



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.

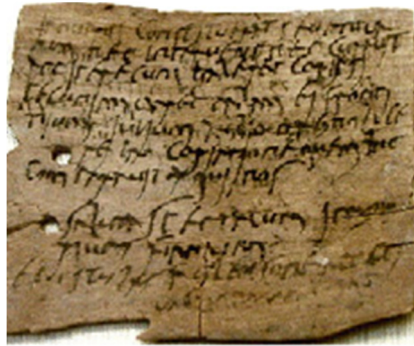
Optional planning or rough work:

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.

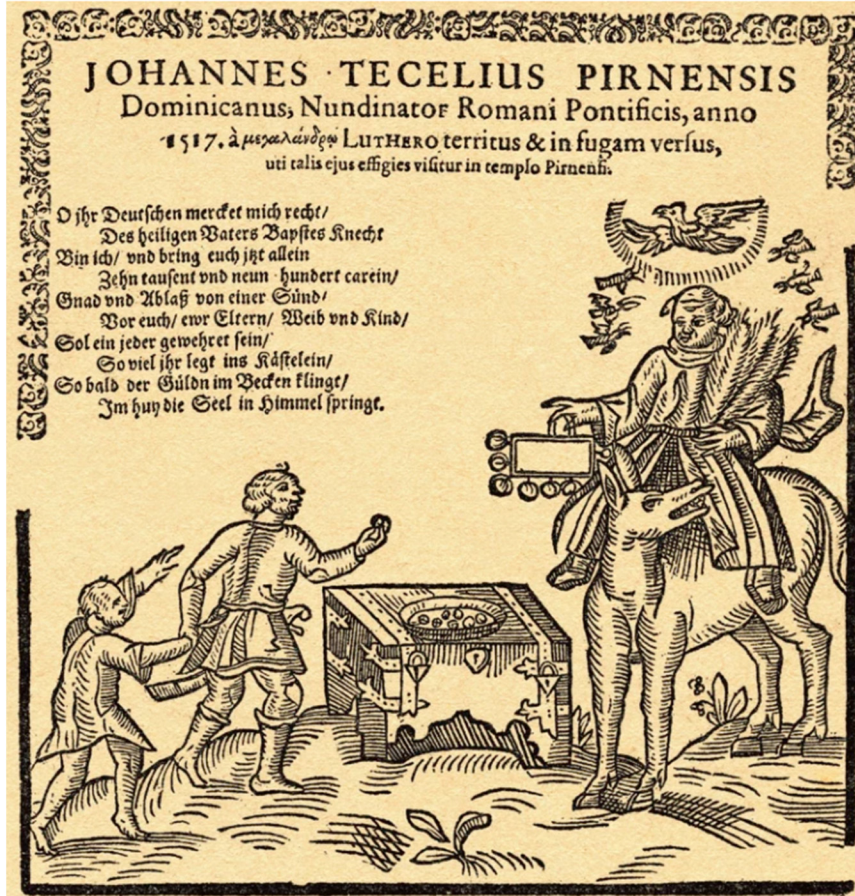
Name of ancient or medieval civilisation:
Achievements:

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

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?

- (c) Write an account of the religious reformer you studied for your Junior Cycle History course. Your answer could include details such as:
- the main actions of the reformer
 - the religious beliefs of the reformer
 - changes introduced by the reformer

Name of reformer:

Question 3

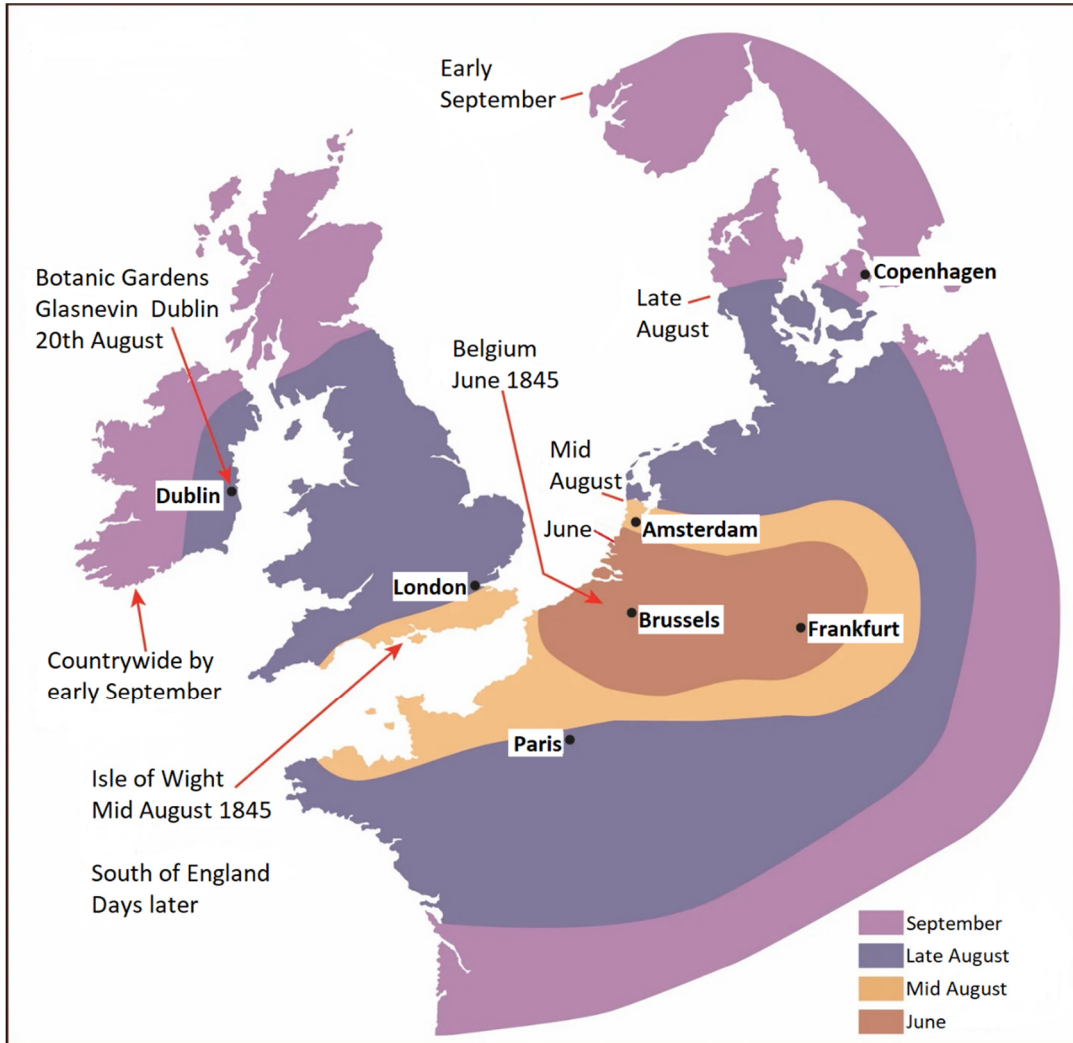
Answer the following questions which deal with the Great Famine in Ireland.

(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

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.

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.

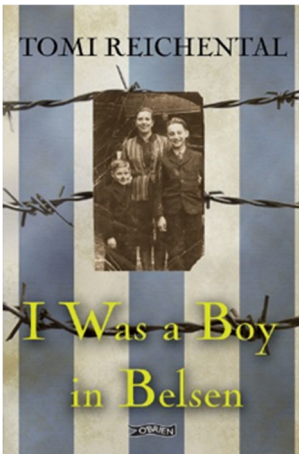
- (c) Briefly, explain **two** developments in warfare during the World War you studied. Your answer could refer to weapons, transport, and/or communications, etc.

- (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:

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?

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(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:

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?

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:

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

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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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History

Friday 9 June

Morning 9:30 – 11:30