



# Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2015

## 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 (Ireland: Topic 3)

Answer all parts of this section.

- **Section 2 (100 marks)**

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

Answer one question from one topic.

- **Section 3 (200 marks)**

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

Answer one question from each of two topics.

## SECTION 1: DOCUMENTS-BASED QUESTION

*Ireland: Topic 3*

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

Case study to which the documents relate:

***The Eucharistic Congress, 1932***

Study the documents opposite and answer the questions below:

1. (a) According to document A, why will thousands of people visit Dublin in the following year?  
(b) According to document A, what would make Ireland a bankrupt nation?  
(c) How were slums decorated during the Congress, according to document B?  
(d) What sort of viewing material was provided by cinemas, according to document B?  
(20)
  
2. (a) Are living conditions in Dublin satisfactory, according to both documents? Give reasons for your answer based on both documents.  
(b) Would you agree that the writers of both documents wish to see religion made relevant to public life? Give reasons for your answer based on both documents.  
(20)
  
3. (a) To what extent does document A contain both statements of fact and opinion? Give reasons for your answer.  
(b) Apart from housing, what other issues required attention, according to the writer of document B? Give reasons for your answer.  
(20)
  
4. What was the significance of the Eucharistic Congress, 1932?  
(40)

- Document A -

**In July 1931, Professor R. M. Gwynn of Trinity College, Dublin, wrote an open letter to William T. Cosgrave, the leader of the Irish government. It was published in *The Irish Times* on 13 July 1931. This is an edited extract.**

Next year Dublin is to welcome thousands at the Eucharistic Congress. It is fair to assume that there will be visitors especially interested in the application of religion to life.

Mr. Cosgrave, how will you face them when they ask, "What is the meaning, in this noble city, of these miles of squalid tenements, acres of slum courts? What is being done to abolish them?" Is it conceivable that you lack sympathy with your fellow citizens who have to sleep – father, mother and four children – in one bed in a room, which has to serve also for kitchen, living-room and wash-house?

If we cannot provide a tolerable home, of the simplest type, for the working man who is willing to work and able to pay a reasonable proportion of his earnings in rent, we are certainly a bankrupt nation – bankrupt alike in finance and statesmanship.

Will you tell us, your fellow citizens, who are also your fellow Christians, how much it would cost us to do our plain duty to re-house the poor? In 432 St. Patrick came to make our ancestors Christians; in 1932 let us show that our Christianity is something more than a name.

- Document B -

**Professor Alfred O'Rahilly of University College, Cork, was a prominent Catholic layman. This is an edited extract from an article he wrote in which he reflected on Irish life at the time of the Eucharistic Congress. (*The Catholic Mind*, July 1932).**

Just look around the city of Dublin, or for that matter, any other town. See the hideous slums where our brothers and sisters are bidden to lead a Christian family life. Think of the underpaid and of the unemployed. Are slums tolerable because, during the Congress, they were bedecked with flags? Is Dublin a city of Catholic culture because a million of us congregated there for Mass?

Look at the shops and see what our people are given to read. Go into cinemas and view the inartistic and unprincipled stuff which is poured into our minds.

We can certainly organise, as the Congress has shown. If only we could get some of that spirit outside of Congress time! But the trouble is we have come to accept our social conditions as an inevitable outcome of God's will – instead of a curse.

How careful we are to keep religion out of "business". How often do we hear a Papal Encyclical quoted in Irish public life? And if anyone proposes to introduce into industry an organisation based on Catholic principles, he is looked on as a crank.

## SECTION 2: IRELAND

Answer one question from one of the topics below.

### *Ireland: Topic 1*

#### **Ireland and the Union, 1815-1870**

Answer **one** of the following questions:

1. What were the main social and economic developments in Ireland, 1815-1870? (100)
2. Why did Daniel O’Connell fail to achieve Repeal of the Act of Union? (100)
3. How effective were government and private responses to the Great Famine? (100)
4. What was the contribution to Irish affairs of William Carleton and/or Cardinal Paul Cullen? (100)

### *Ireland: Topic 2*

#### **Movements for political and social reform, 1870-1914**

Answer **one** of the following questions:

1. To what extent would you agree that the political careers of Butt and Parnell ended in failure? (100)
2. What was the impact of land agitation and land reform during the period 1870-1909? (100)
3. Why and how did Unionists oppose self-government for Ireland? (100)
4. What was the contribution to Irish affairs of one or more of the following: the GAA, 1884-1891; the suffrage movement; the first Sinn Féin party? (100)

### *Ireland: Topic 4*

#### **The Irish diaspora, 1840-1966**

Answer **one** of the following questions:

1. What was the role of Grosse Isle in the history of Irish emigration? (100)
2. What part was played in US affairs by one or more of the following: the Molly Maguires; Boss Croker; Joe Kennedy? (100)
3. How did Protestant churches and/or the Orange Order seek to foster an Ulster-Scottish identity among emigrants? (100)
4. From your study of the Irish abroad during the period 1840-1966, what did you learn of the importance of one or more of the following: Bishop Edward Galvin; Maureen O’Hara; Domhnall Mac Amhlaigh? (100)

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

Answer **one** of the following questions:

1. Would you agree that there was considerable social and economic change in Northern Ireland, 1949-1969, but that nothing changed politically? (100)
2. What was the contribution of Terence O'Neill and/or Ian Paisley to the affairs of Northern Ireland in the period up to 1993? (100)
3. What was the Sunningdale Agreement and why did the power-sharing executive, 1973-1974, collapse? (100)
4. In what ways did the "Troubles" have a social and economic impact and/or give rise to cultural responses? (100)

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

Answer **one** of the following questions:

1. How did Anglo-Irish relations develop during the period, 1949-1989? (100)
2. How did T. K. Whitaker and Seán Lemass respond to the challenges of their time? (100)
3. How did involvement in the EEC, 1973-1989, affect the Republic of Ireland? (100)
4. During the period, 1949-1989, what developments took place in one or more of the following: education; the status of women; broadcasting? (100)

**SECTION 3: EUROPE AND THE WIDER WORLD**  
**Answer one question from each of two 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. What was the system of Metternich and to what extent was it under attack, 1815-1848? (100)
2. What changes took place in agriculture and industry, 1815-1871? (100)
3. During the period 1815-1871, how did city planning develop, with special reference to Haussmann's Paris? (100)
4. During the period 1815-1871, what obstacles lay in the path of Italian unification and to what extent were they overcome? (100)

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

Answer **one** of the following questions:

1. During the period 1871-1914, how did one or more of the following contribute to international tensions: colonial rivalries; the naval policy of Wilhelm II; Serbia and its neighbours? (100)
2. How did economic crises and wars affect Tsarist Russia? (100)
3. How did European states manage relations with the churches and/or religious minorities such as the Jews during the period 1871-1914? (100)
4. During the period 1871-1920, what developments took place in one or more of the following: the motor car; science and technology; medicine? (100)

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

Answer **one** of the following questions:

1. What were the social and economic problems facing Germany, 1920-1939, and how were they dealt with? (100)
2. How did Mussolini and/or Stalin use propaganda and terror to remain in power? (100)
3. To what extent did Hitler's foreign policy, 1933-1939, contribute to the outbreak of World War II? (100)
4. What were the economic and social problems of Britain during the inter-war years and/or what was the impact of World War II on its civilian population? (100)

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

Answer **one** of the following questions:

1. How was Europe affected by moves towards unity, 1945-1957, and/or the 1973 Oil Crisis? (100)
2. How effective were the efforts of Nikita Khrushchev and/or Mikhail Gorbachev in reforming the Soviet Union? (100)
3. What was the importance of one or more of the following: Simone de Beauvoir; Margaret Thatcher; Jacques Delors? (100)
4. During the period 1945-1992, what changes took place in religious practice and/or youth and popular culture (including sport)? (100)

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

Answer **one** of the following questions:

1. What was the importance, for both countries, of Britain's withdrawal from India? (100)
2. What were the effects of Julius Nyerere's policy of ujamaa and/or the Lomé Conventions? (100)
3. To what extent did Britain and France become multi-racial societies, 1945-1990? (100)
4. What was the importance of one or more of the following: David Ben-Gurion; Gamal Abdul Nasser; Nadine Gordimer? (100)

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

Answer **one** of the following questions:

1. During the period 1945-1989, what was the importance for US foreign policy of one or more of the following: Berlin; Korea; Cuba? (100)
2. Why did the Montgomery bus boycott (1956) take place, how was it carried out, and to what extent was it successful? (100)
3. What was the American Dream and to what extent was it reflected in life in the US, 1945-1989? (100)
4. During the period 1945-1989, what advances were made by the Americans in military, space and information technology? (100)

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