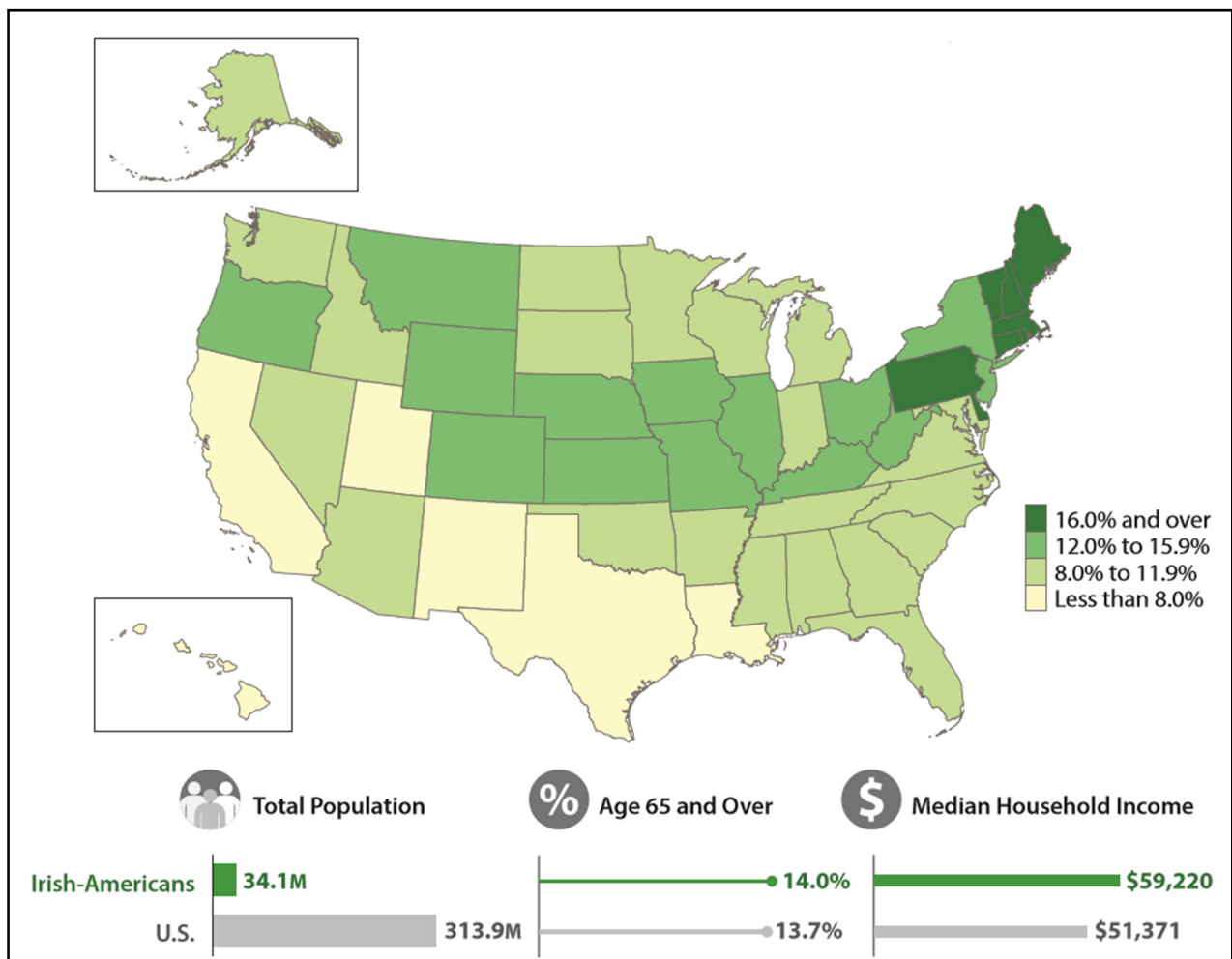
- (c)** It is now 170 years since the Famine ended. Why is the Famine still commemorated?

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

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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.

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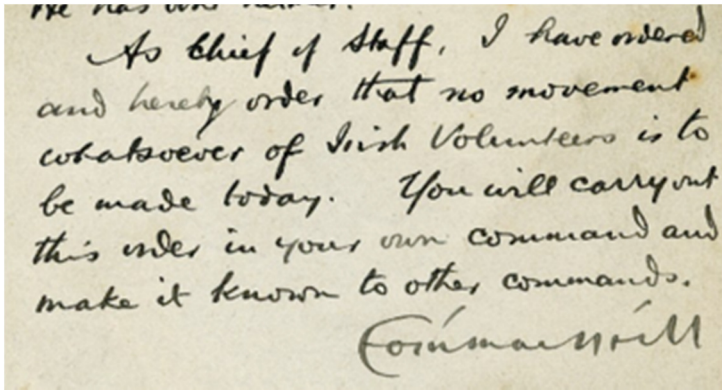
- (h)** Describe two challenges that faced Irish Famine emigrants when they arrived in the United States in the mid-1800s.

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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

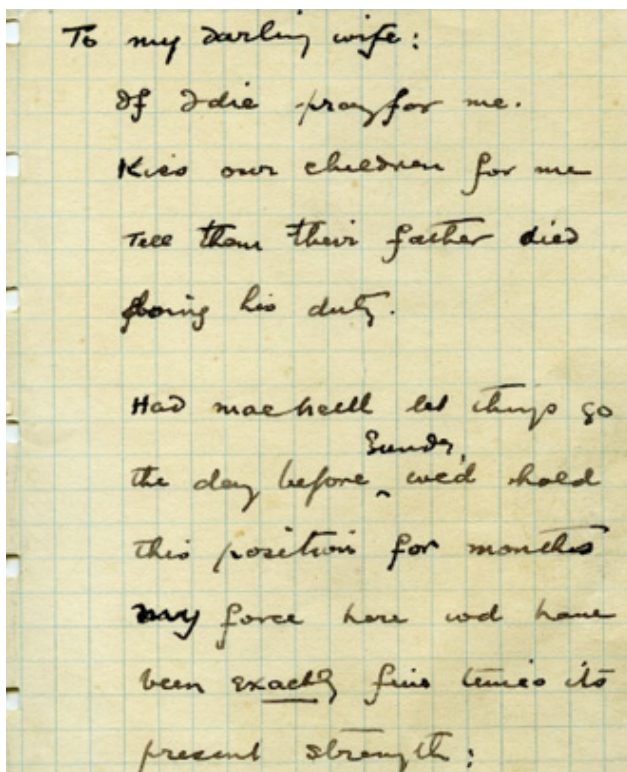
(a) In Letter 1, what order did MacNeill give to de Valera?

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

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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
till their father dies
doing his duty.

Had MacNeill let things go
the day before ^{Sundr,} wed hold
this position for months
my force here wd have
been exactly five times its
present strength;

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:

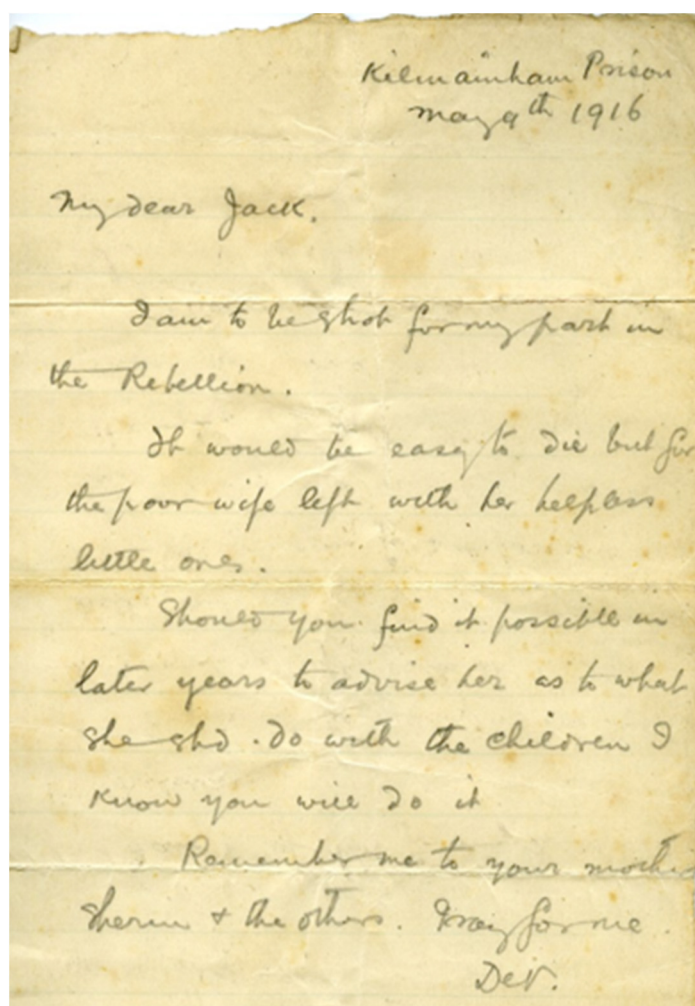
(c) In Letter 2, what did de Valera ask his wife to do for him?

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

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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?

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

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

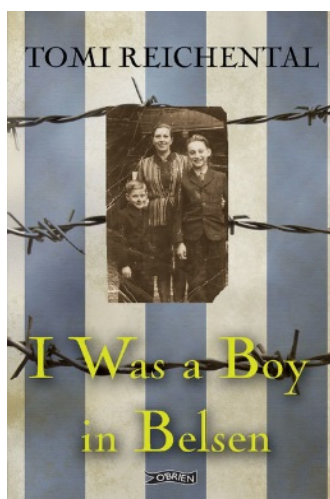
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(h) Why did the 1916 Rising end in military failure?

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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?

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

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

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

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

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

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

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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.

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

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- (e) From your study of the Cold War, name an incident which involved the USA, the USSR, and at least one other country (e.g. Germany, Korea, Cuba, etc.).

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| Name of incident: |
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- (f) Give an outline of what happened during this incident.

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- (g) What was one outcome of this event for each of the countries involved in this incident?

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| USA: |
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| USSR: |
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| The third country: |
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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.

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| Tinsmith: |
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| Housewife: |
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| Dock workers (dockers): |
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- (b)** Explain two ways in which the work of a tinsmith, or a housewife, or a docker has changed since the 1960s.

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- (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.

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

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

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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?

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

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

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

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John Hume, a leading figure in the Northern Ireland campaign for civil rights and in the Northern Irish peace process, said:

All conflict is about difference, whether the difference is race, religion or nationality. Difference is not a threat, difference is natural. Difference is an accident of birth and it should never be the source of hatred or conflict. The answer to difference is to respect it.

- (e) What were three key differences between Unionists and Nationalists during the time of the Troubles in Northern Ireland?

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Junior Cycle Final Examination Sample Paper – Common Level

History

2 hours