



# Coimisiún na Scrúduithe Stáit State Examinations Commission

**LEAVING CERTIFICATE EXAMINATION, 2021**

**HISTORY - HIGHER LEVEL**

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

**Written examination: 300 marks**

**WEDNESDAY, 16 JUNE - AFTERNOON, 2.00-4.50**

**Instructions to candidates:**

- **Section 1 (100 marks)**

Documents-based question (Europe and the wider world: Topic 6)

Answer all parts of this section.

- **Section 2 and Section 3 (200 marks)**

Ireland: Topics 1, 2, 3, 4, 5, 6 *and*

Europe and the wider world: Topics 1, 2, 3, 4, 5.

Answer **one** question from each of **two** topics.

## SECTION 1: DOCUMENTS-BASED QUESTION

*Europe and the wider world: Topic 6*

### **The United States and the world, 1945-1989**

Case study to which the documents relate:

#### ***The Montgomery bus boycott, 1956***

Study the documents opposite and answer the questions below:

1. (a) According to document A, what was the aim of the White Citizens Council?  
  
(b) In document A, with what were those who assembled for car pool or taxi service to be charged?  
  
(c) According to document B, what crimes have been committed in Montgomery?  
  
(d) According to document B, what was a constant threat to those involved in the bus boycott?  
  
(20)
  
2. (a) Do both documents show that those who opposed the boycott used violence against its supporters? Explain your answer, referring to both documents.  
  
(b) Which document tells us more about the role of the Montgomery police during the bus boycott? Explain your answer, referring to both documents.  
  
(20)
  
3. (a) In document A, why is Clifford J. Durr's letter a valuable historical source? Make detailed reference to the document in your answer.  
  
(b) How effective is document B in making the case that supporters of the boycott were being denied their civil rights and left without the protection of the law? Make detailed reference to the document in your answer.  
  
(20)
  
4. To what extent did the Montgomery bus boycott bring about change?  
  
(40)

- Document A -

**This is an edited extract from a letter (dated 2 February, 1956) by a Montgomery lawyer, Clifford J. Durr, a white supporter of the Montgomery bus boycott.**

The boycott of the buses has been going on for two months and appears to be as effective as ever. Few people believed that the Negroes would stick together as they have done.

All three members of the City Commission responsible for law enforcement have joined the White Citizens Council which aims to fight desegregation, and keep race relations as they are. They announced that the police had been instructed to break up the Negro car pools by diligent enforcement of all traffic regulations, however minor, against them. And it has been decided that all Negroes assembled for car pool or taxi service should be charged with "loitering".

This has been taken as a signal by all opponents of the boycott to do their worst, so bombings have been added to threats. On Monday night a bomb was thrown against the home of Rev. King and, last night, the house of E.D. Nixon was bombed. A few crosses have been burned by the Ku Klux Klan to add to the display. The Commission and the White Citizens Council deplore such actions, of course, and have offered a reward for the arrest and conviction of those responsible, but they continue to egg them on with their public statements.

Source: Stewart Burns (ed.), *Daybreak of Freedom: The Montgomery Bus Boycott* (Chapel Hill and London, 1997).

- Document B -

**This is an edited extract from a letter (dated 27 August, 1956) from Martin Luther King and other Montgomery bus boycott leaders to President Eisenhower.**

Here in Montgomery, continued threats and violence - including the bombing of homes, the hanging in effigy of a Negro and a white man who supported integration, and mass arrests authorised by city and state official against Negroes - have tended to deprive Negroes of their civil rights and left them without the protection of the law.

Public officials are members of the White Citizens Council whose purpose is to preserve segregation. These officials are doing nothing to prevent the violence. In fact, according to the local press, the city police of Montgomery led the procession to the public square where the effigies were hanged by a number of men, some of whom are members of the White Citizens Council. No arrests were made, yet there is a law against putting up signs of any kind in that area.

On the occasion of the bombing of a minister's house, the mayor blamed the incident on a publicity hoax by Negroes to gain support for the bus boycott. The revival of the Ku Klux Klan is a constant threat and robed members are allowed to demonstrate in Montgomery without police interference. Meanwhile, hundreds of Negroes are being arrested daily on trumped-up charges and fined.

Source: <https://kinginstitute.stanford.edu/king-papers/documents/dwight-d-eisenhower-6>

## SECTION 2: IRELAND

### *Ireland: Topic 1*

#### **Ireland and the Union, 1815-1870**

Answer **one** of the following questions:

1. Why did O'Connell achieve Emancipation but fail to achieve Repeal? (100)
2. How effective were government and private responses to Famine in Ireland, 1845-1849? (100)
3. What was the contribution to Irish affairs of Young Ireland and/or Fenianism? (100)
4. What was the contribution of two of the following to Irish life: Mother Mary Aikenhead; William Carleton; William Dargan? (100)

### *Ireland: Topic 2*

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

Answer **one** of the following questions:

1. During the period 1870-1914, what was the social and economic impact of land agitation and land reform and/or the co-operative movement? (100)
2. Would you agree that Parnell was a failure as a political leader? Argue your case. (100)
3. Why did Unionists oppose self-government for Ireland and how did the Ulster Question develop during the period 1870-1914? (100)
4. What was the contribution of two of the following to Irish life: Isabella Tod; James Larkin; Douglas Hyde? (100)

### *Ireland: Topic 3*

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

Answer **one** of the following questions:

1. Why were both the negotiations and terms of the Anglo-Irish Treaty, 1921, controversial? (100)
2. What were the main events of the Eucharistic Congress, 1932, and how did the Congress contribute to Irish identity? (100)
3. What was the impact of World War II on Ireland, North and South? (100)
4. What was the contribution of two of the following to Irish life: Patrick Pearse; Evie Hone; James J. McElligott? (100)

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

Answer **one** of the following questions:

1. What challenges and opportunities did emigrants to the US face during the period 1840-1920 and/or 1920-1966? (100)
2. During the period 1920-1966, what drew Irish emigrants to Britain and to what extent did they become assimilated? (100)
3. How did Irish-American and/or Ulster-Scottish identity develop in the United States? (100)
4. During the period 1920-1966, what were the fortunes of Irish missionaries abroad? (100)

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

Answer **one** of the following questions:

1. What were key social and economic developments, 1949-1969? (100)
2. Would you agree that Terence O'Neill was a failure as a political leader? Argue your case. (100)
3. What was the Sunningdale Agreement and why did the power-sharing executive, 1973-1974, collapse? (100)
4. Divided societies are sometimes culturally productive. How true is this of Northern Ireland, 1949-1993? (100)

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

Answer **one** of the following questions:

1. From your study of the Republic of Ireland, 1949-1989, what did you learn about two of the following: changing attitudes towards Irish language and culture; the impact of Vatican II; the influence of television? (100)
2. What problems faced Seán Lemass and/or Jack Lynch as Taoiseach? (100)
3. Which affected the Republic of Ireland more, membership of the UN or membership of the EEC? Argue your case, referring to both. (100)
4. What was the contribution to Irish life of Sylvia Meehan and/or Garret FitzGerald? (100)

## SECTION 3: EUROPE AND THE WIDER WORLD

### *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 1815-1871, how did Italy and/or Germany move towards unity? (100)
2. How did changes in agriculture and/or industry affect Europe, 1815-1871? (100)
3. During the period 1815-1871, what developments took place in city planning, with special reference to Haussmann's Paris? (100)
4. What was the importance of Karl Marx and/or Charles Darwin? (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 importance of German industrialisation and its impact on society and/or the invention and early history of the motor car? (100)
2. What factors contributed to the outbreak of war in Europe in 1914? (100)
3. What was the impact of war and revolution on Russia, 1900-1920? (100)
4. What did you learn about the role of women in society, 1871-1920, from your study of one or more of the following: Marie Curie; women in the workforce during World War I; Rosa Luxemburg? (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 characteristics of Italian fascism under Mussolini? (100)
2. To what extent did Hitler's foreign policy, 1933-1939, contribute to the outbreak of World War II? (100)
3. Would you agree that Stalin transformed the Soviet Union, 1924-1945? (100)
4. From your study of Great Britain, 1920-1945, what did you learn about two of the following: J.M. Keynes; the success or failure of the Jarrow March, October 1936; life on the Home Front during World War II? (100)

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

Answer **one** of the following questions:

1. How did the Berlin Blockade (1948-1949) and/or the Hungarian Uprising (1956) contribute to international tensions? (100)
2. How was Europe affected by movements towards unity, 1945-1973, and/or the 1973 Oil Crisis? (100)
3. How effective was Mikhail Gorbachev's leadership in domestic and foreign affairs? (100)
4. What was the impact of two of the following: John Lennon; Margaret Thatcher; Pope 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 Britain and India, of British withdrawal from India? (100)
2. During the period 1945-1990, what was Europe's role in Arab-Israeli conflict? (100)
3. During the period 1945-1990, how did race relations cause problems in Britain and/or France? (100)
4. How effective in achieving his aims was Ho Chi Minh and/or Achmad Sukarno? (100)

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