

Introduction

The sample material presented here has been prepared to support teacher professional development. It offers a broad indication of types and formats of assessment items that might be used to assess the learning outcomes in the Junior Cycle History specification at a common level, but it is not a complete set of the types and formats that may be used. The items included should be read as examples of individual pieces of assessment material; they do not constitute full or partial examination papers. They are not full or partial questions from an examination paper, neither do they attempt to replicate how the examination paper might be laid out, for example, as an integrated booklet that includes the questions and the space for the student's responses.

Sample 1

Source A: The following image is a screenshot from Fáilte Ireland’s consumer website www.discoverireland.ie.

Discover Ireland promotes Irish tourism and runs the ‘Ireland’s Ancient East’ tourist campaign. This campaign highlights aspects of Irish history going back to ancient times that might appeal to visitors from home and abroad.



i Left: A view of the Shannon through the graveyard at Clonmacnoise. Right: Illuminated illustrations of the Christian Gospels in *The Book of Kells*

“The Land of Saints and Scholars” refers to that time. Between the 6th and 10th centuries, protected by her seas, Ireland was a bastion of early Christianity – a beacon of light in the so-called Dark Ages.

Philosopher-monks held the old religion close, and developed an intense brand of learning whose influence was felt across the Continent. Unique styles of architecture emerged – Irish Round Towers and Celtic High Crosses. Stunning illuminated manuscripts – such as the world-famous *Book of Kells* – were produced.

Ireland sent monks and friars out across the known world. Pilgrims came here from across Europe in search of knowledge and enlightenment.

Image: <https://www.irelandsancienteast.com/discover/stories/themes/sacred-ireland>

1. **Source A** is from a *Discover Ireland* tourist campaign called ‘Sacred Ireland’. Using evidence from the images and text in **Source A**, explain why Ireland was known as ‘The Land of Saints and Scholars.’

Sample 2

Christian themes and images were central to works of Renaissance art, such as *The Last Supper*, (**Source A**, below) painted by Leonardo da Vinci in the 1490s. However, many features of Renaissance paintings were different to artwork from earlier times. Using **Source A** to help your thinking, answer the questions that follow.



Source A

1. What evidence do we have that Christianity was important in the art of the Renaissance? In your answer, mention an artist or piece of art that you know from this period.

2. In what ways did Renaissance paintings look different from artwork from early Christian Ireland?

3. Why do you think Renaissance artists made religion such an important theme in their work? (Your answer may refer to architecture or sculpture, if you wish).

(c) What was the long term result of the reformer's actions in the history of the Reformation?

Sample 3

The piece of art in **Source A** below dates from the middle ages or medieval period. During this period, the Black Death was a plague which killed one third of Europe's population. In the years that followed, many artists and sculptors based their work on the theme of death.



Image: <https://www.bl.uk/catalogues/illuminatedmanuscripts/ILLUMINBig.ASP?size=big&IllID=472>

1. Describe the figures on the left of **Source A**.

2. What do you think the figures shown on the right of **Source A** are meant to be?

3. Why do you think the artist placed the figures on the left alongside the figures on the right?

4. In medieval society, people thought a lot about death and the afterlife as most did not live long lives.

(a) From what you have studied, apart from the plague, give two reasons why people worried that they might not have long lives.

(b) What evidence do we have that people in medieval times were concerned about what happens to people after they die?

5. From what you have studied about medieval times,

- (a) Choose a person who lived in medieval times. Your chosen person may be, for example, a peasant, a lord or lady, a knight, a monk

- (b) Give an account of what life was like for that person. Your answer may refer to, for example, work, food, lifestyle, religion, feudal society, entertainment.

Sample 4



Image: <https://www.studentnewsdaily.com/editorials-for-students/columbus-first-voyage/>

1. The map above shows the route taken by Christopher Columbus when he went to the Americas in 1492. Why did people such as Columbus leave Europe in search of new lands?

4. In 2020, many statues of Christopher Columbus in the United States and elsewhere were targeted by people protesting about injustice and discrimination against people of colour. Similar attacks have taken place in recent years. In August 2017, protestors threw red paint at this statue of Columbus in Buffalo, New York.



Courtesy of City of Buffalo Police Department, New York, USA.

Why are many people unhappy that explorers such as Christopher Columbus are commemorated with statues?

Sample 5

1. Think about an ancient or medieval civilisation that you have studied as part of your course.

(a) Name the civilisation that you studied:

(b) In the space provided below, create a timeline showing when your chosen civilisation lived.

2. Based on what that you have studied, describe **two** ways in which historians have been able to learn about the lives of people from your chosen civilisation.

1.

2.

3 (a) Identify a person that you have studied from your chosen civilisation whom you think is an important person in history

(b) Give two reasons why you think your chosen person is an important person in history.

1.

2.

4. Based on what you have studied, describe **two** ways in which the actions or achievements of your chosen civilisation were important in history.

1.

2.

5. Throughout history, new inventions or discoveries have had a big impact on people's lives. For example, voyages of exploration in the sixteenth century were made possible because of change and innovation in the design of ships, such as these caravels below.



<https://www.history.com/news/christopher-columbus-ships-caravels>

- (a) Describe a technological change or innovation from any time period in the history of Ireland or Europe and the wider world that you have studied.

Sample 6

Examine both **Source A** and **Source B** below and answer the questions that follow.

Source A is a map of the town of Derry or Londonderry dating from the seventeenth century. The town was developed as part of the plantation of Ulster which began in 1609.



Image: <https://www.ria.ie/ga/node/95772>

Source B is an extract from an Irish history book

Though Derry and Coleraine were the key settlements, there were many scattered farms in Ulster; and from early on settlers realised the importance of centring towns on them. The classic plantation town involved fortification, houses of brick and lime and the central square or 'diamond'. The famous walls of Derry were completed in 1618 after four years of building, making it one of Ireland's principal fortresses...But the walls were never really satisfactory, and the town remained vulnerable to attack from the river...Catholics were not allowed to settle inside Derry, as a threatening majority; they colonised the Bogside outside the walls.

Adapted from RF Foster (1988) *Modern Ireland 1600-1972*, pp. 74-75

1. What evidence is there in **Source A** to show that the town of Derry was a plantation town?

2. According to **Source B**, why were Catholics not allowed to live inside the walls of Derry?

6. Based on what you have studied, in what ways did plantations or the growth of towns affect people's identity on the island of Ireland?

Sample 7

Many important changes in the history of Ireland, Europe and the wider world have been caused by revolutions. Often revolutions involved overthrowing the rule of monarchs (kings or queens). The image below in **Source A** shows Louis XVI, King of France, as he is about to be executed in Paris in 1793, during the French Revolution.

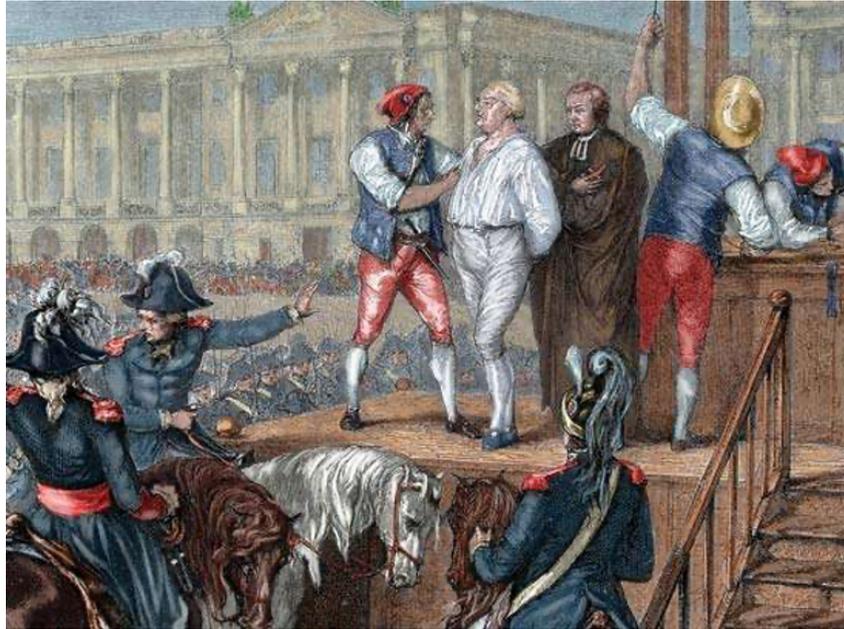


Image: <https://www.britannica.com/event/French-Revolution>

1. (a) Which person in the image do you think is the king? Explain your choice.

- (b) Who do you think is the figure dressed in the brown robe? Explain your choice.

5. (a) Name an important leader of the revolution you have chosen

(b) What was the role of your chosen leader in the revolution that you have studied?

Sample 8

Examine **Source A** and **Source B** and answer the questions that follow.

Source A: This is an edited extract from a letter sent by Judith Phelan from Raheen, Co. Laois, to her niece, Teresa Lalor, who had emigrated to Memphis, Tennessee, USA. It is dated 23rd May 1849.

My dear Teresa,

For the last three years Ireland is suffering hunger and hardship. We have lost our crops. We must buy every bit we eat now for nearly four years and what is worse, no earning, no circulation of money in Ireland at present, no trade.

There are numbers of people dead and sick at present with many disorders from the effects of hunger and bad food. Also there are numbers of our friends and neighbours in the poor house that were in good circumstances when you were young.

We often say you had good success to leave this unfortunate island. I often wished I had gone with you. I suppose the distress of Ireland would pierce the heart of a stone. Were it not for American provision and money Ireland would have been lost before this.

I hope you will pray often for your grandfather as he never forgot you. He would say 'may the Lord be with poor Teresa' which caused him to shed tears frequently for you. I hope you will write frequently to us as it would be a great consolation for us to hear from you. I could not tell you the many difficulties occurred since you left Ireland for it would fill many newspapers.

No more at present from your affectionate and loving aunt

Judith Phelan, Raheen.

Source: Private collection. Reprinted in 'Atlas of the Great Irish Famine', Cork University Press, 2012, p. 220.

Source B: This is an image from the *Illustrated London News*, from 1847.



1. In **Source A**, identify **two** ways in which the Famine affected Judith Phelan's family.

2. In what ways does **Source A** help us to understand more about how emigration to America affected people in Ireland?

3. (a) What we can learn from **Source B** about the impact of the Great Famine on children?

(b) Explain **one** way in which people in England found out about the Great Famine at the time it was happening.

4. (a) Give **one strength** and **one weakness** of a private letter such as **Source A** as a source of evidence about the past

A strength

A weakness

- (b) Give **one strength** and **one weakness** of an illustration such as **Source B** as a source of evidence about the past

A strength

A weakness

Sample 9

Examine **Source A** below and answer the questions that follow.

Source A: The photograph below is of a replica mud cabin home or bothán, typical of Ireland in the 1800s. It is estimated that as many as two million Irish people lived in such homes, containing just one room, in Famine times. This replica was built on the grounds of University College Cork in 2018, where the annual National Famine Commemoration ceremony was held in October of that year.



1. During the time of the Great Famine in Ireland, what kind of people lived in homes such as that shown in **Source A**?

2. Based on evidence that you have studied, explain two causes of the Great Famine in Ireland.

Cause 1

Cause 2

3. Based on evidence that you have studied, describe how the Famine affected the kind of people who lived in homes such as that shown in **Source A**.

4. (a) What is meant by the term 'commemoration'?

(b) Do you think that historical events such as the Famine should still be commemorated today?
Explain your view.

5. (a) Name a historical event, person or theme relating to Ireland's historical links with Europe that you have studied and which you think deserves to be commemorated. Your commemoration idea might be local, national or international.

- (b) From your study of the history of Ireland's links with Europe, why do you think your choice deserves to be commemorated?

- (c) You have been put in charge of organising a commemoration for your chosen event, person or theme. Describe what form your commemoration would take.

Sample 10

Daniel O’Connell (Figure 1), from Derrynane, Co. Kerry, was a famous Irish political leader in the parliamentary tradition in the first half of the nineteenth century. He campaigned to repeal, or remove, the Act of Union which made Ireland a part of the United Kingdom. He wanted Ireland to be free to make its own laws in its own parliament in Dublin.



Figure 1



Figure 2

Figure 1&2: <https://www.pinterest.co.uk/pin/293508100687347794/>

Source A: an edited extract from a speech O’Connell made at a ‘monster meeting’ in Mullaghmast, Co. Kildare, in October 1843, attended by up to 100,000 people (Figure 2).

My friends, I want nothing for the Irish but their country, and I think the Irish are competent to obtain their own country for themselves. I like to have the sympathy of every good man everywhere, but I want not armed support or physical strength from any country. I want not the support of France; I want not the support of America; I will not risk the safety of one of you. I could not afford the loss of one of you—I will protect you all, and it is better for you all to be merry and alive. I wish to live long enough to have perfect justice administered to Ireland, and liberty proclaimed. I have but one wish under heaven, and that is for the liberty and prosperity of Ireland. I am for leaving England to the English, Scotland to the Scotch; but we must have Ireland for the Irish. This is our land, and we must have it. We will be obedient to the queen, joined to England by the golden link of the Crown, but we must have our own Parliament. Stand by me—join with me—I will say be obedient to me, and Ireland shall be free.

This is an edited extract from the speech accessed at <https://www.bartleby.com/268/6/17.html>

1. (a) According to **Source A**, what does Daniel O’Connell want for Ireland?

(b) What evidence is there in **Source A** that Daniel O’Connell wanted to achieve his aims by peaceful means only?

2. Daniel O’Connell died in 1847. From what you have learned about Irish history, did he live to see his wish come true? Explain your answer.

3. From your reading of **Source A**, what evidence is there to suggest O’Connell was a popular man who attracted such huge crowds at his meetings?

4. Daniel O’Connell is commemorated by having the main street in Dublin named after him, with a statue of him also standing on the street (Figure 3).



Figure 3: Statue of Daniel O’Connell on O’Connell St., Dublin

- (a) Name a street, building, statue, memorial or other place named after a significant person from the past that you have learned about. The person you choose may be from Ireland or from Europe or the wider world.

- (b) Why was the person you have chosen commemorated?

Sample 11

The photograph below was originally published in the Cork Examiner newspaper. It shows workers at Lamkins' tobacco factory, which was situated on 9 Patrick St, Cork City, in the early years of the twentieth century. The photograph is available on the website of the National Archives of Ireland.



Image: http://www.census.nationalarchives.ie/exhibition/cork/economy_society/pdf/ExaminerArchives5.pdf

1. Describe what you see in this photograph. Your answer may refer to people, objects, setting, clothing etc.

2. What evidence does this photograph provide about the working lives of women in this factory?

3. What do you think are strengths and weaknesses of photographs as sources of evidence for the historian?

4. What other type of source of evidence might help the historian to understand better the lives of the people shown in this photograph?

Sample 12

My Adopted Soldier is an online project which aims to preserve the memory of Irish people who took part or lost their lives in conflicts including World War 1, the War of Independence, the Irish Civil War and the Easter Rising. History students, helped by their teachers, present their research findings about a person who may otherwise be forgotten. The project can be visited at myadoptedsoldier.com.

The following text from the project is about a soldier in World War One named Robert Maurice Fitzgerald and was written by a student who researched Maurice's background and experience in the war.

- *Robert Maurice Fitzgerald was born on the 7th of March 1892.*
- *Robert Maurice (known as Maurice) was the youngest son of Charles Ball from Nenagh, Co Tipperary and Mary Ellen Fitzgerald of Ballina, Co Mayo.*
- *Unfortunately, I was unable to find any records of education or school life. Although, according to the 1901 census, Maurice and his brothers and sister were able to read and write but could only speak English.*
- *A few years following the death of Maurice's mother in 1894, the family moved to 1 Bankplace St. Nenagh, Co. Tipperary.*
- *In 1908, Maurice and his brother Gerald travelled from Liverpool to Ellis Island, New York. They would further venture up to Weyburn, Saskatchewan (Canada) to farm land. The brothers together owned the farm which consisted of work horses, foals, cattle and poultry. Descendants of the Fitzgeralds still have connections to this farm today.*
- *Maurice never married or had any children.*
- *Maurice Fitzgerald joined the army on the 2nd of May 1917 in Saskatoon, Saskatchewan, nearly a four hour drive from his farm in Weyburn.*
- *His regiment arrived in Belgium before the battle of Passchendaele.*



<https://www.historyextra.com/period/first-world-war/the-forgotten-triumphs-of-passchendaele>

1. How old was Maurice:

(i) When he emigrated to Canada? _____

(ii) When he joined the army? _____

2 (a) What kinds of records do you think might have helped the researcher to find out about Maurice's school life?

(b) In what ways are census records useful for historians?

3. (a) Why do you think Maurice's family moved to Nenagh soon after his mother's death?

(b) For what reasons do you think people like Maurice and his brother emigrated to places like Canada from Ireland in the 1890s?

4. This document is a letter sent to Maurice's father Charles on 20th November 1917, informing him of his son's death in action.

No. RL 1-18-26 Cas 20117.
IN REPLYING, PLEASE QUOTE ABOVE NUMBER.

To Mr Charles B. Fitzgerald,
Provincial Bank,
Renagh Co. Tipperary, Ireland.

CANADIAN RECORD OFFICE,
GREEN ARBOUR HOUSE,
OLD BAILEY, LONDON, E C 4.

Sir, 20th November 1917.

It is my painful duty to inform you that a report has this day been received notifying the death of No. 2193344
Rank Private Name Robert Maurice Fitzgerald
Princess Patricia Canadian
Regiment Light Infantry which occurred at _____
on the 16th November 1917. and I am to express to you the sympathy and regret of the Militia Council at your loss. The cause of death was DIED OF WOUNDS

Further information regarding the personal effects and any balance of pay due to the military estate of the soldier will be communicated to you in due course by the Estates Branch, Canadian Contingents, Pembroke House, 133 Oxford St. London, W. 1. but some time must necessarily elapse before these questions can be dealt with. If you do not receive further communication in six weeks' time, please write to Estates Branch, quoting Reference No. above, also Regimental No., Name and Unit of the deceased soldier.

I am, Sir,
Your obedient Servant

Da Law
Lt Col 11388 i/c Records.
For 11388 i/c Records.
C.O.M.F.

A5. R107-5M.
3510-3-9-17.

- (a) Where does the document suggest Maurice's father worked?

- (b) What is the name of Maurice's army regiment?

- (c) What was Maurice's rank in the army?

- (d) On what date did Maurice die?

- (e) What was the cause of Maurice's death?

5. (a) This letter was how Charles Fitzgerald learned about his son's death. What evidence does it provide about the impact of war on the lives of people at the time of World War One?

Sample 13

In December 1921, delegates representing the Dáil government agreed the terms of the Anglo-Irish Treaty with the British government. The Irish Free State would be set up with its own parliament, although it would not be a full republic but remain part of the British Empire. The Dáil had to agree to the Treaty as well, and there were passionate speeches both for and against the Treaty in the Dáil debates that followed between December 1921 and January 1922. Two of the speakers were Michael Collins and Mary McSwiney.



Figure 1: Michael Collins

<https://www.glasnevintrust.ie/visit-glasnevin/interactive-map/michael-collins/>



Figure 2: Mary McSwiney

<https://www.mutualart.com/Artwork/Portrait-of-Mary-McSwiney-plus-1-other-w/43E3618FE05FADC5>

Read **Source A** and **Source B** and answer the questions that follow.

Source A - Michael Collins, one of the delegates who signed the Treaty, speaks in the debates:

The delegates have been blamed for not returning with recognition of the Irish Republic. They are blamed for not having done much better. I say that this Treaty gives us, not recognition of the Irish Republic, but it gives us more recognition than we have got from any other nation. Deputies [TDs opposed to the Treaty] have spoken about whether dead men would approve of it, and they have spoken of whether children yet unborn would approve of it. In my own small way I tried to have before my mind what the whole lot of them would think of it. And the proper way for us to look at it is that way. There is no man here who has more regard for the dead men than I have. I don't think it is fair to be quoting them against us. I think the decision ought to be a clear decision on the documents as they are before us - on the Treaty as it is before us. On that we shall be judged, as to whether we have done the right thing in our own conscience or not.

Source B - Mary McSwiney, a TD from Cork, speaks in the debates:

I for one will have neither hand, act nor part in helping the Irish Free State to carry this nation of ours, this glorious nation that has been betrayed here tonight, into the British Empire. This is the grossest act of betrayal that Ireland ever endured. I know some have done it from good motives because they thought it best. I do not want to say a word that would prevent them from coming back to their Mother Republic. The speech we have heard [from Michael Collins] sounded very beautiful but I tell you it may sound very beautiful but it will not do. Make no doubt about it. This is a betrayal, a gross betrayal.

Source A&B Adapted from 'Great Irish Speeches' by Richard Aldous, Quercus 2007, pp. 70-77.

1. (a) In **Source A**, who do you think are ‘the dead men’ that Michael Collins says have been used against the delegates who signed the Treaty?

- (b) In **Source A**, what does Michael Collins say the decision about the Treaty should be based on?

2. (a) According to **Source B**, how does Mary McSwiney feel about the Treaty? Support your answer with evidence.

(b) In **Source B**, how do you think Mary McSwiney feels about Michael Collins?

3. The Dáil voted narrowly, by 64 votes to 57, to support the Treaty. What happened as a result?

4. Between 1911 and 1923, many important events took place. In the box below, create a timeline, listing what you think are some of these important events.

						Year
						Event

Sample 14

The United States Holocaust Memorial Museum is in Washington DC. As well as hosting permanent exhibitions that you can visit, the museum hosts many online resources and materials relating to the Holocaust and genocide.

The museum aims to give a voice to Holocaust survivors in a project called 'Behind Every Name a Story'. The project is made up of essays written by survivors or their families. The following piece is adapted from the testimony of Rosa Marie Burger (pictured), who lived with mother, father and brother in a southern German village in the 1930s.



Our village had many Jewish citizens who worked as tradesmen or as farmers. Most were prosperous. During the 1930s, as Hitler came to power, things gradually became more difficult for Jews. By 1933, the Jewish people in our village began to fear the changes that were happening. Jews were restricted from working and received fewer ration stamps than other people. Soon they did not have enough food to eat. Things grew worse and worse. People tried desperately to get out. But it was not easy to leave Germany; it took money and a sponsor. Many of the Jews in our village were wealthy, and some did manage to emigrate. But it was very complicated and, for most people, it simply was not possible.

I remember Kristallnacht. A German embassy official in Paris had been assassinated by a Polish Jew whose parents had been expelled from Germany only days before. The Nazis were so angry, and the Jewish people were terrified. I remember the Nazis coming in trucks to our village from other towns. They stormed the homes of the Jewish people in the night, using their axes to chop through the doors and break the windows. They took or destroyed all the lovely things in these homes: silver, featherbeds, beautiful quilts, even the food that had been so carefully preserved. Many Jewish men and boys were taken away in trucks. They were never seen again.

Much later, the rest of the Jews were rounded up, the women and children. It was on a Saturday morning—the Jewish Sabbath, a day when their religion prohibits them from work or travel. They were told to bring their clothes in bundles and report to the train station. I hid with a friend behind an electric pole near the train station to watch. It was very dangerous. The Nazis were looking carefully for anyone who came to say good-bye.

I saw girls weeping—my friends, girls I had grown up with. Their bundles were placed in the last car and the people were herded onto the train. We lived not far from Dachau [concentration camp]. I assume that was the destination. Before the train left the station, the last car was uncoupled and these people's possessions were left behind. The homes that had belonged to these Jews were taken over by the Nazis.

1. (a) According to Rosa Marie Bolger's testimony, how did things get worse for Jewish people in her village when Hitler came to power?

- (b) Why was 'Kristallnacht' bad for Jewish people in Rosa's village?

2. In what ways is the testimony of survivors of the Holocaust important for historians?

3. (a) What were the Nuremberg Laws, brought in by the Nazis in 1935?

3. (b) How did the Nuremberg Laws affect the lives of Jewish people in Germany?

4. At the Wannsee conference in Berlin in 1942, various Nazi leaders agreed on the 'Final Solution to the Jewish Question' in Europe, which led to the Holocaust.

(a) What was the 'Final Solution' agreed on by the Nazis?

Sample 15

The image below shows the cover of an American comic-book published in 1960. This was a time during the Cold War when many Americans feared that the spread of communism around the world would threaten their freedom and their way of life.

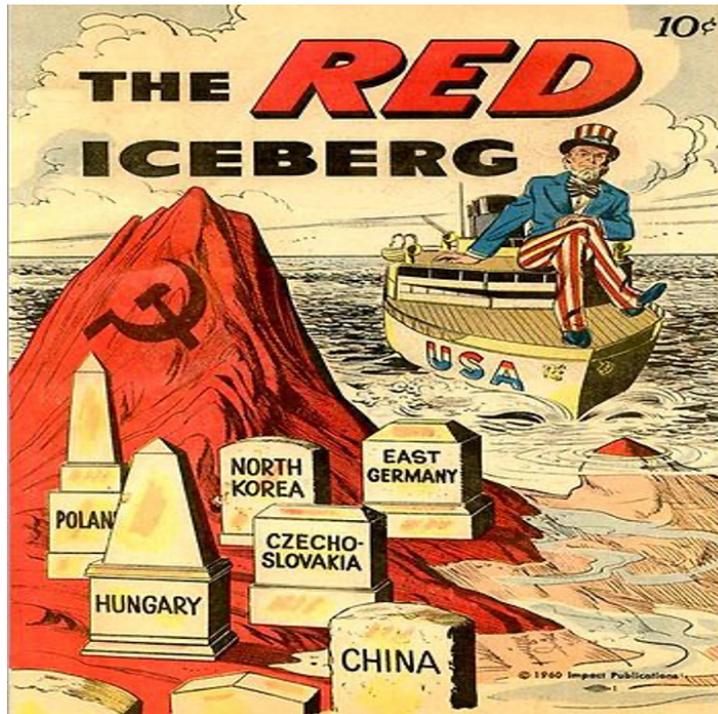


Image: <http://poetryofthecoldwar.weebly.com/the-red-iceberg-author-unknown.html>

1. State which country you think is represented by:

(i) The iceberg: _____

(ii) The boat: _____

What are the reasons for your answers to (i) and (ii) above?

2. The various countries named on tombstones were communist countries in 1960. Why do you think the cartoonist uses the image of tombstones to represent them?

3. What message do you think the cartoonist is trying to get across about the Cold War?

Sample 16

Examine **Source A** and **Source B** and answer the questions that follow.

Source A: The image below is from a civil rights march in Northern Ireland in the 1960s. The marchers are protesting about inequality and injustice in Northern Ireland.



Image: <https://www.iwm.org.uk/history/20-photos-of-the-troubles>

Source B: This is an edited excerpt from a televised speech made by Terence O'Neill, the Prime Minister of Northern Ireland, on 9th December 1968, who brought in changes in response to increasing tension and violence around civil rights marches and protests.

I want to say a word directly to those who have been demonstrating for civil rights. The changes which we have announced are genuine and far-reaching changes and the government is committed to them. Perhaps you are not entirely satisfied: but this is a democracy and I ask you now to call your people off the streets and allow an atmosphere of change to develop. You are Ulstermen yourselves. Your voice has been heard and clearly heard. But I have a word too for all those others who see in change a threat to our position in the United Kingdom. I say to them, unionism armed with justice, will be a stronger cause than unionism armed merely with strength. What, in any case, are these changes that we have decided must come? They all amount to this: that in every aspect of our life justice must be done to all sections of the community.

Adapted from 'Great Irish Speeches' by Richard Aldous, Quercus 2007, pp. 126-128.



Figure 1: Terence O'Neill
<https://www.rte.ie/archives/profiles/oneill-terence/>

1. (a) In **Source A**, identify one civil right that the protestors are highlighting in their posters.

(b) Why was this civil right highlighted by protestors?

2. The image above shows cameramen recording the march. What was the impact of television on the civil rights movement in Northern Ireland?

3. (a) What is the evidence in **Source B** that the civil rights marches had some success in achieving their aims?

- (b) What is the evidence in **Source B** that Northern Ireland was a divided society in the 1960s?

5. The 1960s is seen by historians as a decade of great change in Ireland.

- (a) Apart from the outbreak of the Troubles in Northern Ireland, identify a significant change that occurred in Ireland during this time.

- (b) Describe that change and the impact it had on Irish society in the 1960s and/or afterwards.

Sample 17

On 18th May 2011, during her visit to Ireland, Queen Elizabeth II of England went to Croke Park, the home of the Gaelic Athletic Association (GAA). This was significant because during the War of Independence, on Sunday 21st November 1920, British forces opened fire at the crowd attending a football match in Croke Park, killing 12 people. Earlier that same day, the IRA assassinated 14 people believed to be British intelligence agents. The day became known as 'Bloody Sunday' and made headlines all over the world.



This photograph shows Queen Elizabeth and her husband, Prince Philip, presented with a hurley during their visit to Croke Park.

Examine **Source A** and **Source B** and answer the questions that follow.

Source A: This is an edited excerpt from an interview given by Christy Cooney (president of the GAA 2009-2012) to the GAA's Oral History Project in July 2013. He is talking about the queen's visit to Croke Park. This oral history project has gathered hundreds of hours of recorded interviews with people involved in the GAA to promote understanding of the history of the GAA.

We felt historically it was the right thing to do, the right thing in the history of our country. We knew it was going to be challenging but things change and people evolve. Looking back at it now it was probably a massive thing. My main job was to get a speech done, and to get a history prepared of the association and how I could present that to the Queen during our walkabout. One of the challenging things in the speech was Bloody Sunday, how would you refer to that because of the sensitivities. I was able to get around the situation by mentioning people who died in Croke Park without specific mention of Bloody Sunday though people would know what it meant. It was crucial because you couldn't forget what happened. I had to mention it in a way that was clear without being over the top. And clearly people understood what was being said. And also to give her a very important welcome and recognise what she was doing because it can't have been easy for her either.

Extract taken from <https://www.gaa.ie/the-gaa/oral-history/christy-cooney/>

Source B: Front page of *The New York Times*, Monday 22nd November 1920

"All the News That's Fit to Print."

The New York Times.

THE WEATHER
Unsettled, with rain, today; Tuesday rain, clearing later; fresh southeast wind.
☞ For weather again see next to last page.

VOL. LXX... No. 22,948.
NEW YORK, MONDAY, NOVEMBER 22, 1920.
TWO CENTS in Greater New York | THREE CENTS | FOUR CENTS in Western Cities | Five CENTS elsewhere

OFFICERS' LODGINGS INVADED IN DUBLIN, FOURTEEN KILLED; POLICE FIRE ON CROWD AT ATHLETIC PARK, KILLING TEN; GOVERNMENT TO SEND TROOP REINFORCEMENTS TO IRELAND

LITHUANIANS ASK LEAGUE TO COMPEL PEACE BY POLAND

Notify Assembly That They Are Being Attacked by Fifteen Divisions.

WANT ARTICLE XVI. APPLIED

First Step Would Be Economic Blockade, With Possible Loss of Troops.

W. D. Vandervip Seeks Soviet Recognition; Assails Wilson's Administration as "Idiotic"

LONDON, Nov. 21.—(Washington by the Chicago Tribune Co.) "England has a thousandfold more resources than our country," says Mr. Vandervip, representative of a group of Pacific Coast capitalists, who just has secured an interview with the British Foreign Secretary, Mr. Balfour, and is now in London. "I am sure that the British Government will not accept a trade agreement with Russia. Will Congress refuse the trade of a billion dollars yearly when our factories are idling merely because of the groundless fear of a revolutionary movement which is non-existent?"

Mr. Vandervip offers an offer to purchase all propaganda from America in a quantity of several millions. In his opinion, the American should advise a strong alliance to the Soviet administration over Ireland.

CALL FOR STERN MEASURES

London Press, Indignant at Outrages, Demands Vindication of Law.

GOVERNMENT IS ATTACKED

Outbreak the "Culmination of Murderous Wickedness" on Both Sides, Says Daily Mail.

MAY BE A FINAL DEFIANCE

Some Papers See in Dublin Kill-

Duguid Men Kill Two Near Limerick

DUBLIN, Nov. 21.—Michael Blake and James O'Neill were shot and killed near Limerick last night by disguised men, who held up the motor in which the two were riding to their homes from Limerick Junction.

Dairick Blake, a brother of Michael, and O'Neill were captured by a court-martial in July, and it is believed the attack was the outcome of the trial.

When the automobile was stopped, the attacking party demanded if a man named Duguid was present. Michael answered in the affirmative and was shot dead. O'Neill attempted to escape, but his body was found later riddled with bullets.

ALL SLAIN AT FIXED HOUR

Gangs Shoot Down Court Martial Officials in Their Homes.

TWO KILLED IN A HOTEL

Another Shot Down Before His Wife—Four Prisoners Taken by the Police.

PANIC AT HOCKEY GAME

Police, Seeking Culprits, Fire

Large Reinforcements of Troops for Ireland; Shooting Begins Again at Night in Dublin

LONDON, Nov. 22.—The Daily Mail says that arrangements are under way to send large reinforcements of troops to Ireland and that the opinion is held in official quarters that the danger of assassination is spreading to England.

Five broke out in Dublin this evening in various places, says the Dublin correspondent of The Daily Mail. Twelve men were among those arrested today.

DUBLIN, Nov. 21 (Associated Press).—Shooting began again in the streets just before midnight, and a number of people are reported killed. There is much military activity.

The casualties in Croke Park are semi-officially given as 10 killed and 45 injured, it is stated.

Members of the steady garrison, the five occurred in putting on the Sinn Féin. However, the number of informers is increasing and Dublin Castle expresses confidence that it is making real headway at last.

The murderers, it is supposed, re-

PLANS LAID TO BLOCK SHIPPING GRAFTERS LOCKWOOD INQUIRY TO BE HUNTED DOWN

1. In **Source A**, why does Christy Cooney believe that welcoming Queen Elizabeth to Croke Park was the right thing to do?

2. (a) In **Source A**, why was mentioning 'Bloody Sunday' 'challenging' (difficult) for Christy Cooney in making his speech?

- (b) In **Source A**, why does Christy Cooney say that visiting Croke Park cannot have been easy for Queen Elizabeth?

3. (a) What does the newspaper headline in **Source B** say will happen following the events of Bloody Sunday?

- (b) How useful is **Source B** for historians in understanding the significance of Bloody Sunday in the War of Independence?

5. (a) Name a person in the history of Ireland or the history of Europe or the wider world that you would like to interview as part of an oral history project.

- (b) Why do you think that person would be suited to an oral history project?

- (c) Write down two questions that you would you ask, and the reasons for asking them.

Sample 18

1. (a) Put the following developments in Irish history into the correct chronological order.
(This means the order in which they happened in time.)

- A:** *The Ulster Plantation or another plantation that you have studied*
B: *The founding of early Christian monasteries such as that at Glendalough*
C: *The 1916 Rising*
D: *The Great Famine*
E: *The start of the Northern Ireland 'Troubles'*

Arrange the letters A, B, C, D, E with the earliest date in Box 1 and the latest in Box 5

1	2	3	4	5

- (b) Give a brief explanation for your choice.

2. (a) Which of the following time periods in history was the longest?

A: *the period of the ancient civilisation of Rome (or another civilisation that you have studied)*

B: *the period of colonisation of the Americas by Spain and Portugal*

C: *the period of World War 1*

Answer: _____

(b) Give a brief explanation for the order you have chosen.

3. Choose an aspect of life and society that you have studied where you looked at patterns of change over different time periods, such as one of the following:

Food and drink; Work and leisure; Fashion and appearance; Health and medicine; Crime and punishment.
Your chosen aspect of life and society **does not** have to be one of the above.

- (a) Name the aspect of life and society that you have studied

- (b) Give an account of the changes that you have learned about in your chosen aspect of life and society.

4. Choose an event, issue, place or person from your local place that you have studied which was connected with the bigger history of Ireland or the wider world. (For example, your choice might be a person who had an impact nationally or internationally; or an event that was linked to a national or international development; or a place, such as an historical site or building).

(a) Describe how your chosen event, issue, place or person had an impact on the history of your local place.

(b) How was your chosen event, issue, place or person connected to the bigger history of Ireland and/ or the history of Europe and the wider world?
