



Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2008

HISTORY - HIGHER LEVEL

FIELD OF STUDY: EARLY MODERN, 1492 – 1815

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

WEDNESDAY, 11 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 on 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 documents relate:

Calvin's Geneva

Study the documents opposite and answer the questions below.

1.
 - (a) According to document A, how has the behaviour of women changed?
 - (b) According to document B, when can men get a divorce?
 - (c) According to document B, when can women get a divorce?
 - (d) According to document B, why should men and women have equal rights to divorce? (20)

2.
 - (a) What is the difference in tone between Calvin's sermon in document A and his legal writing in document B?
 - (b) Which document, A or B, do you consider more effective in making its point? Explain your answer, referring to both documents. (20)

3.
 - (a) Is there evidence in document A to support the claim that it is difficult to tell women apart from men in Calvin's Geneva? Explain your answer.
 - (b) Is a legal opinion such as document B useful as a historical source? Give reasons for your answer. (20)

4. To what extent did Calvin create a new society as well as a new church in Geneva? (40)

- Document A -

An edited extract from a sermon given by Jean Calvin in Geneva about women's fashions and behaviour

Women have been allowed for a long time to become increasingly audacious. They wear such provocative clothes that it is hard to discern whether they are women or men.

They appear in new dresses and trinkets, so that some new disguise is daily to be seen. They come decked out in peacock-tail fashion, so that a man cannot pass within three feet of them without feeling, as it were, a windmill sail swirling past him.

Ribald [indecent] songs, too, are part of their behaviour.

- Document B -

An edited extract from Calvin's teaching on the law of marriage

If a husband accuses his wife of adultery and proves it with witnesses of sufficient reliability and asks for a divorce, it shall be granted to him. He shall be asked, however, to pardon his wife, but he should not be further constrained if he has made up his mind.

It used to be the case that the rights of women did not equal those of men in the matter of divorce. However, the words of the apostle make it clear that marriage is reciprocal and a mutual obligation so far as marriage rights are concerned.

Therefore a wife should be no more subject to her husband than a husband to his wife. If a man is convicted of adultery, and his wife asks to be separated from him, it shall be granted, provided that the partners cannot be mutually reconciled.

(Source of both: Potter and Greengrass, *John Calvin, Documents of modern history*, London, 1983)

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. Why were the Fitzgeralds of Kildare so powerful and why did they rebel in 1534? (100)
2. Why did Mary Tudor adopt a policy of plantation and how successful was the Plantation of Laois and Offaly? (100)
3. What were the distinctive social and economic features of Gaelic Ireland? (100)
4. Why did the Reformation fail in Ireland, 1536-1558? (100)

Ireland: Topic 2

Rebellion and conquest in Elizabethan Ireland, 1558-1603

Answer **one** of the following questions:

1. How serious a threat was Shane O'Neill to Tudor power in Ireland and how did Elizabeth I deal with that threat? (100)
2. What were the key social and economic developments in the Elizabethan city of Dublin? (100)
3. Why was the clerical career of Meiler Magrath significant in Elizabethan Ireland? (100)
4. How far was English power in Ireland extended during the reign of Elizabeth I? (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 were brought about by the Plantation of Ulster? (100)
2. Why was there a revolt against the government in Ireland in 1641? (100)
3. What was the religious and cultural significance of the Irish Franciscan College of Louvain? (100)
4. What was the impact of Cromwell on Ireland, 1649-1658? (100)

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

Answer **one** of the following questions:

1. To what extent were Irish Catholic hopes fulfilled during the reigns of Charles II and James II, 1660-1688? (100)
2. Who was represented in the Parliament of 1689, what laws were passed, and why were those laws not enforced? (100)
3. What were the key social and economic developments in Restoration Dublin? (100)
4. What were the principal Irish exports, 1660-1715, and how was trade affected by restrictions imposed by the English parliament? (100)

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

Answer **one** of the following questions:

1. Who were the Whiteboys, what actions did they take, and what were the consequences? (100)
2. What did the Ponsonbys contribute to the “Protestant Nation”? (100)
3. How and for what purposes did Jonathan Swift deploy his talents as a writer and propagandist in Irish politics? (100)
4. How successfully did Charles O’Connor and/or Thomas Wyse advance Catholic rights? (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. How successful were the Patriots and the Volunteers in getting concessions from the government in the late 1770s and early 1780s? (100)
2. Which organisation was more effective, the United Irishmen or the Orange Order? Argue your case, referring to both organisations. (100)
3. What were the aims of those who founded St Patrick’s College, Maynooth, and to what extent were those aims achieved? (100)
4. What were the reasons for the rise of Belfast, 1770-1815? (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. Was the reign of Philip II of Spain a success or a failure? Give reasons for your answer. (100)
2. Why did Antwerp lose its position as a major trading centre, 1567-1609? (100)
3. How did people such as Tycho Brahe help lay the foundations of modern science? (100)
4. Why was Catherine de Medici unable to solve the religious problems of France? (100)

Europe and the wider world: Topic 3

The eclipse of Old Europe, 1609-1660

Answer **one** of the following questions:

1. How was Germany affected by the Thirty Years war? (100)
2. How did Galileo contribute to the rise of experimental science and why was he tried by the Inquisition? (100)
3. Why did the Catalans revolt in 1640 and why did Catalonia rejoin Spain in 1652? (100)
4. Why was 'witch-hunting' so intense in the period, 1609-1660? (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 social and political purposes were served by the court of Versailles? (100)
2. What did Peter the Great do for Russia? (100)
3. What was the impact of the (English) East India Company, 1660-1715? (100)
4. What did Louis XIV want for France and how successful was he in achieving his aims? (100)

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

Answer **one** of the following questions:

1. How did the Enlightenment contribute to political, social and economic thinking? (100)
2. How effective a ruler was Maria Theresa? (100)
3. What was the daily life of slaves in the West Indies and how did the slave plantations contribute to international trade? (100)
4. What were the origins of the American colonists' revolt against Britain? (100)

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

Answer **one** of the following questions:

1. What were the causes of the French Revolution? (100)
2. Why did many clergymen reject the Civil Constitution of the Clergy and what were the consequences for France of their rejection of it? (100)
3. How important was the industrial revolution for the growth of Manchester? (100)
4. What was Napoleon's impact on Europe? (100)

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