



Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2025

HISTORY - HIGHER LEVEL

FIELD OF STUDY: LATER MODERN, 1815-1993

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

WEDNESDAY, 11 JUNE - AFTERNOON, 2.00-4.50

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

1. Usual instructions:

- **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.

OR

2. Alternative instructions for 2025 only:

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

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

Do not hand up this question paper.

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SECTION 1: DOCUMENTS-BASED QUESTION

Europe and the wider world: Topic 3 **Dictatorship and democracy in Europe, 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) On behalf of whom was document A issued?
(b) What system of government is mentioned in document A?
(c) What is one ground on which marches might be discouraged, according to document B?
(d) According to document B, for what is popular pressure needed?
(20)
2. (a) To what extent do both documents question the value of marching on London? Explain your answer, referring to both documents.
(b) Which document more clearly depicts the social and economic problems of inter-war Britain? Explain your answer, referring to both documents.
(20)
3. (a) From your knowledge of the Jarrow March, do you consider the points made by the government in document A convincing? Give reasons for your answer, referring to the document.
(b) In what ways does document B illustrate the value of a newspaper editorial as historical source material? Make reference to the document in your answer.
(20)
4. Would you agree that the Jarrow March was a total failure? Argue your case.
(40)

- Document A -

On 15 October 1936, as the Jarrow March was on its way to London, the British government issued this statement.

Ministers have had under consideration the fact that a number of marches on London are in progress or in contemplation. In the opinion of His Majesty's Government, such marches can do no good to the causes for which they are represented to be undertaken. They are liable to cause unnecessary hardships for those taking part in them and are altogether undesirable.

In this country, governed by a parliamentary system, where every adult has a vote and every area has its representative in the House of Commons to put forward grievances and suggest remedies, processions to London cannot claim to have any constitutional influence on policy.

Ministers have, therefore, decided that encouragement cannot be given to such marches, whatever their particular purpose, and ministers cannot consent to receive any deputation of marchers, although, of course, they are always prepared to meet members of parliament.

Source: quoted in Matt Perry, *The Jarrow Crusade: Protest and Legend* (Sunderland, University of Sunderland Press, 2005).

- Document B -

This is an edited extract from an *Irish Times* editorial which was published the following day.

At the moment two hundred unemployed men are marching from Jarrow to London, where they will present a petition to the House of Commons. The British Cabinet has chosen the same moment to announce that those marches on London are 'altogether undesirable'.

From one point of view, these weary marches certainly are useless. Parliament works on a certain system. Ministers, however much they might wish to help individual cases, have not the power to deal with them, except by the usual machinery. There may be a feeling, also, that the marches ought to be discouraged on the grounds that their real purpose is propagandist, and that they might be used to stir up discontent.

Yet the official announcement seems to take too narrow a view of the matter. It is not to be wondered at that these men who have been out of work for many months, or whole towns which have seen all their industries disappear, should feel that they have been neglected. Parliaments can be forgetful, unimaginative, and lazy. Popular pressure very often is needed to stir up a government to a more energetic sense of its duties.

The Jarrow marchers have drawn so much attention to the desperate conditions in their own town that they may provide a case in point. If marches were undertaken in order to stir up trouble or create a disturbance, no government could tolerate them; but, in England, they seem to have been no more than a plea for work, made peaceably by men who are anxious that they shall not be forgotten.

Source: *The Irish Times* (16 October, 1936).

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 was the impact of the Great Famine on life in Ireland both during and after the Famine, 1845-1870? (100)
2. What did Young Ireland and Fenianism contribute to Irish nationalism? (100)
3. In what ways did Cardinal Paul Cullen influence political attitudes and religious practices? (100)
4. What developments took place in science and technology, 1815-1870? (100)

Ireland: Topic 2

Movements for political and social reform, 1870-1914

1. Who was the more successful campaigner, Michael Davitt or James Larkin? Argue your case, referring to both. (100)
2. During the years 1870-1914, how effective was Unionism in resisting Home Rule? (100)
3. To what extent did the GAA and the Gaelic League achieve success, 1884-1914? (100)
4. How did Isabella Tod and/or Hanna Sheehy-Skeffington contribute to social reform? (100)

Ireland: Topic 3

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

1. What factors contributed to the rise of Sinn Féin and the decline of Home Rule, 1912-1918? (100)
2. How effective was Éamon de Valera's leadership during the Treaty negotiations and Civil War (1921-1923) and during World War II (1939-1945)? (100)
3. After partition, what attempts were made to promote cultural identity in Ireland, North and South? Refer to one or more of the following: language; religion; education. (100)
4. In what ways did World War II affect Northern Ireland? (100)

Ireland: Topic 4
The Irish diaspora, 1840-1966

1. What were the main characteristics of the Irish diaspora, 1840-1966? (100)
2. Would you agree that Irish nationalism was more effective as an international force than Irish unionism? Argue your case, referring to both. (100)
3. What did you learn about emigration from your study of the life and work of Domhnall Mac Amhlaigh? (100)
4. To what extent did the careers of Joe Kennedy and John F. Kennedy reflect Irish-American experience? (100)

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

1. During the years 1949-1969, who was the more effective leader, Lord Brookeborough or Terence O'Neill? Argue your case, referring to both. (100)
2. What was the Coleraine University controversy and how did it contribute to tensions in Northern Ireland? (100)
3. What was the contribution of Bernadette Devlin to the affairs of Northern Ireland? (100)
4. What moves were made towards finding a peaceful resolution of the "Troubles", 1973-1993? (100)

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

1. In what ways did the Republic of Ireland expand its involvement in international affairs, 1949-1989? (100)
2. What problems faced Seán Lemass as Taoiseach and how effectively did he respond to them? (100)
3. What was the impact of television and the communications revolution on Irish life? (100)
4. How did Mary Robinson and Sylvia Meehan contribute to 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. What contrasting views of society were held by Clemens Metternich and Karl Marx? (100)
2. In the years leading up to 1871, who contributed more to his country's move toward unity, Giuseppe Mazzini or Otto von Bismarck? Argue your case, referring to both. (100)
3. How effective was the leadership of Napoleon III at home and abroad? (100)
4. During the years 1815-1870, what key changes took place in agriculture and/or industry? (100)

Europe and the wider world: Topic 2

Nation states and international tensions, 1871-1920

1. How did economic crisis and war affect Tsarist Russia, 1871-1917? (100)
2. How effective was the leadership of Otto von Bismarck at home and abroad, 1871-1890? (100)
3. What was the contribution of Wilfred Owen to the literature of World War I? (100)
4. During the years 1871-1920, what was the importance of the development and early history of the motor car and/or developments in medicine? (100)

Europe and the wider world: Topic 4

Division and realignment in Europe, 1945-1992

1. What were the main moves towards European unity, 1945-1957? (100)
2. To what extent did the careers of both Nikita Khrushchev and Mikhail Gorbachev end in failure? (100)
3. What changes were brought about by the Second Vatican Council and by Pope John Paul II? (100)
4. What did two of the following contribute to European culture: Alexander Solzhenitsyn; Simone de Beauvoir; John Lennon? (100)

Europe and the wider world: Topic 5

European retreat from empire and the aftermath, 1945-1990

1. During the years 1945-1990, why did European countries retreat from empire? (100)
2. What was the Suez Crisis, 1956, and what was its impact on international relations? (100)
3. How effectively did Charles de Gaulle tackle problems relating to French colonialism? (100)
4. How was post-colonial Africa portrayed in the literature of Nadine Gordimer and/or Chinua Achebe? (100)

Europe and the wider world: Topic 6

The United States and the world, 1945-1989

1. How successful was the US in dealing with problems posed by Berlin and Cuba? (100)
2. How effective was the leadership of President Lyndon Johnson at home and abroad? (100)
3. During the years 1945-1989, what was the American Dream and to what extent did it reflect the realities of American life? (100)
4. During the years 1945-1989, how and why did religion become an increasingly powerful force in American life? (100)

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Leaving Certificate - Higher Level

History

Wednesday 11 June
Afternoon 2:00 - 4:50