

1. PICTURES

(15 marks)

Study the pictures – **A1, A2, B and C** - which accompany the paper and then answer the following questions:

(a) **PICTURES A1 and A2**

Picture A1 shows an agricultural scene from the Middle Ages. Picture A2 shows the seed drill, a mechanical tool developed by Jethro Tull during the Agricultural Revolution.

- (i)

From picture **A1**, give **one** disadvantage of the method used to sow seed.

.....

..... (1)
- (ii)

Give **one** piece of evidence from picture **A2** to show that the seed drill was a more effective tool for sowing seed.

.....

..... (2)
- (iii)

Apart from the invention of the seed drill, mention **one** improvement made to farming during the Agricultural Revolution.

.....

.....(2)

(b) **PICTURE B**

Picture B is a poster for the Irish Volunteer Force, an organisation set up in November 1913.

- (i)

What organisation is the poster asking women to join?

.....

..... (1)
- (ii)

What evidence is there to suggest that the women will be involved in the military activities of the organisation?

.....

..... (2)
- (iii)

From your study of *Political Developments in Twentieth-Century Ireland* what was the main aim of the Irish Volunteers?

.....

..... (2)

(c) **PICTURE C**

Picture C is a cartoon from Dublin Opinion, a monthly magazine published between 1922 and 1968.

- (i) Why is the old man, labelled **X**, unhappy?

.....
..... (1)

- (ii) During which decade of the twentieth century did Ireland's first national television service, RTE, begin broadcasting?

1940s ☐

1950s ☐

1960s ☐

(2)

- (iii) Give **one** reason why cartoons such as picture C can be useful sources for historians.

.....
.....
..... (2)



Coimisiún na Scrúduithe Stáit

JUNIOR CERTIFICATE EXAMINATION, 2014

HISTORY - HIGHER LEVEL

(Do NOT include these pages with your answer book.)

SOURCES

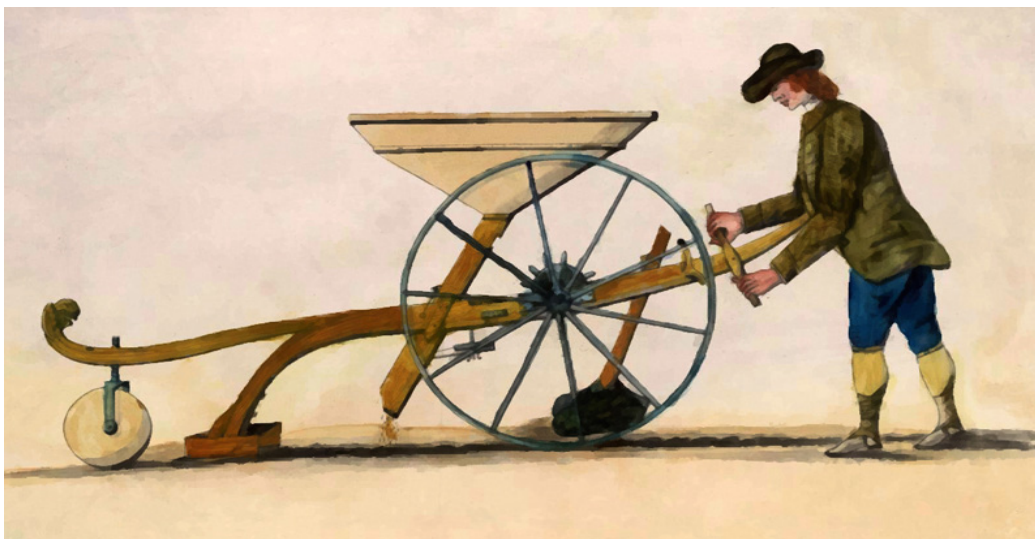
1. PICTURES

PICTURE A1



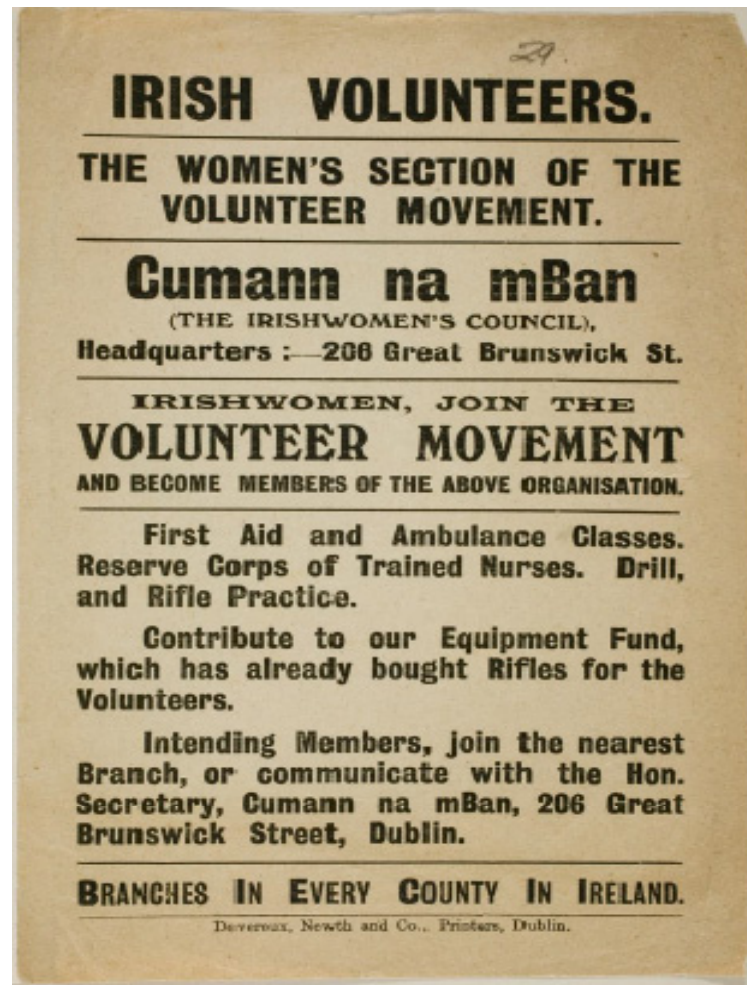
Source: www.shsu.edu

PICTURE A2

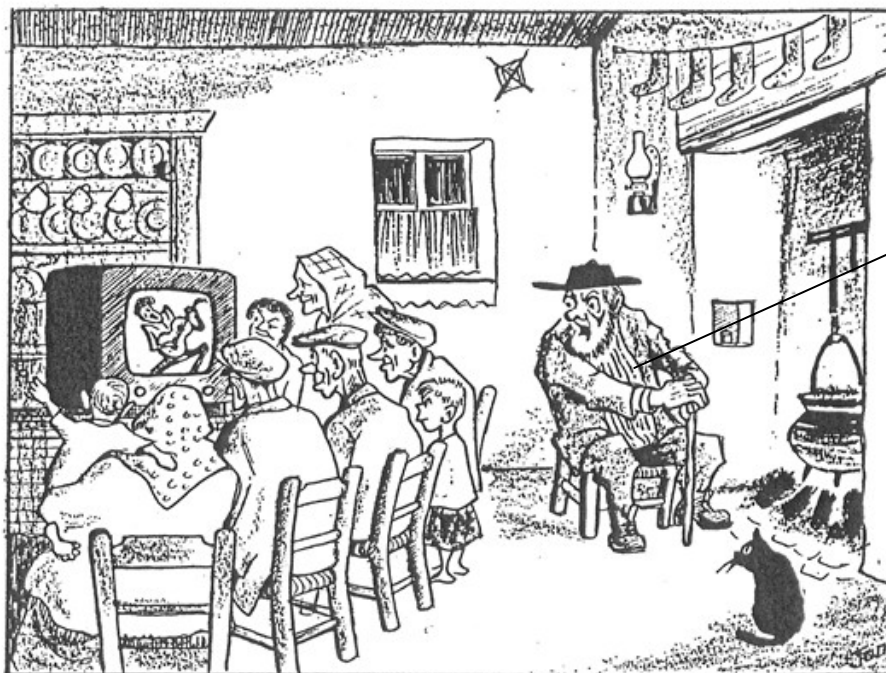


Source: <http://makinghistoryrelevant.wordpress.com>

PICTURE B



Source: <http://www.nli.ie>



PICTURE C



"Di fear ann fadó agus fadó a di—will ye listen to me?"

Source: <http://www.ouririshheritage.org>

2. DOCUMENTS (15 marks)

Read the two documents, **1** and **2**, which accompany this paper and then answer the following questions:

(a) **DOCUMENT 1**

Extract from 'The Life of Michelangelo' by Ascanio Condivi, 1553. He describes the artist's experience while painting the ceiling of the Sistine Chapel.

- (i) How long did it take Michelangelo to complete the painting?

..... (1)

- (ii) How do we know from the source that people at the time were impressed with Michelangelo's work?

.....
..... (1)

- (iii) Was the Pope fully satisfied with Michelangelo's work? Give **one** piece of evidence from the source to support your answer.

.....
.....
..... (2)

- (iv) What evidence does the writer give of Michelangelo's diligence and attention to his work?

.....
.....
..... (2)

- (v) From your study of the Renaissance, what was a *fresco*?

.....
..... (2)

DOCUMENTS

DOCUMENT 1

Extract from the 'Life of Michelangelo' by Ascanio Condivi, 1553. He describes the artist's experience while painting the ceiling of the Sistine Chapel.

He finished this entire work in twenty months, without any help whatever, not even someone to grind his colours for him. It is true that I have heard him say that it is not finished as he would have wanted, as he was hampered by the urgency of the pope. On All Saints' Day, when he revealed the work, the pope saw it with immense satisfaction and all Rome admired it and crowded to see it.

What was lacking was the retouching of the work with ultramarine and, in a few places, with gold to give it a richer appearance. Pope Julius really wanted Michelangelo to add these touches but, when Michelangelo thought about the trouble it would give him, he answered that what was lacking was nothing of importance. 'It really ought to be retouched with gold,' answered the pope, to whom Michelangelo responded, 'I do not see that men wear gold.' The pope said, 'It will look poor.' Michelangelo answered in jest, 'Those who are depicted there, they were poor too,' and so the work has remained.

Because he had spent such a long time painting with his eyes looking up at the vault, Michelangelo then could not see much when he looked down, so that if he had to read a letter or other detailed things, he had to hold them with his arms up over his head. Nonetheless, after a while, he gradually grew accustomed to reading again with his eyes looking down. From this we know how great were the attention and diligence with which he did this work.

'Michelangelo Paints the Sistine Chapel', EyeWitness to History, www.eyewitnesstohistory.com (2005).

(b) **DOCUMENT 2**

Extract from an eyewitness account of an RAF pilot in the Battle of Britain, 1940.

- (i) According to the source, where did the battle between the British and German fighter planes take place?

..... (1)

- (ii) Apart from the Messerschmitt, name **one** type of German fighter plane mentioned in the document.

..... (1)

- (iii) What evidence is there to suggest that, even though they were enemies, the writer had respect for the German fighter pilots?

.....

.....

..... (1)

- (iv) What reason does the writer give to explain why the two Messerschmitts turned away for home?

.....

.....

..... (2)

- (v) ‘*Never was so much owed by so many to so few.*’ Which British wartime leader said these words in praise of the RAF after its success in the Battle of Britain?

..... (2)

DOCUMENT 2

Extract from an eye-witness account of an RAF pilot in the Battle of Britain, 1940.

I went down in a steeply-banked dive on to the tail of a forward line of Heinkels. I knew the air was full of aircraft flinging themselves about in all directions, but I was conscious only of the Heinkel I had picked out. I pressed the button, he went down in a spin, blanketed with smoke and with pieces flying off.

Diving down, I noticed that the running progress of the battle had brought me over London again. I could see the network of streets with the green space of Kensington Gardens, and I had an instant's glimpse of the Round Pond, where I sailed boats when I was a child.

A Dornier 17 sped right across my line of flight, closely pursued by a Hurricane and behind came two Messerschmitts. I swung in towards them, thumbed the gun button, and let them have it. The leading Messerschmitt simply came to pieces in the air but his companion, with one of the speediest and most brilliant 'get-outs' I have ever seen, went right away in a half Immelmann turn. I missed him completely so he got away. I had to hand it to him.

At that moment, some instinct made me glance up at my rear-view mirror and spot two Messerschmitts closing in on my tail. My fuel reserve was running out and I had only about a second's supply of ammunition left. I was certainly in no condition to take on two Messerschmitts. But they seemed no more eager than I was. Perhaps they were in the same position, for they turned away for home. I put my nose down and did likewise.

<http://www.eyewitnesstohistory.com/airbattle.htm>

3. SHORT-ANSWER QUESTIONS

(20 marks)

Answer **TEN** of the following questions. Each is worth 2 marks.

- (i) From your study of history, explain what a primary source is. Give **one** example.

Explanation:

Example: (2)

- (ii) Explain **two** of the following terms relating to the Early Christian monastery.

High Cross

Beehive Cell

Round Tower

.....

..... (2)

- (iii) Give **one** major characteristic of Gothic architecture.

..... (2)

- (iv) Name **two** stages in the training of a medieval craftsman.

..... (2)

- (v) Name **one** Renaissance painter from OUTSIDE Italy and **one** of that painter's works.

Painter:.....

Work:..... (2)

- (vi) Mention **two** developments in science **or** medicine during the Renaissance.

.....

..... (2)

- (vii) Name **one** sixteenth-century religious reformer and **one** of that reformer's beliefs.

Reformer:

Belief:(2)

- (viii) Give **two** consequences of the Reformation in Europe during the period 1517-1648.

.....

.....(2)

- (ix) Give **two** causes of the Great Famine, 1845-1850.

.....

.....(2)

- (x) During the Great Famine (1845-1850) what were *coffin ships*?

.....(2)

- (xi) What change came about as a result of the Act of Union, 1801?
.....
..... (2)
- (xii) Give **two** important results of the Civil War in Ireland, 1922-1923.
.....
..... (2)
- (xiii) What was the purpose of the Boundary Commission, 1924-1925?
.....
..... (2)
- (xiv) Name **two** political parties that were part of the first Inter-Party government, 1948-1951.
..... (2)
- (xv) Why were the leaders of the Weimar Republic, established in Germany after World War I, referred to as the *November Criminals*?
.....
..... (2)
- (xvi) Mention **two** ways the German Nazi Party used propaganda to gain support.
.....
..... (2)
- (xvii) In relation to Hitler and the Jews, what was the *Final Solution*?
.....
..... (2)
- (xviii) Mention **one** reason why there was division in Europe at the end of World War II.
.....
..... (2)
- (xix) Give **two** examples of discrimination against Catholics in Northern Ireland after partition in 1920.
.....
..... (2)
- (xx) During the 'Troubles' in Northern Ireland, what was the *Battle of the Bogside*?
.....
..... (2)

4. PEOPLE IN HISTORY (40 marks)

Answer A and B

A. Select **one** of the people listed below. Write about that person.

- (i) A person living in a **named** ancient civilisation **OUTSIDE** Ireland. (20)
- (ii) A person living in ancient (pre-Christian) Ireland. (20)
- (iii) A native Irish landowner who lost land in a **named** plantation during the sixteenth or seventeenth century. (20)

AND

B. Select **one** of the people listed below. Write about that person.

- (i) A factory/mine owner during the Industrial Revolution in Britain c. 1850. (20)
- (ii) A German soldier who took part in Operation Barbarossa (the invasion of Russia, June 1941).

OR

A British or American soldier who took part in D-Day (Allied landings in France, June 1944). (20)

- (iii) A **named** political leader in the Republic of Ireland during the period 1960-1985. (20)

SOURCE D

An edited extract from the American Declaration of Independence, 1776

We hold these truths to be self-evident, that all men are created equal, ... with certain unalienable rights, among these are Life, Liberty and the pursuit of Happiness... Whenever any form of Government destroys these, it is the Right of the People to alter or to abolish it, and to institute [set up] new Government.

The history of the present King of Great Britain is a history of repeated injuries ... all having the direct aim to establish absolute Tyranny over these States. To prove this, let Facts be known: *Quartering large bodies of armed troops among us and protecting them from punishment for any murders committed on the inhabitants of these States. Cutting off our Trade with all parts of the world. Imposing Taxes on us without our Consent. Depriving us in many cases, of the benefits of Trial by Jury. For transporting us beyond Seas to be tried for pretended offences...*

We, the Representatives of the United States of America, in General Congress, do, in the Name and by Authority of the good People of these Colonies, solemnly publish and declare, that these United Colonies are, and of Right ought to be Free and Independent States.

SOURCE E



<http://teachnet.eu>

SOURCE F



Kildarelocalhistory.ie

A. Source D

- (i) According to **Source D**, what form of government do people have the right to alter or abolish? (2)
- (ii) Mention **two** facts given in the Declaration as proof of the King's absolute tyranny over the United States. (2)
- (iii) What solemn declaration is made by the representatives in General Congress? (2)
- (iv) From your study of the American War of Independence, give **two** reasons to explain why the American forces defeated the British. (4)

B. Source E and F

- (i) Name the leader, shown in **Source E**, of the Society of United Irishmen set up in Belfast in October, 1791. (2)
- (ii) Do you think the artist who painted **Source F** was a supporter or an opponent of the 1798 Rebellion in Ireland? Give **one** reason to support your answer. (2)
- (iii) Give **two** important aims of the Society of United Irishmen. (4)

C. Write an account of **one of the following topics:**

- (a) The impact of the American War of Independence on France.
- (b) The Reign of Terror in France, September 1793 - July 1794.
- (c) Reasons for the failure of the 1798 Rebellion in Ireland.

(12)

6. Answer **two** of the following questions, **A, B, C, D.** (60 marks)

(A) AGE OF EXPLORATION

- (i) Give **two** reasons why rulers were prepared to sponsor voyages during the Age of Exploration. (2)
- (ii) Explain the purpose of **two** of these aids to navigation.
Astrolabe; Logbook; Log and Line; Sand-Glass. (2 x 2)
- (iii) Identify **two** features of the caravel, which made it better than other sailing ships. (2 x 2)
- (iv) Write an account of the contribution to the Age of Exploration of **two** of the following:
- (a) Portugal's contribution to the Age of Exploration.
(b) Hernando Cortes and the conquest of Mexico.
(c) The main effects of the voyages of exploration. (10 x 2)

(B) SOCIAL CHANGE IN TWENTIETH-CENTURY IRELAND

- (i) State how each of **three** of the following sources might be useful to a historian researching social change.
Interviews with elderly people; Census returns; Personal diaries; Old maps (2 x 3)
- (ii) Identify **three** major changes in communications since 1960. (2 x 3)
- (iii) Give **three** major changes in education since 1960. (2 x 3)
- (iv) What have been the main changes in the role of women since 1945? (12)

(C) POLITICAL DEVELOPMENTS IN TWENTIETH-CENTURY IRELAND

- (i) Explain **two** of the following terms relating to the 1916 Easter Rising.
Castle document; Military Council; Blood Sacrifice; Proclamation of the Irish Republic (2 x 2)
- (ii) In your answerbook supply the missing words in the following sentences (1)-(6). You should number the words correctly, but you need not re-write the sentences.
Do not answer this question on your examination paper.
- (1) De Valera went to London in July 1921, but failed to reach agreement with Prime Minister, L.....G..... on the terms of a treaty.
- (2) In October 1921 an Irish delegation led by G..... and Collins took part in Treaty talks with the British government.
- (3) The Irish delegates were treaty plenipotentiaries, but De Valera ordered them to consult him before s..... any treaty.
- (4) The British Prime Minister put pressure on the Irish delegates to sign an agreement. He threatened immediate and terrible w....
- (5) On 6 December 1921 the A..... I.....Treaty, which ended the War of Independence, was signed by the delegates.
- (6) The Treaty divided the Dáil and the IRA. It led to a C.....War. (1 x 6)

(iii) Give an account of **two** of the following:

(a) The Dublin strike and lockout, 1913.

(b) Struggle for independence in Ireland, 1919-1921.

(c) Fianna Fáil in government, 1932-1939. (10 x 2)

(D) INTERNATIONAL RELATIONS IN THE TWENTIETH CENTURY

(i) '*Fascism was a new political movement in Europe after World War I.*'
Give **two** main ideas of Fascism.

(2 x 2)

(ii) Write an account of **one** of the following:

(a) Mussolini's political achievements.

(b) Hitler's foreign policy: the path to war, 1933-1939.

(c) Italy's involvement in World War II. (10)

(iii) Give **two** reasons why Germany was defeated in World War II. (2 x 2)

(iv) Write an account of **one** of the following:

(a) A **named** major crisis in the Cold War between the USA and the USSR during the period 1945-1963.

(b) Events leading to European unity, 1945-1973.

(c) The struggle for independence in a **named** African **or** Asian country since 1945. (12)