



# Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2017

## HISTORY - HIGHER LEVEL

**FIELD OF STUDY: LATER MODERN, 1815-1993**

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

**WEDNESDAY, 14 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, 1920-1945**

Case study to which the documents relate:

***The Jarrow March, October 1936***

Study the documents opposite and answer the questions below:

1. (a) What workers are mentioned in document A?  
  
(b) How is the misery of life in Jarrow shown in document A?  
  
(c) According to document B, what is the permanent state of the majority of citizens in a capitalist country?  
  
(d) What is the next job to be done, according to document B?  
  
(20)
  
2. (a) Do both documents mention social and economic problems of the inter-war years? Give reasons for your answer, referring to both documents.  
  
(b) Do the documents agree that efforts to resolve the problems have been ineffective? Give reasons for your answer, referring to both documents.  
  
(20)
  
3. (a) Does the writer of document A propose a solution to the problems to which he refers? Give reasons for your answer, referring to the document.  
  
(b) What are the strengths of document B as a historical source? Support your answer by reference to the document.  
  
(20)
  
4. What were the aims of the Jarrow March and to what extent were they achieved?  
  
(40)

- Document A -

**J.B. Priestley was an English writer who travelled around England in 1933. The following is an edited extract from his book, *English Journey* (London, 1934).**

Jarrow is dead. As a real town, it can never have been alive. Even at its best, when everybody was working, it must obviously have been a mean little conglomeration of narrow monotonous streets of stunted and ugly houses, a barracks cynically put together so that shipbuilding workers could get some food and sleep between shifts. Now Jarrow is a derelict town. There is no escape from its prevailing misery, for it is entirely a working-class town.

Why has nothing been done about decaying towns and their workless people? I know that doles have been given out, means tests applied, training places opened, socks and shirts and old books distributed by the Personal Service League and the like; but I am not thinking of feeble gestures of that kind. I mean something constructive and creative.

Why has there been no plan for these areas, these people? The dole is part of no plan. The Labour Exchanges stink of defeated humanity. The whole thing is unworthy of a great country that has given the world some nobly creative ideas. We ought to be ashamed of ourselves.

- Document B -

**Ellen Wilkinson, MP for Jarrow, helped lead the Jarrow March in 1936. The following is an edited extract from her book, *The Town That Was Murdered* (London, 1939).**

The poverty of Jarrow is not an accident, a temporary difficulty, a personal fault. It is the permanent state in which the vast majority of the citizens of any capitalist country have to live. This is the basic fact of the class struggle which not all the well-meant efforts of the Personal Service League can gloss over. Class antagonism cuts as deeply to the roots of capitalist society as it ever did.

Men are regarded as mere instruments of production, their labour a commodity to be bought and sold. In capitalist society, vast changes can be made which sweep away the livelihood of a whole town overnight, in the interest of some powerful group, who need take no account of the social consequences of their decisions. Jarrow's plight is not a local problem. It is the symptom of a national evil.

It is time that the workers took control of this country. It is time that they planned it, organised it, and developed it so that all might enjoy the wealth which we can produce. In the interest of this land we love, that is the next job which must be done.

## 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, what was the impact on Ireland of one or more of the following: emigration; education; industrial development in Belfast? (100)
2. What were the responses of Charles Trevelyan and/or Asenath Nicholson to Famine in Ireland? (100)
3. What were the strengths and weaknesses of Fenianism as a political movement? (100)
4. What were the developments in the creative arts and/or science and technology during the period 1815-1870? (100)

### *Ireland: Topic 2*

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

Answer **one** of the following questions:

1. How did the Home Rule movement develop under Butt and Parnell during the period 1870-1886? (100)
2. What were the political aims of Edward Carson and how successful were his efforts to achieve them? (100)
3. From your study of Irish social and economic history, 1870-1914, what was the importance of land reform and/or the co-operative movement? (100)
4. During the period 1870-1914, what was the contribution to Irish affairs of the GAA and/or the Suffrage movement? (100)

### *Ireland: Topic 3*

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

Answer **one** of the following questions:

1. During the period 1912-1920, which factors contributed most to the partition of Ireland? (100)
2. During the period 1922-1939, who achieved more in Anglo-Irish relations, Cosgrave or de Valera? Argue your case, referring to both. (100)
3. During the period 1922-1949, how did the 1932 Eucharistic Congress and/or the state's language and education policies contribute to Irish identity? (100)
4. What was the impact of World War II on Ireland, North and South? (100)

*Ireland: Topic 4*  
**The Irish diaspora, 1840-1966**

Answer **one** of the following questions:

1. What were the challenges and opportunities facing Irish emigrants in the US, 1840-1920? (100)
2. What was the significance of one or more of the following among the Irish diaspora: Archbishop Daniel Mannix; Domhnall Mac Amhlaigh; Paul O'Dwyer? (100)
3. How successful were Irish missionaries in Africa and Asia, 1945-1966? (100)
4. What did you learn from your study of the creation of Irish images through film and music and/or links between Ireland and the wider Irish community through tourism and heritage? (100)

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

Answer **one** of the following questions:

1. What were the main social and economic problems facing Northern Ireland, 1949-1969, and how effectively were they tackled? (100)
2. Why did the Civil Rights movement emerge in Northern Ireland and was it successful? (100)
3. What was the contribution of Terence O'Neill and/or Ian Paisley to the affairs of Northern Ireland? (100)
4. From your study of culture and religion in Northern Ireland, 1949-1993, what did you learn about one or more of the following: the Apprentice Boys of Derry; ecumenism; cultural responses to the "Troubles"? (100)

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

Answer **one** of the following questions:

1. How well did Irish governments cope with the social and economic problems they faced, 1949-1989? (100)
2. What did Jack Lynch and/or Charles Haughey contribute to Irish affairs? (100)
3. During the period 1949-1989, what was the importance of one or more of the following: changing attitudes towards Irish language and culture; the impact of RTÉ, 1962-1972; Archbishop John Charles McQuaid? (100)
4. To what extent did the status of women change during the period 1949-1989? (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. During the period 1815-1848, what was the contribution of Metternich to European diplomacy? (100)
2. Which country achieved greater unity and strength during the period 1815-1871, Italy or Germany? Argue your case, referring to both countries. (100)
3. During the period 1815-1871, which responded more effectively to social change in Europe, trade unionism and socialism or mass politics? Argue your case, referring to both. (100)
4. During the period 1815-1871, what was the importance of cultural nationalism and/or Haussmann's Paris? (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, what was the impact on Germany of industrialisation and the invention and early history of the motor car? (100)
2. What were the causes of the New Imperialism and how did the New Imperialism affect Europe? (100)
3. What was the impact of war and revolution on Russia, 1900-1920? (100)
4. What did you learn about World War I and the post-war Peace Settlement from your study of one or more of the following: Douglas Haig; women in the workforce; Woodrow Wilson? (100)

### *Europe and the wider world: Topic 4*

#### **Division and realignment in Europe, 1945-1992**

Answer **one** of the following questions:

1. How successful as Soviet leader was Nikita Khrushchev? (100)
2. How effective was Margaret Thatcher's leadership in domestic and foreign affairs? (100)
3. What were the strengths and weaknesses of the Western economies, 1945-1990? (100)
4. What was the importance of the Second Vatican Council and/or the papacy of John Paul II? (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 British withdrawal from India? (100)
2. What internal and external problems faced Sukarno's Indonesia, and how effective were his attempts to resolve them? (100)
3. From your study of social and economic history, what did you learn about Julius Nyerere and the policy of ujamaa and/or trade, aid and famine in post-colonial Africa? (100)
4. During the period 1945-1990, what was the importance of the spread of Islam and Christianity in Africa and/or the Islamic faith in Europe? (100)

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

Answer **one** of the following questions:

1. From Roosevelt to Reagan, would you agree that American presidents always acted for the good of America? Argue your case referring to more than one president. (100)
2. What was the contribution of Martin Luther King to the events of the Montgomery bus boycott and to other aspects of US life? (100)
3. What were the achievements of the US economy, 1945-1968, and what factors limited its growth, 1968-1989? (100)
4. How did one or more of the following challenge widely-held views in the US: Norman Mailer; Betty Friedan; Muhammad Ali? (100)

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