



# Coimisiún na Scrúduithe Stáit State Examinations Commission

**LEAVING CERTIFICATE EXAMINATION, 2022**

**HISTORY - HIGHER LEVEL**

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

**Written examination: 300 marks**  
**Pre-submitted Research Study Report: 100 marks**

**WEDNESDAY, 15 JUNE - AFTERNOON, 2.00-4.50**

**Instructions to candidates:**

- **Section 1 (100 marks)**

Documents-based question (Ireland: Topic 5)  
Answer all parts of this section.

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

Ireland: Topics 1, 2, 3, 4, 6 *and*  
Europe and the wider world: Topics 1, 2, 3, 4, 5, 6.  
Answer **one** question from each of **two** topics.

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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 Coleraine University controversy***

Study the documents opposite and answer the questions below.

1.
  - (a) In document A, why was the public meeting held?
  - (b) In document A, what form of protest was decided upon by the University for Derry Committee?
  - (c) Why, in document B, was rage felt against the “Faceless Men”?
  - (d) What lesson did the people of Derry learn, according to document B?

(20)
2.
  - (a) Do both documents agree on what was recommended by the Lockwood Committee and on the government’s response to its recommendations? Refer to both documents in your answer.
  - (b) Do both documents suggest that Nationalists and Unionists alike opposed Lockwood’s recommendations? Refer to both documents in your answer.

(20)
3.
  - (a) In what ways does document A illustrate the value of an autobiography as historical source material? Make detailed reference to the document in your answer.
  - (b) Would you consider that document B is an objective source? Give reasons for your answer, referring to the document.

(20)
4. How did the Coleraine controversy and other issues contribute to tension in Derry in the mid-to-late 1960s?

(40)

- Document A -

**Bishop Edward Daly (1933-2016) was a priest in Derry in 1965. In the following edited extract from his autobiography, Daly describes reaction in Derry to rumours that Northern Ireland's second university would not be located in the city.**

There was a packed public meeting in the Guildhall in early February. It was my first time at a public meeting of that nature. Both sides of the Derry community, Nationalist and Unionist, were there in force and all were at one. There were passionate speeches. There was an intense feeling of disbelief that Lockwood could have come to the conclusion he had reportedly reached.

A University for Derry Committee was formed and it was decided to organise a motorcade to the parliament building at Stormont [Belfast] on Thursday, 18 February. More than 20,000 people and most of the cars in the city made the journey. It was my first time at Stormont. The huge building on the hillside, with the long drive leading up to it, was impressive. Equally impressive was the sheer number of people gathered before the parliament building.

It was a powerful protest, but the allegedly liberal Terence O'Neill rejected it. The Stormont government decided to site the North's second university at Coleraine. It later emerged that several prominent Unionist figures, leading citizens of Derry, had not supported the city as the site of the second university. There was outrage among much of the Derry population. Things would never be the same again.

Source: Edward Daly, *Mister, Are You a Priest?* (Dublin, 2000).

- Document B -

**Inez McCormack (1943-2013) was a trade unionist and human rights activist. In the following edited extract, she recalls her student days in Derry.**

My own background was Protestant and I attended Magee University College, Derry. While I was studying there, the Lockwood Report recommended the siting of a new university for Northern Ireland at Coleraine, bypassing Derry with its nucleus of a campus. This was a blatantly political decision that united the city in outrage.

The focus of the rage was what became known as the "Seven Faceless Men". These were leading Unionist citizens who became modern-day Lundys [traitors] by supporting the cause of Coleraine over that of their own city for sectarian purposes.

Popular feeling led to direct action of a modest sort in the organization of a motorcade to Stormont for the debate on the Lockwood Report. The debate was marked by a ferocious attack on the Unionist government by maverick Unionist MP, Desmond Boal.

While the demand for recognition for Derry failed, it taught the Derry people a lesson in organisation which was to stand them in good stead a few years later when the city rose in peaceful and determined revolt against the state which had attempted so often to humiliate them.

Source: Michael Farrell (ed.), *Twenty Years On* (Dingle, 1988).

## SECTION 2: IRELAND

### *Ireland: Topic 1*

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

Answer **one** of the following questions:

1. How effective were government and private responses to the Famine? (100)
2. What was the contribution to society and economy of railways and/or industrial development in Belfast? (100)
3. How effective, at home and abroad, was Fenianism? (100)
4. What was the contribution to Irish life of Cardinal Paul Cullen and/or Mother Mary Aikenhead? (100)

### *Ireland: Topic 2*

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

Answer **one** of the following questions:

1. What was the contribution of Michael Davitt and/or Charles Stewart Parnell to land agitation and land reform? (100)
2. Why did the 1913 strike and lockout in Dublin prove controversial? (100)
3. Why and how did Irish Unionism develop during the period 1870-1914? (100)
4. During the period 1870-1914, what was the impact of two of the following on Irish life: the GAA; the consolidation of Catholic identity; the Gaelic League? (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, what factors contributed to the partition of Ireland? (100)
2. How did the Unionist party in power respond to the challenges it faced, 1920-1945? (100)
3. What was the impact of the Eucharistic Congress, 1932, on Irish life? (100)
4. During the period 1923-1945, why did Irish governments find it difficult to achieve economic success? (100)

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

Answer **one** of the following questions:

1. How did emigration change the lives of those who left Ireland during the period 1840-1920? (100)
2. What did you learn about the life and writings of Domhnall Mac Amhlaigh and/or the contribution of Maureen O’Hara to the creation of Irish images through film? (100)
3. What was the impact of Joe Kennedy and/or John F. Kennedy on Irish-American and Irish affairs? (100)
4. What was the role within the Irish diaspora of two of the following: Archbishop Daniel Mannix; Mother Mary Martin; Bishop Edward Galvin? (100)

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

Answer **one** of the following questions:

1. How did Lemass and Whitaker strengthen the economy and/or seek to improve relations with Northern Ireland? (100)
2. During the period 1973-1989, how did involvement in the EEC affect the Republic of Ireland? (100)
3. What was the influence on Irish life of Archbishop John Charles McQuaid and Vatican II? (100)
4. During the period 1949-1989, what developments took place in two of the following: education; housing; broadcasting? (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. What was the importance of two of the following: Feargus O'Connor; Robert Owen; Robert Peel? (100)
2. During the period 1815-1871, would you agree that France was both politically unstable and culturally productive? (100)
3. How effectively did Giuseppe Mazzini and/or Otto von Bismarck move his country towards unity? (100)
4. How did the churches influence social change in France and/or Great Britain? (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 tensions arose for Germany from two of the following: church-state relations under Bismarck; Bismarck's foreign policy; the naval policy of Wilhelm II? (100)
2. What was the impact of anti-Semitism on France and/or Russia? (100)
3. What did you learn about the literature of World War I or women in the workforce during World War I? (100)
4. During the period 1871-1920, what were key developments in science, technology and medicine? (100)

### *Europe and the wider world: Topic 3*

#### **Dictatorship and democracy in Europe, 1920-1945**

Answer **one** of the following questions:

1. Why did Italy and/or Germany embrace dictatorship in the inter-war period? (100)
2. What were the main social and economic challenges facing Britain during the period 1920-1939? (100)
3. What were the characteristics of Stalin's leadership during peace and war? (100)
4. What was the impact of Anglo-American popular culture on Europe? (100)

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

Answer **one** of the following questions:

1. During the period 1945-1992, how did the Cold War originate and develop in Europe? (100)
2. How did the EEC evolve during the period 1957-1992? (100)
3. What were Margaret Thatcher's successes and failures as a political leader? (100)
4. During the period 1945-1992, how were the lives of young people affected by changes in youth and popular culture (including sport) and/or the mass media? (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 contribution of Mohandas Gandhi or David Ben-Gurion to his country's affairs? (100)
2. During the period 1945-1990, why did European countries retreat from Africa? (100)
3. What internal and external problems faced Sukarno's Indonesia and how effective were his attempts to resolve them? (100)
4. What was the impact of the spread of the Islamic faith in Africa and/or 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. How effectively did US leaders deal with problems posed by two of the following: Korea; Cuba; Vietnam? (100)
2. What were the key developments in race relations, 1945-1989? (100)
3. What were the strengths and weaknesses of the US economy, 1945-1989? (100)
4. What was the contribution to American life of two of the following: Betty Friedan; Billy Graham; Marilyn Monroe? (100)

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Leaving Certificate - Higher Level

## History

Wednesday 15th June  
Afternoon 2:00 - 4:50