



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle Final Examination 2026

History

Common Level

Friday 5 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 rough work:

Question 1

This question deals with archaeology and the impact of climate change.

Source 1: Extracts from a government report on Ireland's archaeological heritage.

- Studies of the climate record in Ireland show that long-term weather conditions are changing. Damage from catastrophic weather events is likely to increase. These weather events can cause flooding, wind damage, coastal erosion, soil movement and wildfires.
- In the marine environment, we can expect rising sea-levels, more frequent storms and greater wave energy.
- The discovery of new archaeological sites as a result of erosion and droughts is likely to accelerate with climate change. Hotter, drier summers are likely to lead to an increase in tourism and extra demand on heritage sites.

Source 2: Photographs of historic sites.



1. Clareabbey, Co. Clare



2. Newgrange, Co. Meath



3. Seefin Castle, Co. Galway



4. Ringfort, Co. Wexford



5. ÉIRE sign, Co. Wicklow



6. Streedagh, Co. Sligo

- (a) Why are catastrophic weather events becoming more common, according to **Source 1**?

- (b) What damage is caused by catastrophic weather events, according to **Source 1**?

- (c) What is **one** possible benefit of climate change for Irish archaeology and heritage, according to **Source 1**?

- (d) Use **Source 2** to match the statements below with the correct photograph number.
An example is given.

	Photograph number
Drought affects crop growth and can reveal hidden archaeological features underground.	2
Flooding around historic sites can weaken foundations and walls.	
Storms cause underwater sands to shift and can expose sunken ships and their contents.	
Violent winds can damage historic buildings causing them to collapse.	
Wildfires can reveal historic sites which had been overgrown.	
Rising sea levels cause coastal erosion leading to the gradual loss of historic sites on or near the coast.	

- (e) In your opinion, what is the impact of climate change on Ireland's archaeological heritage?
Tick (✓) **one** of the following.

Positive ☐

Negative ☐

Both positive and negative ☐

Give **two** reasons for your opinion, using evidence from **Source 1** and/or **Source 2**.

- (f) Give the name and location of a historic site or building you studied/visited.

Name of historic site/building:
Location of historic site/building:

- (g) Give a description of this site or building.
Explain why it is considered historically significant.

Question 2

This question deals with the Age of Exploration. Look at the diagram below and answer the questions which follow.

Source 1: Diagram showing the movement of plants, animals and diseases after 1492.



- (a) Name **two** foodstuffs that were introduced to Europe and **two** foodstuffs that were introduced to America, according to **Source 1**.

Foodstuffs introduced to Europe:
1.
2.
Foodstuffs introduced to America:
1.
2.

- (b) Choose **one** product from America which had a significant impact in Europe.
Explain whether the impact of this product was positive or negative, in your opinion.

Product:
Explanation:

- (c) Choose **one** import from Europe which greatly changed the lives of people in America.
Explain your choice.

Import:
Explanation:

- (d)** Name a conquistador you studied and name the civilisation he conquered.

Name of conquistador:
Name of civilisation:

- (e)** Write an account of the conquistador's actions.

Your account could include points such as:

- The conquistador's aims
- Tactics used by the conquistador
- The impact of the conquistador's actions on the civilisation, etc.

Question 3

This question deals with the Renaissance. Look at the sources below and answer the questions which follow.

Source 1: Scribes in Echternach Abbey, Luxembourg, c. 1040.



Source 2: A printer's workshop in Belgium, c. 1600.



- (a) Describe how books were produced in medieval Europe and, later, in Renaissance Europe. Use the images in **Source 1** and **Source 2** to support your answer.

- (b) Explain **three** ways in which the invention of printing changed life in Europe.

1.
2.
3.

(c) Write about **one** named Renaissance figure of your choice. Include details such as:

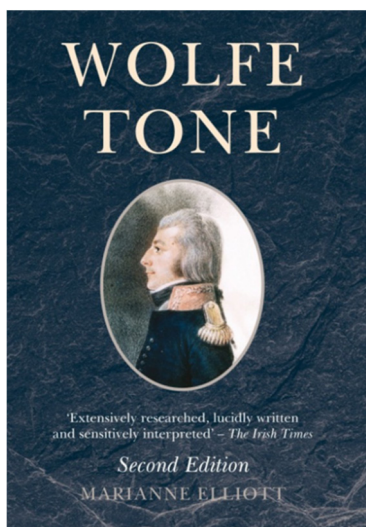
- Brief biographical details relevant to this person's work
- Details about specific works/inventions by this person
- How this person changed art/science/literature, etc.

[illegible]

Question 4

Answer the questions below which relate to a pre-twentieth century rebellion in Ireland.

Source 1: Historian Marianne Elliott describes her research into the life of Wolfe Tone (1763-1798) for a book published in 1989.



In Paris, I visited the many archives that contained Tone's letters and notes to the French government. I consulted historical records in the war, naval and police archives.

Police records enabled me to trace the addresses Tone used while he was in exile in Paris. I walked the streets of Paris, mapping his time there.

I read the journals Tone kept in France. I read the account of his life which he wrote in 1796. I consulted the written records of Tone's son in the Library of Congress, Washington DC.

In the US, Tone's great-great-granddaughter, Kay Dickason, gave me access to records which the family had preserved. These included the original final two letters written by Tone to his wife, Matilda, in November 1798.

(a) Name **two** cities visited by Marianne Elliott for her research on Wolfe Tone.

1.
2.

(b) Is Marianne Elliott's book, *Wolfe Tone*, a primary source or a secondary source?
Give a reason for your answer.

Primary source or secondary source:
Reason:

- (c) What were **three** different types of records created by Wolfe Tone, according to **Source 1**?

1.
2.
3.

- (d) What is meant by the “physical force tradition” in Irish politics?

- (e) Name the pre-twentieth century Irish rebellion you studied for your Junior Cycle History course. What was the impact of this rebellion on Ireland?

Name of rebellion:
Impact of rebellion:

Question 5

Answer the questions that follow in relation to the world war you studied.

Did you study World War I or World War II? Tick (✓) **one** of the following:

World War I ☐

World War II ☐

Source 1: British wartime posters.



World War I



World War II

(a) What is **one** similarity and **one** difference between the posters in **Source 1**?

Similarity:
Difference:

- (b) How does the poster suggest that women's work helped the war effort in the world war you studied?

- (c) Apart from Britain, name **three** other countries which took part in the world war you studied.

1.
2.
3.

- (d) What caused **one** of the countries you named in part (c) to become involved in the war?

Name of country:

- (e) Describe **four** ways in which the lives of people in Ireland, North and/or South, were affected by the world war you studied.

1.
2.
3.
4.

Question 6

Ettie Steinberg is one of six Irish people known to have been murdered in the Holocaust. Read the following account and answer the questions which follow.

Source 1: Account of Ettie Steinberg and her family.



Ettie Steinberg
1914-1942



Wojteck Glück
1912-1942



Leon Glück
1939-1942

Ettie Steinberg was born in Czechoslovakia on 11 January 1914. In 1925, the Steinberg family moved to Dublin and Ettie attended St. Catherine's School on Donore Avenue.

In 1937, Ettie married Wojteck Glück, a Belgian goldsmith, at the Greenville Hall Synagogue in Dublin 8.

Ettie and Wojteck lived in Antwerp, Belgium, and then moved to Paris, where their son, Leon, was born in March 1939.

Germany invaded France in May 1940. Ettie, Wojteck and Leon were now trapped in France. Hoping to evade the Nazis, they moved out of Paris.

Ettie's family in Dublin tried to arrange for them to return to Ireland. A visa granting entry to Northern Ireland arrived too late to save them.

In 1942, the family was arrested in Toulouse and deported to Auschwitz. Ettie, Wojteck and Leon were among over 1,000 prisoners sent to the gas chamber on arrival at Auschwitz on 4 September 1942.

(a) What age was each member of the family when they were killed?

Ettie Steinberg:
Wojteck Glück:
Leon Glück:

Note: be careful to complete both (b) **and** (c).

- (b) Use information from **Source 1** to insert **six** key facts into a timeline of Ettie Steinberg's life. An example is given.
- (c) Draw an arrow to link each key fact to the correct date on the timeline, as shown by the blue arrow pointing to 1912.

1910

1912: *Ettie's husband, Wojteck Glück, was born in Belgium.*

1914:

1915

1920

1925:

1925

1930

1937:

1935

1939:

1940

1940:

1942:

1945

(d) Explain **six** of the following terms as they relate to Nazi persecution of Jewish people.

- Antisemitism
- Propaganda
- Nuremberg Laws
- Gestapo
- Kristallnacht
- Ghetto
- Concentration Camp
- Einsatzgruppen
- Final Solution
- Genocide
- Nuremberg Trials
- Holocaust Denial

1.
2.
3.
4.
5.
6.

Question 7

This question deals with the Northern Ireland Troubles.

In October 1996, the IRA bombed the British Army headquarters in Lisburn, Co. Antrim. One soldier was killed and 30 people were injured in the attack. *The Irish Times* published the following cartoon in reaction to the attack.

Source 1: Cartoon by Martyn Turner, *The Irish Times*, 10 October 1996.



- (a) Do you think that the cartoonist approved or disapproved of the IRA?

Tick (✓) **one** of the following:

Approved ☐

Disapproved ☐

Explain your answer with reference to how the cartoon is drawn and worded.

Drawing:

Wording:

- (b) Apart from the event mentioned on the previous page, name **one** key event that took place during the course of the Northern Ireland Troubles, 1968-1998.

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- (c) Outline what happened during this event.

- (d) Why is this event considered important and/or controversial?

- (e) The Good Friday Agreement, 1998, ended 30 years of violence in Northern Ireland. The following terms relate to the Good Friday Agreement (GFA).

Match the terms with the explanations given in the box below. An example is given.

1. Decommissioning
2. Prisoner releases
3. Principle of consent
4. Power-sharing
5. Referendum
6. Right of identity/citizenship

	Number
Hundreds of Loyalists and Republicans were let out of jail on condition that their organisations supported the GFA.	
A public vote, held in May 1998, in which the people of Northern Ireland and the people of the Republic of Ireland voted to accept the GFA.	
All political parties who support the GFA work together to govern Northern Ireland.	
People in Northern Ireland can regard themselves as British or Irish or both British and Irish, and are entitled to hold British and/or Irish passports.	
A united Ireland can be created if a majority of people in Northern Ireland agree to it.	
Paramilitary groups who supported the GFA took part in a supervised process which put guns, explosives and other weapons out of use.	1.

Question 8

This question deals with the impact of sporting, cultural and social movements on Irish life.

In 1931, people in Gweedore, Co. Donegal, set up a drama society to perform plays in Irish.

Source 1: The front cover and an extract from *Aisteoirí Ghaoth Dobhair 1931-1981 / The Gweedore Players 1931-1981* by historian Noel Ó Gallchóir.



The Gweedore Players were founded by the light of an oil lamp during the winter of 1931. A small group of local people came together to put on a play to pass the long winter evenings and to provide recreation for their community.

This book contains an account of the society's history from 1931 to 1981, the plays they produced, the challenges they overcame, the prizes they won and their other achievements over the years.

It also provides an insight into the history of Gweedore in the twentieth century and into the people who were most involved in the Players, including Áine Nic Giolla Bhríde, who was the leader and backbone of the society.

- (a) Why was the drama society, Aisteoirí Ghaoth Dobhair, established?

- (b) Who was the backbone of the society in its early years?

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- (c) What evidence from **Source 1** shows that the drama society was successful?

- (d) Suggest **one** primary source historian Noel Ó Gallchóir could have used in his research into the history of the Gweedore Players. What information would you expect to find in this source?

Primary source:
Information:

- (e) Name a sporting, cultural or social movement you studied which has had an impact on Irish life at local and/or national level.

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- (f) What is meant by the term 'artefact'?

- (g)** Give one example of an artefact that would help you to learn about the sporting, cultural or social movement you studied. Give a reason for your choice.

Artefact:
Reason:

- (h)** Explain how the movement you studied had an impact on Irish life at local and/or national level.

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

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[illegible]

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Acknowledgements

- p. 4 Text adapted from *Built & Archaeological Heritage Climate Change Sectoral Adaptation Plan*, (Department of Culture, Heritage and the Gaeltacht, 2019), at <https://www.gov.ie/en/publication/c2038-built-and-archaeological-heritage-climate-action/#climate-change-sectoral-adaptation-plan> (Accessed: 12/11/2024). Images from <https://www.museum.ie/en-IE/Museums/Archaeology/Engage-And-Learn/For-Adults/Online-Lecture-Climate-Change-in-Archaeology-Lectu> (Accessed: 13/11/2024) <https://heritageireland.ie/assets/uploads/2020/06/Image-1-floodplain-1200x750.jpg> (Accessed: 13/11/2024) <https://www.geograph.ie/photo/1953686> (Accessed 06/12/21) <https://cherishproject.eu/en/category/project-areas/irish-project-areas/> (Accessed: 13/11/2024) <https://www.irishtimes.com/news/ireland/irish-news/air-corps-discover-ww2-hillside-eire-sign-after-more-than-70-years-1.3586879> (Accessed: 13/11/24) <https://www.museum.ie/ga-IE/Collections-Research/Conservation/Conservation-Projects/Armada-Cannons-and-Gun-Carriage-Wheel> (Accessed: 15/11/2024).
- p. 7 Image from <https://www.irishtimes.com/news/science/how-nonhuman-life-forms-can-change-the-course-of-history-1.3482814> (Accessed: 06/02/2025).
- p. 10 Images from https://www.wga.hu/html_m/zgothic/miniatur/1001-050/2/2henry2.html and <https://www.britishmuseum.org/collection/image/1482536001> (Accessed: 04/12/24).
- p. 13 Adapted from “Writing Wolfe Tone – Prophet of Irish Independence” by Marianne Elliott in Tommy Graham, *Wolfe Tone 225, a History Ireland annual*, (Wordwell Ltd., Dublin, 2024). Image from <https://www.cambridge.org/core/books/wolfe-tone/0FDCC3691B889FDF4B9C5C173BA20F64> (Accessed: 29/08/24).
- p. 15 <https://blog.nationalarchives.gov.uk/image-female-munitions-worker/> <https://beta.nationalarchives.gov.uk/explore-the-collection/explore-by-time-period/second-world-war/second-world-war-propaganda-posters/> (Accessed: 23/11/24).
- p. 18 Text and images based on material at <https://www.holocausteducationireland.org/ettie-steinberg> (Accessed: 13/01/25).
- p. 21 Cartoon by Martyn Turner, *The Irish Times*, 10 October 1996.
- p. 24 Image and text adapted from Noel Ó Gallchóir, *Aisteoirí Ghaoth Dobhair 1931-1981* (Browne Printers, Co. Dhún na nGall, 2021).

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History

Friday 5 June

Morning 9:30 – 11:30