



Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2018

HISTORY - HIGHER LEVEL

FIELD OF STUDY: EARLY MODERN, 1492-1815

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

WEDNESDAY, 13 JUNE – AFTERNOON, 2.00-4.50

Instructions to candidates:

Attempt Sections 1, 2 and 3 inside.

- **Section 1 (100 marks)**

Documents-based question (Ireland: Topic 1)

Answer all parts of this section.

- **Section 2 (100 marks)**

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

Answer one question from one topic.

- **Section 3 (200 marks)**

Europe and the wider world: Topics 1, 2, 3, 4, 5, 6.

Answer one question from each of two topics.

SECTION 1: DOCUMENTS-BASED QUESTION

Ireland: Topic 1

Reform and Reformation in Tudor Ireland, 1494-1558

Case study to which the documents relate:

The Bardic Schools

Study the documents opposite and answer the questions below:

1.
 - (a) According to document A, how should the native Irish be treated?
 - (b) According to document A, where do the 'rhymers' (poets) and others go?
 - (c) According to document B, what sort of young man would attract the attention of the professional poets?
 - (d) In document B, what will happen to the farm animals?

(20)

2.
 - (a) Do both documents suggest that the professional poets are troublemakers? Give reasons for your answer, referring to both documents.
 - (b) Which document, A or B, portrays Irish behaviour in a worse light? Give reasons for your answer, referring to both documents.

(20)

3.
 - (a) What weaknesses, as historical source material, do you associate with either or both of the documents? Support your answer, referring to the document(s).
 - (b) In spite of these weaknesses, would you agree that the historian can learn a lot about Gaelic Ireland from these documents? Explain your answer, referring to both documents.

(20)

4. What was distinctive about the Bardic Schools?

(40)

- Document A -

This edited extract from a letter (1537) from Robert Cowley to the King's Secretary, Thomas Cromwell, recommends firm action against Gaelic Ireland.

The time has come to utterly crush the Irish who rob the poor farmers. The old laws against friendly relations between English and Irish, and for extending English manners, should be put into effect. Irish tenants neither speak English nor wear cap or bonnet. An Irish man will rob a church, for silk and saffron, to go gaily to a feast.

The Irish learned class, harpers, rhymers (professional poets) and chroniclers, go to the King's enemies in the English Pale celebrating, in rhymes (poems), their extortions and robberies as valiant acts. This fosters an Irish disposition in them.

Source: Steven G. Ellis and James Murray (eds.), *Calendar of State Papers, Ireland, 1509-1547* (Irish Manuscripts Commission, Dublin, 2017).

- Document B -

In this edited extract (1561) Thomas Smyth reports unfavourably on the activities of professional poets and others.

The professional poets are very hurtful to public welfare for they support the rebels; and they cause them who would be loyal to be thieves, extortioners and murderers.

If they see any young men descended from the O's and Mac's (Gaelic families) who has half a dozen men, they will make him a rhyme (poem) where they will praise his ancestors, numbering how many heads they have cut off, how many towns they have burned, and how many virgins they have deflowered. And the poor fool thinks that it is, indeed, so.

Then they will gather a rabble and, when it is daylight, they will go to the poor villages, and spare not women or children or the aged. They will burn the houses and corn and ransack the poor cottages. They will drive off all the cattle and horses.

And, when the spoils are divided, the rhymers (poets) will get their share, being rewarded for destruction of the common good and for blasphemy.

Source: 'Irish Bardism in 1561' in *Ulster Journal of Archaeology*, vi (1858).

SECTION 2: IRELAND

Answer one question from one of the topics below.

Ireland: Topic 2

Rebellion and conquest in Elizabethan Ireland, 1558-1603

Answer **one** of the following questions:

1. What did you learn about Gaelic Ireland from your study of one or more of the following: Tadhg Dall Ó hUiginn; Grace O'Malley; Meiler Magrath? (100)
2. Why did insecurity about land and religion lead to rebellion in Munster and what were the results of the Desmond rebellion? (100)
3. What steps were taken to promote the religious policies of Elizabeth in Ireland and to what extent were they successful? (100)
4. What threats faced the Lordship of Tír Eoghain under Hugh O'Neill? (100)

Ireland: Topic 3

Kingdom versus colony – the struggle for mastery in Ireland, 1603-1660

Answer **one** of the following questions:

1. How did relations between natives and planters in Ulster develop during the period 1603-1641? (100)
2. Why did Sir Thomas Wentworth (Earl of Strafford) make enemies in Ireland and how did they contribute to his downfall? (100)
3. What were the main features of the Cromwellian military campaign and what was its impact on Ireland? (100)
4. What was the contribution to Irish culture of one or more of the following: the Louvain mission; the Four Masters; Piaras Feiritéar? (100)

Ireland: Topic 4

Establishing a colonial ascendancy, 1660-1715

Answer **one** of the following questions:

1. Why did Charles II's Irish policies please neither Catholics nor Protestants? (100)
2. What was the social and economic importance of Restoration Dublin? (100)
3. What was the contribution to Irish affairs of Dáibhí Ó Bruadair and/or the Jacobite poets? (100)
4. What was the contribution to Irish affairs of Samuel Louis Crommelin and/or William Molyneux? (100)

Ireland: Topic 5

Colony versus kingdom – tensions in mid-18th century Ireland, 1715-1770

Answer **one** of the following questions:

1. From your study of one or more of the following, what did you learn about Irish government and administration during the period 1715-1770: courts; grand juries; assizes; boroughs; parliament? (100)
2. What tensions in Irish society were highlighted by the Whiteboys and/or the trial of Father Sheehy? (100)
3. What was the contribution to Irish life of Dean Swift and/or Arthur Guinness? (100)
4. During the period 1715-1770, what cultural developments were noteworthy in one or more of the following: theatre; music; poetry? (100)

Ireland: Topic 6

The end of the Irish kingdom and the establishment of the Union, 1770-1815

Answer **one** of the following questions:

1. What did you learn about the lives of women in Ireland from your study of one or more of the following: Nano Nagle; Eibhlín Dhubh Ní Chonaill; Mary Anne McCracken? (100)
2. Argue for or against the view that the era of Grattan's Parliament, 1782-1800, was a golden age for Ireland. (100)
3. What were the main features of Irish rural society and/or the rise of Belfast during the period 1770-1815? (100)
4. What caused the Wexford Rebellion, 1798, and how was it put down? (100)

SECTION 3: EUROPE AND THE WIDER WORLD

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

Europe and the wider world: Topic 1

Europe from Renaissance to Reformation, 1492-1567

Answer **one** of the following questions:

1. What impulses drove the explorers and conquerors who sailed to the New World and/or what was the impact of the discovery of the New World on Seville? (100)
2. How did Desiderius Erasmus contribute to both the Renaissance and the Reformation? (100)
3. In what ways did Martin Luther contribute to the spread of the Reformation in Germany? (100)
4. How successful was Charles V in suppressing Protestantism and/or leading a crusade against the Turks? (100)

Europe and the wider world: Topic 2

Religion and power: politics in the later sixteenth century, 1567-1609

Answer **one** of the following questions:

1. How did the defeat of the Spanish Armada affect Spain? (100)
2. What was the social and economic importance of the decline of Antwerp? (100)
3. How important was religion in causing of the French Wars of Religion? Argue your case. (100)
4. What were the key developments in the later sixteenth century in one or more of the following: demographic trends; structure of family; patterns of inheritance? (100)

Europe and the wider world: Topic 3

The eclipse of Old Europe, 1609-1660

Answer **one** of the following questions:

1. What were the characteristics of French absolutism? (100)
2. How did the Dutch establish an empire in Asia and what was its impact on the home country? (100)
3. From your study of society and economy, what did you learn about one or more of the following: serfdom and varieties of peasantry; women, work and family; witch-hunting? (100)
4. In what ways was the Inquisition's treatment of Galileo and/or relations between Anglicans and Puritans in England divisive? (100)

Europe and the wider world: Topic 4
Europe in the age of Louis XIV, 1660- 1715

Answer **one** of the following questions:

1. What was the influence of Versailles and/or the Grand Tour on European culture and society? (100)
2. How did trading companies such as the English East India Company and/or the development of the money market contribute to social and economic change, 1660-1715? (100)
3. What did Peter the Great do to modernise Russia and expand its frontiers? (100)
4. What did state patronage contribute to the development of the arts and/or science during the period 1660-1715? (100)

Europe and the wider world: Topic 5
Establishing empires, 1715-1775

Answer **one** of the following questions:

1. What were key social, economic and political ideas of the Enlightenment? (100)
2. What was the social and economic importance of slave plantations for both the West Indies and other parts of the world? (100)
3. What were the causes of the American Revolution? (100)
4. How did the reign of Frederick William I and/or Frederick II (The Great) increase the power and prestige of Prussia? (100)

Europe and the wider world: Topic 6
Empires in revolution, 1775-1815

Answer **one** of the following questions:

1. What caused revolution to break out in France in 1789 and what was the role of the Committee of Public Safety in the French Revolution? (100)
2. How did the agricultural and industrial revolutions change Britain? (100)
3. Why were church-state relations so difficult in France and in Napoleonic Europe? (100)
4. Was the impact of Napoleon on France and on Europe more negative than positive? Argue your case, referring to both France and Europe. (100)

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