



Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2016

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 (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 Jarrow March, October 1936

Study the documents opposite and answer the questions below.

1. (a) From document A, where did the men sleep if they were lucky?
(b) According to document A, what took place at 8.45 a.m.?
(c) From document B, what was the level of unemployment in Jarrow in 1934?
(d) From document B, what did the marchers notice as they came near to London?
(e) According to document B, how did the government respond to the Jarrow marchers?
(40)

2. (a) Do both documents agree that Ellen Wilkinson took part in the march to London?
Refer to both documents in your answer.
(b) Which document, A or B, deals with the reasons for the Jarrow march?
Explain your answer, referring to both documents. (20)

3. (a) From document A, did Ellen Wilkinson share the workers' accommodation?
Give a reason for your answer.
(b) Why is document B a secondary source? (20)

4. Why were there many social and economic problems in Britain during the 1930s? (20)

- Document A -

In this edited extract Ellen Wilkinson, MP for Jarrow, who took part in the Jarrow March, October 1936, writes of a typical day on the march.

One day's tramp was much like another. The one thing that mattered was the weather. The men were up at 6.30 a.m., the cooks having got up earlier to prepare the breakfast. They had all slept together on the bare boards of a school or drill hall or, if lucky, on straw-filled mattresses.

When men sleep in their clothes, it is difficult to keep spruce; but they manage it. Daily shaves were the order. Parade was at 8.45 a.m., with everything packed for the road. I joined them then, having taken whatever hospitality was offered the night before, usually in the home of the secretary of the local Labour party.

Source: Ellen Wilkinson, *The Town That Was Murdered: the Life Story of Jarrow* (London: Victor Gollancz, 1939).

- Document B -

This edited extract discusses conditions leading to the Jarrow March in October 1936, together with the government response.

Since the mid-nineteenth century shipbuilding in Jarrow had provided work for about 10,000 men. As a result of the depression, orders for ships came to an end and in 1934 the National Shipbuilding Security Ltd closed down the shipyard. This left 67.8% of the workforce unemployed.

In October 1936, the Labour MP for Jarrow, Ellen Wilkinson, with some others, organised the Jarrow March. Two hundred of the town's unemployed walked to London, a distance of 291 miles, to present a petition to parliament, hoping that the government would do something to improve the situation in Jarrow.

As the marchers neared London, they noticed the prosperity of the area compared with the town of Jarrow. The march was widely reported, particularly in the *Daily Herald* newspaper, and gained a good deal of public sympathy.

However, the marchers drew a very poor response from the government. They were informed that they should return to Jarrow and seek work for themselves.

Source: David Taylor, *Mastering Economic and Social History* (London: Macmillan Press, Ltd., 1988).

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

This edited extract refers to O’Connell’s campaign for Catholic Emancipation. Read it and answer the questions which follow.

Large numbers of Trinity College Dublin students began attending the meetings of the Catholic Association to heckle and disrupt.

O’Connell found premises in the Corn Exchange on Burgh Quay and there found a solution by accident. The entrance was near the coal-porters’ stand and the men promised to keep guard and throw the students in the Liffey if they tried to cause trouble.

The rooms at the Corn Exchange were perfect and there was a large meeting area which could accommodate up to a thousand people.

In later years O’Connell would joke that it was the Dublin coal-porters who deserved the credit for winning emancipation.

Source: Patrick M. Geoghegan, *King Dan: the Rise of Daniel O’Connell* (Dublin: Gill and Macmillan, 2008).

1. Who disrupted the meetings?
2. Where did O’Connell find suitable premises?
3. How did the coal-porters assist O’Connell?
4. Why was the premises considered suitable for meetings?
5. Briefly, how did Irish Catholics benefit from Catholic Emancipation?

B (30 marks)

Recommended maximum time: 10 minutes

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

1. The Irish countryside in 1815.
2. Thomas Davis.
3. William Carleton.
4. Industrial development in Belfast.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. How did Daniel O’Connell campaign for Repeal of the Act of Union and why did he fail?
2. What was done by private individuals and groups to help victims of the Famine?
3. What decisions were agreed upon at the Synod of Thurles in 1850?
4. What did Charles Kickham and/or James Stephens contribute to Fenianism?

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

A (30 marks)

Recommended maximum time: 10 minutes

In this edited extract, the historian Marcus de Búrca comments on the origin of the GAA in 1884. Read it and answer the questions which follow.

On 11 December 1884, almost six weeks after the meeting in Hayes' Hotel, Thurles, establishing the Gaelic Athletic Association (GAA), Michael Cusack wrote to Charles Stewart Parnell, Michael Davitt and Archbishop Croke.

All three replied within ten days. Three newspapers published the three letters in full: The Freeman's Journal on Christmas Eve and both United Ireland and The Irishman on 27 December. However, it was the letter from Archbishop Croke, running to over 700 words, which was so encouraging that it found a prominent place in the official rule book of the GAA.

Source: Marcus de Búrca, *Michael Cusack and the GAA* (Dublin: Anvil Books, 1989).

1. Where was the GAA established?
2. To which three persons did Michael Cusack write letters in December 1884?
3. How many persons replied to Cusack's letters?
4. What was the length of the letter received from Archbishop Croke?
5. Mention one problem faced by the GAA in its early years.

B (30 marks)

Recommended maximum time: 10 minutes

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

1. Michael Davitt.
2. Educational reforms: schools and universities.
3. The Belfast shipyards.
4. Edward Carson.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. What was the outcome of each of the elections of 1885 and of 1886?
2. How did Isabella Tod and/or Hanna Sheehy-Skeffington seek improvements for women?
3. What happened in Dublin during the 1913 strike and lockout and what was its importance?
4. How did Douglas Hyde and/or William Butler Yeats contribute to Irish cultural life?

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

A (30 marks)

Recommended maximum time: 10 minutes

In this edited extract Professor Mary Daly discusses the activities of Kathleen Lynn in the years leading up to, and after, 1916. Read it and answer the questions which follow.

Kathleen Lynn, born near Killala Co. Mayo, was one of the first generation of Irish women to qualify as medical doctors. During the 1913 strike and lockout, she worked in Liberty Hall with Countess Markievicz to provide food for the starving families.

Her work there brought her into contact with James Connolly which resulted in her joining the Irish Citizen Army. Connolly appointed her Chief Medical Officer to the Irish Citizen Army.

During the Easter Rising 1916, Kathleen Lynn was appointed Second in Command of Liberty Hall. Following the surrender, she was imprisoned in Kilmainham Gaol until released in 1917. When Sinn Féin was reorganised in 1917, Kathleen Lynn was appointed vice-president.

Source: Professor Mary Daly, *The Rebel Commander who Founded a Hospital* (Dublin: article in the *Irish Independent*, 29 October, 2015).

1. What work did Kathleen Lynn do during the 1913 strike and lock-out?
2. Where did Kathleen Lynn meet with James Connolly?
3. To what position in the Citizen Army did Connolly appoint Kathleen Lynn?
4. What position in Sinn Féin did Kathleen Lynn hold in 1917?
5. In what major way did the Easter Rising 1916 change political attitudes?

B (30 marks)

Recommended maximum time: 10 minutes

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

1. James Connolly.
2. Arthur Griffith.
3. The 1918 election.
4. The Unionist Party in power, 1920-1949.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. What part did Patrick Pearse play in the events of Easter Week, 1916?
2. How important was Michael Collins during the War of Independence, 1919-1921?
3. How did Éamon de Valera conduct Anglo-Irish relations between 1932 and 1945?
4. In what ways did World War II affect Belfast?

Ireland: Topic 4
The Irish diaspora, 1840-1966

A (30 marks)

Recommended maximum time: 10 minutes

This edited extract discusses the experiences of the Irish diaspora in Britain in the nineteenth century. Read it and answer the questions which follow.

By the end of the nineteenth century, the Irish diaspora in Britain had gradually become a settled community of nearly a million among a population of thirty million. This was the result of several factors.

A large majority of the wage-earning Irish were beginning to benefit from the generally improved working conditions in Britain. The crude anti-Irish sentiment of the immediate post-famine decades had receded. The steady stream of emigrants coming to Britain in the post-famine decade had now dwindled and the Irish 'problem', as it was known, had become less and less visible to the broader British population.

Although the Irish were still viewed with suspicion in some quarters, they were steadily becoming an accepted part of British life. This was helped by the fact that the Catholic Church had built many churches where the Irish migrant could worship and meet other Irish people.

Source: Stephen Moore, *Gaelic Games and the Irish Diaspora* (unpublished doctoral thesis, University of Ulster, 2010).

1. By the end of the nineteenth century, about how many Irish people lived in Britain?
2. From what was the majority of wage-earning Irish beginning to benefit?
3. Did the stream of Irish emigrants to Britain increase or decrease?
4. How did the Catholic Church help the Irish diaspora in Britain?
5. Why did so many people leave Ireland from 1840 onwards?

B (30 marks)

Recommended maximum time: 10 minutes

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

1. The GAA and the Irish diaspora.
2. Archbishop Daniel Mannix.
3. Irish emigrants in Britain, 1920-1966.
4. John F. Kennedy.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. What conditions did Irish emigrants experience at Grosse Isle?
2. In what ways did John Devoy contribute to Irish America?
3. What problems did the Holy Ghost mission to Nigeria encounter between 1945 and 1966?
4. In what ways did Maureen O'Hara and/or Paul O'Dwyer illustrate Irish-America experience?

Politics and society in Northern Ireland, 1949-1993

A (30 marks)

Recommended maximum time: 10 minutes

This chart shows the preferred choice of national identity of Protestants in Northern Ireland during the period, 1968-1993. Study it and answer the questions which follow.

The Choice of National Identity of Protestants in Northern Ireland, 1968-1993 (%)

YEAR	BRITISH	IRISH	ULSTER	NORTHERN IRISH	OTHER
1968	20	20	32	----	9
1978	67	8	20	----	5
1989	68	3	10	16	3
1991	66	2	15	14	3
1993	70	2	15	10	3

Source: Thomas Hennessey, *A History of Northern Ireland, 1920-1996* (Dublin: Gill and Macmillan, Ltd., 1997).

1. In what year did Protestants first see themselves as being Northern Irish?
2. In general, did the Protestant sense of being Irish increase or decrease over the years? Explain your answer.
3. In what year did the greatest number of Protestants view themselves as Ulster people?
4. Over the period, 1968-1993, what is the preferred national identity of most Protestants? Give a reason for your answer.
5. Briefly, what was the importance of the Downing Street Declaration, 1993?

B (30 marks)

Recommended maximum time: 10 minutes

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

1. The fall of Stormont.
2. Bernadette Devlin.
3. Ian Paisley.
4. Cultural responses to the "Troubles".

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. What did Conn and Patricia McCluskey contribute to the Civil Rights movement in Northern Ireland?
2. How did the Apprentice Boys of Derry cause controversy in Northern Ireland?
3. For what reasons was Coleraine, and not Derry, chosen as a site for a new university in Northern Ireland?
4. How did John Hume and/or Margaret Thatcher 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 Michael McNerney of the *Irish Times* (12/5/1971) gives his estimation of Seán Lemass. Read it and answer the questions which follow.

*Lemass had a quick winning smile and an easy relaxed charm.
He was not a good mixer and, in this, he lacked Dev's love of people.
He was quick as lightning to grasp an idea, to develop it and to put it into practice.
A glutton for work, he would be at his office at 8 a.m., work until 6 p.m. and then take home files from his office.*

1. How is it suggested that Lemass was a pleasant person?
2. How did Lemass differ from de Valera ('Dev'), according to the *Irish Times*?
3. Mention one of Lemass's great strengths.
4. How is it shown that Lemass was a 'glutton for work'?
5. Mention one way in which Lemass sought economic progress.

B (30 marks)

Recommended maximum time: 10 minutes

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

1. Changes in Irish education, 1949-1989.
2. Ireland and the UN.
3. Jack Lynch.
4. Garret FitzGerald.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. What did T.K. Whitaker contribute to Irish affairs?
2. How did membership of the EEC affect Irish fisheries?
3. What problems did Charles Haughey encounter as Taoiseach?
4. In what ways did Brendan Ó hEithir contribute to culture in Ireland?

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

This edited extract refers to some government attempts to improve the level of elementary education in Britain. Read it and answer the questions which follow.

In 1833 the government gave a total of £20,000 to the Anglican and Nonconformist societies to help them provide more school buildings. In 1839 this grant was increased to £30,000, on condition that a special committee was set up to supervise how the money was spent.

In 1861 the Newcastle Commission on elementary education reported that although one in seven of the population was receiving some education, the majority were still unable to read a newspaper or write a letter. The commission also recommended that payment of grants to schools and payment of teacher's salaries should depend on the quality of results following pupil examinations.

Robert Lowe, head of the Education Department, introduced a 'payment by results' scheme in 1862. This system made schools more efficient and saved money, but it also led to a great deal of cramming and to learning lists of facts off by heart.

Source: Norman Lowe, *Mastering Modern British History* (London: Macmillan Press, Ltd., 1989).

1. In 1833 what societies received money grants from the government?
2. What role had the special committee set up in 1839?
3. What did the Newcastle Commission report regarding the level of literacy in the population?
4. What system did Robert Lowe introduce in 1862?
5. Mention one way in which increased literacy affected Europe.

B (30 marks)

Recommended maximum time: 10 minutes

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

1. Serfdom in Russia.
2. Giuseppe Mazzini.
3. Haussmann's Paris.
4. Karl Marx.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. What were the causes of the 1848 Revolution in Germany?
2. What did Victor Hugo contribute to the cultural life of France?
3. What were the conditions of work in Robert Owen's model village in New Lanark?
4. What changes did Napoleon III bring about in the politics of France?

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

A (30 marks)

Recommended maximum time: 10 minutes

In this edited extract, James Gerard, US ambassador in Berlin, comments on the National Women's Service during World War I. Read it and answer the questions which follow.

The relief given by the state to the wives and children of soldiers was distributed by the National Women's Service who had offices in Berlin.

They had card indexes of all the people in the district and of their needs. At the time I left Germany there were 7,000 women engaged in social service.

They instructed the soldiers' wives on the new art of cooking without milk, eggs or fat. They saw to it that the children had their fair share of milk. It was due to their efforts that the rate of infant mortality in Berlin fell during the war.

Source: James Gerard, *My Four Years in Germany* (New York: Grossert & Dunlop, 1917).

1. Who administered relief?
2. How did children benefit?
3. How is it shown that the National Women's Service was well organised?
4. How did cooking methods change during the war?
5. Give one reason why the US entered World War I against Germany.

B (30 marks)

Recommended maximum time: 10 minutes

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

1. Anti-Semitism in France and Russia.
2. The literature of World War I.
3. Douglas Haig.
4. Rosa Luxemburg.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. How successful was Bismarck's foreign policy?
2. What main developments took place in the early history of the motor car?
3. How did Marie Curie and/or the Krupp family contribute to science/technology?
4. How did Pope Leo XIII try to ease social tensions in industrial Europe?

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

A (30 marks)

Recommended maximum time: 10 minutes

In this edited extract (*Irish Times*, 12/10/2012) Fr. Vincent Twomey reflects on the Second Vatican Council. Read it and answer the questions which follow.

I can still remember the surprise and excitement caused in January, 1961, when the newly-elected Pope John XXIII announced his convocation (calling) of the 21st Ecumenical Council in the Catholic Church.

The Vatican Council had three aims: the renewal of the church, Christian unity, and an opening to the contemporary world.

Vatican II was like no other council. It had the largest assembly of bishops ever: some 2,300 from every continent and almost every nation. It was the first council to have official observers from other Christian churches.

1. When and by whom was the Second Vatican Council called?
2. How was it hoped that the council would improve the Catholic Church?
3. How many bishops were present?
4. Was attendance at the Council confined to Catholics? Give a reason for your answer.
5. State one change in the Catholic Church brought about by the Second Vatican Council.

B (30 marks)

Recommended maximum time: 10 minutes

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

1. Marshall Aid.
2. Alexander Solzhenitsyn.
3. Simone de Beauvoir.
4. Youth, popular culture and the mass media.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. Why did the Hungarian Uprising, 1956, end in failure?
2. What caused the 1973 Oil Crisis and how did it affect Europe?
3. How did Jean Monnet and/or Jacques Delors contribute to moves towards European unity?
4. How did Mikhail Gorbachev deal with political and economic problems in Soviet Russia?

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, TIME - an American news magazine - reports (25/7/1960) from the newly-independent Congo. Read it and answer the questions which follow.

There is virtually no chance of collecting taxes since most Congolese believe that independence means freedom from taxation.

Foreign investors have been scared off. Each morning Congolese workers line up hopefully before the closed doors of factories whose white owners have fled.

The Leopoldville radio station was off the air for 48 hours last week because the inexperienced Congolese blew fuses every time they turned on the power.

1. Why will it be difficult to collect taxes?
2. How have foreign investors been affected?
3. How is it shown that unemployment exists?
4. Why was the radio station off the air for two days?
5. Why did the United Nations send troops to the Congo in 1960?

B (30 marks)

Recommended maximum time: 10 minutes

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

1. Charles de Gaulle.
2. The Suez Crisis, 1956.
3. The Lomé Conventions.
4. Chinua Achebe.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following questions:

1. Why did Britain withdraw from India and how did this action affect India?
2. How did David Ben-Gurion deal with the situation in Palestine after 1948?
3. What part did Achmad Sukarno and/or Ho Chi Minh play in the affairs of his country?
4. What problems in race relations arose in France in the 1980s and how did the government respond to these problems?

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

A (30 marks)

Recommended maximum time: 10 minutes

In this edited extract from his memoir, *A Reporter's Life* (1997), the veteran American reporter, Walter Cronkite, recalls the early days of the US space project. Read it and answer the questions which follow.

The American test site was set up on a remote snake-infested swamp called Cape Canaveral on the Florida coast.

As the test site grew, so did the nearby villages until they resembled every boomtown ever – cheap hotels, bars, girlie joints, their wares proclaimed in gaudy neon.

A spirit of high adventure permeated the place. While the rest of the population dealt with a succession of problems – civil rights, assassination, Vietnam – everyone at the Cape was looking up, up into the skies.

Source: Walter Cronkite, *A Reporter's Life* (New York: Ballantine Books, 1997).

1. Where was the test site set up?
2. What problems occupied the rest of the American population?
3. Mention one way in which the villages resembled boomtowns.
4. How is it suggested that there was an air of optimism at Cape Canaveral?
5. Why was the 1969 Moon landing an important event?

B (30 marks)

Recommended maximum time: 10 minutes

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

1. The multinational corporation, 1945-1968.
2. Marilyn Monroe.
3. Betty Friedan.
4. Multiculturalism in the US.

C (40 marks)

Recommended maximum time: 15 minutes

Answer **one** of the following:

1. How did President Harry Truman conduct foreign affairs between 1945 and 1953?
2. How was the 1956 Montgomery bus boycott carried out and how successful was it?
3. Why did President Lyndon Johnson fail to achieve US aims in Vietnam, 1963-1968?
4. What did Billy Graham and/or Muhammad Ali contribute to American life?

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