



Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2009

HISTORY - HIGHER LEVEL

FIELD OF STUDY: EARLY MODERN, 1492 – 1815

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

WEDNESDAY, 10 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: Topic 1

Europe from Renaissance to Reformation, 1492–1567

Case study to which documents relate:

The divorce of Henry VIII and Catherine of Aragon

Study the documents opposite and answer the questions below.

1.
 - (a) According to document A, what did Henry VIII say about his daughter?
 - (b) According to document A, why did Henry VIII question his marriage to Catherine of Aragon?
 - (c) According to document B, what difficulties did Catherine face in opposing the King's request for a divorce?
 - (d) According to document B, what became of the children of the marriage, other than the daughter mentioned in document A?

(20)

2.
 - (a) According to the documents, how did the views of Henry VIII and Catherine of Aragon differ regarding the status of their marriage? Refer to both documents in your answer.
 - (b) In documents A and B, what contrasting references are made to the King's conscience? Refer to both documents in your answer.

(20)

3.
 - (a) According to document B, what are the qualities of a good wife? According to Henry VIII in document A, was Catherine of Aragon a good wife? Refer to both documents in your answer.
 - (b) Which statement, that of Henry VIII or Catherine of Aragon, do you find the more convincing? Refer both documents in your answer.

(20)

4. What was the importance, for England and for Europe, of the divorce of Henry VIII and Catherine of Aragon?

(40)

- Document A -

A speech (edited) by Henry VIII (November 1528) to his inner circle in which he claims that doubts have been raised about the status of his marriage to Catherine of Aragon.

If my true heir is not known at the time of my death, there will be mischief and trouble.

It has pleased Almighty God to send me a fair daughter [Mary Tudor]. Yet I have been told by many great churchmen that she is not my lawful daughter and that her mother is not my lawful wife, but that we live together in adultery.

Do not think, my lords, that these words do not affect my body and soul. Do not think that these doings do not, daily and hourly, trouble my conscience and vex my spirits.

As for the Queen, if it is judged, by the law of God, that she is my lawful wife, there will never be anything more pleasant, nor more acceptable, to me: both for the clearing of my conscience and, also, because of the good qualities I know to be in her.

(Source: John Lotherington, *The Tudor Years*, Hodder and Stoughton, 1994.)

- Document B -

Catherine of Aragon's defence (edited) of the validity of her marriage to Henry VIII delivered at the court of Blackfriars in June 1529.

Sir, I plead with you – because of all the love that has been between us – to let me have justice. Have for me some pity, for I am a woman, and a stranger, born outside your dominion. I have no sure friends here and unsatisfactory advisors. I flee to you as the head of justice in this kingdom.

I ask God, and all here, to witness that I have been to you a true, humble wife, ever obedient to your will and pleasure, being well pleased and contented.

These twenty years or more I have been your true wife, and you have had many children by me, although it has pleased God to have called them from this world.

And when you knew me first, I call to God to be my judge, I was a true maiden, untouched by man. And whether this is true I put to your conscience.

(Source: Garrett Mattingly, *Catherine of Aragon*, Jonathan Cape, 1942.)

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. How important was the deputyship of Sir Edward Poynings? (100)
2. Describe the state of the church in Ireland before the Reformation. (100)
3. Why and how did Henry VIII bring about the downfall of the House of Kildare? (100)
4. What were the distinctive features of family and kin or of the training provided by the Bardic Schools in Gaelic Ireland? (100)

Ireland: Topic 2

Rebellion and conquest in Elizabethan Ireland, 1558-1603

Answer **one** of the following questions:

1. What was the impact on Dublin and the Pale of the rule of Elizabeth I? (100)
2. How did Elizabethan officials deal with problems in Connaught? (100)
3. Why did James Fitzmaurice Fitzgerald lead a rebellion in Munster and what were its consequences? (100)
4. What were the aims of Hugh O'Neill and to what extent did he achieve them? (100)

Ireland: Topic 3

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

Answer **one** of the following questions:

1. What political, social, and religious changes were introduced into Ulster by plantation? (100)
2. How did Thomas Wentworth, Earl of Strafford, make so many enemies in Ireland and how important were they in his trial and fall? (100)
3. Gaelic Irish, Old English, New English: who were these groups and how did they differ? (100)
4. What image of Ireland is offered by 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 were the effects of the Acts of Settlement and Explanation on those who had lost and gained land in the Cromwellian settlement? (100)
2. How far did Dublin develop and prosper during the Restoration? (100)
3. What did Tyrconnell and the Parliament of 1689 achieve for Catholics and how were those achievements overturned? (100)
4. During the period 1660-1715, to what extent was Ireland influenced by one or more of the following: the Irish Jacobite poets; political pamphleteering; the emergence of science? (100)

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

Answer **one** of the following questions:

1. How successful were the Ponsonbys in gaining and keeping power? (100)
2. Who were the Patriots, and how successful were they in achieving their aims? (100)
3. What were the economic and social conditions of rural Ireland, 1715-1770? (100)
4. Why was Fr. Sheehy brought to trial, how was the trial conducted, and what was the outcome? (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. Argue for or against the view that the period of Grattan's Parliament, 1782-1800, was a golden age in Ireland. (100)
2. What was distinctive about the rising that took place in one or more of the following in 1798: Wexford; Ulster; Connaught? (100)
3. Why did an Act of Union become government policy and how was support secured for it? (100)
4. What did one or more of the following contribute to the Ireland of her time: Mary Anne McCracken; Nano Nagle; Eibhlín Dhubh Ní Chonail? (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 importance for Spain and for Europe of the defeat of the Spanish Armada? (100)
2. What factors brought the French Wars of Religion to an end? (100)
3. What techniques did Matteo Ricci and the Jesuits use in China to transmit their message and how far were they successful? (100)
4. To what extent did the Council of Trent help to restore the Catholic Church? (100)

Europe and the wider world: Topic 3

The eclipse of Old Europe, 1609-1660

Answer **one** of the following questions:

1. What steps did Cardinal Richelieu take to ensure that the monarch became absolute ruler of France? (100)
2. How was the Dutch empire in Asia formed and what was its impact on the Dutch United Provinces? (100)
3. What role did Wallenstein play in the Thirty Years war? (100)
4. How did Gian Lorenzo Bernini and/or René Descartes contribute to culture and learning during this period? (100)

Europe and the wider world: Topic 4

Europe in the age of Louis XIV, 1660-1715

Answer **one** of the following questions:

1. How true is it to say that Louis XIV left France politically weak and financially bankrupt? (100)
2. In what ways did Peter the Great change Russia? (100)
3. How did trading companies and/or banking and the development of the money market contribute to social and economic change, 1660-1715? (100)
4. How did Isaac Newton and/or Gottfried Wilhelm Leibnitz contribute to learning and science? (100)

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

Answer **one** of the following questions:

1. How did the West Indies slave plantations contribute to international trade? (100)
2. How did Frederick the Great reform Prussia and expand its borders? (100)
3. What were the political and social ideas of one or more of the Enlightenment writers? (100)
4. How did Benjamin Franklin and/or the Boston Tea Party, 1773, contribute to the American colonists' struggle for independence? (100)

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

Answer **one** of the following questions:

1. How did the French Republic develop between 1789 and 1793, when Louis XVI was executed? (100)
2. How did the agricultural and industrial revolutions change Britain? (100)
3. What were the principal developments in church-state relations in France, 1789-1815? (100)
4. Did Napoleon benefit or harm Europe? Argue your case, referring to both sides of the argument. (100)

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