



Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2013

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

Instructions to candidates:

Attempt Sections 1, 2 and 3 inside.

- **Section 1 (100 marks)**

Documents-based question (Europe and the wider world: Topic 5)

Answer all parts of this section.

- **Section 2 (200 marks)**

Ireland: Topics 1, 2, 3, 4, 5, 6.

Answer one question on each of two topics.

- **Section 3 (100 marks)**

Europe and the wider world: Topics 1, 2, 3, 4, 6.

Answer one question from one topic.

SECTION 1: DOCUMENTS-BASED QUESTION

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

Case study to which the documents relate:
The secession of Katanga, 1960-1965

Study the documents opposite and answer the questions below.

1. (a) In document A, how is the Belgian person portrayed?
(b) In document A, who will suffer if the rope is cut? Give a reason for your answer.
(c) According to document B, how did Belgium respond to trouble in the Congo?
(d) According to document B, what is the attitude of the Belgian paratroopers towards the Congolese Prime Minister, Patrice Lumumba?
(20)

2. (a) Do both documents suggest that the Congo is a dangerous place? Give reasons for your answer based on both documents.
(b) Do you find evidence of racism in both documents? Give reasons for your answer based on both documents.
(20)

3. (a) Who is responsible for the crisis in the Congo according to each document? Give reasons for your answer based on both documents.
(b) How does the cartoon in document A illustrate a strength and a weakness of political cartoons as sources for historical evidence? Refer to document A in your answer.
(20)

4. Why did Katanga secede from the Congo, and why did the secession bring about international involvement?
(40)

- Document A -

This cartoon, entitled “Freedom in the Congo”, was published in *Deutsche Zeitung*, a German newspaper, on 16 July 1960. It comments on tensions between Belgians and Congolese in the newly-independent Democratic Republic of the Congo.



- Document B -

The following is an edited extract from an article in *TIME*, an American news magazine, in which a journalist reports from the Congo. It was published on 25 July 1960.

Belgium moved swiftly in response to its beleaguered citizens in the Congo. Paratroopers were rushed there from Belgium. They were expected to display an iron discipline, in contrast with the disorderly behaviour of the mutinous troops of the Congolese army, the Force Publique. But the paratroopers soon got out of hand.

Storming their way into Leopoldville, after capturing the airport, they beat up any Africans they encountered, disarming and arresting Congolese troops. When the Congo foreign minister proposed a truce – with joint patrols, to police Leopoldville – the paratroopers indignantly refused to sit beside ‘those black apes’ in military jeeps. They were trigger-happy and arrogant.

When Prime Minister Lumumba returned to Leopoldville and got into a bus for the ride into the city, paratroopers rocked the bus so violently that they raised it off the ground. One of them shouted: ‘We ought to have shot this bastard full of holes’. *TIME* correspondent Lee Griggs was shot at by a paratrooper, who then apologised because ‘in the dark I thought you were an African’.

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. What were the main social and economic developments in Ireland during the period 1815-1850? (100)
2. What were Daniel O'Connell's strengths and weaknesses as a political leader? (100)
3. Which brought about greater change, Fenianism or Liberal reforms? Argue your case, referring to both. (100)
4. What did Cardinal Paul Cullen and/or Mother Mary Aikenhead contribute to Irish affairs? (100)

Ireland: Topic 2

Movements for political and social reform, 1870-1914

Answer **one** of the following questions:

1. How did the Home Rule movement develop during the period 1870-1886? (100)
2. What were the social and economic effects of industrial development in Belfast and/or the Co-operative movement? (100)
3. During the period 1870-1914, which was more successful, land agitation or the 1913 strike and lockout? Argue your case, referring to both. (100)
4. How did one or more of the following provoke controversy: the GAA; the Suffrage movement; the Anglo-Irish Literary Revival? (100)

Ireland: Topic 3

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

Answer **one** of the following questions:

1. What were the fortunes of the Sinn Féin movement during the period 1912-1922? (100)
2. During the period 1922-1939, how successful were Irish governments in responding to the economic challenges they faced? (100)
3. How did Anglo-Irish relations develop under Éamon de Valera, 1932-1945? (100)
4. What was the impact of World War II on Ireland, North and South? (100)

Ireland: Topic 4
The Irish diaspora, 1840-1966

Answer **one** of the following questions:

1. What were the main challenges and opportunities facing Irish emigrants in North America, 1840-1920? (100)
2. What were the main trends in Irish emigration, 1920-1966? (100)
3. What was the role played in the Catholic Church by Mother Mary Martin and/or the Holy Ghost mission to Nigeria, 1945-1966? (100)
4. What was the impact John F. Kennedy on Ireland and the US? (100)

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

Answer **one** of the following questions:

1. How was Northern Ireland affected by developments in one or more of the following: education; health; housing? (100)
2. What were Brian Faulkner's strengths and weaknesses as a political leader? (100)
3. What was the impact of Republican and Loyalist terrorism on Northern Ireland? (100)
4. What was the significance for Northern Ireland of one or more of the following: religious affiliation and cultural identity; the Apprentice Boys of Derry; Seamus Heaney? (100)

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

Answer **one** of the following questions:

1. Is the term 'wasted years' a fair description of the period 1949-1959 in the Republic of Ireland? Give reasons for your answer. (100)
2. What were the main social and economic changes that took place in the Republic of Ireland, 1949-1989? (100)
3. Which contributed to greater change in the Republic of Ireland, Vatican II or RTÉ? Argue your case, referring to both. (100)
4. What did Charles Haughey and/or Garret FitzGerald contribute to Irish affairs? (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. To what extent did Metternich succeed in his attempts to stem the tide of change in Europe during the period 1815-1848? (100)
2. Between 1815 and 1871, how did Germany achieve greater unity and power than Italy? (100)
3. What were the achievements of Baron Haussmann and/or Charles Darwin? (100)
4. How did one or more of the following seek to bring about change: Robert Owen; Karl Marx; Mikhail Bakunin? (100)

Europe and the wider world: Topic 2

Nation states and international tensions, 1871-1920

Answer **one** of the following questions:

1. Did Bismarck show more competence in his handling of foreign or domestic affairs? Give reasons for your answer, referring to both. (100)
2. To what extent did colonial rivalries contribute to international tensions, 1871-1914? (100)
3. During the period 1871-1920, what were the main developments in one or more of the following: Church/State tensions in Italy; Anti-Semitism in France; economic crisis in Tsarist Russia? (100)
4. How did the invention and early history of the motor car affect Europe? (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 characteristics of fascist regimes in Europe in the inter-war period? (100)
2. How did Stalin transform the Soviet economy and/or use show trials to consolidate his power? (100)
3. What were the challenges facing Britain in peace and war, 1920-1945? (100)
4. What did you learn about radio and cinema, 1920-1945, from your study of one or more of the following: Charlie Chaplin; Leni Riefenstahl; Bing Crosby? (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 Cold War develop in Europe, 1945-1992? (100)
2. During the period 1945-1992, how did communist governments handle the economic challenges they faced? (100)
3. How effective was Margaret Thatcher's leadership in domestic and foreign affairs? (100)
4. What was the contribution to European affairs of one or more of the following: Jean Monnet; Jacques Delors; Pope John Paul II? (100)

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

Answer **one** of the following questions:

1. What were the main developments in race relations in the US, 1945-1968? (100)
2. Which president was more successful in his handling of US foreign policy, Harry Truman or Lyndon Johnson? Argue your case, referring to both. (100)
3. What was the impact on the US economy of one or more of the following: the multinational corporation; the military-industrial complex; international competition from Japan and Europe? (100)
4. What was the contribution of religion and/or the mass media to modern American culture? (100)

Blank Page