



Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2023

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

Use **ONE** of the following sets of instructions:

1. Usual instructions:

- **Section 1 (100 marks)**
Documents-based question (Ireland: Topic 5)
Answer all parts of this section.
- **Section 2 (100 marks)**
Ireland: Topics 1, 2, 3, 4, 6.
Answer **one** question from **one** topic.
- **Section 3 (200 marks)**
Europe and the wider world: Topics 1, 2, 3, 4, 5, 6.
Answer **one** question from each of **two** topics.

OR **2. Alternative instructions for 2023 only:**

- **Section 1 (100 marks)**
Documents-based question (Ireland: Topic 5)
Answer all parts of this section.
- **Sections 2 and 3 (300 marks)**
Ireland: Topics 1, 2, 3, 4, 6, *and*
Europe and the wider world: Topics 1, 2, 3, 4, 5, 6.

Answer **three** questions from any **two** topics in Sections 2 and 3.

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SECTION 1: DOCUMENTS-BASED QUESTION

Ireland: Topic 5

Politics and society in Northern Ireland, 1949-1993

Case study to which the documents relate:

The Sunningdale Agreement and the power-sharing executive, 1973-1974

Study the documents opposite and answer the questions below.

1.
 - (a) In document A, what signs of disruption did the writer see as he entered Belfast?
 - (b) In document A, how were the UDA men dressed and armed?
 - (c) In document B, what was the effect of power cuts on the Europa Hotel?
 - (d) According to document B, why was the writer's mouth as dry as sawdust?

(20)
2.
 - (a) Do both documents give similar descriptions of the activities of the strike supporters? Explain your answer, referring to both documents.
 - (b) Do both documents give similar descriptions of the response of the security forces to the presence of journalists? Explain your answer, referring to both documents.

(20)
3.
 - (a) What would you consider to be the value of document A as a historical source? Explain your answer, making reference to the document.
 - (b) Would you consider document B to be an objective source? Give reasons for your answer, making reference to the document.

(20)
4. Why did the Sunningdale Agreement and the power-sharing executive, 1973-1974, prove so divisive?

(40)

- Document A -

In this edited extract Robert Fisk, who reported for *The Times* (London), describes the beginning of the UWC (Ulster Workers' Council) strike in May 1974.

Driving into Belfast was like entering the capital of a country in which a revolutionary army had staged a revolt. From ten miles away, it was possible to see the long columns of smoke twisting into the dawn sky over Belfast as UDA [Ulster Defence Association] men set fire to stolen lorries, cars and even bicycles on makeshift barricades.

These events were watched, sometimes from only a few yards away, by policemen and soldiers. The Army drove slowly through the streets, avoiding human barricades and squeezing through gaps in the road-blocks. Soldiers on foot made no attempt to interfere with the uniformed UDA men. Sometimes they stopped and talked with the youths on the barricades.

As I tried to enter the city for *The Times* I was flagged down by a soldier with a baton, but what caught my attention was a container truck which was being hijacked by UDA men. Some were holding sticks and one appeared to have a mask on. A soldier came to my window and asked me to open the boot. When he was finished I pointed to the lorry. 'I think that lorry is being hijacked,' I said. 'I see, sir,' the soldier replied politely. 'Now, can I see your licence?'

Source: Robert Fisk, *The Point of No Return: the Strike Which Broke the British in Ulster* (London, 1975).

- Document B -

In this edited extract Olivia O'Leary, who reported for *The Irish Times* (Dublin), recalls similar events.

There was chaos in the North. Constant power cuts meant that the sewerage system stopped working and, in the corridors of Belfast's Europa Hotel, where I was staying, you could smell defeat.

As a young reporter, I stood beside a British army officer on the Malone Road in Belfast as a Loyalist mob of UWC strike supporters pushed hijacked cars and vans together to form a barricade blocking the road. 'They're breaking the law. Aren't you going to stop them? Why don't you stop them?' I badgered him. He refused to answer and suggested that I buzz off, that it wasn't safe for me to be there, and that it was none of my business.

I stood there for an hour, embarrassing him. But my mouth was as dry as sawdust because, as an Irish person, I knew I was watching the British authorities allowing the only real attempt at shared government in Northern Ireland to disappear down the drain – or indeed the sewer.

Source: Mary E. Daly (ed.), *Brokering the Good Friday Agreement: the untold story* (Dublin, 2019).

SECTION 2: IRELAND

Refer to the instructions on the front cover when choosing which question(s) to answer.

Ireland: Topic 1

Ireland and the Union, 1815-1870

1. What were the fortunes of Irish landlords during the period 1815-1870? (100)
2. What did you learn about Daniel O’Connell from your study of two of the following: the campaign for Catholic Emancipation; the Repeal campaign; O’Connell’s relations with Young Ireland? (100)
3. How did Charles Trevelyan and/or Asenath Nicholson respond to Famine in Ireland? (100)
4. What was the contribution of James Stephens to Fenianism? (100)

Ireland: Topic 2

Movements for political and social reform, 1870-1914

1. To what extent did Charles Stewart Parnell achieve success in his political career, 1875-1891? (100)
2. During the period 1870-1914, what was the impact on Irish affairs of Edward Carson? (100)
3. Why did the 1913 strike and lockout take place, how was it carried out and what was its outcome? (100)
4. During the period 1870-1914, which was the more successful movement, the GAA or the Gaelic League? Argue your case, referring to both. (100)

Ireland: Topic 3

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

1. How did one or more of the following contribute to tensions in Ireland: the Home Rule Bill, 1912-1914; World War I; the 1918 election? (100)
2. During the period 1920-1945, how well did the government of Northern Ireland respond to the challenges it faced? (100)
3. During the period 1923-1945, how skilfully did W.T. Cosgrave and Éamon de Valera handle Anglo-Irish relations? (100)
4. What was the impact on Irish life of the 1932 Eucharistic Congress and/or of attempts to promote the Irish language? (100)

Ireland: Topic 4
The Irish diaspora, 1840-1966

1. During the period 1840-1920, how did emigration change the lives of those who left Ireland and those who remained at home? (100)
2. To what extent did Éamon de Valera in America (June, 1919-December, 1920) achieve his aims? (100)
3. During the period 1920-1966, why did Irish people emigrate to Britain and to what extent did they become assimilated? (100)
4. What did one or more of the following contribute to the image of the Irish abroad: Boss Croker; Maureen O'Hara; John F. Kennedy? (100)

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

1. During the period 1949-1989, what changes took place in one or more of the following: attitudes towards Irish language and culture; the status of women; housing, schools and amenities? (100)
2. How well did Seán Lemass and/or Jack Lynch tackle the problems he faced? (100)
3. What was the contribution to Anglo-Irish relations of Charles Haughey and/or Garret FitzGerald? (100)
4. What was the impact of Archbishop John Charles McQuaid and Vatican II on Irish life? (100)

SECTION 3: EUROPE AND THE WIDER WORLD

Refer to the instructions on the front cover when choosing which question(s) to answer.

Europe and the wider world: Topic 1

Nationalism and state formation in Europe, 1815-1871

1. Why has 1848 been termed 'the year of revolutions' and why did the 1848 Revolution in Germany fail? (100)
2. What were key developments in agriculture and industry, 1815-1871? (100)
3. During the period 1815-1871, what was the contribution to French affairs of Napoleon III and/or Baron Haussmann? (100)
4. During the period 1815-1871, how did cultural nationalism affect art and/or music? (100)

Europe and the wider world: Topic 2

Nation states and international tensions, 1871-1920

1. During the period 1871-1920, what problems were caused in Russia by one or more of the following: anti-Semitism; economic crisis; war and revolution? (100)
2. What was the 'New Imperialism' and to what extent did colonial rivalries contribute to tensions in Europe, 1871-1914? (100)
3. What did you learn about World War I from your study of two of the following: Douglas Haig; women in the workforce; Wilfred Owen? (100)
4. During the period 1871-1920, what were key developments in the invention and early history of the motor car and/or medicine? (100)

Europe and the wider world: Topic 3

Dictatorship and democracy in Europe, 1920-1945

1. What were the main characteristics of fascist regimes in Europe, 1920-1945? (100)
2. How did Josef Stalin transform the Soviet economy and/or use show trials to consolidate his power? (100)
3. What were the challenges facing France in peace and war, 1920-1945? (100)
4. How successfully did two of the following address the problems facing Britain during the period 1920-1945: J.M. Keynes; the Jarrow March, 1936; Winston Churchill? (100)

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

1. How did two of the following contribute to international tensions: the Berlin Blockade, 1948-1949; military alliances; the Hungarian Uprising, 1956? (100)
2. In what ways was 1945-1973 an era of economic growth and what was the impact of the 1973 oil crisis on Europe? (100)
3. What were the successes and failures of Mikhail Gorbachev as leader of the USSR? (100)
4. During the period 1945-1992, how was Europe impacted by 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

1. What was the importance, for Britain and India, of British withdrawal from India? (100)
2. How did David Ben-Gurion and/or Gamal Abdul Nasser contribute to developments in the Middle East? (100)
3. During the period 1960-1990, what were the social and economic effects of European withdrawal from empire on former colonies in Africa? (100)
4. During the period 1945-1990, to what extent did race relations cause controversy in Britain and/or France? (100)

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

1. How did one or more of the following affect the US: McCarthyism; the military-industrial complex; the anti-war movement? (100)
2. Which posed the greater threat to US security, the Korean War or the Cuban Missile Crisis? Argue your case, referring to both. (100)
3. What attempts were made to tackle racial inequality in the US, 1945-1989? (100)
4. How did the US achieve a successful moon landing in 1969, and what was its significance at home and abroad? (100)

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Leaving Certificate - Higher Level

History

Wednesday 14th June
Afternoon 2:00 - 4:50