



Coimisiún na Scrúduithe Stáit State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2024

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

Use **ONE** of the following sets of instructions:

1. Usual instructions:

- **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.

OR **2. Alternative instructions for 2024 only:**

- **Section 1 (100 marks)**
Documents-based question (Europe and the wider world: Topic 1)
Answer all parts of this section.
- **Sections 2 & 3 (300 marks)**
Ireland: Topics 1, 2, 3, 4, 5, 6 *and* Europe and the wider world: Topics 2, 3, 4, 5, 6.

Answer **three** questions from any **two** topics in Sections 2 & 3.

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) According to document A, where in Seville do the soldiers gather?
 - (b) In the Indies, as elsewhere, how should one live, according to document A?
 - (c) What is one way in which the Indians cause harm to others, according to document B?
 - (d) According to document B, what is one benefit of Spanish rule for the Indians?

(20)
2.
 - (a) Do the documents agree that the people of the New World should be converted to Christianity? Give reasons for your answer, referring to both documents.
 - (b) Apart from conversion, do the documents agree on how the Indians should be treated? Give reasons for your answer, referring to both documents.

(20)
3.
 - (a) What evidence is there in document A that Spanish conquerors had mixed motives for colonising the New World? Make detailed reference to the document in your answer.
 - (b) To what extent is document B a useful source for historians investigating Spanish colonisation in the New World? Give reasons for your answer, referring to the document.

(20)
4. In what ways did the discovery of the New World affect Seville in particular and Europe in general?

(40)

- Document A -

In this edited extract, Gonzalo Fernández de Oviedo y Valdés (1478-1557), a Spanish colonist and historian, offers advice to conquerors in the New World.

When you make up a company to go to the Indies, and especially in Seville – for it is there, on the steps of the cathedral, that the soldiers usually gather – you should first examine yourself. If you are to rule Indians, you need to know whether you are competent to teach them or whether you yourself have need of a teacher.

You should make sure that your aim is to serve God and your King, by converting the Indians and treating them well, and finding a way to lead them to Christ. Never let greed rule you and never let necessity tarnish your good name. Do not seek any estate or treasure that will cost you God's redemption from Hell.

In the Indies, as elsewhere, you can live without offence to your fellow men. You can do anything you want without hurting others or endangering your soul. Do not enslave the Indians without cause, or stain your hands with blood without cause, or rob them or remove them from the lands where God created them. It was He who gave them life and humanity.

And do not say that you are going to the Indies to serve the King – for you know that you are going solely because you need to have a larger fortune than your father and your neighbours.

Source: Benjamin Keen (ed.), *Readings in Latin-American Civilization: 1492 to the Present* (Boston: Houghton Mifflin, 1955).

- Document B -

This is an edited extract from the work of Juan Ginés de Sepúlveda (1490-1573), a Spanish philosopher and theologian, who wrote about Spanish involvement in the New World.

There is as much difference between the Indians and the Spanish as between apes and men. The Indians possess neither science nor even an alphabet. Nor have they written laws, only barbarous customs.

War against them can be justified on the basis of their paganism; also, because of the harm they inflict on innocent persons, their human sacrifices, their cannibalism and their worship of idols.

What is more appropriate for the Indians than to become subject to the rule of Spaniards? We can convert them from barbarians to civilized men, insofar as they are capable of becoming so, from being servants of the Devil to becoming believers in the true God.

They must accept our rule. This would be more advantageous for themselves than for the Spaniards, since virtue and humanity and the true religion are more valuable than gold or silver. And, if they refuse our rule, they must be compelled, by force of arms, to accept it.

Source: David Englander, D. Norman, R. O'Day and W. R. Owens (eds.), *Culture and Belief in Europe 1450-1600: An Anthology of Sources* (Oxford: Blackwell Publishers, 1994).

SECTION 2: IRELAND

Refer to the instructions on the front cover when choosing which question(s) to answer.

Ireland: Topic 1

Reform and Reformation in Tudor Ireland, 1494-1558

1. What were the main characteristics of Kildare hegemony and what led to its destruction? (100)
2. What training was provided by the Bardic Schools and what was the role of those who had attended them in Gaelic Ireland? (100)
3. What was it hoped to achieve by the policy of surrender and regrant and the beginnings of plantation? (100)
4. From your study of religious history, 1494-1558, what characterised two of the following: the Irish church before the Reformation; the monasteries and their dissolution; the Counter-Reformation under Mary I? (100)

Ireland: Topic 2

Rebellion and conquest in Elizabethan Ireland, 1558-1603

1. Who was more successful in tackling challenges to the Lordship of Tír Eoghain, Shane O'Neill or Hugh O'Neill? Argue your case, referring to both. (100)
2. What steps were taken towards a plantation in Munster and to what extent was the plantation successful? (100)
3. What claim had Agnes Campbell and/or Grace O'Malley to be a key personality in the history of their times? (100)
4. From your study of religious history, 1558-1603, what were the characteristics of the religious policy of Elizabeth I and/or Meiler Magrath's clerical career? (100)

Ireland: Topic 3

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

1. Why did James I embark on a policy of plantation in Ireland and to what extent was it successful during his reign, 1603-1625? (100)
2. What were the Irish policies of Sir Thomas Wentworth (Earl of Strafford) and how did they contribute to his downfall? (100)
3. What were the main developments in Ireland between Oliver Cromwell's arrival, 1649, and his death, 1658? (100)
4. From your study of culture and religion, 1603-1660, what was the importance of two of the following: the Four Masters; Louvain; Luke Wadding? (100)

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

1. What were the fortunes of Catholics in Ireland during the reigns of Charles II and James II, 1660-1688? (100)
2. During the period 1660-1715, what were the main factors affecting Irish trade? (100)
3. In what ways did Restoration Dublin reflect the growth and rebuilding of towns in Ireland? (100)
4. What was notable about Dáibhí Ó Bruadair and/or the Jacobite poets? (100)

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

1. What was the 'Protestant Nation' and how did the Ponsonbys reflect its strengths and weaknesses? (100)
2. From your study of society and economy, 1715-1770, what did you learn about two of the following: population change; women and rural society; developments in linen and brewing? (100)
3. How did the trial of Fr. Nicholas Sheehy reflect tensions in Irish society? (100)
4. From your study of culture in Ireland, 1715-1770, what was the importance of two of the following: Na Cúirteanna Filíochta; Margaret (Peg) Woffington; Turlough O'Carolan? (100)

Ireland: Topic 6
The end of the Irish kingdom and the establishment of the Union, 1770-1815

1. From your study of society and economy, 1770-1815, what was the importance of two of the following: population growth; the rise of Belfast; rural discontent? (100)
2. How significant was Henry Grattan's contribution to Irish affairs? (100)
3. What were the main events of the 1798 Wexford Rebellion and what steps were taken to suppress it? (100)
4. How did Nano Nagle and/or Eibhlín Dhubh Ní Chonaill reflect the role of women in Irish life? (100)

SECTION 3: EUROPE AND THE WIDER WORLD

Refer to the instructions on the front cover when choosing which question(s) to answer.

Europe and the wider world: Topic 2

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

1. From your study of society and economy, 1567-1609, what did you learn about two of the following: the causes and effects of inflation; population trends; the decline of the port of Antwerp? (100)
2. What were the successes and failures of Matteo Ricci's leadership of the Jesuit mission in China? (100)
3. What problems did the revolt of the Netherlands and the defeat of the Spanish Armada pose for Philip II? (100)
4. What was the contribution to the affairs of France of two of the following: Admiral Coligny; Catherine de Medici; Michel de Montaigne? (100)

Europe and the wider world: Topic 3

The eclipse of Old Europe, 1609-1660

1. How did the Dutch acquire an empire in Asia and what was its impact on the home country? (100)
2. What was the contribution of Galileo and/or René Descartes to the rise of empirical science? (100)
3. What steps did Cardinal Richelieu take to ensure that the King became master of church and state in France? (100)
4. What was the contribution of either Count Olivares to the revolt of the Catalans or Albrecht von Wallenstein to the Thirty Years War? (100)

Europe and the wider world: Topic 4

Europe in the age of Louis XIV, 1660-1715

1. What was the influence of the Grand Tour and/or the court of Versailles on European culture and society? (100)
2. How did the English East India Company develop and what was its impact on the home country? (100)
3. What steps did Peter the Great take to increase his power at home and to extend the frontiers of the state? (100)
4. What was the significance of state patronage of science and/or debates within the sciences (Cartesians v. Newtonians)? (100)

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

1. What was the contribution of the West Indies slave plantations to international trade? (100)
2. To what extent did the rule of Frederick the Great reflect Enlightenment ideas? (100)
3. What ideas were put forward by two of the following: Baron de Montesquieu; the *Encyclopédie*; Jean Jacques Rousseau? (100)
4. What was the contribution of the Boston Tea Party, 1773, and Benjamin Franklin to the American Revolution? (100)

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

1. What events and ideas led to the outbreak of revolution in France in 1789? (100)
2. What was the impact of the Civil Constitution of the Clergy and the Committee of Public Safety on France? (100)
3. What lasting changes did Napoleon introduce in France and Europe? (100)
4. What were the achievements of Madame de Staël and/or Mary Wollstonecraft? (100)

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Leaving Certificate - Higher Level

History

Wednesday 12 June
Afternoon 2:00 - 4:50