



Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2011

HISTORY - ORDINARY LEVEL

FIELD OF STUDY: LATER MODERN, 1815 – 1993

Written examination: 400 marks
Pre-submitted Research Study Report: 100 marks

WEDNESDAY, 15 JUNE – AFTERNOON, 2.00 – 4.50

Instructions to candidates:

Answer Sections 1, 2 and 3 inside.

- **Section 1 (100 marks)**

Documents-based question (Later Modern Ireland: Topic 5)

Answer all parts of this section.

- **Section 2 (100 marks)**

Ireland: Topics 1, 2, 3, 4, 6.

Answer on one topic from this section.

- **Section 3 (200 marks)**

Europe and the wider world: Topics 1, 2, 3, 4, 5, 6.

Answer on each of two topics from this section.

SECTION 1: DOCUMENTS-BASED QUESTION

Later Modern Ireland: Topic 5 **Politics and society in Northern Ireland, 1949-1993**

Case study to which documents relate:

The Apprentice Boys of Derry

Study the documents opposite and answer the questions below:

1.
 - (a) According to documents A and B, from where do the Apprentice Boys come?
 - (b) According to document A, what was the weather like?
 - (c) From document A, what event took place on the morning of the march?
 - (d) According to the documents A and B, how are some of the marchers armed?
 - (e) According to documents A and B, what sort of instruments were played by the Apprentice Boys' bands?

(40)

2.
 - (a) Do documents A and B agree on the type of headwear worn by the Apprentice Boys? Explain your answer.
 - (b) Which document, A or B, provides a greater understanding of the nature of the Apprentice Boys? Explain your answer.

(20)

3.
 - (a) Did the sermon, mentioned in document A, give reasonable advice? Explain your answer.
 - (b) What advantage has a visual source, such as document B, compared with a written source, such as document A?

(20)

4. Why were the activities of the Apprentice Boys a source of tension in Derry?

(20)

- Document A -

**Fergus Pyle's depiction, for the *Irish Times* (Dublin), of the Derry Apprentice Boys' march,
12 August 1967.**

On Saturday it rained with a particular intensity in Derry; but the Apprentice Boys marched their appointed route with their banners fluttering and their bands pumping out the traditional tunes.

They wore a traditional uniform of bowler hats and crimson sashes and large cuffs to show what position the wearer holds in the club. On either side of the flags, men marched with swords drawn.

In the morning, a large crowd attended a service at the cathedral to hear a sermon advising restraint towards people of different religious persuasions, but with firmness in defence of the Protestant heritage.

From then on, the streets were filled with marching men, and the air was filled with music from silver, accordion, pipe and flute bands.

- Document B -

A photograph of an Apprentice Boys' march in Derry.



SECTION 2: IRELAND

Attempt the three sections, A, B and C, from one of the topics below.

Ireland: Topic 1

Ireland and the Union, 1815-1870

A (30 marks)

Recommended maximum time: 10 minutes

This is an extract from a description by a German traveller, Jacob Veneday, of Daniel O’Connell’s arrival at the Athlone Repeal Meeting of 15 June 1843. Study it and answer the questions which follow.

Now there arose a cry such as never before had greeted my ears; now all hats were raised in the air, and there burst forth the unanimous shouts: ‘Hurrah! hurrah! hurrah! Long live O’Connell! Long live the Liberator!’

A hundred thousand voices sent forth these salutations to the man whose magic power had circled them around him. He sat on the box-seat of a carriage drawn by four horses, and answered the salutation with head, hand, and cap.

How he made his way I do not even to this day comprehend, for there was not room for a person to fall, much less to walk. ‘Make way for the Liberator!’ was the charm word which accomplished the wonder that otherwise had been an impossibility.

1. Where and when did the events described take place?
2. What nickname for O’Connell is mentioned in the extract?
3. How did the huge crowd greet O’Connell as he arrived?
4. How did O’Connell himself respond to the welcome from the crowd?
5. How successful was O’Connell’s campaign for Repeal?

B (30 marks)

Recommended maximum time: 10 minutes

Write a short paragraph on **one** of the following:

1. The Irish countryside in 1815.
2. The Tithe War.
3. Thomas Davis.
4. The Synod of Thurles, 1850.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. How did Daniel O’Connell set about winning Catholic Emancipation between 1823 and 1829?
2. What was done by private individuals and groups to help the victims of the Famine?
3. What did William Carleton and/or William Dargan contribute to Irish life?
4. What part did Charles Kickham and/or James Stephens play in the Fenian movement?

Ireland: Topic 2
Movements for political and social reform, 1870-1914

A (30 marks)

Recommended maximum time: 10 minutes

This edited extract discusses the first GAA All-Ireland hurling final. Read it and answer the questions which follow.

Five teams contested the first All-Ireland hurling championship of 1887 – Galway, Wexford, Clare, Tipperary and Kilkenny. After a long delay, the final took place at Birr on Easter Sunday, 1 April 1888. The teams lined out twenty one a side. The hurlers played in their stocking feet. Birr was chosen for the venue because it was both central and neutral for both Meelick and Thurles, the champion hurling teams from Galway and Tipperary respectively.

The final score read: Tipperary one goal and one point, Galway nil. Tommy Healy from Two-Mile-Borris scored the goal – the first goal ever in an All-Ireland championship – and wrote himself into the record books.

1. Where and when did the first All-Ireland hurling final take place?
2. What was unusual about the dress of the players on that day?
3. What hurling teams represented Galway and Tipperary respectively?
4. What record did Tommy Healy establish on that day?
5. What did Michael Cusack contribute to the GAA?

Source: Brendan Fulham, *Hurling Giants*, Wolfhound Press, Dublin. 1994.

B (30 marks)

Recommended maximum time: 10 minutes

Write a short paragraph on **one** of the following:

1. Michael Davitt.
2. The Gaelic League.
3. Educational reforms: schools and universities.
4. John Redmond.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. What was the importance of the 1885 and the 1886 elections?
2. How did Isabella Tod and/or Hanna Sheehy-Skeffington seek improvements for women?
3. What did W.B. Yeats contribute to the cultural revival?
4. What were the causes of the Dublin 1913 strike and lockout and how did it come to an end?

The pursuit of sovereignty and the impact of partition, 1912-1949

A (30 marks)

Recommended maximum time: 10 minutes

This is an edited extract from a broadcast by a war correspondent, Ernst von Kuhren, who flew with a Luftwaffe squadron that bombed Belfast on Sunday, 4 May 1941. Read it and answer the questions which follow.

I can really say that I could not believe my eyes. When we approached the target, at half-past two, we stared silently into a sea of flames such as none of us had seen before.

In Belfast there were not a large number of fires, but just one enormous fire which spread over the entire harbour and industrial area.

Here the English had concentrated an important part of their war industries because they felt themselves safe, far up in the North. This had come to an end.

1. What evidence does the extract provide that von Kuhren was surprised by what he saw?
2. What part of Belfast was attacked?
3. Why was Belfast an important target?
4. What lesson would be learned?
5. How did the Irish government in Dublin respond to the bombing of Belfast?

B (30 marks)

Recommended maximum time: 10 minutes

Write a short paragraph on **one** of the following:

1. The Home Rule Bill, 1912-1914.
2. Patrick Pearse.
3. The 1918 election.
4. Richard Dawson Bates.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. What part did Michael Collins play in the Treaty negotiations, October-December, 1921, and in later events?
2. In what ways was the Eucharistic Congress, 1932, a success for both Church and State?
3. How did Éamon de Valera deal with Anglo-Irish relations during World War II?
4. As Prime Minister, what part did James Craig play in the affairs of Northern Ireland?

Ireland: Topic 4
The Irish diaspora, 1840-1966

A (30 marks)

Recommended maximum time: 10 minutes

This picture shows post-famine Irish emigrants preparing to cross the Atlantic. Study it and answer the questions which follow.



1. How will the emigrants cross the Atlantic?
2. Name one of the destinations shown.
3. What evidence does the picture offer that whole families are emigrating?
4. Are these people the very poorest? Explain your answer.
5. Why did the Irish emigrate in large numbers?

B (30 marks)

Recommended maximum time: 10 minutes

Write a short paragraph on **one** of the following:

1. The Molly Maguires.
2. Emigration from Ireland, 1920-1966.
3. Archbishop Mannix.
4. Maureen O'Hara.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. Why is Grosse Isle important in the history of Irish emigration?
2. What did John Devoy contribute to Irish America?
3. What was the impact on Irish America of Éamon de Valera and/or Joe Kennedy?
4. What were the aims of the Holy Ghost mission to Nigeria, 1945–1966, and how successful was it in achieving its aims?

Ireland: Topic 6
Government, economy and society in the Republic of Ireland, 1949-1989

A (30 marks)

Recommended maximum time: 10 minutes.

This is an edited extract from an assessment by the British ambassador, Peter Clutterbuck, of Seán Lemass. Study it and answer the questions which follow.

His references in the Dáil to partition have been couched (expressed) in moderate terms. Perhaps the most encouraging was the absence of any suggestion that partition was, in some way, the fault of, and maintained by, Britain. He seems to recognise that it is a matter for agreement between Irishmen themselves. That, indeed, is an advance.

Mr. Lemass said quite frankly to me that he fully realised, on looking back, that a great number of mistakes had been made, by the Dublin government, in relation to the North. These he wanted to work to rectify. It was totally wrong, for instance, to bring pressure on the North. Any such pressure would be self-defeating.

Source: Tom Garvin, *Judging Lemass*, Royal Irish Academy, Dublin, 2009.

1. Who is the writer of the assessment?
2. What does the writer find encouraging?
3. In relation to Northern Ireland, what example of mistakes made, does the writer attribute to Lemass?
4. Has the writer had direct contact with Lemass? Give a reason for your answer.
5. With which Northern Ireland leader did Lemass exchange visits in 1965?

B (30 marks)

Recommended maximum time: 10 minutes

Write a short paragraph on **one** of the following:

1. T.K. Whitaker.
2. Changes in education, health and social welfare.
3. Breandán Ó hEithir.
4. Ireland and the UN.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. What was the impact of RTÉ on Irish society between 1962 and 1972?
2. What did Jack Lynch achieve as Taoiseach?
3. Did membership of the EEC help or hinder the development of Irish fisheries? Explain your answer.
4. How did Garrett FitzGerald and /or Sylvia Meehan influence Irish affairs?

SECTION 3: EUROPE AND THE WIDER WORLD
Answer the three sections, A, B and C, from two of the topics below.

Europe and the wider world: Topic 1
Nationalism and state formation in Europe, 1815-1871

A (30 marks)

Recommended maximum time: 10 minutes

This is an extract from a description by Robert Owen of the teaching of infants at his school in New Lanark. Study it and answer the questions which follow.

The children were not to be annoyed with books, but were to be taught the uses and nature of the common things around them so as to induce them to ask questions about them.

The school room was furnished with paintings, chiefly of animals, with maps, and often supplied with natural objects from the gardens, fields and woods. These excited their curiosity and created a lively conversation between the children and their teachers.

The children at four and older showed an eager desire to understand the use of maps of the world hung in the room to attract their attention.

It was most encouraging to see the progress which these children made in real knowledge, without the use of books. In the future I doubt whether books will ever be used before children reach the age of thirteen.

Source: www.infed.org/thinkers

1. Where was the school which Robert Owen is describing?
2. How did Owen hope to induce young children to ask questions about their surroundings?
3. What evidence is there that Owen did not approve of books in the teaching of young children?
4. What effect had the presence of maps of the world on the children in the classroom?
5. What was Owen's belief regarding discipline for schoolchildren?

B (30 marks)

Recommended maximum time: 10 minutes

Write a short paragraph on **one** of the following:

1. Clemens Metternich.
2. Serfdom in Russia.
3. Haussmann's Paris.
4. Napoleon III.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. What solutions did Karl Marx offer for the problems of society?
2. Why did the 1848 Revolution in Germany fail?
3. What part did Feargus O'Connor and/or Robert Peel play in the affairs of Britain?
4. What role did Giuseppe Mazzini and/or Otto von Bismarck play in the unification of his country?

Europe and the wider world: Topic 2
Nation states and international tensions, 1871-1920

A (30 marks)

Recommended maximum time: 10 minutes

This is an edited extract from an interview which Wilhelm II gave to the *Daily Telegraph*, in 1908, while on a visit to England. Read it and answer the questions which follow.

- *You English are mad, mad, mad.*
- *I have declared that my heart is set on peace. But your press bids the people of England to refuse my friendship.*
- *Germany has a worldwide commerce (trade) which is rapidly expanding. Germany must have a powerful fleet, to protect that commerce, in even the most distant seas.*

1. How does Wilhelm II insult the English?
2. Why does Wilhelm II criticise English newspapers?
3. What claims are made for Germany's commerce?
4. According to Wilhelm II, why does Germany need a powerful fleet?
5. What action did Britain take in response to the naval policy of Wilhelm II?

B (30 marks)

Recommended maximum time: 10 minutes

Write a short paragraph on **one** of the following:

1. The Krupp family.
2. Pope Leo XIII.
3. Women in the workforce during World War I.
4. Woodrow Wilson and Europe.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. What steps did Otto von Bismarck take in foreign policy or Church-State relations in Germany?
2. What were the main developments in the invention and early history of the motor car?
3. What did you learn about World War I from your study of Wilfred Owen?
4. What was the importance of Marie Curie and/or Rosa Luxemburg?

Europe and the wider world: Topic 3
Dictatorship and democracy in Europe, 1920-1945

A (30 marks)

Recommended maximum time: 10 minutes

In this edited extract from *The Road to Wigan Pier* (1937) George Orwell writes of Britain in the inter-war years. Study it and answer the questions which follow.

When I first saw unemployed men at close quarters, the thing that horrified and amazed me was to find that many of them were ashamed of being unemployed.

The middle classes were still talking about 'lazy idle loafers on the dole' and saying that 'these men could all find work if they wanted to'. Naturally, these attitudes reached down to the working class themselves.

I remember the shock of astonishment it gave me, when first I mingled with tramps and beggars, to find that a fair proportion – perhaps a quarter – of these people whom I had been taught to regard as cynical parasites (people who live off others), were decent young miners and cotton workers.

1. What 'horrified and amazed' the writer?
2. What was one criticism made of the unemployed?
3. What did the writer originally think of tramps and beggars?
4. What did the writer discover about tramps and beggars?
5. What did the organisers of the Jarrow March, October 1936, hope to achieve?

B (30 marks)

Recommended maximum time: 10 minutes

Write a short paragraph on **one** of the following:

1. Vladimir Ilyich Lenin.
2. Church-state relations in Italy under Mussolini.
3. The Vichy state in France, 1940-1945.
4. The technology of warfare.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. Why did Stalin set up show trials and to what extent did they achieve his desired result?
2. How did Adolf Hitler manage foreign policy up to the outbreak of World War II?
3. What did Winston Churchill and/or J.M. Keynes contribute to Britain?
4. What did Charlie Chaplin and/or Bing Crosby contribute to entertainment?

Europe and the wider world: Topic 4
Division and realignment in Europe, 1945-1992

A (30 marks)

Recommended maximum time: 10 minutes

This picture relates to the Hungarian Uprising which provoked a Soviet reaction when, on the morning of 4 November 1956, Russian tanks (one of which is shown below) attacked Budapest. Study it and answer the questions which follow.



1. Where and when did the event shown take place?
2. What evidence of conflict does the picture offer?
3. Was fighting taking place when the photograph was taken? Explain your answer.
4. Why are there so few people on the street?
5. In 1956 on which side of the Iron Curtain was Budapest situated: East or West?

B (30 marks)

Recommended maximum time: 10 minutes

Write a short paragraph on **one** of the following:

1. The Berlin airlift, 1948-1949.
2. Alexander Solzhenitsyn.
3. Simone de Beauvoir.
4. John Lennon.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following questions:

1. What leadership did Nikita Khrushchev provide in domestic and/or foreign affairs?
2. What was the impact of the 1973 Oil Crisis on society and economy in Europe?
3. What part did one or more of the following play in European affairs: Jean Monnet; Margaret Thatcher; Jacques Delors?
4. What was the historical importance of the Second Vatican Council?

Europe and the wider world: Topic 5
European retreat from empire and the aftermath, 1945-1990

A (30 marks)

Recommended maximum time: 10 minutes

This edited extract shows the violence that attended the British withdrawal from India. In it Niranyan Singh (a Sikh) describes an incident, in the Punjab, which forced him to flee to New Delhi. Study it and answer the questions which follow.

One morning Moslems from all neighbouring areas gathered around our village and attacked it. But although we were outnumbered we held them off for eight hours. We had only our kirpans (swords) and a few old rifles. They had modern weapons.

When finally they broke through, there was not one among us who had not sustained some injury or other. The brutes killed my 90-year-old father and, when my young son rushed to his defence, they speared my son to death.

I had been injured on my forehead and gushing blood had made one partly blind. A young cowardly Moslem attacked me from behind with a hatchet, injuring my foot.

1. Where was Niranyan Singh when he was attacked and to where did he flee?
2. Who were better armed, the attackers or the defenders? Briefly explain your answer.
3. What injury did Singh sustain?
4. What was Singh's attitude to his attackers? Briefly explain your answer.
5. Why did Britain leave India in 1947?

B (30 marks)

Recommended maximum time: 10 minutes

Write a short paragraph on **one** of the following:

1. Mohandas Gandhi.
2. Gamal Abdul Nasser and the Suez Crisis, 1956.
3. Charles de Gaulle and France's retreat from empire.
4. Nadine Gordimer.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. What part did Ho Chi Minh and/or Achmad Sukarno play in his country's affairs?
2. Why did Katanga seek to break from the Congo, 1960-1965, and how did outside interests become involved?
3. During the period 1945-1990, what were the main social and economic problems facing Africa?
4. How did Britain and/or France become multi-racial during the period 1945-1990?

Europe and the wider world: Topic 6
The United States and world, 1945-1989

A (30 marks)

Recommended maximum time: 10 minutes

This is an extract from Lyndon Johnson's final State of the Union Address as President, 1969. Study it and answer the questions which follow.

I regret more than any of you know that it has not been possible to restore peace to South Vietnam. The prospects, I think, for peace are better today than at any time since North Vietnam began its invasion with its regular forces more than 4 years ago.

The free nations of Asia now know what they were not sure of at that time: that America cares about their freedom, and it also cares about America's own vital interests in Asia and throughout the Pacific. The North Vietnamese know that they cannot achieve their aggressive purposes by force. There may be hard fighting before a settlement is reached; but, I can assure you, it will yield no victory to the Communist cause.

I cannot speak to you tonight about Vietnam without paying a very personal tribute to the men who have carried the battle out there for all of us. I have been honored to be their Commander in Chief. The Nation owes them its total support while the battle continues -- and its enduring gratitude when their service is done.

1. How does Johnson now rate the prospects for peace in South Vietnam?
2. What do the free nations of Asia now know about America?
3. What have the North Vietnamese learned from the progress of the war so far?
4. What two things does the USA owe to its soldiers in Vietnam?
5. Who succeeded Johnson as President of the United States?

B (30 marks)

Recommended maximum time: 10 minutes

Write a short paragraph on **one** of the following:

1. Joe McCarthy and the "red scare".
2. The Cuban Missile Crisis.
3. Détente, SALT and Star Wars.
4. Norman Mailer.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. What did Harry Truman achieve as President of the United States?
2. How was it possible for the US to achieve a Moon landing?
3. What did Marilyn Monroe and/or Muhammad Ali contribute to American culture?
4. What did Billy Graham contribute to religious practice in the US?

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