



Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2012

HISTORY - HIGHER LEVEL

FIELD OF STUDY: LATER MODERN, 1815-1993

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

WEDNESDAY, 13 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 5)

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, 6.

Answer one question from one topic.

SECTION 1: DOCUMENTS-BASED QUESTION

Europe and the wider world: Topic 5

European retreat from empire and the aftermath, 1945-1990

Case study to which the documents relate:

British withdrawal from India, 1945-1947

Study the documents opposite and answer the questions below.

1. (a) According to document A, what were Indians to decide?
(b) Why were the Muslims anxious, according to document A?
(c) Describe how India is represented in document B.
(d) What threats are facing India, according to document B?
(20)

2. (a) Do both documents reflect divisions on the future of India? Explain your answer with reference to both documents.
(b) Which document takes the more optimistic view of India's future? Refer to both documents in your answer.
(20)

3. (a) Does document A show more sympathy for the Hindus or the Muslims of India? Give reasons for your answer.
(b) Does the cartoonist take a positive or negative view of the political leaders in document B? Give reasons for your answer.
(20)

4. What were the difficulties associated with British withdrawal from India?
(40)

-Document A-

This is an edited extract from the report (May 1946) of the Cabinet Mission, a delegation of cabinet ministers which had been sent from London to investigate the Indian problem.

We have decided that immediate arrangements should be made whereby Indians may decide the future constitution of India.

We have endeavoured to be just to the smaller, as well as the larger, sections of the people; and to recommend a solution which will lead to a practical way of governing the India of the future, and will give a sound basis for defence, and a good opportunity for progress in the social, political and economic field.

We also examined, closely and impartially, the possibility of a partition of India. We were greatly impressed by the very genuine and acute anxiety of the Muslims lest they should find themselves subjected to a perpetual Hindu-majority rule. This feeling has become so strong and widespread among the Muslims that it cannot be allayed by mere paper safeguards.

If there is to be internal peace in India, it must be secured by measures which will assure to the Muslims a control of all matters vital to their culture, religion and economic and other interests.

-Document B-

This cartoon from *The Daily Mail*, 14th May 1946, comments on the attempts of Sir Stafford Cripps, of the Cabinet Mission, to bring about agreement between the Indian leaders Jinnah (“Moslem”) and Gandhi (in the loincloth).



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 were Daniel O’Connell’s most important aims and to what extent did he achieve them? (100)
2. How effective were government and/or private responses to the Famine? (100)
3. How did one or more of the following affect economy and society up to 1870: education; the railways; industrial development in Belfast? (100)
4. What were the main developments in science and technology and/or the creative arts in Ireland during the period 1815-1870? (100)

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

Answer **one** of the following questions:

1. What did you learn about the history of women from your study of one or more of the following: the Suffrage movement; Isabella Tod; Hanna Sheehy-Skeffington? (100)
2. What were Parnell’s strengths and weaknesses as a political leader? (100)
3. What was the Ulster Question and how did Unionism develop, 1870-1914? (100)
4. What did one or more of the following contribute to cultural revival during the period 1870-1914: the GAA; the Gaelic League; the Anglo-Irish Literary Revival? (100)

Ireland: Topic 3
The pursuit of sovereignty and the impact of partition, 1912-1949

Answer **one** of the following questions:

1. How did the threat and use of physical force affect Ireland during the period 1912-1923? (100)
2. How did the government of Northern Ireland deal with economic problems and/or threats to security, 1920-1945? (100)
3. What was the significance of the Eucharistic Congress, 1932? (100)
4. How did Anglo-Irish relations develop during the period 1923-1949? (100)

Ireland: Topic 4
The Irish diaspora, 1840-1966

Answer **one** of the following questions:

1. What was the importance of Grosse Isle in the history of Irish emigration? (100)
2. What part was played by one or more of the following in the affairs of Irish-America: the Molly Maguires; John Devoy; Boss Croker; Joe Kennedy? (100)
3. How did the life and writings of Domhnall Mac Amhlaigh reflect Irish emigrant experience? (100)
4. What did you learn about Irish emigration in the twentieth century from your study of one or more of the following: film and music; John F. Kennedy; tourism and heritage? (100)

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

Answer **one** of the following questions:

1. How effective was the contribution of Terence O'Neill to the affairs of Northern Ireland? (100)
2. What was the significance of the Coleraine University controversy and/or the activities of the Apprentice Boys of Derry? (100)
3. What political attempts were made to resolve the "Troubles", 1969-1993? (100)
4. What was the impact of one or more of the following on Northern Ireland up to 1993: Bernadette Devlin; Ian Paisley; Seamus Heaney? (100)

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

Answer **one** of the following questions:

1. To what extent did the status of women change during the period 1949-1989? (100)
2. Who faced the greater challenges as Taoiseach, Seán Lemass or Jack Lynch? Argue your case, referring to both. (100)
3. How did Anglo-Irish relations develop during the period 1949-1989? (100)
4. What was the impact of the EEC on Irish fisheries and/or what was the impact of television on Irish society? (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. What was Metternich's contribution to European affairs, 1815-1848? (100)
2. Why was there Revolution in Germany, 1848, and why did it fail? (100)
3. What did one or more of the following contribute to cultural nationalism: music; art; literature and language? (100)
4. How did one or more of the following seek to bring about change in Britain, 1815-1871: Robert Owen; Feargus O'Connor; Robert Peel? (100)

Europe and the wider world: Topic 2

Nation states and international tensions, 1871-1920

Answer **one** of the following questions:

1. How did Wilhelm II's policy of Weltpolitik affect international relations? (100)
2. During the period 1900-1920, how was Russia affected by war and revolution? (100)
3. What did you learn about World War I from your study of the conduct of war and/or women in the workforce during World War I? (100)
4. What was the contribution to European affairs of one or more of the following: Pope Leo XIII; Rosa Luxemburg; Woodrow Wilson? (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 main challenges facing France, 1920-1945? (100)
2. What were the main characteristics of Stalin's rule in Russia? (100)
3. To what extent was Hitler's foreign policy, 1933-1939, responsible for the outbreak of World War II? (100)
4. How did anti-Semitism and the Holocaust affect Europe, 1920-1945? (100)

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

Answer **one** of the following questions:

1. Why, and to what extent, did Europe move towards unity, 1945-1973? (100)
2. What was the impact of the 1973 Oil Crisis on the economies of Western Europe? (100)
3. What did you learn about the history of the Soviet Union from your study of one or more of the following: Nikita Khrushchev; Alexander Solzhenitsyn; Mikhail Gorbachev? (100)
4. During the period 1945-1992, what developments took place in one or more of the following: religious practice; youth and popular culture; the mass media? (100)

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

Answer **one** of the following questions:

1. How well did President Harry Truman or President Lyndon Johnson handle the challenges he faced? (100)
2. To what extent did the US economy experience both success and decline during the period 1945-1989? (100)
3. What part did one or more of the following play in US foreign policy: Korea; Cuba; SALT and Star Wars? (100)
4. What was the significance of one or more of the following in US history: Hollywood, 1945-1968; the Montgomery bus boycott; religion in modern American culture? (100)

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