



Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2016

HISTORY - HIGHER 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:

Attempt 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 one question from each of two topics.

- **Section 3 (100 marks)**

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

Answer one question from one topic.

SECTION 1: DOCUMENTS-BASED QUESTION

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

Case study to which the documents relate:

The Nuremberg Rallies

Study the documents opposite and answer the questions below:

1. (a) According to document A, what did the average SA man think about attendance at Nuremberg?

(b) What has document B to say about the music at Nuremberg?

(c) How is it shown in document A that attendance at Nuremberg ‘was no bed of roses’?

(d) According to document B, what lighting technique was used within the stadium and what was its effect?

(20)

2. (a) Do both documents agree that the appeal of Hitler’s personality was greater than the appeal of his ideas? Explain your answer, referring to both documents.

(b) Do the writers of both documents wonder why a person like Hitler can command such admiration? Explain your answer, referring to both documents.

(20)

3. (a) Do you consider document A to be an objective source? Give reasons for your answer, referring to the document.

(b) Which document gives the clearer idea of what happened at a Nuremberg Rally? Give reasons for your answer, referring to both documents.

(20)

4. What did the Nuremberg Rallies and/or Joseph Goebbels contribute to Nazi propaganda?

(40)

- Document A -

In this edited extract Charles Bewley, the Irish representative in Germany from 1933 to 1939, reflects on the 1933 Nuremberg Rally. He wrote this account in the 1960s.

It is possible that, in later years, participation at Nuremberg became routine; but, in 1933, it cannot be doubted that the average SA man could imagine no higher honour than to be selected to represent his comrades at the party rally.

It was no bed of roses. They came, often by forced marches, from all parts of Germany. The nights on their straw couches were short. The days of parading or standing guard were long. But every privation was accepted as a sacrifice for the Fatherland.

There was little enthusiasm for, or comprehension of, the doctrines of National Socialism. But there was a fanatical devotion to Adolf Hitler as the man who would give the Fatherland its place in the sun and the German workman freedom from the nightmare of unemployment.

At a night meeting, surrounded by banners and searchlights, we non-Germans present could see only a commonplace figure. But there was not one of us who did not recognise that – for all his banality and lack of charm – Hitler possessed some quality that appealed to the German soul. A glance at the faces around us was enough to show that, for Germans, he was the Messiah sent to redeem his people.

Source: W.J. McCormack (ed.) Charles Bewley, *Memoirs of a Wild Goose* (Dublin, 1989)

- Document B -

In this edited extract Virginia Cowles, an American journalist, comments on a Nuremberg Rally.

A far more powerful factor than the appeal of Hitler's doctrine was the appeal of Hitler himself. Many Germans believed that he was endowed with superhuman qualities. Certainly the idea of a superman was encouraged by the vast displays in Nuremberg.

At night the mystic quality of the ritual was exaggerated by huge burning urns at the top of the stadium, while flood-lighting by hundreds of powerful searchlights played eerily against the sky. The music had an almost religious solemnity timed by the steady beat of drums.

As the time for the Führer's arrival drew near, I noticed that the crowd grew restless. Suddenly the beat of drums increased. A fleet of black cars rolled swiftly into the arena. In one of them, standing in the front seat, his hand outstretched in the Nazi salute, was Hitler.

When he began to speak the multitude broke into a roar of cheers. Some of them began swaying back and forth in a frenzy. I looked around and saw tears streaming down people's cheeks. But later, when he left the stand and climbed back into his car, Hitler's small figure suddenly became drab and unimpressive.

Source: Virginia Cowles, *Looking for Trouble* (London, 1941)

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. During the period 1815-1870, in what ways did the Belfast region develop differently from the rest of Ireland? (100)
2. What were the aims of Daniel O’Connell and to what extent did he achieve them? (100)
3. How did one or more of the following contribute to the relief of distress in Ireland: the Poor Law; government responses to the Famine; Asenath Nicholson? (100)
4. What did one or more of the following contribute to the development of Irish nationalism: Thomas Davis; Charles Kickham; James Stephens? (100)

Ireland: Topic 2

Movements for political and social reform, 1870-1914

Answer **one** of the following questions:

1. What was the contribution of Davitt and Parnell to land agitation and land reform? (100)
2. What were the issues and outcomes of the elections of 1885 and 1886 and/or the 1913 Dublin strike and lockout? (100)
3. During the period 1870-1914, how successful was Unionism in resisting Home Rule? (100)
4. What was the contribution of the Gaelic League and/or the Anglo-Irish Literary Revival to Irish life? (100)

Ireland: Topic 3

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

Answer **one** of the following questions:

1. What were the main events in Dublin during the 1916 Rising, and was Ireland, in Yeats’ phrase, ‘changed utterly’ as a result? (100)
2. Why did the conduct and outcome of the Treaty negotiations, October-December, 1921, prove contentious? (100)
3. During the period 1912-1940, what were the strengths and weaknesses of James Craig as a political leader? (100)
4. How well did Irish governments cope with the social and economic problems they faced, 1923-1945? (100)

Ireland: Topic 4
The Irish diaspora, 1840-1966

Answer **one** of the following questions:

1. How did one or more of the following contribute to Irish nationalism as an international force: John Devoy; Archbishop Daniel Mannix; De Valera in America (June, 1919-December, 1920)? (100)
2. How successful were the efforts of Ulster Unionists to lobby international support among Ulster emigrants? (100)
3. During the period 1920-1966, why did so many Irish emigrants choose Britain as their destination and to what extent were they assimilated? (100)
4. What were the successes and failures 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. During the period 1949-1969, how successful was the government of Northern Ireland in responding to problems posed by the economy and/or community relations? (100)
2. Why did controversy arise from the activities of the Apprentice Boys of Derry or the siting of a new university at Coleraine? (100)
3. What were the strengths and weaknesses of Brian Faulkner as a political leader? (100)
4. What was the impact of one or more of the following on Northern Ireland: Bernadette Devlin; John Hume; Seamus Heaney? (100)

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

Answer **one** of the following questions:

1. During the period 1949-1959, how effective were Irish governments in tackling the problems they faced? (100)
2. What did Seán Lemass achieve in internal and external affairs, and what did he leave undone? (100)
3. Which had the greater impact on Irish society, Vatican II or the EEC? Argue your case, referring to both in your answer. (100)
4. How did one or more of the following contribute to change in the Republic of Ireland: Sylvia Meehan; Mary Robinson; Garret FitzGerald? (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. Why was there a wave of revolutions across Europe in 1848 and why did the 1848 Revolution in Germany fail? (100)
2. Who was the more successful reformer, Robert Owen or Robert Peel? Argue your case, referring to both. (100)
3. How did Balkan nationalism develop, 1815-1871, and to what extent did it threaten the stability of Europe? (100)
4. What were the achievements of Charles Darwin 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. During the period 1871-1914, would you agree that Wilhelm II's foreign policy was more provocative than Bismarck's? Argue your case, referring to both in your answer. (100)
2. How did industry develop in Europe, 1870-1914, and what was its impact on society? (100)
3. What did you learn about World War I from your study of the conduct of war and/or the literature of the war? (100)
4. What was the contribution to European affairs of one or more of the following: Pope Leo XIII; Marie Curie; Rosa Luxemburg? (100)

Europe and the wider world: Topic 4

Division and realignment in Europe, 1945-1992

Answer **one** of the following questions:

1. How successful was Soviet Russia in controlling Eastern Europe, 1945-1992? (100)
2. What was the impact on the western economies of one or more of the following: Marshall Aid; moves towards European unity, 1945-1973; the 1973 Oil Crisis? (100)
3. During the period 1945-1992, how did one or more of the following develop: affluence, leisure time and the consumer society; nuclear power; the computer? (100)
4. What were the achievements of one or more of the following: Alexander Solzhenitsyn; Simone de Beauvoir; John Lennon? (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 Britain contribute to tensions in the Middle East, 1945-1966? (100)
2. What was the importance of the secession of Katanga in its national and international contexts? (100)
3. Which managed race relations better, Britain or France? Argue your case, referring to both in your answer. (100)
4. What was the contribution to post-colonial literature of Nadine Gordimer and/or Chinua Achebe? (100)

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

Answer **one** of the following questions:

1. Who was the greater president, Truman or Johnson? Argue your case, referring to both in your answer. (100)
2. During the period 1945-1989, what was the impact on US society of McCarthyism and/or the anti-war movement? (100)
3. What were the strengths and weaknesses of the US economy, 1945-1989? (100)
4. What was the significance of the moon landing (1969) and/or Star Wars? (100)

Blank Page