

<b>1. PICTURES</b> (15 marks)
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Study the pictures - **A, B and C** - which accompany the paper and then answer the following questions:

(a) **PICTURE A**

*Picture A shows Christ Church Cathedral, Dublin.*

- (i) During the Middle Ages, why did bishops build impressive cathedrals such as Christ Church shown in picture A?
- .....
- .....(1)
- (ii) Christ Church Cathedral was built in the Gothic architectural style. Identify **two** features of this style.
- .....
- .....(2)
- (iii) What skills or crafts were needed to build medieval cathedrals like Christ Church?
- .....
- .....(2)

(b) **PICTURE B**

*Picture B shows The Anatomy Lesson of Dr. Nicolaes Tulp, an oil painting by Rembrandt.*

- (i) Why were examinations of dead bodies such as that shown in picture B not very common before the Renaissance?
- .....
- .....(1)
- (ii) Why did Renaissance artists such as Michelangelo and Leonardo da Vinci study anatomy?
- .....
- .....(2)
- (iii) Name **two** Renaissance discoveries that increased scientific knowledge.
- .....
- .....(2)

(c) **PICTURE C**

*Picture C shows children waiting to be evacuated from London during the Blitz, 1940-1941.*

- (i) What evidence is there in picture C that the children were travelling without parents or guardians?

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

- (ii) Why did the British government decide to order the evacuation of children during World War II?

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

- (iii) Apart from evacuation, mention **two** effects of the Second World War on the civilian population.

.....  
.....  
..... (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**

*Extract from Sir Harold Nicolson's eye-witness account of the signing of the Treaty of Versailles, June 28, 1919.*

- (i) Name the delegate who represented the United States at the Paris Peace Conference.

..... (1)

- (ii) Give **one** piece of evidence from the document to show that the German delegates were treated differently to the delegates from the other countries.

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

- (iii) Why does Sir Harold Nicolson think Dr. Muller and Dr. Bell '*do not appear as representatives of a brutal military state*'?

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

- (iv) From your study of this time, give **two** terms of the Treaty of Versailles, 1919.

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

(b) **DOCUMENT 2**

*Extracts from US Secretary of State, Cordell Hull's criticism of Irish neutrality during World War II, and de Valera's response, February- March 1944.*

- (i) What concern does Secretary of State, Cordell Hull, have about Ireland's policy of neutrality?
- .....
- .....
- ..... (2)
- (ii) What reason does de Valera give for refusing the Secretary of State's request to recall the German and Japanese representatives?
- .....
- .....
- ..... (2)
- (iii) Mention **two** ways in which the Irish government attempted to prevent the leakage of information that might endanger British or American lives.
- .....
- .....
- ..... (2)
- (iv) From your study of World War II, mention **two** ways in which Irish neutrality favoured the Allies.
- .....
- .....
- ..... (2)

<b>3. SHORT-ANSWER QUESTIONS</b> (20 marks)
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Answer **TEN** of the following questions. Each is worth 2 marks.

- (i) Explain **one** of the following terms used by historians:

*Propaganda;                      Archive;                      Bias.*

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

- (ii) Give **one** method used by archaeologists to locate sites for excavation.

.....(2)

- (iii) Mention **two** consequences for Ireland of the coming of the Normans in the twelfth century.

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

- (iv) Name **two** stages of the training of the knight.

.....(2)

- (v) During the Middle Ages what was the Black Death?

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

- (vi) Name **one** Renaissance sculptor and **one** of that sculptor's works.

Sculptor:.....

Work: ..... (2)

- (vii) Explain why there was a great demand for spices in Europe around the year 1500.

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

- (viii) Name **two** developments in boat-building or navigation which made possible longer sea voyages during the 15<sup>th</sup> and 16<sup>th</sup> centuries.

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

- (ix) What was decided by the Treaty of Tordesillas (1494)?

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

- (x) Name the religious order founded by St Ignatius Loyola to promote the Catholic religion during the Counter-Reformation.

..... (2)

- (xi) Mention **two** effects of the American War of Independence on **either** France **or** Ireland.  
.....  
.....(2)
- (xii) What was the Reign of Terror in France during the 1790s?  
.....  
.....(2)
- (xiii) During the 1798 uprising in Ireland, who were the Croppies?  
.....  
..... (2)
- (xiv) Name the founder of the Sinn Féin Party, 1905.  
..... (2)
- (xv) What was the Solemn League and Covenant, 1912?  
.....  
..... (2)
- (xvi) Why did James Connolly set up the Irish Citizen Army in 1913?  
.....  
..... (2)
- (xvii) Give **two** reasons why there was an economic war between Britain and Ireland in the 1930s.  
.....  
..... (2)
- (xviii) Why did Jack Lynch ask for the resignation of two of his ministers in May 1970?  
.....  
..... (2)
- (xix) In relation to Northern Ireland during the 1970s, explain the term internment.  
.....  
..... (2)
- (xx) Who led the 1973-1977 coalition government formed by Fine Gael and Labour?  
..... (2)

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

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

- (i) A person living in a **named** ancient civilisation **OUTSIDE** of Ireland. (20)
- (ii) A monk in an early Christian monastery in Ireland. (20)
- (iii) A **named** religious reformer at the time of the Reformation. (20)

**AND**

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

- (i) A **named** leader on a voyage during the Age of Exploration (20)
- (ii) A native Irish landowner who lost land in a **named** plantation during the 16<sup>th</sup> or 17<sup>th</sup> centuries. (20)
- (ii) A **named** leader in the struggle for Irish independence, 1900-1921. (20)

5. **INDUSTRIAL ENGLAND AND RURAL IRELAND** (30 marks)

**SOURCE D**

**Famine Eviction**

It is estimated that 97,248 families were evicted from their homes during 1846-48.



**SOURCE E**

“What the devil do we care about you or your black potatoes? It was not us that made them black. You will get two days to pay the rent and, if you don’t, you know the consequences.”

*Bailiff’s remark as quoted in the ‘Freeman’s Journal’, April 1846.*

**SOURCE F**

The truth is that these evictions ... are not merely a legal but a natural process; and however much we may deplore the misery, we cannot compel the Irish landowners to allow the wretched swarms of people who pay no rent, and who prevent the improvement of property to remain in their miserable holdings. It should be remembered that few landowners have the power to be merciful or generous to their poorer tenants. They are themselves engaged in a life and death struggle with their creditors.

(Adapted from *Illustrated London News*, 13 October 1849; repr. in Colm Tóibín & Diarmaid Ferriter, *The Irish Famine: a documentary*, New York 2002, p. 144)



**A. Source D and E**

- (i) Why were there so many people present at the eviction scene shown in **Source D**? (2)
- (ii) During the nineteenth century, why did bailiffs or land agents carry out most evictions? (2)
- (iii) *'What the devil do we care about you or your black potatoes?'*  
Give **two** reasons why the spread of the potato blight caused widespread famine during the 1840s. (4)

**B. Source F**

- (i) What reasons are given in **Source F** to explain why landowners could not be compelled to stop the evictions? (4)
- (ii) What measures were taken during the 1840s to help the victims of the Famine? (4)

- C.**
- (i) The Famine caused population decline in Ireland. Why did the population of Great Britain increase during the nineteenth century? (2)
  - (iii) Write an account of the impact of the Industrial Revolution on people's lives in Britain under **one** of the following headings:
    - (a) Housing and diet.
    - (b) Health and leisure.
    - (c) Education. (12)

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

**(A) OUR ROOTS IN ANCIENT CIVILISATION**

- (i) Name a location where the earliest settlers in Ireland lived. (2)
- (ii) Give **two** reasons why Newgrange passage tomb is a good source of information about life in the Stone Age. (2 x 2)
- (iii) Explain **two** of the following terms related to Ancient Ireland:  
*Microliths; Saddle Stone; Capstone; Fulachta Fiadh.* (2 x 2)
- (iv) Write an account of **two** of the following aspects of life in Celtic Ireland:  
(a) Housing.  
(b) Food and clothing  
(c) Work, arts and crafts. (10 x 2)

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

- (i) Mention **two** types of primary source a historian could use to find out about social history in Ireland. (2 x 2)
- (ii) Identify **three** changes in agricultural life since the 1930s. (2 x 3)
- (iii) Write about changes in **two** of the following areas since the 1940s:  
(a) Transport.  
(b) Women's lives.  
(c) Sport and leisure. (10 x 2)

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

Political Party	Seats in 1910	Seats in 1918
Home Rule Party	73	6
Sinn Féin	-	73
Unionists	19	26

- (i) Give **one** reason why Sinn Féin was successful in the 1918 election. (2)
- (ii) Mention **two** ways in which Northern Ireland contributed to the British war effort, 1939-1945. (2 x 2)
- (iii) Give **two** ways in which Seán Lemass as Taoiseach (1959-1966) improved the standard of living in Ireland. (2 x 2)
- (iv) Give an account of **two** of the following:  
(a) The Civil War, 1922-23.  
(b) Achievements of the Cumann na nGaedheal government, 1923-32.  
(c) The First Inter-Party Government 1948-1951. (10 x 2)

<b>( D) INTERNATIONAL RELATIONS IN THE TWENTIETH CENTURY</b>
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- (i) The events **A** to **F** below all relate to Nazi Foreign Policy, 1933-39. In your answerbook, put the events in the correct order of time, starting with the event which happened first.

**Please do not answer this question on your examination paper.**

<b>A.</b> Anschluss with Austria
<b>B.</b> Nazi-Soviet Pact
<b>C.</b> Remilitarisation of Rhineland
<b>D.</b> Germany withdraws from the League of Nations
<b>E.</b> Munich Conference
<b>F.</b> Rome-Berlin Axis

(1 x 6)

- (ii) Give **two** reasons to account for German success in World War II up to May 1940. (2 x 2)

- (iii) Explain **two** of the following terms relating to World War II, 1939-1945:

*Maginot Line; Vichy France; Afrika Corps; Lebensraum.* (2 x 2)

- (iv) Select **one** topic from 1, 2 or 3 below:

***Topic 1: The Rise of the Superpowers***

- (i) Why did the USSR and the USA oppose one another after 1945? (4)

- (ii) Write an account of **one** of the following crises during the Cold War:

- (a) The Berlin Blockade.  
(b) The Korean War. (12)

***Topic 2: Moves towards European Unity***

- (i) Why was there support for European unity after 1945? (4)

- (ii) Write an account of the growth of the European Union between 1957 and 1992. (12)

***Topic 3: African and Asian Nationalism***

- (i) Why did European countries begin to give up their colonies after 1945? (4)

- (ii) Write an account of the main events in the movement for independence in a **named** African **or** Asian country since 1945. (12)



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# Coimisiún na Scrúduithe Stáit

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*JUNIOR CERTIFICATE EXAMINATION, 2011*

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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: Commons. Wikimedia.org)

*PICTURE B.*



(Source : [artinspiration.org](http://artinspiration.org))

*PICTURE C.*



Source : nmsi [www.nmsi.ac.uk](http://www.nmsi.ac.uk)

## 2. DOCUMENTS

### DOCUMENT 1

**Sir Harold Nicolson gives an account of his observations of the signing of the Treaty of Versailles on June 28, 1919.**

“We enter the Galerie des Glaces (Hall of Mirrors). The delegates arrive in little bunches and push up the central aisle slowly. Wilson and Lloyd George are among the last. They take their seats at the central table. Clemenceau makes a sign to the ushers. They say ‘Ssh! Ssh! People cease chattering and there is only the sound of occasional coughing and the dry rustle of programs. ‘Bring in the Germans,’ says Clemenceau. Through the door at the end appear two guards with silver chains. After them come four officers of France, Great Britain, America and Italy. And then, isolated and pitiable, come the two German delegates; Dr. Muller and Dr. Bell. The silence is terrifying. They keep their eyes fixed upon the ceiling. They are deathly pale. They do not appear as representatives of a brutal military state. One is thin and pink-eye lidded. The other is moon-faced and suffering. It is all most painful.

Clemenceau at once breaks the silence. ‘The session is open,’ he rasps. ‘We are here to sign a Treaty of Peace.’ Then an official advances towards the Germans and leads them to the little table on which the Treaty is opened out. There is general tension. They sign. There is a general relaxation. The other delegates stand up one by one and queue by the signature table. Suddenly from outside comes the crash of guns thundering a salute; it announces to Paris that the second Treaty of Versailles has been signed by Dr. Muller and Dr. Bell. We had been warned it might last three hours. Yet almost at once it seemed that the queue was getting thin. Only three, then two, and then one delegate remained to sign. There was a final hush. ‘The session is closed,’ rasped Clemenceau. We kept our seats while the Germans were conducted like prisoners from the dock, their eyes still fixed upon some distant point of the horizon.”

*[www.eyewitnesshistory.com](http://www.eyewitnesshistory.com)*

**DOCUMENT 2**

**US Secretary of State Cordell Hull's criticism of Irish neutrality during the Second World War, and de Valera's response, February-March 1944.**

**From Cordell Hull, 21 February 1944**

We do not question the Irish Government's efforts to stop Axis spy activity. But it would be a mistake to think that the Axis powers will not exploit the conditions in Ireland, as they have in other countries. As you know, United Nations' military operations are in preparation in both Britain and Northern Ireland. It is vital that information about these should not reach the enemy. Not only the success of the operations, but the lives of thousands of United Nations' soldiers are at risk. We request, therefore, that the Irish Government take appropriate steps for the recall of the German and Japanese representatives in Ireland...

**From Eamon de Valera, 10 March 1944**

The Irish Government cannot comply with this request. The American Government should have realised that the removal of the representatives of a foreign state is universally recognised as a first step towards war. Irish neutrality represents the united will of the Irish people and parliament. It is a logical consequence of Irish history and of the forced partition of Ireland.

By the establishment of strong observation and defence forces, by a wide and rigorous censorship of the press and of communications, and by every other means within our power, we have endeavoured to prevent the leakage through Ireland of any information which might in any way endanger British lives or the safety of Great Britain. Since the United States entered the war the same spirit of careful regard for American interests has been shown... Should American lives be lost, it will not be through any neglect on the part of this state.

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