

WARNING
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Coimisiún na Scrúduithe Stáit State Examinations Commission

JUNIOR CERTIFICATE EXAMINATION, 2019

HISTORY – HIGHER LEVEL

(180 MARKS)

WEDNESDAY, 12 JUNE – AFTERNOON, 2.00 - 4.30

CENTRE STAMP

EXAMINATION NUMBER

ANSWER ALL QUESTIONS, 1, 2, 3, 4, 5 AND 6
ANSWER QUESTIONS 1, 2 AND 3 IN THE SPACES ON THE EXAMINATION PAPER
ANSWER 4, 5 AND 6 IN YOUR ANSWERBOOK

PLEASE ENCLOSE THIS PAPER IN YOUR ANSWERBOOK

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 Dr Clíodhna Ní Lionáin, Devenish’s lead archaeologist at the passage tomb site at Dowth Hall, Co Meath, 2018.

- (i) Name the instrument being used by the archaeologist in the photograph.
..... (1)

- (ii) What evidence suggests that the people who built this passage tomb were skilled craftsmen?
.....
..... (2)

- (iii) Name **two** methods an archaeologist would use to date artefacts found on this site.
.....
..... (2)

(b) PICTURE B

Picture B is a painting of Marie Antoinette's execution on 16 October 1793.

- (i) What is the name of the method of execution as seen in the painting?
..... (1)

- (ii) In your opinion, why was Marie Antoinette’s head displayed to the crowd?
.....
.....
..... (2)

- (iii) Why was Marie Antoinette executed? Give **one** reason.
.....
..... (2)

(c) **PICTURE C**

Picture C is a drawing from the Illustrated London News, 1846.

(i) What is being sold in the store?

..... (1)

(ii) What evidence suggests that the people were desperate for food?

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

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

.....
.....
..... (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

In the second edition of “Lives of the Most Eminent Painters, Sculptors, and Architects” Vasari included remarks about Sofonisba Anguissola.

(i) According to the author, where was Sofonisba Anguissola born?
..... (1)

(ii) Who talked of the “*merits and abilities*” of Anguissola to King Philip of Spain?
..... (1)

(iii) What evidence suggests that Anguissola was well treated by the Spanish king?
.....
..... (1)

(iv) Mention **two** reasons why Vasari decided to place Anguissola’s drawings in his book.
.....
.....
..... (2)

(v) Apart from Philip of Spain, name **two** other important patrons of the arts during the Renaissance.
.....
..... (2)

(b) **DOCUMENT 2**

Edited English translation of the text transcript of Charles de Gaulle's The Flame of French Resistance speech, delivered in London - June 18, 1940.

(i) Why has the government entered into negotiations with the enemy?

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

(ii) What forced the French armies to retreat?

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

(iii) What is the name given to the German military strategy as described in paragraph 2?

..... (2)

(iv) *“France does not stand alone”*. Give **two** reasons from the document why de Gaulle believes this.

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

(v) What name was given to the pro-German government in France during World War II?

..... (2)

3. SHORT-ANSWER QUESTIONS

(20 marks)

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

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

Explanation:

Example: (2)

(ii) Give **one** method used by archaeologists to locate a site.

..... (2)

(iii) In Neolithic Ireland, what was a *court cairn*?

..... (2)

(iv) During the Middle Ages, what was *curfew*?

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

(v) Mention **two** features of Romanesque architecture.

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

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

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

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

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

(viii) Name the religious order founded by Ignatius Loyola during the Counter-Reformation.

..... (2)

(ix) Mention **two** effects of the American War of Independence on France.

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

(x) What Irish county was the scene of the most intense rebel activity during the 1798 Rising?

..... (2)

- (xi) Give **two** reasons why the Industrial Revolution began in Britain.

 (2)
- (xii) Explain how Louis Pasteur improved life for people in the nineteenth century.

 (2)
- (xiii) What was a “coffin ship” in 1840s Ireland?
 (2)
- (xiv) In 1912, what name was given to the pledge signed by Unionists to use any means to oppose Home Rule?
 (2)
- (xv) What was the *Night of Long Knives*, 1934?

 (2)
- (xvi) Give **one** reason why Irishmen went to fight in the Spanish Civil War.

 (2)
- (xvii) Name the British Prime Minister who attended the Munich Conference, 1938.
 (2)
- (xviii) Give **two** reasons why Ireland was neutral during the Emergency, 1939-1945?

 (2)
- (xix) Mention **one** national project promoted by Dr. Noel Browne as Minister for Health.

 (2)
- (xx) Name **two** people who have been leaders of Fine Gael in Ireland since 1945.
 (2)

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

4. PEOPLE IN HISTORY

(40 marks)

Answer A and B

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

(i) A farmer living in ancient (**pre-Christian**) Ireland. (20)

(ii) A monk in an early Christian monastery in Ireland. (20)

(iii) A **named** Renaissance writer. (20)

AND

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

(i) A **native** Irish person who lost land during a **named** plantation in Ireland during the sixteenth or seventeenth century. (20)

(ii) A factory owner **or** a mine owner during the Industrial Revolution in Britain c. 1850. (20)

(iii) A **named** leader involved in the struggle for Irish independence, 1916-1923. (20)

5. THE VOYAGES OF EXPLORATION

(30 marks)

SOURCE D

Extracts from Columbus's diary, 1492.

Sunday, September 30, 1492 – Four tropic birds came to the ship, which is a very clear sign of land, for so many birds ... show that they are not straying about, having lost themselves.

Wednesday, October 10 – The crew lost all patience, and complained of the length of the voyage, but the Admiral encouraged them in the best manner he could, explaining the profits they were about to acquire.

Friday, October 12 – At two o'clock in the morning the land was discovered ... Arrived on shore, they saw trees very green, many streams of water, and diverse sorts of fruits. The Admiral called upon the two Captains ... to bear witness that he, before all others, took possession of that island for the King and Queen ... The people of the island gathered together ... I presented them with some red caps, and strings of beads to wear upon the neck, and many other trifles of small value. They were much delighted ... they seemed on the whole to me, to be a very poor people. Weapons they have none, nor are they familiar with them, for I showed them swords which they grasped by the blades and cut themselves. They have no iron, their javelins being without it, and nothing more than sticks.

Source: <http://www.let.rug.nl/usa/documents/before-1600/extracts-from-the-journal-of-columbus.php>

SOURCE E

Bartolomé de las Casas, *A Brief Account of the Devastation of the Indies*

Of all the people of the world, the Indians are naturally the most patient and peaceful. They hold no grudges and do not start fights... They are ready and willing to learn, so it is very likely they will accept our Catholic religion and our virtuous customs.

Yet into these sheep came some Spaniards who immediately behaved like wild wolves. The Spaniards killed and terrorised the native peoples in order to gain more gold and to make themselves richer. With their horses and metal weapons, the Spaniards began to carry out massacres and strange cruelties against Indians. For example, they made bets as to who could split a man in half or could cut off his head or spill out his entrails with a single swing of a sword or pike. They took infants by the legs and pitched them headfirst against rocks or by the arms and threw them into the river, roaring with laughter the whole time.

The island of Cuba is nearly as long as the distance between Valladolid and Rome; it is now almost completely depopulated. San Juan [Puerto Rico] and Jamaica are two of the largest, most productive and attractive islands; both are now deserted and devastated.

Source: <http://www.historyisaweapon.com/defcon1/delascasas.html>

A. Source D

- (i) In **Source D**, what clues did the crew notice that would indicate land was near? (2)
- (ii) Why did the crew continue with the voyage after complaining about its length? (2)
- (iii) Give **one** piece of evidence from **Source D** to show that Columbus believed the native Americans knew very little about weapons. (2)
- (iv) Name the brothers who captained the two other ships. (2)

B. Source E

- (i) How does de las Casas describe the native Americans? Give **two** examples. (2)
- (ii) De las Casas was a Spanish priest. What evidence supports this statement? (2)
- (iii) Why does he use the phrase “wild wolves” to describe the Spanish? (2)
- (iv) Apart from atrocities committed by the Spanish, give **one** other reason why the population of the West Indies declined so dramatically. (2)
- (v) Is **Source E** biased? Support your answer with evidence from the source. (2)

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

- (i) The contribution of Portugal to the Age of Exploration.
- (ii) The conquest of Mexico.
- (iii) The conquest of Peru. (12)

6. Answer **two** of the following questions, **A, B, C, D.**

(60 marks)

(A) THE MIDDLE AGES

(i) Explain **two** of the following in relation to the Middle Ages:

Sanctuary; *Chapter house;* *Cloister.* (2 x 2)

(ii) Explain the **three** stages in the training of a knight in the Middle Ages. (2 x 3)

(iii) Write an account of **two** of the following people from the Middle Ages:

- (a) A serf on a medieval manor.
- (b) The Lady of a castle and her duties.
- (c) The training of a medieval craftsman. (10 x 2)

(B) SOCIAL CHANGE IN TWENTIETH-CENTURY IRELAND

(i) Explain how **two** of the following sources might be useful to historians studying social change:

Census returns; *Old maps;* *School roll books.* (2 x 2)

(ii) Describe **three** changes in housing in Ireland since 1945. (2 x 3)

(iii) Write an account of changes in **two** of the following areas since 1945:

- (a) Religious beliefs and practices.
- (b) Sport and leisure.
- (c) Education. (10 x 2)

(C) POLITICAL DEVELOPMENTS IN TWENTIETH-CENTURY IRELAND

(i) Explain **two** of the following terms relating to twentieth-century Ireland:

B-Specials; *Gerrymandering;* *Internment.* (2 x 2)

(ii) Mention **three** achievements of the Cumann na nGaedhael government, 1923-1932. (2 x 3)

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

- (a) Relations between the Irish government and the U.K., 1932-1939.
- (b) Seán Lemass as Taoiseach, 1959-66.
- (c) John Hume. (10 x 2)

(D) INTERNATIONAL RELATIONS IN THE TWENTIETH CENTURY

- (i) Explain **two** of the following terms relating to Italy under Mussolini, 1922-1939.

The Pact of Steel; *OVRA;* *Squadristi.* (2 x 2)

- (ii) Give **two** reasons why major European powers were willing to appease Hitler during the 1930s. (2 x 2)

- (iii) Write an account of **one** of the following:

- (a) The League of Nations, 1920-1939.
(b) Hitler and the Jews, 1933-1939.
(c) Britain during World War II, 1939-1945. (10)

Choose Topic 1 or 2 or 3 below:

Topic 1 - Rise of the Superpowers.

Write an account of a **named** major crisis in the Cold War between the USA and the USSR during the period 1945-1963. (12)

Topic 2 - Moves towards European unity.

Write an account of the growth of the European Union since 1957. (12)

Topic 3 - African and Asian nationalism.

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



State Examinations Commission Coimisiún na Scrúduithe Stáit

JUNIOR CERTIFICATE EXAMINATION, 2019

HISTORY - HIGHER LEVEL

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

SOURCES

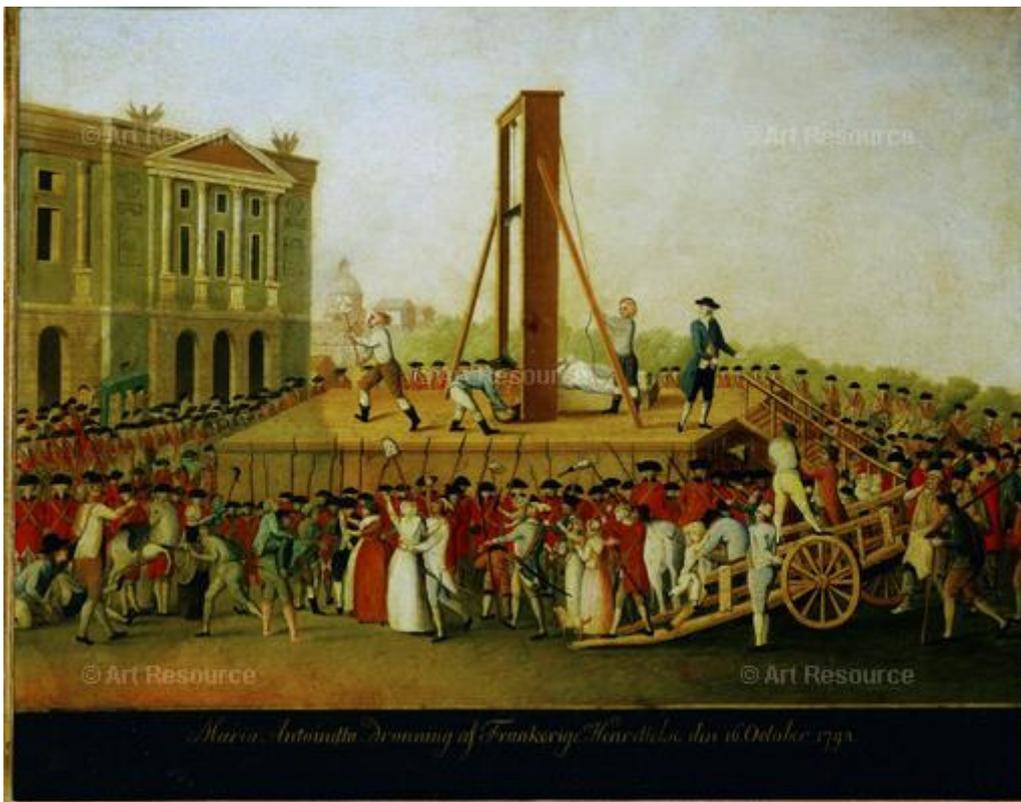
1. PICTURES

PICTURE A.



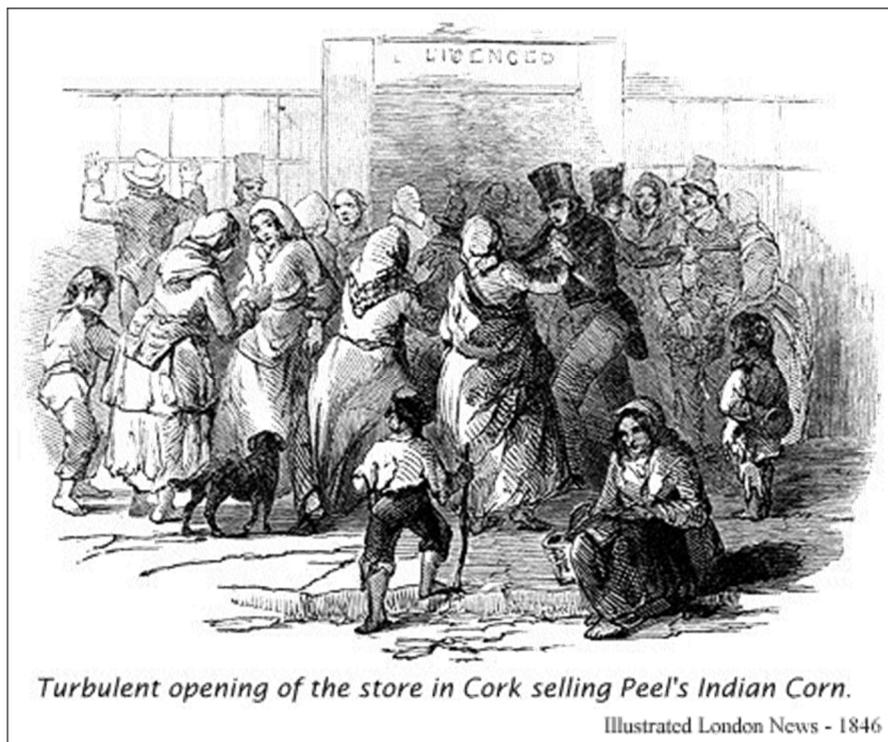
Source: <https://www.irishtimes.com/news/science/5-500-year-old-passage-tomb-at-dowth-is-find-of-a-lifetime-1.3567118>

PICTURE B.



Source : <http://www.artres.com/Doc/ART/Media/TR3/F/M/8/Q/ART1662.jpg>

PICTURE C.



Source : <http://www.historyplace.com/worldhistory/famine/begins.htm>

2. DOCUMENTS

DOCUMENT 1

Excerpts from Vasari's description of Sofonisba Anguissola.

In the second edition of Lives of the Most Eminent Painters, Sculptors, and Architects, Vasari included remarks about Sofonisba Anguissola.

Sofonisba of Cremona, the daughter of Amilcaro Anguissola, has laboured at the difficulties of design with greater study and better grace than any other woman of our time, and she has not only succeeded in drawing, colouring, and copying from nature, and in making excellent copies of works by other hands, but has also executed by herself alone some very choice and beautiful works of painting.

Wherefore she well deserved that King Philip of Spain, having heard of her merits and abilities from the Lord Duke of Alba, should have sent for her and caused her to be escorted in great honour to Spain, where he keeps her with a rich allowance about the person of the Queen, to the admiration of all that Court, which reveres the excellence of Sofonisba as a miracle...

.....another drawing by the hand of Sofonisba, containing a little girl laughing at a boy who is weeping because one of the cray-fish out of a basket full of them, which she has placed in front of him, is biting his finger; and there is nothing more graceful to be seen than that drawing, or more true to nature.

Wherefore, in memory of the talent of Sofonisba, who lives in Spain, so that Italy has no abundance of her works, I have placed it in my book of drawings.

Giorgio Vasari, *The Lives of the Most Eminent Painters, Sculptors, and Architects*, trans. Gaston du C. de Vere (London: Philip Lee Warner, 1912-14), V: 127-8

DOCUMENT 2

Edited extract from the English translation of the transcript of Charles de Gaulle's The Flame of French Resistance speech, delivered in London, June 18, 1940.

The leaders who, for many years past, have been at the head of the French armed forces have set up a government.

Alleging the defeat of our armies, this government has entered into negotiations with the enemy with a view to bringing about a cessation of hostilities.

It is quite true that we were, and still are, overwhelmed by enemy mechanised forces, both on the ground and in the air. It was the tanks, the planes, and the tactics of the Germans, far more than the fact that we were outnumbered, that forced our armies to retreat. It was the German tanks, planes, and tactics that provided the element of surprise which brought our leaders to their present plight.

But has the last word been said? Must we abandon all hope? Is our defeat final and irremediable? To those questions I answer - No!

For, remember this, France does not stand alone. She is not isolated. Behind her is a vast empire, and she can make common cause with the British empire, which commands the seas and is continuing the struggle. Like England, she can draw unreservedly on the immense industrial resources of the United States.

I, General de Gaulle, now in London, call on all French officers and men who are at present on British soil, or may be in the future, with or without their arms. I call on all engineers and skilled workmen from the armaments factories who are at present on British soil, or may be in the future, to get in touch with me.

Whatever happens, the flame of French resistance must not and shall not die.

Tomorrow I shall broadcast again from London.

Source: http://www.emersonkent.com/speeches/flame_of_the_french_resistance.htm