



Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2020

HISTORY - HIGHER LEVEL

FIELD OF STUDY: LATER MODERN, 1815-1993

Written examination: 400 marks

TIME: 2 hours 50 minutes

Instructions to candidates:

Attempt Sections 1, 2 and 3 inside.

- **Section 1 (100 marks)**

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

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, 3, 4, 5.

Answer one question from one topic.

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:

Lyndon Johnson and Vietnam, 1963-1968

Study the documents opposite and answer the questions below:

1. (a) According to document A, how was the President preoccupied?
(b) What media coverage of the Vietnam War is mentioned in document A?
(c) In document B, what was the impact of Vietnam on the Poverty Programme?
(d) According to document B, what would not solve the problems of the ghettos?
(20)

2. (a) Do both documents support the view that the Vietnam War was the enemy of the poor? Give reasons for your answer, referring to both documents.
(b) To what extent do both documents indicate that the Vietnam War could damage America's international reputation? Give reasons for your answer, referring to both documents.
(20)

3. (a) In the light of document A, can you see why Senator William Fulbright was considered to be an effective critic of aspects of American life in the 1960s? Give reasons for your answer, referring to the document.
(b) Do you consider document B to be an objective source? Give reasons for your answer, referring to the document.
(20)

4. How did US involvement in Vietnam affect the presidency of Lyndon Johnson?
(40)

- Document A -

In this edited extract (from 1967) Senator William Fulbright considers some of President Lyndon Johnson's policies.

Government officials tell us that we can afford both Vietnam and the reforms of the Great Society. They do not show how a President, preoccupied with bombing missions over North and South Vietnam, can provide strong and constant leadership for the renewal of our cities. They do not show how Congress, burdened with war costs and emergency briefings, can tend to social problems. Nor do they tell us how an anxious and puzzled people, bombarded by newspaper and television coverage of the war, can support neighbourhood anti-poverty projects and national programmes for urban renewal, employment and education.

At present much of the world is sickened by what America seems to stand for. Both in our foreign affairs and in our domestic life, we offer an image of violence. Abroad, we are engaged in a savage and unsuccessful war against poor people in a small and backward country. At home, largely because of neglect, our cities are exploding in violent protest against social injustice. America, which only a few years ago seemed to the world to be a model of democracy and social justice, has become a symbol of violence and undisciplined power.

Source: Peter B. Levy (ed.), *America in the Sixties: Right, Left and Center* (Westport, Connecticut, 1998).

- Document B -

In this edited extract (also from 1967) Martin Luther King publicly opposes the Vietnam War.

A few years ago it seemed that there was real hope for the poor, black and white, through the Poverty Programme [part of the Great Society]. Then came the build-up in Vietnam and I watched the Programme collapse. I knew that America would never invest the necessary funds in helping the poor so long as Vietnam continued to draw off resources. So I came to see the war as the enemy of the poor. It was sending their sons to fight and die in extraordinarily high numbers relative to the rest of the population. We were sending young black men 8,000 miles to guarantee liberties in Southeast Asia which they did not enjoy in their own country.

I have walked the ghettos during the last three summers. I have seen the angry unemployed young black men. I have told them that bombs and rifles would not solve their problems. But they asked: what about Vietnam? Wasn't our own country using massive doses of violence there to bring about the changes it wanted? Their questions hit home. And I knew that I could never again raise my voice against the violence of the oppressed, in the ghettos, without first speaking to the greatest source of violence in the world today – my own government.

Source: <https://kinginstitute.stanford.edu/king-papers/documents/beyond-vietnam>

SECTION 2: IRELAND

Answer one question from each of two of the topics below.

Ireland: Topic 1

Ireland and the Union, 1815-1870

Answer **one** of the following questions:

1. During the period 1815-1870, what was the importance of the Tithe War and/or Liberal reforms? (100)
2. Would you agree that the campaign for Catholic Emancipation, 1823-1829, had both political and religious dimensions? Argue your case, referring to both. (100)
3. What was the contribution to Irish affairs of Charles Trevelyan and/or Asenath Nicholson? (100)
4. During the period 1815-1870, what was the contribution of two of the following to the development of cultural and religious identity in Ireland: Thomas Davis; William Carleton; Cardinal Paul Cullen? (100)

Ireland: Topic 2

Movements for political and social reform, 1870-1914

Answer **one** of the following questions:

1. How effective were Parnell's attempts to achieve land reform and Home Rule? (100)
2. From your study of social and economic history, 1870-1914, what was the importance of two of the following: the industrialisation of Belfast; educational reforms; the co-operative movement? (100)
3. What were the achievements of the Unionist movement, 1886-1914? (100)
4. What was the contribution to the cultural and political activity of the period 1870-1914 of two of the following: the GAA; the Gaelic League; W.B. Yeats? (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 1912-1921, what attempts were made to obtain self-government for Ireland, and to what extent were they successful? (100)
2. During the period 1923-1945, how effectively did Irish governments tackle the social and economic problems they faced? (100)
3. What were the successes and failures of Éamon de Valera as a political leader? (100)
4. 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)

Ireland: Topic 4
The Irish diaspora, 1840-1966

Answer **one** of the following questions:

1. What conditions did Irish emigrants to Great Britain encounter during the period 1840-1920 and/or 1920-1966? (100)
2. To what extent did de Valera in America (June, 1919 - December, 1920) achieve his aims? (100)
3. What were the achievements of the Holy Ghost mission to Nigeria, 1945-1966? (100)
4. How did the careers of two of the following illustrate Irish-American experience: Boss Croker; Maureen O'Hara; Paul O'Dwyer? (100)

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

Answer **one** of the following questions:

1. During the period 1949-1969, how effectively did Northern Irish governments respond to the social and economic problems they faced? (100)
2. What was the Sunningdale Agreement and why did the power-sharing executive, 1973-1974, collapse? (100)
3. What was the contribution of Ian Paisley to the affairs of Northern Ireland? (100)
4. During your study of Northern Ireland, 1949-1993, what did you learn about Seamus Heaney and/or cultural responses to the "Troubles"? (100)

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

Answer **one** of the following questions:

1. During the period 1949-1959, how effective were Irish governments in tackling the challenges they faced? (100)
2. What were the strengths and weaknesses of Seán Lemass as a political leader? (100)
3. How did Anglo-Irish relations develop during the period 1949-1989? (100)
4. What was the impact of RTÉ or EEC membership on Irish society? (100)

SECTION 3: EUROPE AND THE WIDER WORLD

Answer one question from one of the topics below.

Europe and the wider world: Topic 1

Nationalism and state formation in Europe, 1815-1871

Answer **one** of the following questions:

1. How effective was Metternich's leadership of international politics, 1815-1848? (100)
2. What vision of society had two of the following: Feargus O'Connor; Karl Marx; Mikhail Bakunin? (100)
3. What was the contribution to French affairs of Baron Haussmann and/or Victor Hugo? (100)
4. What developments took place in cultural nationalism (music, art and literature) or science (electricity, biology and technology)? (100)

Europe and the wider world: Topic 2

Nation states and international tensions, 1871-1920

Answer **one** of the following questions:

1. What problems were caused by the naval policy of Wilhelm II? (100)
2. How did industry (including the motor car) develop in Europe, 1871-1914? (100)
3. What did you learn about the literature of World War I and/or the expression of national identity through literature and the arts, 1871-1914? (100)
4. What was the importance of two of the following: Rosa Luxemburg; Marie Curie; Woodrow Wilson? (100)

Europe and the wider world: Topic 3

Dictatorship and democracy in Europe, 1920-1945

Answer **one** of the following questions:

1. Which had the greater social and economic problems during the inter-war period, Britain or Germany? Argue your case, referring to both. (100)
2. What were the main characteristics of Stalin's rule in Russia? (100)
3. During the period 1920-1945, how did anti-Semitism and the Holocaust affect Europe? (100)
4. From your study of World War II, what did you learn about two of the following: wartime alliances; the Home Front; Vichy France? (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, to what extent did Soviet Russia control Eastern Europe? (100)
2. How effective was Margaret Thatcher's leadership in domestic and foreign affairs? (100)
3. From your study of Western Europe, 1945-1992, what did you learn about marriage, the family and the changing role of women, and/or the impact of the Second Vatican Council? (100)
4. What was the social and economic impact of two of the following: Marshall Aid; the 1973 Oil Crisis; the computer up to 1992? (100)

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

Answer **one** of the following questions:

1. How did British withdrawal affect India and/or Palestine? (100)
2. What international reaction was aroused by the Suez Crisis, 1956, and/or the secession of Katanga, 1960-1965? (100)
3. What were the social and economic effects of European withdrawal from empire on former colonies in Africa? (100)
4. During the period 1945-1990, what challenges were posed by the growth of the Islamic faith in Europe? (100)

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