

1. PICTURES (15 marks)

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

(a) **PICTURE A**

Picture A shows a round tower in Co Antrim.

- (i) Give **one** reason why round towers were located in isolated places.

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

- (ii) Give **two** reasons why such towers were built.

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

- (iii) Why do you think that the entrance was so high off the ground?

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

(b) **PICTURE B**

Picture B shows an archaeologist at work on a dig.

- (i) Name **one** problem faced by archaeologists excavating a site.

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

- (ii) Name **two** instruments used by archaeologists.

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

- (iii) Explain **one** method used by archaeologists to date artefacts found on a dig.

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

(c) **PICTURE C**

Picture C shows a leader in the struggle for Irish independence, 1919-22.

(i) Name this leader.

.....(1)

(ii) State **one** major contribution which he made to the War of Independence.

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

(iii) Why was he killed by fellow Irishmen?

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

2. DOCUMENTS (15 marks)

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

(a) **DOCUMENT 1**

These extracts are from interviews with children working in English factories during the Industrial Revolution.

- (i) Why did they make Sarah touch the red sealed horse and make a cross?

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

- (ii) What food were they given in the mill once a year?

..... (1)

- (iii) How much did she get to spend per year?

..... (1)

- (iv) Why do you think that the master did not want workers to know the time?

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

- (v) From your study of this time, name **two** other problems which factory workers faced.

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

(b) **DOCUMENT 2**

This extract describes a clash between Nazi stormtroopers and their political enemies c. 1932.

- (i) What evidence is there that the brownshirt group was determined to defend the Nazi rally?

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

- (ii) How did the crowd react to the arrival of the brownshirt group outside the meeting-hall?

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

- (iii) How did the brownshirt group succeed in imposing its will inside the meeting-hall?

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

- (iv) Give **two** reasons why the Nazis became popular in the 1920s and 1930s

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

3. SHORT-ANSWER QUESTIONS
(20 marks)

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

- (i) What is an artefact? Give an example.

Artefact:

Example: (2)

- (ii) Explain the meaning of **two** of the following terms:

Souterrain; Fulacht fiadh; Tánaiste; Derbhfine.

..... (2)

.....

..... (2)

- (iii) Name **two** important Celtic festivals.

.....

..... (2)

- (iv) List **two** important effects of the coming of the Normans to Ireland.

.....

..... (2)

- (v) Name **two** services provided by monasteries to local communities in the Middle Ages.

.....

..... (2)

- (vi) Why were spices so sought after in Medieval times?

..... (2)

- (vii) Mention **two** developments in boatbuilding or navigation which made longer sea voyages possible during the 15th and 16th centuries.

.....

..... (2)

- (viii) Name **one** religious reformer from **OUTSIDE** Germany **and** one of his beliefs.

Reformer:

Belief:

.....

..... (2)

- (ix) Give **two** reasons why the printing press was important during the Renaissance period.

.....

..... (2)

- (x) Give **two** consequences of the Reformation for Ireland.
-
- (2)
- (xi) Name **two** British rulers who ordered plantations to be carried out in Ireland.
- (2)
- (xii) What was the Reign of Terror in France in the 1790s?
-
- (2)
- (xiii) Which Irish county was the scene of the most intense rebel activity during the 1798 Rising?
- (2)
- (xiv) Explain how **one** of the following persons improved life for people in the nineteenth century:
- Robert Owen; Louis Pasteur; John McAdam.*
-
-
- (2)
- (xv) Name the founder of Sinn Féin in 1905.
- (2)
- (xvi) Give **two** reasons why Ireland was neutral during the Emergency, 1939-1945.
-
- (2)
- (xvii) What was the Night of the Long Knives, 1934?
-
- (2)
- (xviii) Mention **one** national project promoted by Dr. Noel Browne as Minister for Health.
-
- (2)
- (xix) What was contribution of TK Whitaker to Ireland in the 1960s?
-
- (2)
- (xx) Name the founder of the Democratic Unionist Party.
- (2)

ANSWER THE FOLLOWING QUESTIONS, 4, 5, AND 6, IN A SEPARATE ANSWER BOOK

4. PEOPLE IN HISTORY (40 marks)

Answer A and B

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

- (i) A person living in an Ancient Civilisation **OUTSIDE** Ireland. (20)
- (ii) A sailor on a voyage of discovery during the Age of Exploration. (20)
- (iii) A planter who settled on a **named** Irish plantation. (20)

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

- (i) A supporter of a named revolutionary leader during the period, 1770-1803. (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). (20)

OR

A **named** leader in the struggle for African or Asian Independence after 1945. (20)

OR

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

5. RURAL IRELAND c. 1850 (30 marks)

Quotations from *Famine Echoes*, ed. Cathal Póirtéir. Gill & Macmillan (1995).
Originally from Folklore Commission interviews in 1930s and 1940s.

SOURCE D

J.O' Kane, Dromore National School, Dromore West, Co Sligo.

The depopulation of this district during the years 1845-1855 or so, according to what I can gather, is almost unbelievable. The depopulation was caused far more by emigration than by deaths caused by hunger, although hunger took its toll in every district here, and indeed in every townland. A conservative estimate I would say is this, that between two-thirds and four-fifths of the total population, young and old, disappeared in the 10 years 1845-55, through death, mainly starvation, but principally through emigration. Townland of Belville near Mrs. Joyce's Public House, a whole village wiped out. You can count the remains of at least ten houses. As a matter of fact the number of ruined houses in this district, when I came here 35 years ago, was the one aspect of the place most extraordinary and most depressing.

I was always told that emigrants left home secretly to go to Sligo where they went on board ship at the dead of night. I asked at last why in the middle of the night, why not go in the daytime. They said that if the emigrants went in the daytime and if the landlord knew of their going, he might or would hold them and take from them money and everything else they had, and so their last state would be worse than their first. They would have nothing then at home to live on and not [have] had the wherewithal to emigrate.

SOURCE E

Maighréad Ní Dhonnabháin, b.1866, Drimoleague, Co Cork.

As a result of the Famine many families were broken up. This was in a good way due to the tempting offers to emigrate. This was what was called 'Free Emigration'. Everyone who left paid a pound and the English government paid the rest. This was freely accepted for years after the Famine with the result that it was always the young members of the family that left. When they became well off they persuaded the parents to go. It was usually to America or Australia they emigrated. It often happened in the poor mountainous districts of West Cork that only the aged parents were left to keep the little homestead. They were often unable to pay the rent except they got help from across and the result was that evictions were numerous. The most of the landlords were of no help to the suffering people. They oftentimes took from them the solitary cow or goat which was their sole support. If a family was suspected of receiving money from America the rent was sure to be raised, so the poor people got no chance anyway.

A. Source D

- (i) What does the author say was the greater cause of depopulation? (2)
- (ii) According to the author, what was the impact of depopulation on the Dromore area? (4)
- (iii) Give **two** reasons why they chose to leave in the middle of the night? (4)

B. Source E

- (i) Mention **two** effects of emigration on the people of west Cork. (4)
- (ii) “The most of the landlords were of no help to the suffering people.”
Give **two** pieces of evidence to support that view. (4)

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

- (i) The impact of the Famine on Irish society after 1850.
- (ii) The problems faced by Irish emigrants abroad after the Famine.
- (iii) Contrasting lifestyles in rural Ireland and industrial England around 1850. (12)

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

(A) THE MIDDLE AGES 1100-1500

- (i) Explain **two** of the following:
Sanctuary; Abbot; Tithe; Cloister. (4)
- (ii) Mention **three** ways in which medieval castles were defended. (6)
- (iii) The problems faced by town dwellers in the Middle Ages. (8)
- (iv) The life and training of a craftsman in a medieval town. (12)

(B) SOCIAL CHANGE IN TWENTIETH-CENTURY IRELAND

- (i) Mention **three** changes that have taken place in rural life since 1945. (2x3)
- (ii) Give **three** reasons why the Dublin region has seen a major population increase since the 1960s. (2x3)
- (iii) Describe **three** changes in housing in Ireland since 1945. (2x3)
- (iv) What were the main changes in the world of work since 1945? (12)

(C) POLITICAL DEVELOPMENTS IN TWENTIETH-CENTURY IRELAND

- (i) Explain **three** of the following terms:
Irregulars; B-Specials; Coalition Government; The Emergency; Dominion Status. (2x3)
- (ii) Write an account of **two** of the following:
 - (a) The Dublin Lockout.
 - (b) The Civil War, 1922-23.
 - (c) Relations between the Irish government and the UK, 1932-39.
 - (d) The 1950s in Ireland.
 - (e) Terence O'Neill. (12x2)

(D) INTERNATIONAL RELATIONS IN THE TWENTIETH CENTURY

- (i) Write an account of **one** of the following:
- (a) Italy under Mussolini up to 1939.
 - (b) Britain between the wars.
 - (c) The Soviet Union under Stalin up to 1939. (12)
- (ii) Write an account of **one** of the following:
- (a) The invasion of Poland, 1939.
 - (b) The Battle of Stalingrad, 1942-43.
 - (c) The Fall of Berlin, 1945. (12)
- (iii) Give **three** reasons why there was division in Europe at the end of World War II. (6)



Coimisiún na Scrúduithe Stáit State Examinations Commission

JUNIOR CERTIFICATE EXAMINATION, 2006

HISTORY - HIGHER LEVEL
(Do **NOT** include these pages with your answer book.)

SOURCES

1. PICTURES

PICTURE A.



(Source: www.antrimtown.co.uk)

PICTURE B.



(Source : www.picture-newsletter.com)

PICTURE C.



(Artist : Leo Whelan RHA. Courtesy of Dúchas)

2. DOCUMENTS

DOCUMENT 1.

From an interview with Sarah Carpenter and James Patterson, factory workers, in *The Ashton Chronicle*, 23rd June 1849.

Sarah:

“They took me into the counting house and showed me a piece of paper with a red sealed horse on which they told me touch, and then to make a cross, which I did. This meant I had to stay at Cressbrook Mill till I was twenty-one.

Our common food was oatcake. It was thick and coarse. This oatcake was put into cans. Boiled milk and water was poured into it. This was our breakfast and supper. Our dinner was potato pie with boiled bacon in it, a bit here and a bit there, so thick with fat we could scarce eat it, though we were hungry enough to eat anything. Tea we never saw, nor butter. We had cheese and brown bread once a year. We were only allowed three meals a day, though we got up at five in the morning and worked till nine at night.

We had eightpence a year given to us to spend: fourpence at the fair, and fourpence at the wakes. We had three miles to go to spend it. Very proud we were of it, for it seemed such a sight of money, we did not know how to spend it.”

James:

“I worked at Mr Braid’s Mill at Duntruin. We worked as long as we could see. I could not say at what hour we stopped. There was no clock in the mill. There was nobody but the master and the master’s son had a watch and so we did not know the time. The operatives were not permitted to have a watch. There was one man who had a watch but it was taken from him because he told the men the time.”

Source: Spartacus.co.uk

DOCUMENT 2.

From *The Coming of The Third Reich* by Richard J. Evans. Penguin Books.

A particularly graphic, though by no means untypical, account of stormtrooper activities was provided by a schoolteacher, born in 1898, who had fought in the war and, after far-right activities in the early 1920s, joined the Nazis in 1929. He was called up one evening with his brownshirt group to defend a Nazi rally in a nearby town against the ‘reds’:

“We all gathered at the entrance of the town and put on white armbands, and then you could hear the thundering marching of our column of about 250 men. Without weapons, without sticks, but with clenched fists, we marched in strict order and iron discipline into the catcalls and screaming of the crowds before the meeting-hall. They had sticks and fence-boards in their hands. It was 10 o’clock at night. With a few manoeuvres in the middle of the street, we pushed the crowd against the walls to clear the street. Just at that moment, a carpenter drove through with a small truck and a black coffin in it. As he went by, one of us said: ‘Well, let’s see whom we can put in there.’ The screams, cries, whistles and howls grew ever more intense.

The two rows of our column stood still, charged up with energy. A signal, and we go marching into the hall where a few hundred rioters are trying to shut up our speaker. We came just in time, marching in step along the walls until we had closed the ring around them, leaving an opening only at the entrance. A whistle sounds. We tighten the ring. Ten minutes later...we had put them out into the fresh air.”