



Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2013

HISTORY - HIGHER LEVEL

FIELD OF STUDY: EARLY MODERN, 1492 - 1815

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 2)

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, 3, 4, 5, 6.

Answer one question from one topic.

SECTION 1: DOCUMENTS-BASED QUESTION

Europe and the wider world: Topic 2

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

Case study to which documents relate:

The Jesuit mission in China

Study the documents opposite and answer the questions below.

1.
 - (a) What chart in the Jesuit house in Sciauquin interested the learned Chinese, according to document A?
 - (b) Who asked Matteo Ricci to make his chart speak Chinese, according to document A?
 - (c) Why did the Jesuit mission produce a second book on Christian doctrine in 1603, according to document B?
 - (d) Why had many Chinese no fear of foreigners such as the Jesuits, according to document B?

(20)

2.
 - (a) Explain the different methods used by Matteo Ricci in documents A and B to spread knowledge of the Christian faith among the Chinese.
 - (b) Do both documents show the interest taken by the Chinese in Ricci's work? Explain your answer, referring to both documents.

(20)

3.
 - (a) What do we learn about the character of Matteo Ricci from document A? Support your answer with reference to document A.
 - (b) What do you consider to be a strength and a weakness of document B as a historical source? Explain your points with reference to document B.

(20)

4. What challenges did the Jesuit mission in China face in its attempts to win Chinese converts?

(40)

- Document A -

This is an edited extract from the Journals of Matteo Ricci which contains his account of early Jesuit missionary activities in China. Here he writes of the year 1584.

Hanging on the wall of the reception room in the Mission House in Sciauquin was a chart of the universe, done with European lettering. The more learned among the Chinese admired it very much and became greatly interested in seeing the same done in Chinese. So the Governor consulted with Father Matthew Ricci and asked him, as he expressed it, to make his map speak Chinese.

Ricci went to work immediately at this task which was not out of keeping with his ideas of preaching the Gospel. He made the new chart on a larger scale than the original to give more room for the Chinese written characters. He added new notes describing the sacred mysteries of the Christian faith, hitherto unknown to the Chinese. In this way he hoped to spread the fame of Christianity through China.

This geographic study, frequently revised and refined and often reprinted, found its way into the courts of the Governor and of the Viceroy and finally into the palace of the King, on his own request.

- Document B -

This is an extract from the same source for the year 1603.

Father Ricci studied Chinese and he became so well versed in Chinese literature that he was admired by the Chinese lettered class. The Fathers had produced their first book on Christian doctrine in 1584 with the help of interpreters. Father Ricci revised it in 1603, in Peking; it contained a fuller explanation of Christian doctrine. It went through four printings and was published in different provinces. Fumo Can, one of the literati, had many copies printed at his own expense, and gave them to the Fathers for distribution to their friends.

One of the highest ranking Magistrates of the Royal Court of Peking was so impressed, when he read the book, that he came to call on the Fathers. Seating himself beside Father Ricci, he said: "The author of such a book as yours must be a holy man. It has never been my custom, nor did I ever wish, to be hostile towards holy men. Hence, I must ask you to pardon my past indifferences, for which I hope to make amends by my future friendship. There are more than a few who assert that they have no fear of foreigners such as you because it is impossible, for anyone following your doctrine, to injure the public welfare."

(Source: both documents are taken from Louis J. Gallagher, S. J., *China in the sixteenth century: The Journals of Matthew Ricci: 1583-1610*, New York, 1953.)

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 distinctive features of Gaelic culture and society in early sixteenth century Ireland? (100)
2. What were the strengths and weaknesses of the House of Kildare in the time of Gearóid Mór? (100)
3. How successful or otherwise were the policies pursued by Henry VIII in Ireland? (100)
4. What led to the Plantation of Laois/Offaly and how successfully did those who got land settle there? (100)

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: Meiler Magrath; Grace O'Malley; Tadhg Dall Ó hUiginn? (100)
2. In what ways did land and religion contribute to the outbreak of war in Munster? (100)
3. What features of the Elizabethan Church Settlement were applied in Ireland and how successful were these religious policies in Ireland? (100)
4. Who posed a greater threat to Elizabethan rule 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. What political, economic and religious changes did settlers introduce into Ulster as a result of the Plantation of Ulster? (100)
2. What did you learn about Irish history from your study of one or more of the following: Keating's *Foras Feasa*; the work of the Four Masters; the depositions of 1641? (100)
3. How did the Cromwellian Plantation affect landowners? (100)
4. What important roles were played by Louvain and other Irish colleges abroad in Irish cultural and religious affairs? (100)

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

Answer **one** of the following questions:

1. What were the principal issues fought over in the War of the Two Kings and why were so many soldiers from continental Europe involved? (100)
2. What terms were agreed at the Treaty of Limerick and how far were the agreed terms implemented? (100)
3. What were the main concerns of William Molyneux in his writings and how influential was his political pamphleteering? (100)
4. What did you learn about Gaelic Ireland from your study of the Jacobite poets and/or Dáibhí Ó Bruadair? (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 society and economy, 1715-1770, from your study of one or more of the following: population change; the potato; poverty, famine and disease? (100)
2. What were the Penal Laws and to what extent were they relaxed, 1715-1770? (100)
3. How did the structures of central government administration contribute to the privilege and power of families such as the Ponsonbys? (100)
4. What was the contribution of one or more of the following to cultural life in Ireland: the rise of the Dublin theatre; *na Cúirteanna Filíochta*; Turlough O'Carolan? (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 were the political aims of Henry Grattan and how far did he achieve them? (100)
2. What did Wolfe Tone hope to achieve in Irish politics and why did he fail? (100)
3. What were the main developments in Georgian culture in one or more of the following: architecture; art; literature and learning? (100)
4. What did you learn about Catholic affairs from your study of one or more of the following: Fr. Arthur O'Leary; Maynooth College; Nano Nagle? (100)

SECTION 3: EUROPE AND THE WIDER WORLD

Answer one question from one 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. During the reign of Charles V what developments took place in the structure of the Holy Roman Empire and/or Spain's international relations? (100)
2. How did Desiderius Erasmus contribute to both the Renaissance and the Reformation? (100)
3. What was the importance for Tudor England of the divorce of Henry VIII and Catherine of Aragon and/or the reign of Mary Tudor? (100)
4. How important was Geneva in making Calvinism an organized and expansionary creed? (100)

Europe and the wider world: Topic 3

The eclipse of Old Europe, 1609-1660

Answer **one** of the following questions:

1. How and why did the Inquisition investigate Galileo and what were the outcomes of its findings? (100)
2. How did the Netherlands acquire an empire overseas and how valuable was this empire for the Dutch? (100)
3. How did the policies of Cardinal Richelieu contribute to the development of French absolutism? (100)
4. How did one or more of the following contribute to baroque music and/or art: Claudio Monteverdi; Peter Paul Rubens; Gian Lorenzo Bernini? (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 did John Sobieski want for Poland and how successful was he in achieving his aims? (100)
2. How did the (English) East India Company change the conduct of international trade? (100)
3. During the period 1660-1715, how did one or more of the following develop: Gallicanism; anti-Popery in England; the Huguenots; the Orthodox Church in Russia? (100)
4. What was the significance of the court of Versailles and/or the Grand Tour? (100)

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

Answer **one** of the following questions:

1. Why did the American colonists revolt against British rule and what was the British reaction to the revolt? (100)
2. To what extent did Frederick the Great use Enlightenment ideas in his rule of Prussia? (100)
3. What developments took place in international trade and/or road and canal building during the period 1715-1775? (100)
4. How did one or more of the following help the spread of Enlightenment ideas: de Montesquieu; Voltaire; Diderot; Rousseau? (100)

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

Answer **one** of the following questions:

1. Why did revolution break out in France in 1789 and why were Louis XVI and his supporters unable to control it? (100)
2. What was the importance for revolutionary France of the Civil Constitution of the Clergy and/or the Committee of Public Safety? (100)
3. What were the achievements of one or more of the following: James Madison; Mary Wollstonecraft; Ludwig van Beethoven? (100)
4. What resistance to his rule did Napoleon experience at home and abroad? (100)

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