



# Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION

**HISTORY - HIGHER LEVEL**

FIELD OF STUDY: LATER MODERN 1815 - 1993

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

**SAMPLE EXAMINATION PAPER**

*Instructions to candidates:*

Attempt Sections 1, 2 and 3 inside.

- **Section 1 (100 marks)**

Documents-based question (Ireland: Topic 2)  
Attempt all parts of this section.

- **Section 2 (100 marks)**

Ireland: Topics 1, 3, 4, 5, 6.  
Attempt one question from one topic.

- **Section 3 (200 marks)**

Europe and the wider world: Topics 1, 2, 3, 4, 5, 6.  
Attempt one question on each of two topics.

## SECTION 1: DOCUMENTS-BASED QUESTION

*Ireland: Topic 2*

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

Case study to which documents relate:

***Dublin 1913 – strike and lockout***

Study the documents opposite and answer the questions below.

1.
  - (a) In document A, how does William Martin Murphy contradict the claim that the problems of the Tramway Company were the poor pay and living conditions of its workers?
  - (b) In document A, what does William Martin Murphy suggest as the actual cause of the disruption to the tram service in Dublin at that time?
  - (c) What is the essential message in document B, a cartoon which appeared in the *Saturday Herald* in the aftermath of ‘Bloody Sunday’? (20)
  
2.
  - (a) Comment on the portrayal of Jim Larkin in documents A and B.
  - (b) Which document, A or B, do you consider more effective in communicating its message? Explain your answer, referring to both documents. (20)
  
3.
  - (a) What are the strengths and weaknesses of document A as a historical source?
  - (b) Is a political cartoon such as document B a reliable source of historical evidence? Explain your answer. (20)
  
4. What impact did the unionisation of the working classes have in Dublin during the period, 1900 – 1914? (40)

- Document A-

**William Martin Murphy, quoted in the *Irish Times*, 17 November, 1913**

The claim, as I understand it now, of those who speak for trade unionism is that, while the union leaders are entitled to attack an employer and destroy his business whenever and however they like, an employer commits a high crime and misdemeanour if he takes any measures to defend himself.

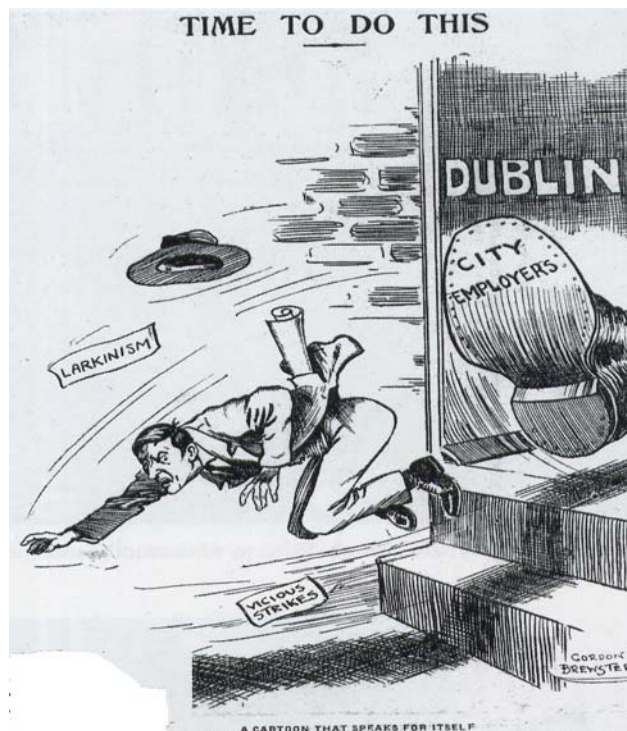
The action of Mr. Larkin in attacking the Tramway Company was not due to the fact that the men were underpaid, nor was it due to the slums of Dublin, which are supposed to be the root of all discontent.

These men are well paid, and they live mainly outside the slum areas in the suburbs of the city, many of them in houses at cheap rents provided for them by the company, close by the car depots, where their day's work begins and ends.

The sole reason for this audacious attempt to paralyse the tramway traffic in the busiest week of the year, was the colossal vanity and vaulting ambition of Mr. Larkin, who thought to make himself the unquestioned labour dictator of the city.

-Document B-

**Cartoon, "Time to do this" in *Saturday Herald*, Dublin, 6 September, 1913**



## **SECTION 2: IRELAND**

**Attempt one question from one of the topics below.**

### *Ireland: Topic 1*

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

Attempt **one** of the following questions:

1. To what extent was the success of the campaign for Catholic Emancipation due to the leadership of Daniel O’Connell? (100)
2. How effective were government and/or private responses to the Famine in Ireland, 1845 – 1849? (100)
3. How influential were the Synod of Thurles (1850) and Cardinal Paul Cullen in the Romanisation of the Catholic Church, 1850 – 1870? (100)
4. What was the impact on Irish national consciousness of the Young Ireland movement and/or Fenianism? (100)

### *Ireland: Topic 3*

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

Attempt **one** of the following questions:

1. What were the factors that contributed to the success of Sinn Féin in the 1918 general election? (100)
2. How well did Ireland, North and South, cope with the economic problems of the inter-war period? (100)
3. How did de Valera’s pursuit of sovereignty, 1932 – 1945, affect Anglo-Irish relations? (100)
4. To what extent did the Eucharistic Congress (Dublin, 1932) and/or Belfast’s experience during World War II promote a sense of collective identity? (100)

### *Ireland: Topic 4*

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

Attempt **one** of the following questions:

1. What were the main trends in Irish emigration during the period, 1840 – 1914? (100)
2. In what ways did emigration give Irish nationalism an international dimension during the period, 1840 – 1922? (100)
3. During the period, 1922 – 1966, why did so many Irish people emigrate to Great Britain and to what extent did they become assimilated? (100)
4. To what extent can the Holy Ghost mission to Nigeria (1945 – 1966) be seen as having advanced “Ireland’s spiritual empire” abroad? (100)

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

Attempt **one** of the following questions:

1. How successful were Brookeborough and O'Neill, 1949 – 1969, in responding to the problems posed by the economy and/or community relations? (100)
2. During the 1960s, what was the nature of the controversy surrounding the choice of Coleraine as the site of Northern Ireland's second university? (100)
3. Why did the Anglo-Irish Agreement, 1985, last longer than the Sunningdale Agreement, 1973? (100)
4. Divided societies are sometimes culturally productive. How true is this statement of Northern Ireland, 1949 – 1993? (100)

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

Attempt **one** of the following questions:

1. To what extent did the First Programme for Economic Expansion, 1958 – 1963, mark a new departure in economic planning? (100)
2. Which had the greater impact on Irish society: RTÉ during its first decade or the Second Vatican Council? Argue your case, referring to both. (100)
3. How successful was Jack Lynch in his first term as Taoiseach, 1966 – 1973? (100)
4. How did Anglo-Irish relations develop during the period, 1949 - 1989? (100)

**SECTION 3: EUROPE AND THE WIDER WORLD**  
**Attempt 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**

Attempt **one** of the following questions:

1. How important was Metternich's contribution to European affairs during the period, 1815 – 1848? (100)
2. Why did attempts to unite Italy after 1852 succeed when earlier attempts had failed? (100)
3. What was the impact on Paris and its people of the grand plans of Napoleon III and Georges Haussmann to transform the city? (100)
4. During the period, 1815 – 1871, what were the main scientific developments in one or more of the following areas: electricity; biology; technology? (100)

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

Attempt **one** of the following questions:

1. Do you consider that caution was the keynote of Bismarck's foreign policy? Explain your answer. (100)
2. How important was the contribution of Karl Benz to the invention and early history of the motor car? (100)
3. To what extent was anti-Semitism a threat to the political well-being of France and/or Russia during the period, 1871 – 1914? (100)
4. As World War I progressed, why did it prove so difficult for either side to make a decisive breakthrough? (100)

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

Attempt **one** of the following questions:

1. To what extent did Germany's social and economic problems lead to the rise of Hitler and the Nazis? (100)
2. How successful were Stalin in Russia and/or Mussolini in Italy in using the personality cult as an instrument of propaganda? (100)
3. How did the Jarrow March (October 1936) draw attention to the social and economic problems in Great Britain at that time? (100)
4. What was the impact of World War II on the "home front" in Great Britain, 1939 –1945? (100)

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

Attempt **one** of the following questions:

1. Why and how did moves towards European unity develop during the years, 1945 - 1957? (100)
2. How did Europe face up to the challenges posed by the 1973 Oil Crisis? (100)
3. In what ways was the coming to power of Mikhail Gorbachev a turning point in Russian and European history? (100)
4. During the period, 1945 – 1992, what was the importance of one or more of the following: advances in the biological sciences; nuclear power; the computer? (100)

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

Attempt **one** of the following questions:

1. What was the significance for both countries of the British withdrawal from India? (100)
2. What were the typical social and economic problems of post-colonial Africa? Give examples from one or more country. (100)
3. To what extent did writers such as Nadine Gordimer and Chinua Achebe contribute to the development of a distinctively African consciousness? (100)
4. Why were race relations a major issue in France during the 1980s and what were the historical origins of the problem? (100)

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

Attempt **one** of the following questions:

1. How successful was civil rights agitation in the United States during the period, 1945 - 1968? (100)
2. Why did the United States become involved in armed conflict in Vietnam and why did it eventually withdraw from that country? (100)
3. To what extent can the Moon landing (1969) be seen as both a major advance in technology and as a statement of American foreign policy? (100)
4. During the period, 1945 – 1989, what was the impact on American consciousness of one or more of the following: the American Dream; the “red scare”; “counter-culture”? (100)