



Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2017

HISTORY - HIGHER LEVEL

FIELD OF STUDY: EARLY MODERN, 1492-1815

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

WEDNESDAY, 14 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 1)

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 2, 3, 4, 5, 6.

Answer one question from one topic.

SECTION 1: DOCUMENTS-BASED QUESTION

Europe and the wider world: Topic 1

Europe from Renaissance to Reformation, 1492-1567

Case study to which the documents relate:

Seville, the port of the New World

Study the documents opposite and answer the questions below:

1.
 - (a) In document A, where did the soldiers gather?
 - (b) According to document A, why were some soldiers unsuitable for going on expeditions to the New World?
 - (c) According to document B, why were the people of Seville in great need?
 - (d) According to document B, why had Francisco de Escobar fared better than most? (20)

2.
 - (a) Do both documents suggest that contact with the New World posed challenges for Europeans? Refer to both documents in your answer.
 - (b) Do both documents contain sound advice, in your opinion? Give reasons for your answer, based on both documents. (20)

3.
 - (a) Is there evidence in document A that the writer was acquainted with both Seville and the New World? Explain your answer, referring to document A.
 - (b) How does document B show the strengths of a letter as a historical source? Explain your answer, referring to document B. (20)

4. What was the impact of the discovery of the New World on Seville? (40)

- Document A -

In this edited document, Gonzalo Fernández de Oviedo (1478-1557), explorer and historian of the Indies, offers advice to a man intending to lead an expedition to the New World from Seville.

When you make up a company of soldiers to go to the Indies you should first examine the face of each and you will see part of the evil beneath. Do this especially in Seville, where soldiers gather on the steps of the cathedral. Because the outward appearance may deceive you, in the choice of a soldier, you should make secret inquiry concerning his habits, his skills, and his nationality. For even in that sacred place, there are some who will lie about their countries, even their own names, for the sake of going to the Indies.

And do not attach much importance to the soldier's height and to his well-combed beard, but rather try to find out whether he is of good character and family and a frank and honest man.

The Indies are full of ambushes and thick with trees and hawthorns. There are many rivers to swim and many swamps and bogs to cross. As long as there is gold, or they suspect that they will get it through your hands, the soldiers will serve you diligently. But be careful. For the minute that things do not go their way they will either kill you or sell you or abandon you. They will do this when they find that you promised them more in Spain than you can deliver.

Source: Gonzalo Fernández de Oviedo y Valdés, "Historia general y natural de las Indias", in Benjamin Keen (editor), *Readings in Latin-American Civilization: 1492 to the Present* (Boston, 1955)

- Document B -

This is an edited excerpt from a letter, written by Francisco de Escobar, a merchant of Seville, to his junior partner Diego de Ribera in Lima, dated 25th November, 1553.

Don't take it into your head to come to Castile now, because all Spain is so high priced that people need great means to be able to support themselves here. At the moment we are all in need because the fleet of which Carreño was general and which left on the 4th of November has not been heard from to this day. Nor has any ship come from New Spain or Santo Domingo. So we are in great need. Most of the merchants have failed. There is not a penny to be borrowed in the whole of Seville.

Nor do we have silver pieces or gold. Everyone has had them melted down. The hardship among all, even the rich, just to get enough to eat, is such that you truly must see it to believe it. Every day we await the fleet of Carreño from New Spain and Santo Domingo. May our Lord see fit to bring them back safely. Truly the arrival of the fleet will revive this part of the country and the whole kingdom as well.

Still, praise the Lord, we came out of it better than most; because, with properties and possessions that friends gave us, we have taken care of all of the letters of credit. If it hadn't been for this help it seems to me we would have paid out more for loans. But in the way I have said, we managed well enough, and weren't damaged as much as others were.

Source: James Lockhart and Enrique Otte, *Letters and People of the Spanish Indies* (Cambridge, 1976)

SECTION 2: IRELAND

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

Ireland: Topic 1

Reform and Reformation in Tudor Ireland, 1494-1558

Answer **one** of the following questions:

1. What were the strengths and weaknesses of the House of Kildare under Gearóid Mór? (100)
2. What was the impact of the dissolution of the monasteries and/or the policy of surrender and regrant? (100)
3. From your study of Gaelic Ireland, what did you learn about family and kin and/or the bardic schools? (100)
4. To what extent did religious change take place in Ireland during the reigns of Edward VI and Mary Tudor? (100)

Ireland: Topic 2

Rebellion and conquest in Elizabethan Ireland, 1558-1603

Answer **one** of the following questions:

1. What were the causes of the Desmond rebellion in Munster and why was it so destructive? (100)
2. How did Dublin and the Pale change during the reign of Elizabeth I? (100)
3. From your study of culture and religion, what did you learn about Tadhg Dall Ó hUiginn and/or Meiler Magrath? (100)
4. Who posed the greater threat to Tudor power in Ireland, Shane O'Neill or Hugh O'Neill? Argue your case, referring to both. (100)

Ireland: Topic 3

Kingdom v. colony - the struggle for mastery in Ireland, 1603-1660

Answer **one** of the following questions:

1. How did Ulster change as a result of the Plantation of Ulster? (100)
2. What were the Irish policies of Sir Thomas Wentworth and how did they contribute to his fall? (100)
3. What was the impact of Cromwell on Ireland? (100)
4. What visions of Ireland are found in one or more of the following: Keating's *Foras Feasa*; the Four Masters; the depositions of 1641? (100)

Ireland: Topic 4
Establishing a colonial ascendancy, 1660-1715

Answer **one** of the following questions:

1. What did Tyrconnell and the Parliament of 1689 achieve for Catholics and how were those achievements overturned? (100)
2. What were the factors affecting Irish trade, 1660-1715? (100)
3. What were the concerns of William Molyneux in his pamphleteering? (100)
4. From your study of culture, religion and science, what did you learn about one or more of the following: Dáibhí Ó Bruadair; Oliver Plunkett; Robert Boyle? (100)

Ireland: Topic 5
Colony versus kingdom – tensions in mid-18th century Ireland, 1715-1770

Answer **one** of the following questions:

1. What did you learn about Irish politics and administration from your study of the Ponsonbys? (100)
2. What were the Penal Laws and to what extent were they relaxed during the period 1715-1770? (100)
3. What were the main features of the Irish economy, 1715-1770? (100)
4. What was the importance of the *Cúirteanna Filíochta* and/or the writings of Dean Swift? (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. Would you agree that Henry Grattan and/or Wolfe Tone achieved nothing? Argue your case. (100)
2. What were the main achievements of Georgian culture in one or more of the following: architecture; art; literature and learning? (100)
3. What were the main reasons for the rise of Belfast, 1770-1815? (100)
4. Why and how was the Act of Union passed and what was its effect on Dublin? (100)

SECTION 3: EUROPE AND THE WIDER WORLD

Answer one question from one of the topics below.

Europe and the wider world: Topic 2

Religion and power: politics in the later 16th century, 1567-1609

Answer **one** of the following questions:

1. What was the contribution of William the Silent to the Revolt of the Netherlands? (100)
2. How successful in achieving its aims was the Council of Trent and/or the Jesuit mission in China? (100)
3. How did political and religious considerations affect the policies of Catherine de Medici? (100)
4. From your study of Elizabethan England, what did you learn about one or more of the following: Anglicanism; the Spanish Armada; Sir Walter Raleigh? (100)

Europe and the wider world: Topic 3

The eclipse of Old Europe, 1609-1660

Answer **one** of the following questions:

1. What was the contribution to French absolutism of Marie de' Medici and/or Cardinal Richelieu? (100)
2. What were the fortunes of the Dutch empire in Asia, 1609-1660? (100)
3. What was the contribution to empirical science of Galileo Galilei and/or René Descartes? (100)
4. What were the significant developments in baroque music and art? (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 were the key features of the absolute monarchy of Louis XIV? (100)
2. What factors led to the restoration of the Stuart monarchy in England and to its fall within thirty years? (100)
3. What did you find significant about one or more of the following: smuggling and piracy; the expansion of cities; the Grand Tour? (100)
4. What was the contribution to science/technology of one or more of the following: Isaac Newton; Gottfried Wilhelm Leibnitz; Sébastien le Prestre de Vauban? (100)

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

Answer **one** of the following questions:

1. What did the Boston Tea Party and/or Benjamin Franklin contribute to the American Revolution? (100)
2. How enlightened a ruler was Catherine the Great of Russia and/or Maria Theresa of Austria? (100)
3. What developments took place in international trade (tobacco, sugar, slaves) and/or road and canal building, 1715-1775? (100)
4. What was the contribution of one or more of the following to the spread of knowledge: historical and scientific criticism; the salon; Jean Jacques Rousseau? (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 why were the King and his advisers unable to control it? (100)
2. How did the agricultural and industrial revolutions contribute to the growth of Manchester? (100)
3. What lasting changes did Napoleon introduce into France and Europe? (100)
4. What was the importance of one or more of the following: Mary Wollstonecraft; Madame de Staël; Ludwig van Beethoven? (100)

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