



Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2024

HISTORY - HIGHER LEVEL

FIELD OF STUDY: LATER MODERN, 1815-1993

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

WEDNESDAY, 12 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 2024 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.

It will not be returned to the State Examinations Commission.

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:

Stalin's show trials

Study the documents opposite and answer the questions below.

1. (a) According to document A, what had been discovered by the Soviet authorities?
(b) What was the only option open to the Soviet government, according to document A?
(c) In document B, what was one way in which the ambassador justified the recent trials?
(d) What area of the Soviet Union were the generals willing to transfer to Germany, according to document B?
(20)

2. (a) In both documents, do the visitors to the embassy show concern about developments in Soviet Russia?
Give reasons for your answer using evidence from both documents.
(b) Does either document suggest any doubt regarding Ivan Maisky's explanation of the actions of the Soviet authorities?
Give reasons for your answer using evidence from both documents.
(20)

3. (a) For what reasons would a diary entry such as document A be useful to a historian studying 1930s Russia?
Use evidence from document A to support your answer.
(b) What evidence do you find that Maisky was a skilful propagandist?
Give reasons for your answer using evidence from document A and/or from document B.
(20)

4. What was the impact of Stalin's show trials on Soviet Russia?
(40)

- Document A -

Ivan Maisky was the Soviet ambassador to London, 1932-1943. In this edited extract from his diary, Maisky writes about a visit to his embassy by Russian sympathisers, George and Margaret Cole, 17 December 1934.

I invited the Coles over today and had a serious talk with them about British protests against the secret trials and death sentences taking place in Russia. They were highly agitated. Mrs. Cole's hands trembled nervously. I gave them a serious ticking off. I told them that, over the last three or four months, the Soviet authorities had established the existence of a large terrorist conspiracy against our Party leaders, beginning with Comrade Stalin.

The conspiracy is being organised by the German Nazis. The agents are anti-Soviet exiles who cross our borders and make contact with conspirators who are Soviet citizens. Recent months have seen a series of attempts on the life of Comrade Stalin and other leaders. The death of Kirov was striking proof of the terrorist threat.

The Soviet government had no choice but to take tough measures against the plotters. It is a hard and unpleasant thing to shoot 80-100 people, but it is better than risking the lives of millions on the battlefield. The Coles did not object, although they were still troubled by the trials and executions. I reassured them that the measures taken against the terrorists were an exceptional response to exceptional circumstances.

Source: Gabriel Gorodetsky (ed.), *The Maisky Diaries* (Yale University Press, 2015).

- Document B -

Hugh Dalton was a Labour politician in England and also a Russian sympathiser. This is an edited extract from his diary, in which he writes about a visit to Ambassador Maisky, 24 June 1937, during which Stalin's show trials were discussed.

I saw Maisky alone, as I generally do, but there was probably an unseen listener to our conversation. I began by saying 'a lot of things have been happening in your country which have disturbed us a great deal, such as the recent purge of military personnel. I should like some information about it. I hope the executions have not seriously weakened the Red Army'.

He offered a long explanation of the recent trials and executions. He said the generals were pro-German, anti-French and anti-British. They were plotting a military dictatorship in Russia, the return of capitalism and close friendship with Germany. They proposed the transfer to Germany of part of Ukraine, in return for the re-absorption of Lithuania, Latvia and Estonia into the Soviet Union. They were willing to let Germany have a free hand in western Europe.

I said I found the story about giving up part of Ukraine almost incredible. He said I must remember the immense area of the Soviet Union. I might think that the analogy was for England to give Scotland to Germany. In fact, the analogy was rather to give up Trinidad. I told him that I still did not find this part of the story convincing.

Source: Ben Pimlott (ed.), *The Political Diary of Hugh Dalton, 1914-40 & 1945-60* (Jonathan Cape Ltd., 1986).

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 main social and economic developments in Ireland, 1815-1870? (100)
2. What were Daniel O'Connell's strengths and weaknesses as a political leader? (100)
3. Would you agree that Fenianism had both an Irish and an international dimension? Give reasons for your answer. (100)
4. What was the contribution to cultural/religious identities of two of the following: William Carleton; Thomas Davis; Cardinal Paul Cullen? (100)

Ireland: Topic 2

Movements for political and social reform, 1870-1914

1. During the years 1870-1914, what was the importance of land legislation and land reform? (100)
2. What were the successes and failures of the Home Rule movement during the period 1870-1891? (100)
3. During the period up to 1914, who was the more effective political leader, Edward Carson or John Redmond? Argue your case, referring to both. (100)
4. From your study of culture and society, 1870-1914, what was the importance of two of the following: Douglas Hyde; the GAA; educational reforms (schools and universities)? (100)

Ireland: Topic 3

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

1. Would you agree that Ireland experienced a decade of revolutionary change, 1912-1922? Give reasons for your answer. (100)
2. During the years 1920-1945, how well did the government of Northern Ireland deal with social and economic problems and/or threats to security? (100)
3. What were the successes and failures of Éamon de Valera in power, 1932-1948? (100)
4. What were the main events of the Eucharistic Congress, 1932, and in what ways did the Congress contribute to Irish cultural identity? (100)

Ireland: Topic 4
The Irish diaspora, 1840-1966

1. What factors, at home and abroad, contributed to Irish emigration, 1840-1914? (100)
2. What was the importance of Grosse Isle in the history of Irish emigration? (100)
3. How did John Devoy and/or Andrew Bonar Law influence developments in Ireland? (100)
4. What impact did Irish missionaries have in Africa and/or Asia? (100)

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

1. What were the successes and failures of Lord Brookeborough as leader of Northern Ireland? (100)
2. How did the Coleraine University controversy and the Civil Rights movement affect Derry in the mid-to-late 1960s? (100)
3. What was the importance of two of the following: the Sunningdale Agreement and the power-sharing executive (1973-1974); the Anglo-Irish Agreement (1985); the Downing Street Declaration (1993)? (100)
4. From your study of religion and culture in Northern Ireland, what did you learn about two of the following: cultural responses to the Troubles; ecumenism; Seamus Heaney? (100)

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

1. To what extent did the role of women change during the years 1949-1989? (100)
2. During the years 1949-1957, how effective were Irish governments in tackling the problems they faced? (100)
3. What was the impact on the Irish economy of either the First Programme for Economic Expansion, 1958-1963, or membership of the EEC, 1973-1989? (100)
4. From your study of culture in the Republic of Ireland, what did you learn about two of the following: RTÉ; changes in education; changing attitudes to the Irish language? (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. During the years 1815-1871, how did the Germanic lands move from Confederation to Empire? (100)
2. Would you agree that Robert Peel was a more effective reformer than Robert Owen? Argue your case, referring to both. (100)
3. Why did attempts to unite Italy after 1852 succeed when earlier attempts had failed? (100)
4. From your study of the history of science, 1815-1871, what did you learn about Charles Darwin and/or developments in electricity, biology and technology? (100)

Europe and the wider world: Topic 2

Nation states and international tensions, 1871-1920

1. How did German foreign policy develop under Bismarck and/or Wilhelm II? (100)
2. During the years 1870-1914, how did industry (including the motor car) develop, and how did industrial development affect society in Europe? (100)
3. During the years 1871-1914, what was the impact of anti-Semitism in France and Russia? (100)
4. What social, economic and/or political problems faced Europe immediately after World War I? (100)

Europe and the wider world: Topic 4

Division and realignment in Europe, 1945-1992

1. What were the key turning points of the Cold War in Europe, 1945-1989? (100)
2. During the years 1945-1992, how did the Western economies experience both prosperity and recession? (100)
3. How effective was Margaret Thatcher's leadership in domestic and foreign affairs? (100)
4. Why did the life and work of Alexander Solzhenitsyn and/or Simone de Beauvoir give rise to controversy? (100)

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

1. What were the main social and economic effects on Africa of European retreat from empire, 1945-1990? (100)
2. Why did the Suez Crisis (1956) and/or the secession of Katanga from the Congo (1960-1965) acquire an international dimension? (100)
3. To what extent did Britain and France become multi-racial societies, 1945-1990? (100)
4. How effective were two of the following in advancing his country's independence: Mohandas Gandhi; Achmad Sukarno; Ho Chi Minh? (100)

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

1. How well did President Harry Truman handle the challenges he faced, 1945-1953? (100)
2. Why did the Montgomery bus boycott take place and in what ways did it advance the cause of civil rights? (100)
3. How did Betty Friedan and/or Marilyn Monroe reflect the changing role of women in US society? (100)
4. What was the significance of the moon landing, 1969, and of Star Wars? (100)

Copyright notice

This examination paper may contain text or images for which the State Examination Commission is not the copyright owner, and which may have been adapted, for the purpose of assessment, without the author's prior consent. This examination paper has been prepared in accordance with Section 53(5) of the *Copyright and Related Rights Act, 2000*. Any subsequent use for a purpose other than the intended purpose is not authorised. The Commission does not accept liability for any infringement of third-party rights arising from unauthorised distribution or use of this examination paper.

Do not hand up this question paper.

It will not be returned to the State Examinations Commission.

Leaving Certificate - Higher Level

History

Wednesday 12th June
Afternoon 2:00 - 4:50