



Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2009

HISTORY - HIGHER LEVEL

FIELD OF STUDY: LATER MODERN, 1815-1993

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

WEDNESDAY, 10 JUNE – AFTERNOON, 2.00 – 4.50

Instructions to candidates:

Attempt Sections 1, 2 and 3 inside.

- **Section 1 (100 marks)**

Documents-based question (Europe and the wider world: Topic 6)
Answer all parts of this section.

- **Section 2 (200 marks)**

Ireland: Topics 1, 2, 3, 4, 5, 6.
Answer one question on each of two topics.

- **Section 3 (100 marks)**

Europe and the wider world: Topics 1, 2, 3, 4, 5.
Answer one question from one topic.

SECTION 1: DOCUMENTS-BASED QUESTION

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

Case study to which the documents relate:
The Montgomery Bus Boycott, 1956

Study the documents opposite and answer the questions below.

1. (a) According to document A, which bus line ran past King's house?
(b) According to document A, who usually travelled on the first bus?
(c) How does document B show that there was a large attendance at Holt Street?
(d) In document B, what is the mood of the people as they approach the church?
(20)

2. (a) What link is shown between religion and protest in these documents?
Refer to both documents in your answer.
(b) Do both documents suggest that the discipline of the protesters had been in doubt?
Refer to both documents in your answer.
(20)

3. (a) The term "Negro", now thought to be offensive, occurs in both documents.
Was its use in these documents offensive? Explain your answer, referring to both documents.
(b) Which document, A or B, is the more objective source?
Explain your answer, referring to both documents.
(20)

4. How important was the Montgomery bus boycott to the American civil rights movement?
(40)

-Document A-

Martin Luther King recalling the first morning of the Montgomery bus boycott.

Fortunately, a bus stop was just five feet from the house. We could observe the opening stages [of the boycott] from our front window. And so we waited. I was in the kitchen, drinking my coffee, when I heard [my wife] Coretta say, "Martin, Martin, come quickly!" I put down my cup and ran toward the living room. As I approached the front window, Coretta pointed joyfully to a slowly moving bus: "Darling, it's empty!"

I could hardly believe what I saw. I knew that the South Jackson line, which runs past our house, carried more Negro passengers than any other line in Montgomery, and that the first bus was usually filled with domestic workers going to their jobs. Would all the other buses follow the pattern that had been set by the first? Eagerly we waited for the next bus. In fifteen minutes it rolled down the street, and like the first it was empty. A third bus appeared, and it too was empty of all but two white passengers.

I jumped in my car and, for almost an hour, I cruised down every major street and examined every passing bus. At the peak of the morning traffic, I saw no more than eight Negro passengers. Instead of the 60% co-operation we had hoped for, it was becoming apparent that we had reached almost 100%. A miracle had taken place.

(Clayborne Carson ed., *The Autobiography of Martin Luther King Jr.*, 1998)

-Document B-

Joe Azbell, of the *Montgomery Advertiser*, reporting from Holt Street, Montgomery, later the same day.

As I drove along Cleveland Avenue, en route to the Holt Street Baptist Church, Monday night, I could see Negroes by the dozens forming a file, almost soldierly, on the sidewalk. They were going to the protest meeting at the church.

They were silent people, bundled in overcoats, performing what appeared to be a ritual. I parked my automobile a block from the church and noted the time was six forty-five. Already cars were strung out for six or seven blocks in each direction. In fact, the area around the church looked like Cramton Bowl at the Alabama state football game. Except for one thing: these people were stony silent.

The passion that fired the meeting was seen as the thousands of voices joined in singing. Then there followed a prayer by a minister. It was interrupted a hundred times by "yeas" and "uh-huhs" and "that's right". At several points there was an emotionalism that the ministers on the platform recognized could get out of control.

The meeting was much like an old-fashioned revival [religious meeting]. It proved beyond a doubt that there was a discipline among Negroes that many whites had doubted. It was almost a military discipline combined with emotion.

(Stewart Burns ed., *Daybreak of Freedom: The Montgomery Bus Boycott*, 1997)

SECTION 2: IRELAND

Answer one question from each of two of the topics below.

Ireland: Topic 1

Ireland and the Union, 1815-1870

Answer **one** of the following questions:

1. What was Daniel O’Connell’s contribution to the campaigns for Emancipation and Repeal? (100)
2. During the period 1815-1850, what social and economic changes took place in Ireland? (100)
3. What did Thomas Davis and/or Charles Kickham contribute to Irish nationalism? (100)
4. What was the importance of Cardinal Paul Cullen in the history of Irish Catholicism? (100)

Ireland: Topic 2

Movements for political and social reform, 1870-1914

Answer **one** of the following questions:

1. Who was the more effective leader of the Home Rule movement, Butt or Parnell? Argue your case, referring to both. (100)
2. To what extent was the Dublin strike and lockout, 1913, a success or a failure? (100)
3. What was the contribution of Michael Davitt to social and political reform? (100)
4. What developments took place in Ulster Unionism or in the industrialisation of Belfast, 1870-1914? (100)

Ireland: Topic 3

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

Answer **one** of the following questions:

1. Why were the Anglo-Irish Treaty negotiations controversial? (100)
2. What were the main social and economic challenges facing Northern Ireland, 1920-1945? (100)
3. During the period 1932-1945, which did Éamon de Valera manage better, the economy or Anglo-Irish relations? Argue your case, referring to both. (100)
4. What attempts were made to promote cultural identity, North and South, during the period, 1912-1945? (100)

Ireland: Topic 4
The Irish diaspora, 1840-1966

Answer **one** of the following questions:

1. What factors, at home and abroad, contributed to Irish emigration during the period, 1840-1914? (100)
2. Why was there anti-Irish sentiment in the US and/or Britain in the nineteenth century? (100)
3. During the period 1922-1966, why did so many people emigrate to Britain and to what extent did they become assimilated? (100)
4. What were the aims and achievements of the Holy Ghost mission to Nigeria, 1945-1966? (100)

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

Answer **one** of the following questions:

1. Who was the more effective leader of Northern Ireland, Brookeborough or O'Neill? Argue your case, referring to both. (100)
2. To what extent were the activities of the Apprentice Boys of Derry and/or the choice of Coleraine as the site of Northern Ireland's second university divisive? (100)
3. What were the social and economic effects of the "Troubles"? (100)
4. What was the importance of one or more of the following: the Sunningdale Agreement, 1973; the Anglo-Irish Agreement, 1985; the Downing Street Declaration, 1993? (100)

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

Answer **one** of the following questions:

1. What was the contribution of T.K. Whitaker and/or Seán Lemass to economic change in Ireland? (100)
2. How did membership of the UN and/or the EEC affect the Irish Republic? (100)
3. During the period 1949-1989, what changes took place in education and/or attitudes towards Irish language and culture? (100)
4. What impact had one or more of the following on Irish society: Archbishop J.C. McQuaid; Garret FitzGerald; Mary Robinson? (100)

SECTION 3: EUROPE AND THE WIDER WORLD

Answer one question from one of the topics below.

Europe and the wider world: Topic 1

Nationalism and state formation in Europe, 1815-1871

Answer **one** of the following questions:

1. During the period 1815-1848, how successful was Metternich in preventing political change in Europe? (100)
2. How effective a reformer was Robert Owen and/or Robert Peel? (100)
3. How did Italy and/or Germany move towards unity in the years leading to 1871? (100)
4. What were the achievements of Baron Haussmann and/or Victor Hugo? (100)

Europe and the wider world: Topic 2

Nation states and international tensions, 1871-1920

Answer **one** of the following questions:

1. Who was more effective in his handling of German affairs, Bismarck or Wilhelm II? Argue your case, referring to both. (100)
2. What were the causes of the New Imperialism, and how did the New Imperialism affect Europe? (100)
3. What was the impact of anti-Semitism in France and/or in Russia, 1871-1914? (100)
4. What did you learn about World War I from your study of one or more of the following: Douglas Haig; Wilfred Owen; women in the workforce? (100)

Europe and the wider world: Topic 3

Dictatorship and democracy in Europe, 1920-1945

Answer **one** of the following questions:

1. Why was France unstable during the period, 1920-1940? (100)
2. How did dictators use propaganda and/or terror to maintain their power? (100)
3. What were the main social and economic challenges facing Britain, 1920-1945? (100)
4. What did you learn about World War II from your study of one or more of the following: wartime alliances; collaboration/resistance; technology of warfare? (100)

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

Answer **one** of the following questions:

1. What were the main crises of the Cold War which affected Europe during the period, 1945-1992? (100)
2. How effective were the internal and external policies of Nikita Khrushchev? (100)
3. What was the attitude of one or more of the following to the growth of European unity: Jean Monnet; Margaret Thatcher; Jacques Delors? (100)
4. During the period 1945-1992, what changes took place in one or more of the following: the role of women; religious practices; the mass media? (100)

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

Answer **one** of the following questions:

1. To what extent did Great Britain contribute to tensions in the Middle East during the period, 1945-1956? (100)
2. During the period 1945-1990, what were the social and economic consequences for Africa of Europe's retreat from empire? (100)
3. To what extent did race become a major issue in Britain and/or in France? (100)
4. What were the aims and achievements of one or more of the following: Mohandas Gandhi; Ho Chi Minh; Achmad Sukarno? (100)

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