



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle Final Examination 2025

History

Common Level

Friday 6 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.

Optional planning or roughwork:

Question 1

This question deals with archives and the work of an archivist. Read the sources and answer the questions which follow.

Source 1: Information from a talk given by archivist Lisa Shortall, Offaly Archives.



- Archives contain records which are unique, irreplaceable and of long-term value.
- Correct storage conditions protect archival records from fire, damp, light and heat.
- The archivist cleans and sorts incoming documents, and removes items that damage documents such as elastic bands, staples, and paper clips.
- Sometimes, documents have been damaged and need expert conservation.
- Archives are catalogued and packed into acid-free folders and boxes. The archivist gives each item a description and a reference code in the catalogue.
- Historians consult the catalogue and request files to be brought to the reading room. The archivist returns the files to storage when the historian is finished with them.

(a) Why are the records contained in archives important, according to **Source 1**?

(b) From **Source 1**, how can damage be caused to archival materials?

(c) From the illustration, what is the web address of Offaly Archives?

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Source 2: Photographs from Offaly Archives.



Photograph 1



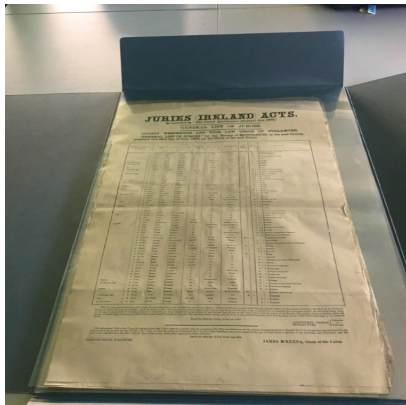
Photograph 2



Photograph 3



Photograph 4



Photograph 5

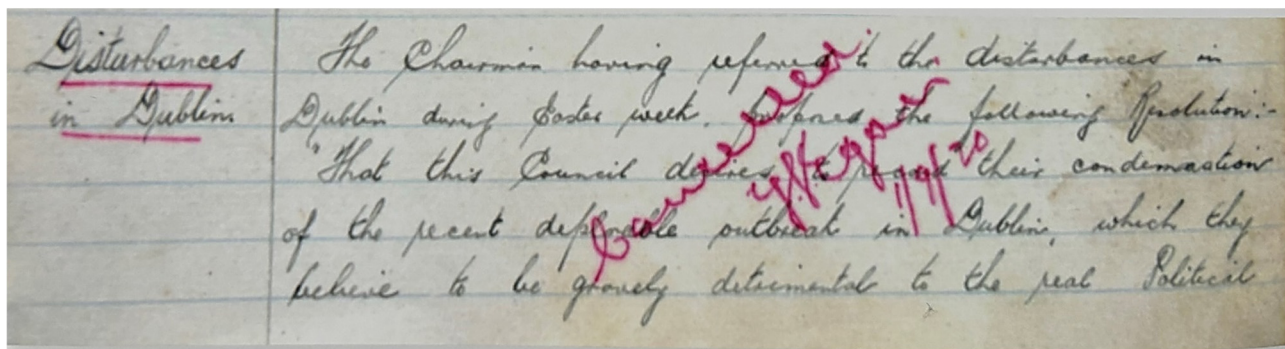


Photograph 6

- (d) Using **Source 1**, explain how **three** of the photographs above relate to work in an archive.
(An example is given.)

Photograph number (5): A document in an acid-free folder.
Photograph number ():
Photograph number ():
Photograph number ():

Source 3: Extract from a document in Offaly Archives which shows a resolution passed at a meeting of Tullamore Urban District Council in May 1916.



A transcript of the document:

<u>Disturbances in Dublin</u>	The Chairman having referred to the disturbances in Dublin during Easter week proposes the following Resolution: - "That this Council desires to record their condemnation of the recent deplorable outbreak in Dublin, which they believe to be gravely detrimental to the real Political [...]" Written across the resolution: <i>Cancelled, PJ Egan, 1/9/20</i>
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(e) When was the resolution in **Source 3** passed and when was it cancelled?

Passed:	Cancelled:
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(f) Name the event in Irish history which was discussed by the Tullamore town councillors in May 1916.

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(g) Using **Source 3**, what could a historian learn about changing attitudes to this event from the document?

Question 2

Answer the following questions which deal with the Reformation in Europe.

(a) What is meant by the term 'Reformation'?

(b) What is meant by 'cause' and by 'consequence' in relation to historical events?

Cause:
Consequence:

(c) Were the following statements causes or consequences of the Reformation in 16th century Europe? Insert a tick (✓) in the correct box in the table below.

	Cause	Consequence
There were abuses in the Catholic Church.		
Wars of religion broke out in Europe.		
The sale of indulgences angered some reformers.		
Catholics and Protestants persecuted each other.		
The Council of Trent reformed the Catholic Church.		
The use of the printing press spread new religious ideas.		

(d) Name the religious reformer you studied as part of your Junior Cycle History course.

--

(e) State **three** religious beliefs associated with this reformer.

1.
2.
3.

(f) Explain **three** actions taken by this reformer to bring about religious change.

1.
2.
3.

Question 3

Sir Arthur Chichester helped to establish the plantation of Ulster. Study the sources and answer the questions which follow.

Source 1: An extract from a report Chichester wrote in 1613 describing the progress of the plantation.

The undertakers [planters] go slowly on with the works of the plantation. They are labouring to make profits from the land rather than erecting strong buildings and bawns [walled enclosures]. Some gentlemen have begun building stone houses, but few are finished.

In the meantime, the undertakers live in weak thatched houses, poorly prepared for defence if they are attacked. They dwell not in towns, as they were ordered, but live scattered up and down their estates. The people of Ulster would cut the undertakers' throats if they had arms and munition to make war.

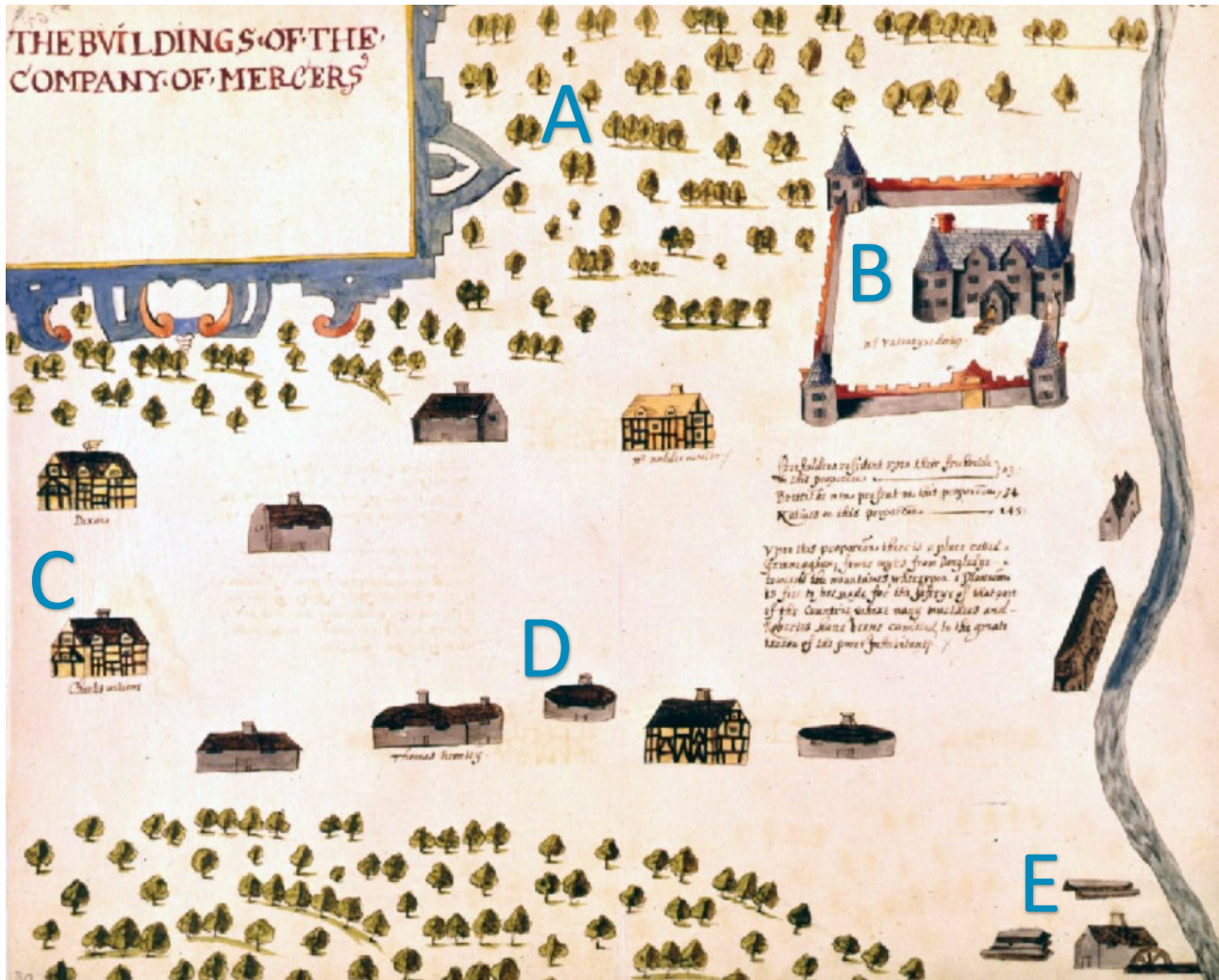
(a) What did Chichester want the undertakers to build?

(b) What work were the undertakers doing instead, according to Chichester?

(c) Give **two** reasons why the undertakers could easily be attacked, according to Chichester.

(d) What prevented the people of Ulster from attacking the undertakers?

Source 2: A map, drawn in 1622, of the plantation village of Kilrea, Co. Derry.



- (e) Five letters, A, B, C, D and E, have been inserted beside features on the map. The letter D from the map has been matched with a feature in the table below. Match A, B, C and E to the other features listed in the table below.

Feature	Letter
A water-powered saw mill	
The surrounding forest	
A small thatched house	D
A fortified house and bawn	
A stone house with a timber frame	

- (f) Read **Source 1** again. What might Chichester have approved of, and what might he have disapproved of in the village of Kilrea, as shown in **Source 2**? Explain your answer.

Approved:
Disapproved:

- (g) Name the plantation you studied for your Junior Cycle History course, and name the King or Queen who ordered this plantation to take place.

Name of plantation:
Name of King or Queen:

- (h) Describe **two** ways in which this plantation contributed to change in Ireland.

1.
2.

The drawing below contrasts life in France with life in England at the time of the French Revolution. Examine the drawing carefully and answer the questions which follow.

Source 1: *French Happiness, English Misery*, by Isaac Cruikshank, 1793.



(a) Describe **two** points of contrast between life in France and life in England, according to the artist in **Source 1**. (An example is given.)

The cat: the French cat looks as if it has starved to death, whereas	
the English cat is alive, well-fed and has caught a mouse.	
1.	
2.	

- (b) What message do you think the artist wanted to give to his English audience about the French Revolution? Support your answer with evidence from **Source 1**.

- (c) Name a revolution in Europe or the wider world (**not** in Ireland) that you studied as part of your Junior Cycle History course.

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- (d) Explain **three** causes of the revolution you studied.

1.
2.
3.

- (e) Name one person involved in this revolution and briefly describe his/her role in the revolution.

Name:

- (f) Do you think that this revolution had a positive and/or negative impact on the country in which it took place? Tick (✓) **one** of the following.

Positive ☐ Negative ☐ Positive and negative ☐

Give reasons for your answer based on events during the revolution and/or its long-term impact.

Question 5

Millions of Irish people emigrated during the 1800s. Look at the sources and answer the questions which follow.

Source 1: An extract from a letter from Mary Garvey, an Irish emigrant in New Jersey, USA, to her mother in Ireland, 25 October, 1850.

I feel very uneasy about you for fear that you may be sick or dead or that you may be suffering for the want of the comforts of life. I am going to send home to you four pounds [£4] and I hope that you will not want for any necessary things.

I like to be in this country a great deal better than in Ireland, for Ireland is a poor place. I hope you will leave that starved country and come over here in the spring. I am happy now but I should be still more happy if I could have you here with me. I have been very lonesome since I have seen no one that I knew.

I live in Hightstown with R.M. Smith. He has a large family and keeps a hotel. I get five dollars a month which is two more than I got at the other place.

- (a) Name the event in Irish history which caused many people to leave Ireland in the 1840s.

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- (b) What is positive about life in America for Mary Garvey, and what is negative? Support your answer with evidence from **Source 1**.

Positive:
Negative:

Source 2: *News from America* by James Brenan, 1875, Crawford Art Gallery, Cork.



(c) What does the painting in **Source 2** tell us about life in Ireland at that time?

(d) What is meant by the term 'Irish diaspora'?

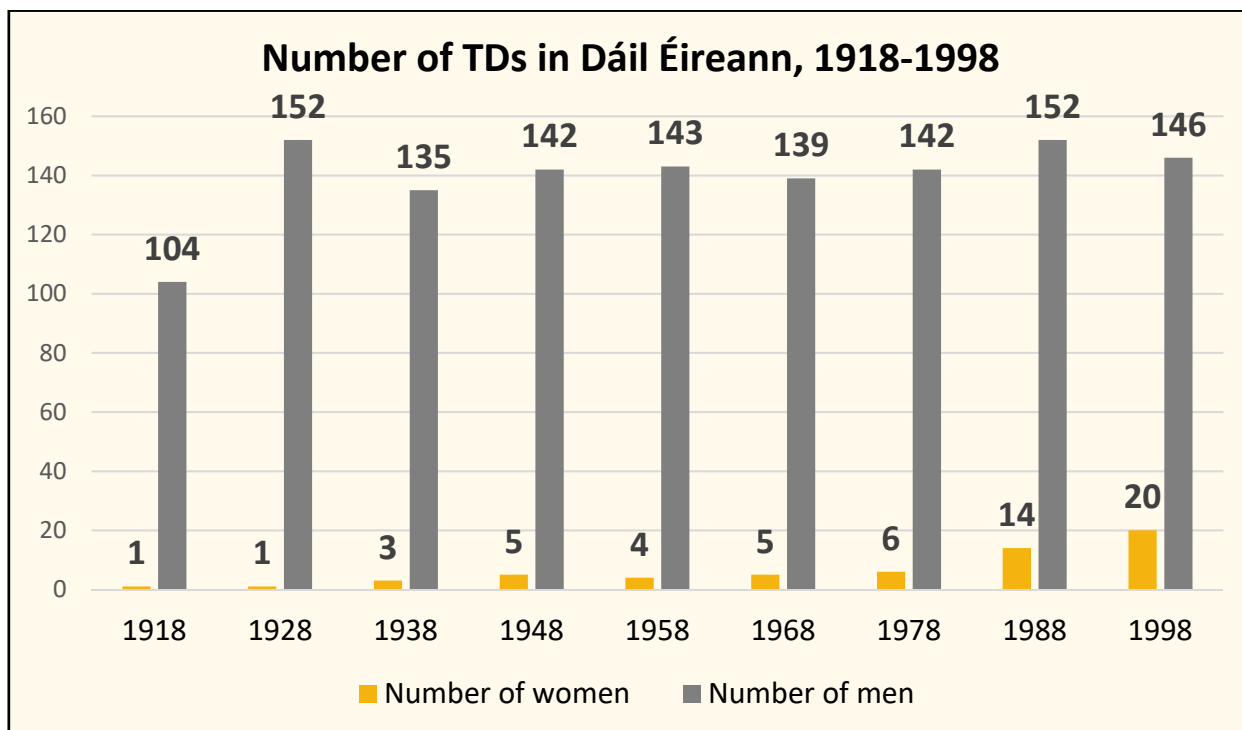
(e) Why were emigrant letters important for Irish families in the 1800s?
Support your answer with evidence from **Source 1** and/or **Source 2**.

(f) Why are emigrant letters important for historians in the 2000s?
Support your answer with evidence from **Source 1** and/or **Source 2**.

Question 6

This question is about the experience of women in Irish society during the twentieth century. Examine the graph below and answer the questions which follow.

Source 1: This graph shows the number of TDs in Dáil Éireann at 10-yearly intervals, 1918-1998.



- (a) In 1978, what was the number of TDs in each category below?

Number of TDs who were men:
Number of TDs who were women:
Total number of TDs:

- (b) Is a graph, such as **Source 1**, a good way of presenting historical data? Explain your answer.

Source 2: Brief details about the political achievements of six women in twentieth century Ireland.

	Máire Geoghegan-Quinn (b. 1950): She was the second woman appointed to ministerial office when she became Minister for the Gaeltacht in 1979 . She later served as Minister for Justice and as Ireland's EU Commissioner.	2
	Mary Harney (b. 1953): In June 1997 , she became the first female Tánaiste. She was the first woman to lead a political party in the Dáil. She served as Minister for Enterprise, Trade and Employment and as Minister for Health.	
	Nan Joyce (1940-2018): In the general election of November 1982 , she was the first Traveller to stand for election to the Dáil. She received 581 votes but did not win a seat. Her campaign highlighted issues of justice and human rights.	
	Countess Markievicz (1868-1927): She was the first woman elected to Westminster in the general election of 1918. She was the only female TD in the first Dáil and the first female minister when she was appointed as Minister for Labour in 1919 .	
	Mary McAleese (b. 1951): She was elected as the second female president of Ireland in October 1997 , and was the first president from Northern Ireland. She promoted issues of justice, social inclusion and anti-sectarianism.	
	Mary Robinson (b. 1944): As a senator and barrister, she won social reforms including the decriminalisation of homosexuality. She was elected as the first female president of Ireland in 1990 . She was later the UN High Commissioner for Human Rights.	

- (c) Insert numbers 1, 3, 4, 5 and 6 in the right-hand column above to put the political achievements of the six women in chronological order, beginning with the earliest.
- (d) Who were the first two women to serve as ministers in Irish governments, and how many years separated their appointments as minister?

First woman minister:
Second woman minister:
Number of years between their appointments:

(e) Name **one** political achievement of Nan Joyce, according to **Source 2**.

(f) Describe key changes in the experience of Irish women during the twentieth century in **one or more** of the following areas:

- Education
- Sport/leisure
- Family life/life in the home
- Employment/work outside the home

[illegible]

Question 7

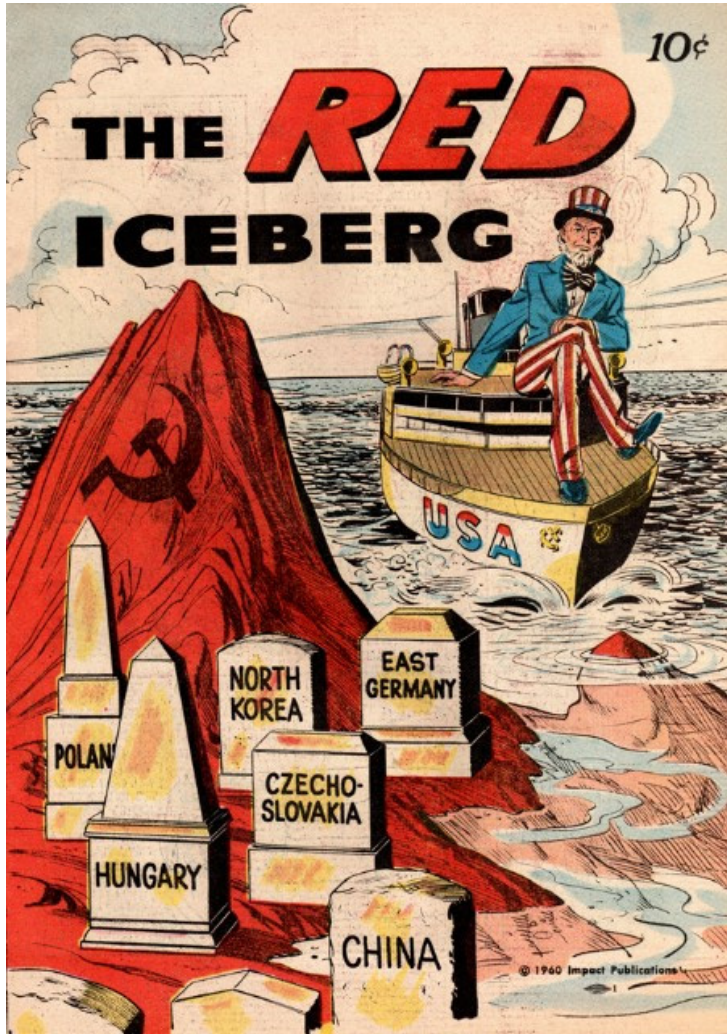
Answer the following questions which deal with the Cold War.

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

- Arms race
- Blockade
- Capitalism
- Communism
- Containment
- Détente
- Domino theory
- Eastern Bloc
- Iron Curtain
- MAD theory
- Superpowers
- Western Bloc

1.	The term used to describe the USA and the USSR after World War II due to their military and political dominance in world affairs.	
2.	The term used to describe the group of countries led by the USA.	
3.	The term used to describe the group of countries led by the USSR.	
4.	A system in which the state controls all business, property and wealth.	
5.	A system which allows private ownership of business, property and wealth.	
6.	Winston Churchill's description of the division between East and West in 1946.	
7.	The belief that if one country turned to communism, nearby countries would soon follow.	
8.	An American policy which aimed to stop the spread of communism.	
9.	Preventing the movement of people, goods and equipment into or out of a certain area.	
10.	Competition between opposing sides to have more and better weapons.	
11.	Mutually Assured Destruction: the belief that nuclear weapons helped to prevent war as both sides would be destroyed.	MAD theory
12.	A relaxation or improvement in relations between East and West.	

Source 1: The front page of a comic book for American school children, 1960.



Cartoonists use symbols to represent meanings in their cartoons.

Symbols used in this cartoon:

- The red iceberg
- The hammer and sickle
- The tombstones
- The boat carrying "Uncle Sam"

(b) One of the symbols listed above has been matched with its meaning in the box below. Match the other symbols with their meanings in the box below.

The USA is represented by	
The USSR is represented by	the hammer and sickle
Communism is represented by	
Countries under communist rule are represented by	

- (c) What was the attitude of the artist who produced *The Red Iceberg* to communism?
Tick (✓) **one** of the following:

Pro-communism ☐ Anti-communism ☐ Neutral ☐

Give **two** reasons for your answer, based on evidence from **Source 1**.

- (d) Name **one** person, issue or event linked to the Cold War.
Explain how this person, issue or event contributed to tension during the Cold War.

Name of person, issue or event:

Question 8

Answer the following questions which deal with a pattern of change across different time periods relating to life and society.

- (a) Name the theme you studied which illustrates a pattern of change across different time periods.

- (b) Identify a primary source that could be used to find evidence on your chosen theme. What information about your chosen theme is contained in this source?

Source:
Information:

- (c) Describe the main changes that occurred at the different times in your chosen theme.

(Answer box continues on the next page)

(Continued):

(d) Which of the changes you described in part **(c)** do you think made the most significant difference to people’s lives? Give reasons for your answer.

Change:
Reasons:

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

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Acknowledgements

- p. 4 Points adapted from Lisa Shortall, *Hidden Treasures – Using archives to explore local history*, at <https://www.youtube.com/watch?v=457sWgsNzi0&t=29s> (Accessed: 22/12/22).
Image adapted from Offaly Archives brochure available at <https://www.offalyhistory.com/wp-content/uploads/2021/01/Offaly-Archives-Brochure.pdf> (Accessed: 11/11/2024).
- p. 5 <https://x.com/offalyarchives/status/1330193557219651584/photo/1>
<https://www.youtube.com/watch?v=PLloAc8Dzc0>
<https://x.com/offalyarchives/status/1415702309439475723/photo/1>
<https://x.com/offalyarchives/status/1317073637057449985/photo/1>
<https://x.com/offalyarchives/status/1338466377288527872/photo/1>
<https://x.com/offalyarchives/status/1651959200392650758/photo/1> (Accessed: 10/11/2024).
- p. 6 Image from Offaly County Council Library Service, *Offaly & the Rising, an Educational Resource*, (Tullamore, 2016).
- p. 9 Extract adapted from R. Dudley Edwards, “Letter-Book of Sir Arthur Chichester, 1612-1614”, *Analecta Hibernia*, no. 8 (1938).
- p. 10 Map adapted from <https://niarchive.org/trails/plantation-rewriting-the-story/img/plantation/mercers-company.jpg> (Accessed: 10/02/24).
- p. 12 Isaac Cruikshank, *French Happiness, English Misery*, 1793, at <https://www.loc.gov/resource/ppmsca.05421/> (Accessed: 04/04/24).
- p. 15 Extract adapted from a letter, Mary Garvey to her mother, October 24, 1850, at <https://rucore.libraries.rutgers.edu/rutgers-lib/3434/> (Accessed: 08/02/24).
- p. 16 James Brennan, *News from America* by, 1875, at <https://crawfordartgallery.ie/james-brenan-news-from-america-1875/> (Accessed: 08/02/24).
- p. 18 Data in graph from https://en.wikipedia.org/wiki/List_of_female_members_of_D%C3%A1il_%C3%89ireann (Accessed: 24/03/24).
- p. 19 Images from: <https://stillslibrary.rte.ie/indexplus/image/2213/080.html>
<http://www.movementhealth2030.com/en/advisors/mary-harney>
<https://www.rte.ie/archives/2017/1121/921778-traveller-activist-nan-joyce/>
<https://www.historyireland.com/100-years-ago-countess-markievicz-appointed-minister-for-labour/>
<https://www.marymcaleese.com/portfolio>
<https://www.womensmuseumofireland.ie/exhibits/mary-robinson> (Accessed: 24/03/24).
- p. 22 *The Red Iceberg* from <https://shc.ashp.cuny.edu/items/show/661> (Accessed: 03/03/2024).

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History

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