

TASK

CBA 1 *The Past in My Place* - Student researched the circumstances surrounding a train crash at Bray Head in August 1867 and considered how the events of the crash and subsequent investigation affected the development of rail services in the area up to the present day.

FORMAT

Display (large poster with text and images)

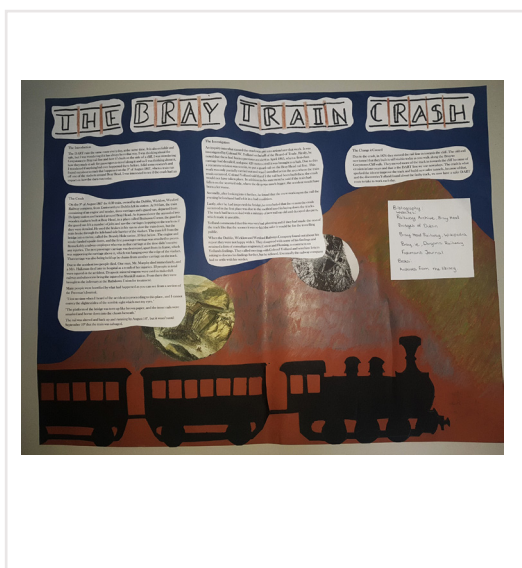
TITLE

'The Bray Train Crash'

TEACHING AND LEARNING

For CBA1 *The Past in My Place*, students experience history at a personal level through the study of a place, issue, event, theme or person related to their locality, place of origin or family history. They present their research in the form of a display.

EVIDENCE OF WORK



[CLICK](#) to view full report

The Introduction

The DART runs the same route every day, at the same time. It is also reliable and safe, but I was wondering if it has always been that way. I was thinking about the Greystones to Bray rail line and how it's built on the side of a cliff. I was wondering how they made it safe for passengers to travel along it and as I was thinking about it, I wondered if anything had ever happened there before. I did some research and found out about a crash that happened on the 9th of August 1867, when a train ran off one of the viaducts around Bray Head. I was interested to see if the crash had an impact on how the darts run today.

Teacher annotations based on Features of Quality

FOQ1, 2, 3: Clearly sets out purpose, with evidence of sense of historical curiosity and of conceptual awareness of causation and impact, and of connections over time.

The Crash

On the 9th of August 1867 the 6:30 train, owned by the Dublin, Wicklow, Wexford Railway company, from Enniscorthy to Dublin left its station. At 9:05am, the train consisting of an engine and tender, three carriages and a guard van, departed from Delgany station and headed around Bray Head. As it passed over the second of two wooden viaducts built at Bray Head, in a place called Brabazon Corner, the guard in the guard van felt a number of jolts and saw the carriages hopping on the tracks as if they were derailed. He used the brakes in his van to slow the train down, but the train broke through the left-hand side barrier of the viaduct. The train fell from the bridge into a ravine, called the Brandy Hole ravine, 33 feet below. The engine and tender landed upside down, and the first passenger carriage was smashed to pieces. Remarkably a railway employee who was in that carriage at the time didn't receive any injuries. The next passenger carriage was destroyed, apart from its frame, which was supporting the carriage above it, which was hanging over the edge of the viaduct. That carriage was also being held up by chains from another carriage on the track.

Due to the accident two people died. One man, Mr. Murphy died immediately, and a Mrs. Haikman died later in hospital as a result of her injuries. 23 people in total were injured in the accident. Dropside mineral wagons were used as makeshift railway ambulances to bring the injured to Shankill station. From there they were brought to the infirmary at the Rathdown Union for treatment.

Many people were horrified by what had happened as you can see from a section of the Freeman's Journal,

'I lost no time when I heard of the accident in proceeding to this place, and I cannot convey the slightest idea of the terrible sight which met my eyes.'

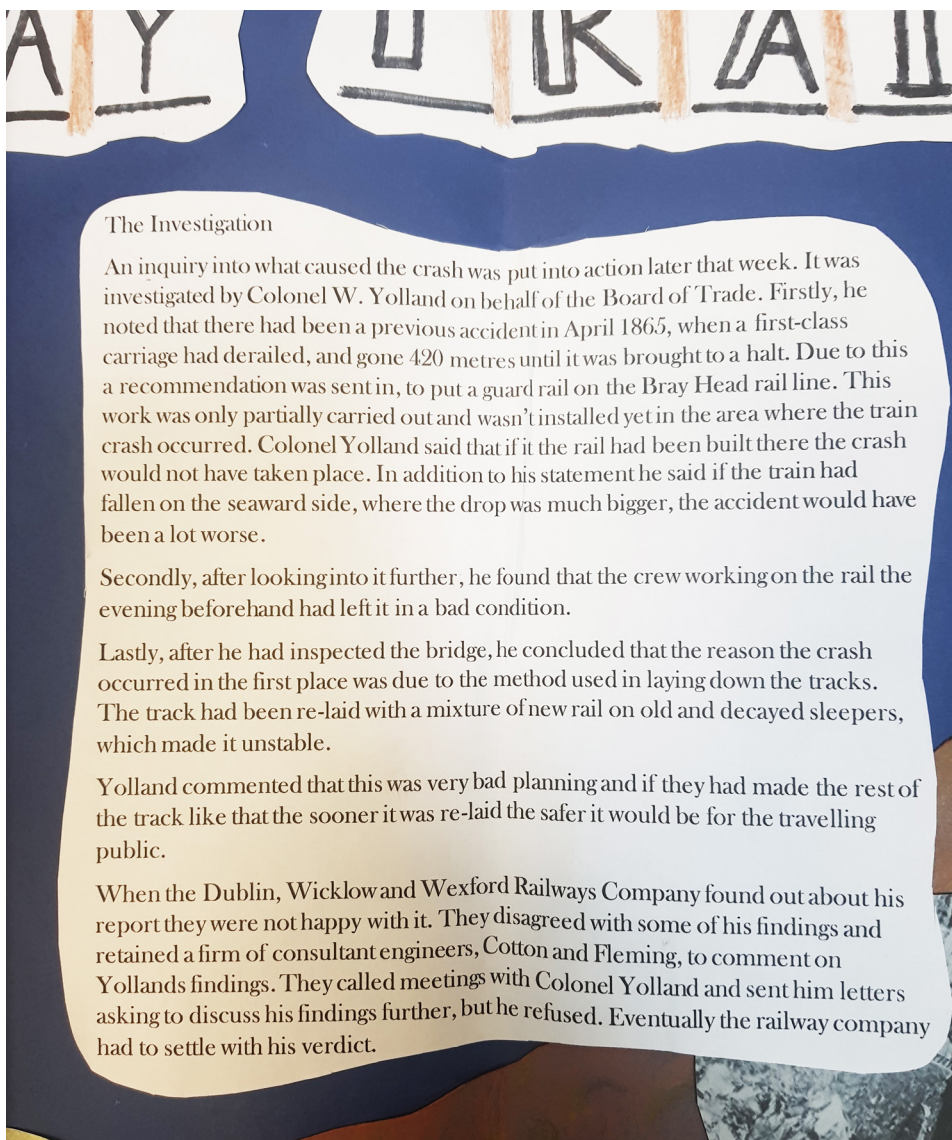
'The platform of the bridge was torn up like brown paper, and the inner rails were smashed and borne down into the chasm beneath.'

The rail was altered and back up and running by August 14th, but it wasn't until September 10th that the train was salvaged.

Teacher annotations based on Features of Quality

FOQ1: Clear description of events of crash, with supporting detail.

FOQ2: appropriate use of reference from contemporary newspaper, appreciation of value of eyewitness testimony as a source of evidence.



The Investigation

An inquiry into what caused the crash was put into action later that week. It was investigated by Colonel W. Yolland on behalf of the Board of Trade. Firstly, he noted that there had been a previous accident in April 1865, when a first-class carriage had derailed, and gone 420 metres until it was brought to a halt. Due to this a recommendation was sent in, to put a guard rail on the Bray Head rail line. This work was only partially carried out and wasn't installed yet in the area where the train crash occurred. Colonel Yolland said that if it the rail had been built there the crash would not have taken place. In addition to his statement he said if the train had fallen on the seaward side, where the drop was much bigger, the accident would have been a lot worse.

Secondly, after looking into it further, he found that the crew working on the rail the evening beforehand had left it in a bad condition.

Lastly, after he had inspected the bridge, he concluded that the reason the crash occurred in the first place was due to the method used in laying down the tracks. The track had been re-laid with a mixture of new rail on old and decayed sleepers, which made it unstable.

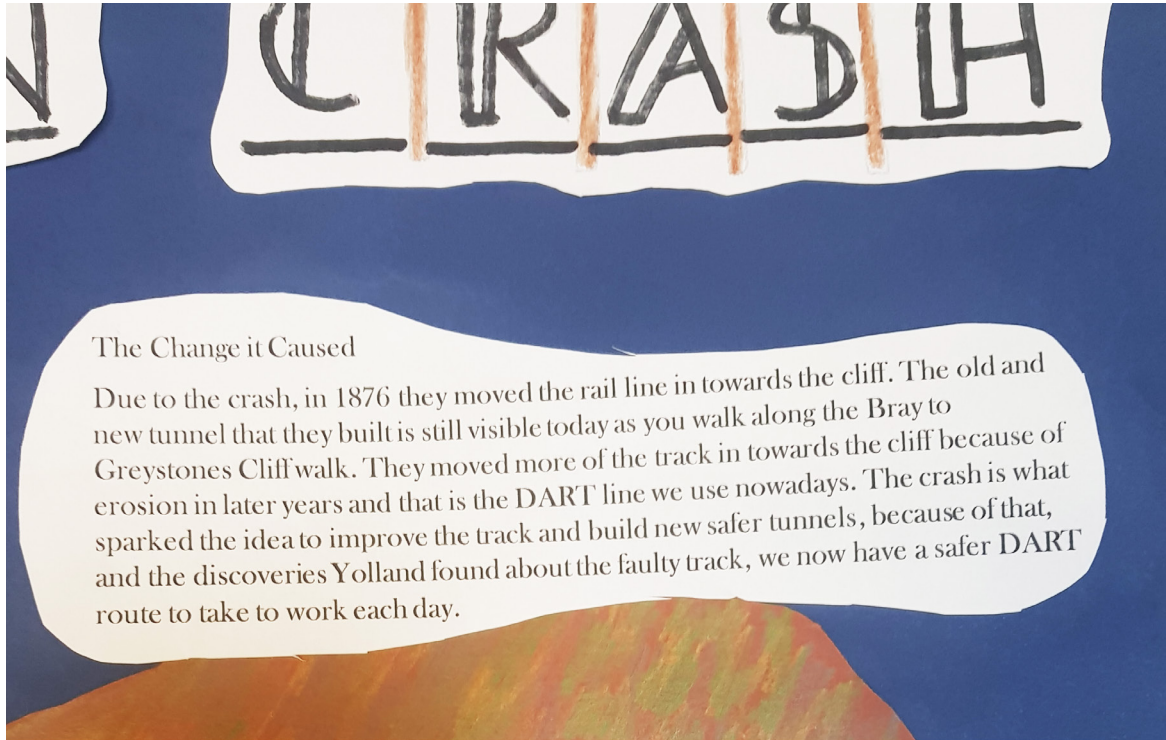
Yolland commented that this was very bad planning and if they had made the rest of the track like that the sooner it was re-laid the safer it would be for the travelling public.

When the Dublin, Wicklow and Wexford Railways Company found out about his report they were not happy with it. They disagreed with some of his findings and retained a firm of consultant engineers, Cotton and Fleming, to comment on Yolland's findings. They called meetings with Colonel Yolland and sent him letters asking to discuss his findings further, but he refused. Eventually the railway company had to settle with his verdict.

Teacher annotations based on Features of Quality

FOQ1: Command of the purpose of the research is evident in a clear narrative detailing the nature of the investigation and the main conclusions drawn.

FOQ2: Shows good understanding of role of evidence and the process surrounding official investigations in describing both the findings and the reaction of the railways company to the official report.

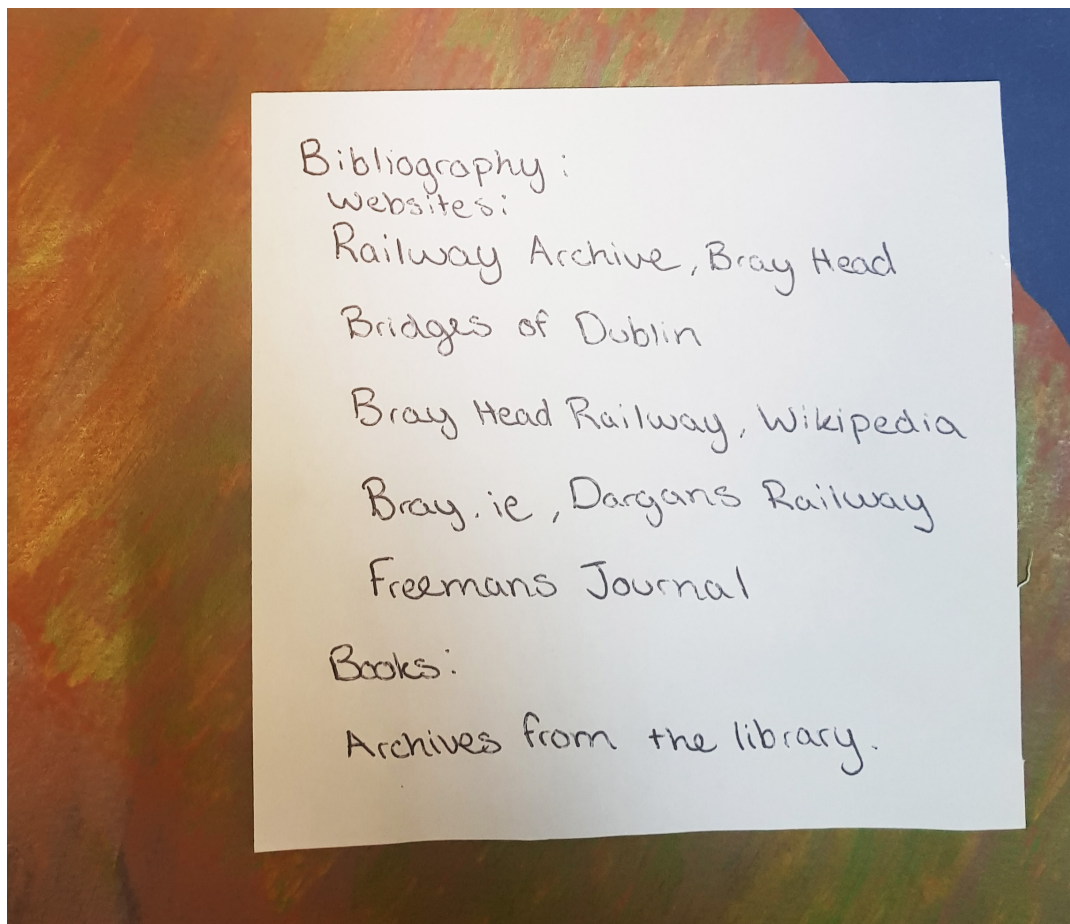


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Teacher annotations based on Features of Quality

FOQ1: Student shows appreciation of cultural inheritance in remarking on the features of the old rail system still evident today. Also shows clear understanding of nature of historical change in notion of crash as 'what sparked the idea' to move the track; and demonstrates the capacity to reflect and draw conclusions/ make historical judgements.


FOQ3: Makes connections between work of the official investigation and the safe tracks now provided for modern rail users.



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Teacher annotations based on Features of Quality

FOQ2: Shows awareness of variety of historical sources and integrates findings from them well throughout the display. Might have made it clearer in parts which sources were being used in particular sections.

	<p>Junior Cycle History Class Based Assessment 1 The past in my place</p> <p>Reflection Sheet</p>
CBA: Title: <i>The Bray Train Crash</i>	
<p>1. What were the most positive things in my experience of working on this CBA?</p> <p><i>I enjoyed finding out about the crash and everytime I found a new piece of information I wondered if it would lead to something else and it was exciting. It helped that I chose a topic I was very interested in.</i></p>	
<p>2. What were the main challenges I faced?</p> <p><i>There were not a lot of websites about the topic so I went to the library, but they didn't have any books about it so I had to look through the old railway archives and it took a while to find what was looking for</i></p>	
<p>3. What did I learn that was historically significant about "The past in my place"?</p> <p><i>The darts are now much safer and if it weren't for the investigation of the crash in the first place the dart line might still be dangerous for people travelling from Greystones to Howth. People have learned from their mistakes and we are safer because of it</i></p>	
<p>4. What did I learn about the role of the historian in conducting and presenting research?</p> <p><i>It is hard to find what you are looking for sometimes but by doing lots of research you get to see every side of the story. You have to know what you're doing and when you put it all together it makes sense finally finally and you can make connections and gain a better understanding. The presentation has to be clear.</i></p>	
Student:	Teacher:
	Date: <i>Tu 28/1/20</i>

Teacher annotations based on Features of Quality

FOQ1: Shows very good understanding of the role of the historian with reference to 'you get to see every side of the story...and you can make connections and get a better understanding.'

FOQ2: Strong understanding of role of evidence in making judgements- appreciates difficulty in finding information and need to take time to look at different sources, e.g. old railway archives.

FOQ3: Shows appreciation of the connection between the events of the crash and the subsequent investigation and the current status of the rail line; also shows historical understanding through insight into how people learn from mistakes.

GENERAL TEACHER ANNOTATIONS BASED ON FEATURES OF QUALITY

FOQ1, 2, 3:

The presentation is shaped to a clear purpose- sections headed Introduction, The Crash, The Investigation and The Change it Caused provide coherent frame for the display. Rationale for the display shows a strong sense of historical consciousness in the student's observation of his/her place. Appreciation of concept of cause and consequence evident in student wondering about possible impact of crash on how DART runs today. Artistic rendering of train from the period is nice addition. Overall impression conveyed is of strong and assured sense of historical consciousness and understanding of evidence, as well as appreciation of the 'big picture'.

LEVEL OF ACHIEVEMENT

Best fit on balance judgement =



Above expectations

The annotations capture observations by the student's teacher, using the features of quality, with a view to establishing the level of achievement this work reflects. The annotations and judgments were confirmed by a Quality Assurance group, consisting of practising teachers and representatives of the Inspectorate, the State Exams Commission and the Junior Cycle for Teachers support service.