

1. PICTURES

(15 marks)

Study the pictures - **A, B1, B2 and C** - which accompany the paper and then answer the following questions:

(a) **PICTURE A**

*Picture A shows a standing stone from Celtic times.*

- (i)

What term is used to describe the markings on the stone?

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

What purpose do archaeologists believe these stones had in Celtic times?

.....

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

Apart from standing stones, mention **one** achievement in arts or crafts associated with the Celts in Ancient Ireland.

.....

.....(2)

(b) **PICTURES B1 and B2**

*Picture B1 is an artist's impression of a medieval manor house; B2 shows a map of a medieval manor.*

- (i)

From picture **B1**, identify **one** defensive feature of the manor house.

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

Explain the purpose of the common marked **X** in picture **B2**?

.....

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

Picture **B2** shows the three-field or open-field system of farming. Mention **two** disadvantages of this system.

.....

.....

..... (2)

(c) **PICTURE C**

*Picture C shows a riot in Dungarvan, Co. Waterford during the time of the Great Famine 1845-50.*

- (i) What are the people involved in the riot attempting to do?

.....(1)

- (ii) Apart from the action being taken, what evidence is there in picture C to suggest that the people are suffering great hardship?

.....

..... (2)

- (iii) Mention **two** consequences for Ireland of the Great Famine of the 1840s.

.....

.....

..... (2)

<b>2. DOCUMENTS</b> (15 marks)
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Read the two documents, **1** and **2**, which accompany this paper and then answer the following questions:

(a) **DOCUMENT 1**

*These are two accounts of the bombing of the German city of Dresden, 1945. **A** is an eye-witness account by German schoolgirl, Karin Busch. **B** is the account of British Air Vice-Marshall Donald Bennett.*

- (i) Why did Karin Busch believe that Dresden would not be bombed?

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

- (ii) Give **one** piece of evidence from Document **1A** to suggest that the bombing of Dresden was particularly heavy.

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

- (iii) 'Dresden was a prime target that night.'  
What **two** reasons does Air Vice-Marshall Donald Bennett give for the bombing of Dresden?

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

- (iv) Both accounts are primary sources. Give **one** reason why primary sources are useful to historians.

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

- (v) Why is it important for historians to obtain evidence from more than one source?

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

(b) **DOCUMENT 2**

*An extract taken from 'Chains or Change, Irish Women's Liberation Movement Manifesto', March 1971.*

- (i) According to the document, what promise made by Article 40 of the Irish constitution has not been kept?

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

- (ii) *'Irishwomen in the home have inferior status.'*  
Give **two** pieces of evidence from the document to support this view.

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

- (iii) Give **two** problems, mentioned in the document, for women who wish or need to go out to work.

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

- (iv) From your study of social change in twentieth-century Ireland, mention **two** ways in which women's lives have changed since the early 1970s.

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

**3. SHORT-ANSWER QUESTIONS**  
(20 marks)

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

- (i) What is a secondary source? Give an example.

Explanation: .....

Example: .....(2)

- (ii) Archaeologists sometimes describe the earliest Irish people as *hunter-gatherers*. What is meant by that term?

.....

.....(2)

- (iii) Name **two** types of tomb from Neolithic Ireland.

.....(2)

- (iv) Name **two** metal ores used in Ireland during the Bronze Age.

..... (2)

- (v) What language did the early Christian monks use to write manuscripts such as the Book of Kells?

..... (2)

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

..... (2)

- (vii) What was the role of the guild in a medieval town?

.....

..... (2)

- (viii) Explain the purpose of **one** the following buildings in a medieval monastery:

*Chapter house;*

*Cloisters;*

*Refectory*

.....

..... (2)

- (ix) Give **two** reasons why many people thought the Catholic Church was in need of reform around 1500.

.....

..... (2)

- (x) During the period of the Reformation and Counter-Reformation, what was the Inquisition?

.....

..... (2)

- (xi) Name **two** British rulers who ordered plantations to be carried out in Ireland.
- .....
- .....(2)
- (xii) Give **one** reason why the Industrial Revolution began in Britain.
- .....
- ..... (2)
- (xiii) What contribution was made to the Industrial Revolution by **one** of the following:  
*James Hargreaves; George Stephenson; John MacAdam*
- .....
- ..... (2)
- (xiv) Why were only twenty-seven TDs present at the meeting of the First Dáil on the 21 January 1919?
- .....
- ..... (2)
- (xv) Give **one** reason why Ireland was neutral during the Emergency, 1939-1945.
- .....
- ..... (2)
- (xvi) Mention **one** national project promoted by Dr. Noel Browne as Minister for Health.
- .....
- ..... (2)
- (xvii) During the period, 1959-1966, mention **two** important decisions taken by the government of Séan Lemass.
- .....
- ..... (2)
- (xviii) In Mussolini's Italy who were the *squadristi*?
- .....
- ..... (2)
- (xix) Name the British Prime Minister who attended the Munich Conference, September 1938.
- ..... (2)
- (xx) Give **one** reason why there was division in Europe at the end of World War II.
- .....
- ..... (2)

<b>4. PEOPLE IN HISTORY</b> (40 marks)
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**Answer A and B**

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

- (i) An archaeologist working on a dig. (20)
- (ii) The lord **or** lady of a medieval castle. (20)
- (iii) A settler who received land during a **named** plantation in Ireland during the 16<sup>th</sup> or 17<sup>th</sup> century. (20)

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

- (i) A **named** leader involved in a revolution (America, France or Ireland) during the period, 1770-1815. (20)
- (ii) A farm labourer during the Agricultural Revolution. (20)
- (iii) A **named** leader involved in one of the crises during the rise of the superpowers (Berlin Blockade; Korean War; Cuban Missile Crisis).

**Or**

A **named** leader in the struggle for African or Asian Independence after 1945.

**Or**

A **named** leader in the movement for European Unity between 1945-1992. (20)

## 5. THE AGE OF EXPLORATION

(30 marks)

### SOURCE D

*Privileges Granted by Their Catholic Majesties FERDINAND and ISABELLA to Columbus, 30th of April 1492.*

You, *Christopher Columbus*, with some of our vessels (ships) and men, are commanded to discover and subdue some Islands and Continent in the ocean... Therefore it is but just and reasonable, that since you expose yourself to such danger to serve us, you should be rewarded for it.

Our will is, that you, *Christopher Columbus*, shall be our Admiral, Viceroy, and Governor in the Islands and Continent you discover and conquer... and that for the future, your sons and successors may call themselves Dons, Admirals, Viceroys, and Governors of them; and that you may freely decide all causes, civil and criminal, as you shall think fit in justice, and that you have power to punish offenders.

### SOURCE E



Christopher Columbus returns to the Spanish Court 1493.

[www.napoleon-series.org](http://www.napoleon-series.org)



**A. Source D**

- (i) What command was given to Columbus? (2)
- (ii) What rewards did the King and Queen grant Columbus? (2)
- (iii) Why were rulers such as Ferdinand and Isabella of Spain willing to sponsor voyages of exploration? (2)
- (iv) Mention **two** dangers faced by sailors on voyages such as these. (2)
- (v) Name **two** instruments which helped sailors to navigate while at sea during the age of exploration. (2)

**B. Source E**

- (i) Columbus returned to Spain with some inhabitants of the land he discovered (marked **X**). Why did Columbus call these men *Indians*? (2)
- (ii) Name **two** new products brought from the New World to Europe by explorers or traders. (2)
- (iii) Suggest **two** effects which voyages of exploration had on the native people of the New World. (4)

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

- (i) Achievements of the Portuguese voyages of exploration.
- (ii) The conflict between European powers as a result of the voyages of exploration.
- (iii) The Spanish conquest of either Mexico **or** Peru. (12)

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

**(A) RENAISSANCE**

- (i) Why were patrons so important during the Renaissance? (2)
- (ii) Name **two** important patrons of the arts in Italy during the Renaissance. (2)
- (iii) Mention **three** changes that took place in painting during the Renaissance. (2x3)
- (iv) Write an account of the main developments in **two** of the following areas during the Renaissance:
- (a) Architecture.
  - (b) Science and medicine.
  - (c) Sculpture.
  - (d) Printing. (10x2)

**(B) SOCIAL CHANGE IN TWENTIETH-CENTURY IRELAND**

- (i) Identify **two** ways in which electricity changed life in Ireland. (2x2)
- (ii) Mention **three** developments in air transport since the 1930s. (2x3)
- (iii) Write about changes in **two** of the following areas since 1945:
- (a) Communications.
  - (b) Education.
  - (c) Housing.
  - (d) Religion. (10x2)

**(C) POLITICAL DEVELOPMENTS IN TWENTIETH-CENTURY IRELAND**

- (i) Mention **two** actions taken by Unionists to prevent the introduction of Home Rule for Ireland during the period 1912 – 1914. (2x2)
- (ii) Match each of the following persons (1)-(6), with the corresponding event or organisation (a)-(f). You do not need to write the full text in your answerbook, just the correct number and letter.  
**Do not answer this question on your examination paper.**

PERSON	EVENT/ ORGANISATION
1. Douglas Hyde	A. Clann na Poblachta
2. William T. Cosgrave	B. Founder of Sinn Féin
3. Séan MacBride	C. 1913 Strike and lock-out
4. Arthur Griffith	D. The Blueshirts
5. James Larkin	E. President of Ireland
6. Eoin O'Duffy	F. Cumann na nGaedheal

(1x6)

- (iii) Write an account of **two** of the following:
- (a) The Easter Rising, 1916.
  - (b) The Anglo-Irish Treaty, 1921.
  - (c) The Economic War, 1932-38.
  - (d) The Civil Rights Movement in Northern Ireland. (10x2)

<b>(D) INTERNATIONAL RELATIONS IN THE TWENTIETH CENTURY</b>
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(i) Give **two** reasons why Mussolini's fascist party gained support in Italy after 1919. (2x2)

(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) President ..... appointed Hitler as Chancellor (Prime Minister) of Germany.

(2) Hitler passed the .....Law, which allowed him to rule by decree.

(3) The secret police, the ..... was established to put down opposition.

(4) Ernst Rohm and other political opponents were killed by the SS on the  
Night.....

(5) Propaganda, directed by Josef .....was used to promote Nazi ideas.

(6) Boys aged 14 had to join the Hitler Youth and girls of the same age had to join the  
League ..... (1x6)

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

(a) The defeat of France, 1940.

(b) The Battle of Britain.

(c) The Holocaust.

(d) Operation Overlord. (10x2)



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# Coimisiún na Scrúduithe Stáit

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*JUNIOR CERTIFICATE EXAMINATION, 2010*

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## **HISTORY - HIGHER LEVEL**

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

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### *SOURCES*

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#### **1. PICTURES**

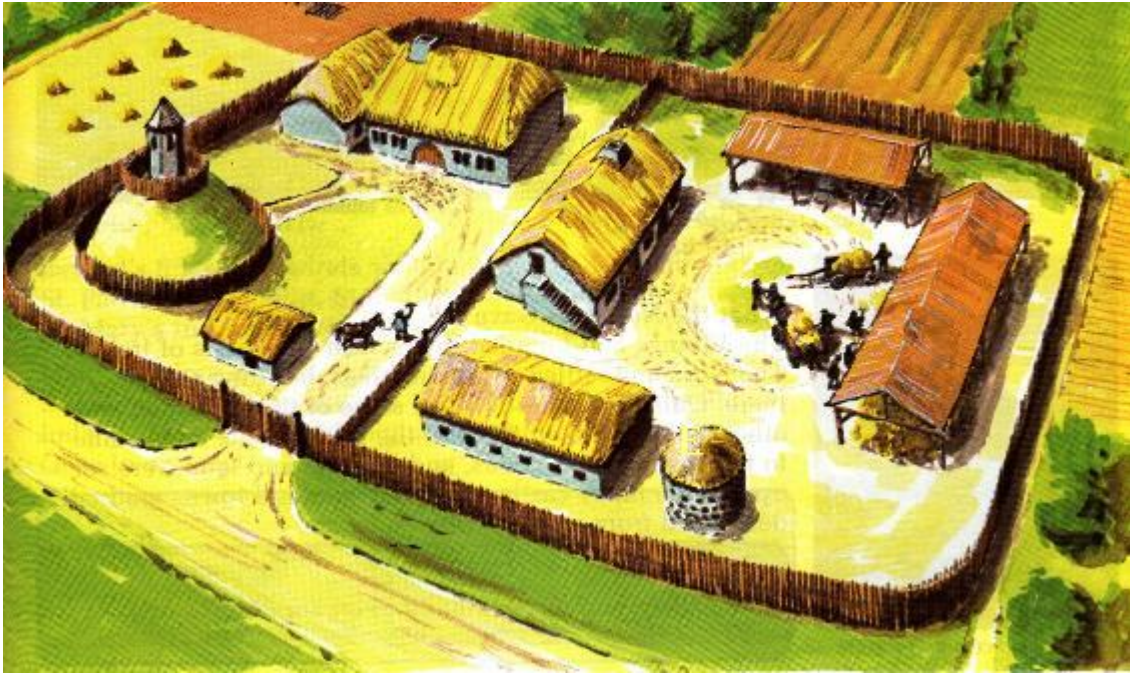
##### *PICTURE A.*



(Source: travel.webshots.com )

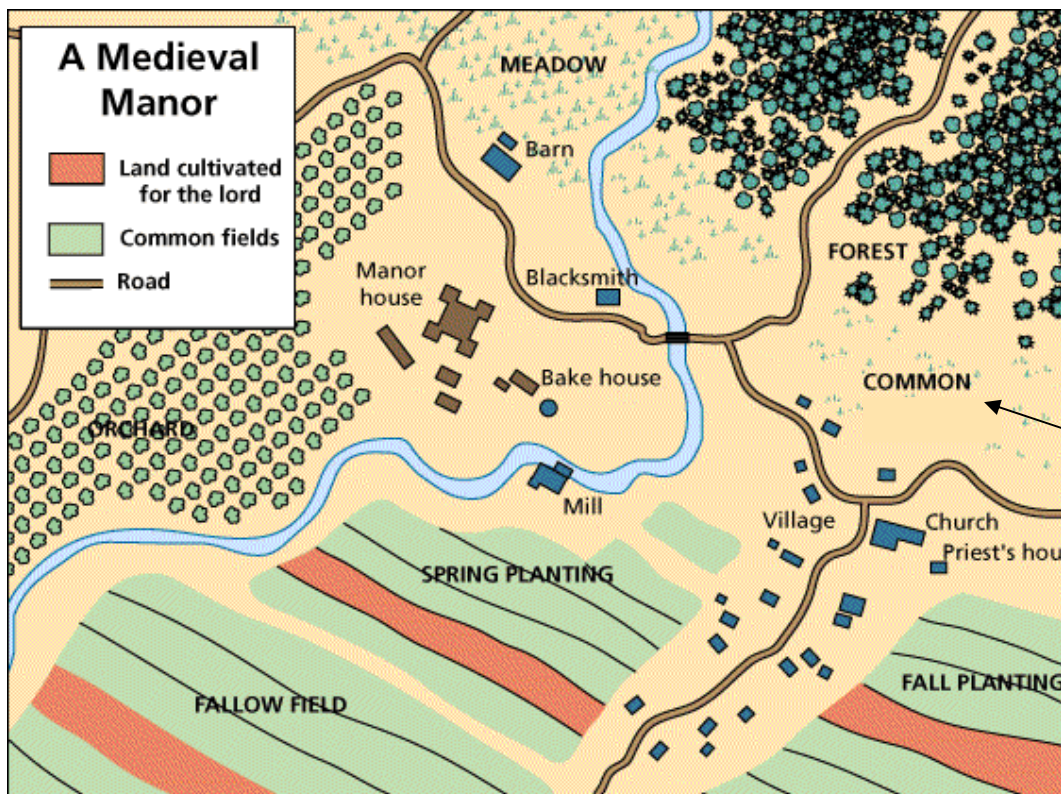


**PICTURE B1.**



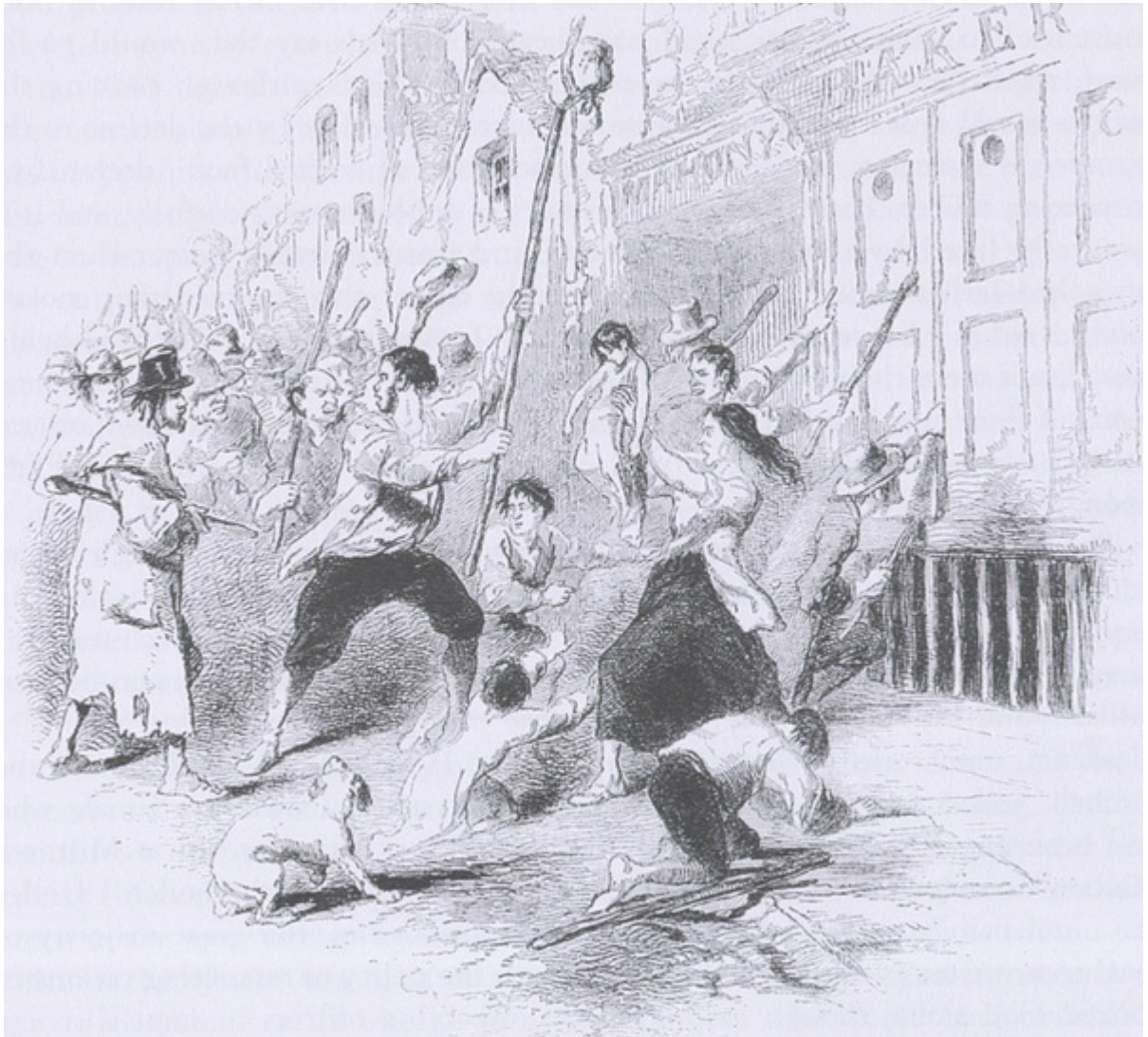
(Source : [www.teachnet.ie](http://www.teachnet.ie))

**PICTURE B2.**



(Source: [www.go.hrw.com](http://www.go.hrw.com))

*PICTURE C.*



(Source : [www.multitext.uccie](http://www.multitext.uccie))



## 2. DOCUMENTS

### DOCUMENT 1.

#### A. Eye-witness account of the bombing of the German city of Dresden in 1945 by Karin Busch a German school girl

Before the 13<sup>th</sup> February 1945, there had not been any air activity over Dresden. It was considered a safe city and we believed that culture-loving people would never destroy a jewel like Dresden. At about half-past nine I was sitting sewing a bag for a friend when I heard a roaring noise. Then hell broke loose...outside I was hit by an inferno of wind and firestorm.

It was like looking into a huge burning oven... flames licked all around us. I could see phosphorus dancing on the water, so for people throwing themselves into the river to get away from the fire there was no escape. There were bodies everywhere and the gas masks that people were wearing were melting into their faces. The massive throng of people was moving aimlessly and we started looking for a cellar to hide in, but in every cellar we looked into, we saw people sitting dead because the fires had sucked the oxygen out and suffocated them. I looked around and saw the whole city in ruins. Everything, all the beautiful churches, everything was destroyed.

#### B. Account of the bombing of Dresden by Air Vice-Marshal Donald Bennett.

We bombed Dresden because it was a prime target that night. We were called during the day by the Russians, who particularly called for a raid on Dresden. There were something like 80,000 (German troops) at the time on their way to the Russian front, less than a hundred miles away. So at short notice, we were put on to Dresden, which we bombed perfectly normally. The fact that it caught fire rather easily was the Germans' fault. They had no air-raid precautions and they didn't believe in building anything other than wooden residences in Dresden. They also happened to have the German civil service in Dresden. They'd moved them out of Berlin for safety- so we did some heavy bombing.

*Source: "Forgotten Voices of the Second World War", Max Arthur, Random House, 2004*

### DOCUMENT 2

#### Extract from Chains or Change Irish Women's Liberation Movement, Manifesto, 6 March 1971

Article 40 of the Irish constitution promises equal rights to all citizens of the Republic of Ireland. 1,434,970 Irish citizens (at the last count) are not given such equal rights. These are the women of Ireland.

A married woman in Ireland has no real identity or existence in her own right. She is regarded as the chattel (property) of her husband... She must have permission from him for all kinds of things...

'He' can change their name without consulting her. 'She' may not.

The father is the legal guardian of the children: he has the sole right to decide upon their education, religion and home. He can draw from the children's post office savings -she can't. He must give consent to an operation on the children. He can have the children named on his passport without her consent and take them abroad without her permission. Legally, the children's allowance money is his. If he should wish to squander every penny of it, he is perfectly within his rights.

The constitution of this country promises a special place to women in the home. But the law... has not fulfilled that promise. Irishwomen in the home have noticeably inferior status. And then of course, if the woman wishes, or needs, to go out to work, she runs into unequal pay, the marriage bar, no amenities and penalising taxation.

*Source: "We Declare Landmark Documents in Ireland's History", Aldous & Puirseil, Quercus, 2008*