



Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2017

HISTORY – ORDINARY LEVEL

FIELD OF STUDY: LATER MODERN, 1815-1993

Written Examination: 400 marks

Pre-submitted Research Study Report: 100 marks

WEDNESDAY, 14 JUNE – AFTERNOON, 2.00-4.50

Instructions to candidates:

Answer Sections 1, 2 and 3 inside.

- **Section 1 (100 marks)**

Documents-based question (Europe and the wider world: Topic 3)

Answer all parts of this section.

- **Section 2 (200 marks)**

Ireland: Topics 1, 2, 3, 4, 5, 6.

Answer on two topics from this section.

- **Section 3 (100 marks)**

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

Answer on one topic from this section.

SECTION 1: DOCUMENTS-BASED QUESTION

Europe and the wider world: Topic 3

Dictatorship and democracy in Europe, 1920-1945

Case study to which documents relate:

The Nuremberg Rallies

Study the documents opposite and answer the questions below.

1.
 - (a) In document A, how are the tents to be kept?
 - (b) According to document A, where are the first-aid stations situated?
 - (c) From document A, what must happen at 10.30 p.m.?
 - (d) In document B, what is Hitler doing at right foreground?
 - (e) In document B, what is the name of the symbol on the flag in the top left-hand corner?
(40)

2.
 - (a) How does each document, A and B, show a high level of order and organisation on the site? Refer to both documents in your answer.
 - (b) Which document, A or B, gives the better insight on a Nuremberg Rally?
Explain your answer, referring to both documents. (20)

3.
 - (a) Are the rules in document A meant to keep people safe or to keep people under control?
Give a reason for your answer.
 - (b) Why is document B a primary source? Give a reason for your answer. (20)

4. What was the purpose of the Nuremberg Rallies in Nazi Germany? (20)

- Document A -

This edited extract describes how the 'tent city' at the Nuremberg Rallies was organised.

The tents must be kept neat and tidy. There will be no smoking in the tents at any time. Kerosene lamps, open fires and cooking are not allowed in or around the tents.

Anyone feeling ill must report to the doctor at once. There are first-aid stations on every camp ground.

No one is allowed to leave the grounds without a pass. Upon return, everyone must report in.

A trumpet signal will be blown at 10 p.m. At 10.30 p.m. everyone must be in bed. Silence is requested.

Source: Hamilton T. Burden, *The Nuremberg Party Rallies* (London: Pall Mall Press, 1967).

- Document B -

In this photograph of the 1937 Nuremberg Rally Hitler is standing at right foreground.



SECTION 2: IRELAND

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

Ireland: Topic 1

Ireland and the Union, 1815-1870

A (30 marks)

Recommended maximum time: 10 minutes

In this edited extract from a letter to Charles Trevelyan, dated 7 August, 1846, Fr. Theobald Mathew describes the onset of potato blight. Read it and answer the questions which follow.

On the 27th July I travelled from Cork to Dublin and this doomed plant bloomed.

Returning on the 3rd of this month, I saw with sorrow wide stretches of rotting vegetation.

In many places the wretched people were seated on their fences wringing their hands and wailing at the destruction that had left them foodless.

Source: J.S. Donnelly, *The Great Irish Potato Famine* (Stroud, Gloucestershire: Sutton Publishing, 2001).

1. On what date did the writer notice the potato plant blooming?
2. Between what two cities did the writer travel?
3. What did the writer see 'with sorrow'?
4. How did the people react to their loss?
5. Briefly, why did Charles Trevelyan criticise Irish landlords during the Famine?

B (30 marks)

Recommended maximum time: 10 minutes

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

1. The Tithe War.
2. William Dargan.
3. Reforms of the Liberal government.
4. James Stephens.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. How did Daniel O'Connell achieve Catholic Emancipation in 1829?
2. What did William Carleton and/or Thomas Davis contribute to Irish affairs?
3. What major topics were discussed at the Synod of Thurles, 1850?
4. In what ways did Mother Mary Aikenhead contribute to Irish society?

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

A (30 marks)

Recommended maximum time: 10 minutes

On the night of 8 June, 1886 Gladstone's First Home Rule Bill was defeated in the House of Commons, London. In this edited extract the journalist, Frank Frankfort Moore, who received the news by telegraph, describes reactions in Belfast. Read it and answer the questions which follow.

As I made my way homeward, although it was only four o'clock in the morning, I met with groups of working men who had risen two or three hours before their usual time to learn the result from the House of Commons.

When I told them that the Bill had been defeated, cheers filled the air. I met scores of the same class in ultra-Protestant Sandy Row. I was slapped on the back as though the defeat of the Bill was due to my personal exertions.

Source: Jonathan Bardon, *A History of Ireland in 250 Episodes* (Dublin: Gill Books, 2008).

1. Why had the working men risen earlier than usual?
2. What news did the writer give the working men?
3. How did the working men react on hearing the news?
4. What information does the writer give about Sandy Row, Belfast?
5. Why did most people in Belfast oppose Home Rule?

B (30 marks)

Recommended maximum time: 10 minutes

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

1. Isabella Tod.
2. The Co-operative Movement.
3. The Gaelic League.
4. John Redmond.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. How did Michael Davitt attempt to solve the land question in Ireland?
2. What were the successes and failures of the GAA during the period 1884-1891?
3. What did W.B. Yeats contribute to the cultural revival in Ireland?
4. How and why did Edward Carson campaign against Home Rule for Ireland?

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

A (30 marks)

Recommended maximum time: 10 minutes

This edited extract discusses the promotion of cultural identity by the Free State government, 1922-1932. Read it and answer the questions which follow.

The 1922 constitution declared that Irish was the national language of the Free State and it was given equal status with the English language.

As Minister for Education, Eoin Mac Neill ensured that the language would have a privileged position in schools. As a result, Irish took the place of English as the language of teaching in primary schools and secondary schools.

The government also began the task of creating a new state symbolism. For example, the official seal of the state would be the harp. This was followed by the introduction of new coins and banknotes, and postage stamps.

A national radio station, called 2RN, was launched on 1 January 1926 and was intended to have a cultural, rather than a political, nature.

Source: Michael Laffan, *Judging W.T. Cosgrave* (Dublin: Royal Irish Academy, 2014).

1. What did the 1922 constitution state concerning the Irish language?
2. Who was Minister for Education at this time?
3. What became the official seal of the Irish Free State?
4. What name was given to the new national radio station?
5. Was government policy towards the Irish language a success or a failure? Give a reason for your answer.

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. Anglo-Irish relations under de Valera, 1932-1939.
4. James J. McElligott.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. What were the terms of the agreement reached following the Treaty negotiations in London (October- December 1921)?
2. What preparations were made to ensure the success of the Eucharistic Congress, 1932?
3. What did Countess Markievicz and/or Evie Hone contribute to Irish affairs?
4. What did James Craig achieve as prime minister of Northern Ireland?

Ireland: Topic 4
The Irish diaspora, 1840-1966

A (30 marks)

Recommended maximum time: 10 minutes

In this edited extract the social historian Domhnall Mac Amhlaigh recalls the day he emigrated from Ireland to seek work in England, 12 March, 1951.

This morning I carried a bag of coal home to my mother. I have everything done for her now: the garden planted and the old house cleaned up a bit on the outside.

There was a good crowd on the boat, the Princess Maud. I got well to the back of the boat to have a last look at Ireland and the lights of Dún Laoghaire, and suddenly I felt lonely all over again. I slept most of the way from Holyhead to Rugby.

When I got off the train at Rugby, my heart sank. As I stood and looked around at the dirty, ugly station, everything looked so foreign to me. Round about 6 a.m. hundreds started pouring into the station, pale pasty faces with identical lunch boxes slung over their shoulders.

Source: Domhnall Mac Amhlaigh, *Dialann Deoraí*, translated by Valentin Iremonger, *An Irish Navy: the Diary of an Exile* (London: Routledge, 1964).

1. Before leaving home, what was the last task Mac Amhlaigh did for his mother?
2. What was the name of the boat on which he travelled?
3. Why did Mac Amhlaigh sit near the back of the boat?
4. What was Mac Amhlaigh's impression of the train station at Rugby?
5. Why did so many Irish people seek work in Britain between 1945 and 1966?

B (30 marks)

Recommended maximum time: 10 minutes

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

1. Irish emigrants at Grosse Isle.
2. The Orange Order in Canada and Australia.
3. John Devoy.
4. Maureen O'Hara.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. What did de Valera's visit to America (June, 1919-December, 1921) achieve?
2. Was the Holy Ghost Mission to Nigeria a success or a failure? Argue your case.
3. In what ways did the career of one of the following illustrate Irish-American experience: Boss Croker; Joe Kennedy; John F. Kennedy?
4. How did one or more of the following promote the interests of the Catholic Church among Irish emigrants: Archbishop Daniel Mannix; Bishop Edward Galvin; Mother Mary Martin?

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

A (30 marks)

Recommended maximum time: 10 minutes

In this edited extract John Hume reflects on the background to his role in the 'University for Derry' campaign. Read it and answer the questions which follow.

Our growing sense of isolation in Derry was enhanced by the closure of our rail links to Donegal in 1953 and to Dublin in 1965 and the subsequent downgrading of the link to Belfast.

The final straw was the recommendation, in 1965, that a new university be constructed in the small neighbouring town of Coleraine, rather than the city of Derry, which already had the historical building of Magee College, the obvious site for a new seat of learning.

Source: *Britain and Ireland: Lives Entwined III*, (The British Council, 2002).

1. What developments contributed to Derry's growing sense of isolation?
2. According to John Hume, what was 'the final straw'?
3. How is Coleraine described by John Hume?
4. According to John Hume, why was Derry 'the obvious site' for a new university?
5. Why was Coleraine recommended as the site for the new university?

B (30 marks)

Recommended maximum time: 10 minutes

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

1. Margaret Thatcher and Northern Ireland.
2. Cultural responses to the "Troubles".
3. The Downing Street Declaration, 1993.
4. Gerry Adams.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. What were the aims of the Apprentice Boys and why did their aims cause problems in Derry?
2. Do you consider the premiership of Terence O'Neill a success or a failure? Argue your case.
3. What was agreed at Sunningdale and why did the power-sharing executive fail?
4. How did Bernadette Devlin and/or Ian Paisley influence events in Northern Ireland?

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

A (30 marks)

Recommended maximum time: 10 minutes

In this edited extract Garret FitzGerald reflects on the impact of the EEC on Irish fisheries. Read it and answer the questions which follow.

The Irish application to join the EEC was turned down by General de Gaulle, with that of Britain, in January 1961. By the time Ireland and Britain, with Denmark, joined in 1973, the original six members had brought about an arrangement that gave them access to British, Danish and Irish fish stocks.

The disadvantages of this arrangement for Ireland were made less severe by a deal that I secured, as Foreign Minister, in 1976. This enabled Ireland to double its fish catches and increase their value by 90% within a few years.

Source: Garret FitzGerald, *Reflections on the Irish State* (Dublin: Irish Academic Press, 2003).

1. Why did the 1961 Irish application to join the EEC fail?
2. By 1973 to what had the original six members gained access?
3. What improvement for Irish fisheries did FitzGerald gain in 1976?
4. What job did FitzGerald hold in 1976?
5. Apart from fishing, mention one way Ireland changed as a result of joining the EEC.

B (30 marks)

Recommended maximum time: 10 minutes

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

1. Changes in health and social welfare, 1949-1989.
2. Developments in education, 1949-1989.
3. Jack Lynch.
4. The fortunes of the Irish language, 1949-1989.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. Why was the First Programme for Economic Expansion, 1958-1963, so important?
2. What problems did Seán Lemass encounter as Taoiseach?
3. In what ways did Breandán Ó hEithir contribute to Irish culture?
4. What did Charles J. Haughey achieve during his time as Taoiseach?

SECTION 3: EUROPE AND THE WIDER WORLD

Answer the three sections, A, B and C, from one 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

In this edited extract, the historian Martin Kitchen discusses the system of Metternich. Read it and answer the questions which follow.

Metternich wanted to maintain the conservative order established at the Congress of Vienna in 1815; he wanted to keep the peace of Europe; and he wanted to preserve the position of his native Austria as a great power. This was known as the system of Metternich.

In 1830, the July Revolution in France forced Charles X to abdicate in favour of Louis Philippe. The revolution also triggered off a series of uprisings throughout Europe. In October of the same year Belgium broke away from the Netherlands and declared her independence, while uprisings occurred in Italy, Germany and Poland.

Source: Martin Kitchen, *A History of Modern Germany from 1800 to the Present* (Chichester, West Sussex: Wiley-Blackwell, 2012).

1. In what year was the Congress of Vienna?
2. Mention one aspect of the system of Metternich.
3. In 1830, who replaced Charles X as King of France?
4. When did Belgium become an independent country?
5. Was the 1848 Revolution in Germany a success or a failure? Give a reason for your answer.

B (30 marks)

Recommended maximum time: 10 minutes

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

1. Developments in science, 1815-1871.
2. Robert Peel.
3. Victor Hugo.
4. Balkan nationalism.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. What were the aims and achievements of Giuseppe Mazzini in Italy?
2. What vision had Karl Marx and/or Mikhail Bakunin for the creation of a new society?
3. How did Haussmann create a more attractive city of Paris?
4. How did Robert Owen create better conditions for his workers?

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

A (30 marks)

Recommended maximum time: 10 minutes

This edited extract describes motoring in its early days. Read it and answer the questions which follow.

The decision to become a motorist in the early days of the motor car needed careful consideration. There was the considerable expense of buying and running a car, the unreliability of the mechanisms, no petrol stations or garages, poor roads and widespread motor phobia.

Car designs were of the open-carriage style. The absence of roof, windscreen or door meant the motorist had to dress up for protection from the elements.

By the early 1900s road dust became a problem for motorists. Night driving was out of the question because the candle or oil lamps were almost useless.

Source: Lord Montagu of Beaulieu, "The Early days of Motoring." *History Today*, Vol. 36 (London: October, 1986).

1. Why did early motorists have to be sure to bring enough petrol for their journey?
2. Why did the early motorist have to 'dress up for protection'?
3. By the early 1900s what had become 'a problem for motorists'?
4. Why was night driving 'out of the question'?
5. Name one inventor who contributed to the early history of the motor car.

B (30 marks)

Recommended maximum time: 10 minutes

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

1. Key developments in science, technology and medicine.
2. Industrialisation and economic crisis in Tsarist Russia.
3. Women in the workforce during World War I.
4. Rosa Luxemburg.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. How did Bismarck conduct German foreign policy between 1871 and 1890?
2. What was Wilhelm II's naval policy and why did it alarm the British government?
3. What did you learn about World War I from your study of Wilfred Owen and/or Douglas Haig?
4. How did Pope Leo XIII and/or Woodrow Wilson influence affairs in Europe?

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

A (30 marks)

Recommended maximum time: 10 minutes

John Hoskyns was head of Margaret Thatcher's policy unit. In August 1981 he wrote a note to Mrs Thatcher on her style of leadership. Read this edited extract and answer the questions which follow.

Your leadership style is wrong. You bully your weaker colleagues. You criticise colleagues in front of each other and in front of officials. You give little praise or credit. The result is an unhappy ship.

You must lead by encouragement, not by criticism. You must make the members of your team feel ten feet tall, not add to their fears and self-doubts. Say "we" and not "I".

Source: Charles Moore, *Margaret Thatcher: Not for Turning: The Authorised Biography, Volume 1* (London: Allen Lane, 2013).

1. How does Hoskyns refer to Thatcher's 'leadership style'?
2. How does Thatcher behave towards her weaker colleagues?
3. Mention one effect of Thatcher's negative behaviour.
4. According to Hoskyns, how should Thatcher act?
5. Mention one important decision taken by Margaret Thatcher as prime minister.

B (30 marks)

Recommended maximum time: 10 minutes

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

1. Jean Monnet.
2. Mikhail Gorbachev.
3. The changing role of women.
4. The impact of the computer on society.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. Was Nikita Khrushchev successful in his leadership of the Soviet Union? Explain your answer.
2. What were the social and economic consequences for Europe of the 1973 Oil Crisis?
3. What were the major events in the life of Pope John Paul II?
4. In what ways did one or more of the following influence culture and society: John Lennon; Alexander Solzhenitsyn; Simone de Beauvoir?

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

A (30 marks)

Recommended maximum time: 10 minutes

In this edited extract the Tanzanian leader, Julius Nyerere, lays out his vision for rural development. Read it and answer the questions which follow.

Groups of people would live together in a village. They would farm together and provide local services.

The community would be the traditional family group. It would be large enough to take account of modern farming methods.

The land they farmed would be 'our land' and the crop they produced would be 'our crop'. Therefore, a sense of common ownership would be encouraged.

Source: Julius Nyerere, *Socialism and Rural Development* (Dar es Salaam: Government Printer, 1977).

1. Where would the groups of people live?
2. What would the villagers provide?
3. What sort of farming methods were to be used?
4. How was a sense of common ownership to be encouraged?
5. Was the policy of ujamaa a success or a failure? Explain your answer.

B (30 marks)

Recommended maximum time: 10 minutes

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

1. The Lomé Conventions.
2. Achmad Sukarno.
3. Typical problems faced by development workers in Africa.
4. Ho Chi Minh.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. What part did Gamal Abdel Nasser play in the affairs of his country?
2. Why did Katanga break away from the Congo and why did outsiders become involved, 1960-1965?
3. What were the achievements of Nadine Gordimer and/or Chinua Achebe?
4. How did France become a multi-racial society and what problems in race relations developed during the 1980s?

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

A (30 marks)

Recommended maximum time: 10 minutes

This edited extract discusses US involvement in Korea, 1950-1953. Read it and answer the questions which follow.

On 25 June 1950 North Korean forces invaded South Korea. About 100,000 men equipped with Soviet-made tanks and aircraft poured into the south. They captured the capital city Seoul and most of the country.

The South Koreans turned to the US for help. President Truman had no choice but to take action. Already he had been criticised by McCarthy and the Republican Party for 'losing China' to communism. He could not afford to 'lose' Korea as well.

The United Nations (UN) gave permission for the US to organise and co-ordinate military action by some 16 member nations. The UN troops under the American General McArthur went on the offensive, and by 8 September had forced the North Koreans back behind the 38th parallel.

Source: Murphy, Cooper & Waldron, *United States, 1776-1992* (London: Harper Collins, 2001).

1. What took place on 25 June 1950?
2. Why had Truman no choice but to take action?
3. What decision did the United Nations (UN) make?
4. Who led the American and UN troops in Korea?
5. Apart from Korea, mention one other country where the US opposed the spread of communism.

B (30 marks)

Recommended maximum time: 10 minutes

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

1. Why the US economy prospered, 1945-1968.
2. Urban poverty, drugs and crime.
3. Muhammad Ali.
4. Multiculturalism in the US.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. What was the origin and what was the outcome of the Montgomery bus boycott, 1956?
2. Do you consider the policies of Lyndon Johnson, 1963-1968, in Vietnam a success or a failure? Explain your answer.
3. What did Marilyn Monroe and/or Betty Friedan contribute to society in America?
4. How did the US achieve a moon landing in 1969?

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