



**ADVANCED  
General Certificate of Education  
2012**

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## **History**

**Assessment Unit A2 2**

*assessing*

**[AH221]**

**TUESDAY 22 MAY, AFTERNOON**

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**MARK  
SCHEME**

## Level of response mark grid

This level of response grid has been developed as a general basis for marking candidates' work, according to the following assessment objectives:

**AO1a** recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner;

**AO1b** present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements;

**AO2** In relation to historical context:

- interpret, evaluate and use a range of source material;
- explain and evaluate interpretations of historical events and topics studied.

The grid should be used in conjunction with the information on indicative content outlined for each assessment unit.

<b>Level</b>	<b>Assessment Objective 1a</b>	<b>Assessment Objective 1b</b>	<b>Assessment Objective 2</b>
	Answers at this level will:	Answers at this level will:	Answers at this level will:
<b>1</b>	recall, select and deploy some accurate factual knowledge and communicate limited understanding in narrative form. There will be evidence of an attempt to structure and present answers in a coherent manner.	display a basic understanding of the topic; some comments may be relevant, but general and there may be assertions and judgements which require supporting evidence.	limited recognition of the possibility of debate surrounding an event or topic.
<b>2</b>	be quite accurate, contain some detail and show understanding through a mainly narrative approach. Communication may have occasional lapses of clarity and/or coherence.	display general understanding of the topic and its associated concepts and offer explanations which are mostly relevant, although there may be limited analysis and a tendency to digress. There will be some supporting evidence for assertions and judgements.	an attempt to explain different approaches to and interpretations of the event or topic. Evaluation may be limited.
<b>3</b>	contain appropriate examples with illustrative and supportive factual evidence and show understanding and ability to engage with the issues raised by the questions in a clear and coherent manner.	display good breadth of understanding of the topic and its associated concepts. Analysis is generally informed and suitably illustrated to support explanations and judgements.	there will be an ability to present and evaluate different arguments for and against particular interpretations of an event or topic.
<b>4</b>	be accurate and well-informed and show ability to engage fully with the demands of the question. Knowledge and understanding will be expressed with clarity and precision.	display breadth and depth of understanding of the topic and its associated concepts. Explanations will be well-informed with arguments and judgements well-substantiated, illustrated and informed by factual evidence.	there will be appropriate explanation, insightful interpretation and well-argued evaluation of particular interpretations of an event or topic.

## OPTION 1: ENGLAND 1570–1603

Answer question 1 and either question 2(a) or 2(b)

- 1 (a) Consult all the sources and your knowledge of this period. Which of the sources would an historian value most as evidence in a study of the relationship between Elizabeth I and Mary, Queen of Scots in the period 1570–1587?

**This question targets AO2(a):** the candidate's ability, as part of an historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination.

**Level 1 ([0]–[3])**

Answers will paraphrase each source and make assertions that are not fully supported.

**Level 2 ([4]–[7])**

Answers will comment on the utility of the sources, using the content more fully. Source 1 is valuable because it is a letter written by Elizabeth herself to Mary, Queen of Scots in 1570. In it she is warning her against rebellion and the consequences it might have. Source 2 is an extract from a petition from Parliament in 1586. Parliament wishes Elizabeth to take firm action against Mary, Queen of Scots. Elton in Source 3 refers to the long-term threat of Mary, Queen of Scots and how it would tarnish Elizabeth's reputation.

**Level 3 ([8]–[11])**

Answers will present a more sustained assessment of the value of each source, and reach a credible conclusion. Answers at this level will discuss utility, not just the information it provides, but also for the quality of the evidence – author, date and audience. Source 1 is a private letter written by Elizabeth I, therefore implying that it is her opinion. She is writing to Mary, Queen of Scots, her cousin and possible heir to the throne of England. Mary has been in England for two years and the letter was written just after the Rebellion of the Northern Earls, a plot against Elizabeth I. In this letter Elizabeth is warning Mary of the consequences of her actions. It infers that danger lies ahead if Mary is discovered to have been part of a plot against Elizabeth I. Since Source 2 is a Petition from Parliament, it represents Parliament as a whole unit and would have been presented to the Queen publicly. It is written in 1586, 18 years after Mary's arrival. The purpose of this petition is to place pressure on Elizabeth, publicly, to do something about the problem of Mary, Queen of Scots. Therefore the threat could be exaggerated. Source 3 is from the historian Elton, written in 1991. In it he justifies Elizabeth's actions. He outlines that, although Elizabeth had no choice but to execute Mary, the long-term implications were significant. Elizabeth created a martyr.

**Level 4 ([12]–[15])**

Answers will use a wide range of criteria to assess utility, commenting on the significance of the information provided, authorship, motive, viewpoint, audience and date. Contextual knowledge will be introduced to enhance the answer. The letter from Elizabeth to Mary is private correspondence concerning events which have taken place before 1570. Relations between the monarchs were tense due to Mary's arrival in England in 1568 and the rebellion of the Northern Earls in 1569. Although Mary denied involvement, the rebellion involved her replacing Elizabeth on the throne. At this time Elizabeth is aware of the danger Mary represents and reminds her of this. She is warning Mary about the consequences which would occur if Mary was involved in further plots. Perhaps she is also addressing supporters of Mary. She also implies that she has justification for taking action if this were to occur. Source 2 is from Parliament, which is greatly concerned about the presence of Mary, Queen of Scots. By 1586 there have been many plots involving Mary, and Parliament is determined to force Elizabeth to take firm and decisive action against her. Elizabeth is still reluctant to do so. The petition comes from the advice of the Speaker of the House and it provides a variety of reasons why Mary should be executed. Parliament believed this was the way to force Elizabeth into action. This source suggests that Mary is a great threat and Elizabeth must be forced into taking action by her Parliament. Source 3, from Elton, discusses the long-term implications of the execution of Mary, Queen of Scots. It implies that Elizabeth had to take action but this tarnished her reputation. Mary was to become a martyr. [15]

- (b) **Use all the sources and other evidence you have studied.** How far do the sources support the view that Mary, Queen of Scots was a threat to Elizabeth I between 1570 and 1587?

**This question targets AO2(a) and AO1(b):** the candidate's ability, as part of an historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination **AO2(a)** and the candidate's ability to demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

**Level 1 ([0]–[3]) AO2(a), ([0]–[3]) AO1(b)**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement **AO1(b)**. Answers may rely on paraphrasing the sources or provide a narrative of the subject with little reference to the sources **AO2(a)**.

**Level 2 ([4]–[5]) AO2(a), ([4]–[5]) AO1(b)**

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis

and judgement **AO1(b)**. For example, answers may make some of the following points: Mary's arrival in England marked a turning point in Elizabeth's relations with her Catholic subjects. Mary was a physical threat as she represented an alternative monarch. Mary would also affect the reputation of Elizabeth I **AO2(a)**.

**Level 3 ([6]–[7]) AO2(a), ([6]–[7]) AO1(b)**

Answers at this level will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement are developed and substantiated **AO1(b)**. For example, the sources refer to the threat posed by Mary at different times during Elizabeth's reign. Elizabeth reminds Mary that all she has ever offered her has been friendship but she could be forced to change her opinion of Mary if necessary. Parliament is so concerned with Mary's presence that it petitions the Queen to take action. The answers will address the sources. Source 1 is written just after the rebellion of the Northern Earls, while Source 2 is written much later, therefore implying an increase in the level of threat. Source 3 is written with hindsight and mentions the long-term implications of Mary's presence **AO2(a)**.

**Level 4 ([8]–[10]) AO2(a), ([8]–[10]) AO1(b)**

Answers at this level will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated **AO1(b)**. For example, the sources imply that, to a certain extent, Mary, Queen of Scots was a threat, not only in the physical sense but also a threat to Elizabeth's reputation. Mary appears to be a thorn in Elizabeth's side but she is aware of this. Elizabeth will, if necessary, take action and she has justification for this. Elizabeth is aware of Mary's attitude towards Elizabeth and her involvement in the Northern Earls' plot. It appears that Elizabeth is one step ahead and always in control. By 1586 many plots have occurred and MPs are determined to have Mary, Queen of Scots executed. They believe that there is no alternative as she is such a threat. They are using persuasive arguments to force Elizabeth to take action. Not only is Mary a threat to the person of Elizabeth but also the State and the newly formed religion. Elizabeth, above all, was concerned with the safety of her people. Rather than being an innocent victim, Mary's behaviour left Elizabeth with no alternative. Mary, Queen of Scots had to be executed. Answers will interpret and evaluate the sources fully in relation to their historical context. For example, in Source 1 Elizabeth's letter to Mary is a warning; no more plots or decisive action will be taken. The petition, in Source 2, from Parliament highlights how concerned it was about the presence of Mary, Queen of Scots. Elton, in Source 3, refers to the long-term implications the death of Mary, Queen of Scots placed on Elizabeth's reign and her reputation. It makes reference to contemporary and traditional interpretations which judged Mary through romantic eyes **AO2(a)**. [20]

- 2 (a) To what extent would you agree that Elizabeth I successfully managed faction fighting within her court in the period 1570–1603? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

**This question targets AO1(b) and AO2(b):** the candidate's ability to demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)** and the candidate's ability to analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways **AO2(b)**.

**Level 1 ([0]–[5]) AO1(b) Knowledge, ([0]–[3]) AO2(b) Interpretations**

**AO1(b): Knowledge:**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers at this level may be inaccurate or demonstrate superficial understanding. For example, the answer may make a general reference to faction fighting at court. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**AO2(b): Interpretations:**

There will be little or no awareness of either contemporary **or** later interpretations of this subject.

**Level 2 ([6]–[10]) AO1(b) Knowledge, ([4]–[7]) AO2(b) Interpretations**

**AO1(b): Knowledge:**

Answers at this level will select and deploy historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. The answer will have supporting evidence. For example, it may only look at the role of factions with little focus on the question. The answer may outline what factions were and why they were formed. For example, they may assert that the Elizabethan court was full of rivalry and jealousy. They may make reference to some factions, such as those of Cecil or Dudley. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate. There may be occasional defects in organisation and little specialist vocabulary.

**AO2(b): Interpretations:**

There will be some awareness of either contemporary **or** later interpretations of the subject but this will be limited and in need of further development. For example, traditional interpretations highlight court rivalry and an increase in faction fighting.

**Level 3 ([11]–[15]) AO1(b) Knowledge, ([8]–[11]) AO2(b) Interpretations****AO1(b): Knowledge:**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers may focus on the role of factions and how they contributed to court life. Their existence caused great tension and rivalry within the court which adversely affected the workings of Elizabethan government. For example, great tension existed between William Cecil and Dudley. In the later stages of Elizabeth's reign rivalry existed between Robert Cecil and the Earl of Essex. This led to open rebellion against Elizabeth and threatened her reign. Answers should be able to evaluate Elizabeth's handling and management of factions within court life. Due to loyalty and vested interests, Elizabeth was able to control faction rivalry effectively. She never let one faction dominate and always remained in control. She was able to play factions off against each other to strengthen her control. When faction fighting did lead to open rebellion, she remained in control. Specific illustrations will be drawn from the rivalry between Dudley and William Cecil and Robert Cecil and the Earl of Essex. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**AO2(b): Interpretations:**

There will be a satisfactory analysis and evaluation of either contemporary **or** later interpretations of this subject **or** a partial evaluation of **both**.

**Contemporary interpretations** could include, for example, outcries of loyalty towards Elizabeth. Within court and council the prize was always to please Elizabeth as this would lead to greater things. Therefore Elizabeth was able to use this to manage court life.

**Historians' interpretations** could include, for example, the traditional school of thought that she was a great Queen who was always firmly in control.

#### Level 4 ([16]–[20]) AO1(b) Knowledge, ([12]–[15]) AO2(b) Interpretations

##### AO1(b): Knowledge:

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will attempt in a more definite and sustained way an assessment of Elizabeth's management of faction rivalry. Much depended on loyalty and vested interest. Patronage brought corruption, which were elements that Elizabeth used to maintain and strengthen her control. As her court was not united, Elizabeth was able to exploit this and ensure that she was always in control. There was so much rivalry that Elizabeth never faced united opposition. She remained in control. However, it must be noted that this rivalry often spilt into political life and affected the government of the kingdom. This is highlighted with the Cecil and Dudley rivalry. Competition was intense so there was always the possibility of this spiralling out of control. Once the old favourites had died, such as Dudley and Cecil, the new favourites seeking reward were much more determined to extend their power. They did not display the same loyalty as previous favourites. This can be seen with the Essex rebellion. Elizabeth was always in control, but as her reign progressed and tiredness set in, this control weakened. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and use of appropriate specialist vocabulary.

##### AO2(b): Interpretations:

Answers will provide a good analysis and evaluation of contemporary **and** later interpretations of this subject.

**Contemporary interpretations** could include, for example, the opinion of some that Elizabeth was not in control. Foreign diplomats commented on the complexity of court life. Elizabeth herself always believed she was in control.

**Historians' interpretations** could include, for example, that, while most historians believe Elizabeth managed factions, the extent of her control is debated. Some believe that she was able to play them off against each other, while revisionists see this control as fragile. [35]

- (b) How far would you agree that Elizabeth I and her governments successfully dealt with England's economic and social problems in the period 1570–1603? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

**This question targets AO1(b) and AO2(b):** the candidate's ability to demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b) and** the candidate's

ability to analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways **AO2(b)**.

**Level 1 ([0]–[5]) AO1(b) Knowledge, ([0]–[3]) AO2(b) Interpretations**

**AO1(b): Knowledge:**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement.

Answers at this level may be inaccurate or demonstrate superficial understanding of Elizabeth I's economic and social policy with little reference to evaluating its success. Meaning may not always be clear because of inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**AO2(b): Interpretations:**

There will be little or no awareness of either contemporary **or** later interpretations of this subject.

**Level 2 ([6]–[10]) AO1(b) Knowledge, ([4]–[7]) AO2(b) Interpretations**

**AO1(b): Knowledge:**

Answers at this level will select and deploy historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. The answer will have supporting evidence. It will deal with either social or economic policy or give a limited account of one of these aspects. It may mention the legacy left by Mary Tudor and outline the problems Elizabeth inherited. These may include a weak financial system, inefficient administration and limited resources. It may also make reference to the social problems left by Henry VIII such as the new problem of vagrancy. It may look at Elizabethan policy to solve these problems; she followed other monarchs by exploiting methods already in use, including the sale of crown land. Answers may also include new initiatives used by Elizabeth such as re-coinage and the new Poor Law. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling and punctuation or, at times, the style of writing will be inappropriate. There may be occasional flaws, with defects in organisation and little specialist vocabulary.

**AO2(b): Interpretations:**

There will be some awareness of either contemporary **or** later interpretations of the subject but this will be limited and in need of further development. For example, contemporary opinion failed to recognise the success of Elizabethan social and economic policy. Later interpretations recognise the strengths of her policy and also the restrictions placed on her.

**Level 3 ([11]–[15]) AO1(b) Knowledge, ([8]–[11]) AO2(b) Interpretations****AO1(b): Knowledge:**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers may focus on a narrow range of issues, providing a more detailed yet incomplete account. Answers may address the legacy Elizabeth inherited, as well as the social and economic problems she faced during her reign. She did improve the economy but often her hands were tied by 16th century tradition and expectations. During her reign she exploited new world discoveries and attempted to search for new trade markets which would benefit the economy. Crown revenue did increase, though not as much as inflation. With a growing population, many of her policies had little positive effect. She remained dependent on parliamentary subsidies and forced loans. Her foreign policy was limited and the expense of war affected her economy. In social terms she showed innovation. Under the new Poor Law, relief became the responsibility of local government. National Government introduced legislation in an attempt to stabilise society. Problems remained but it must be noted that no social rebellion occurred during her reign. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**AO2(b): Interpretations:**

There will be a satisfactory analysis and evaluation of either contemporary **or** later interpretations of this subject **or** a partial evaluation of **both**.

**Contemporary interpretations** could include, for example, the opinions of Elizabeth and her Council.

**Historians' interpretations** could include, for example, revisionists who believe that much was achieved under harsh circumstances.

**Level 4 ([16]–[20]) AO1(b) Knowledge, ([12]–[15]) AO2(b) Interpretations****AO1(b): Knowledge:**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will attempt in a more definite and sustained way an assessment of how successfully Elizabeth dealt with the economic and social problems of her reign. Faced with the problems of previous monarchs and a rising population, Elizabeth did all she could to improve the economic and social position of England. Improvements were made to the economy with the regulation of wages and employment. New industries began

to develop and the emergence of new trade routes was to prove beneficial to England. With the age of discovery and the pirates on the sea, England was beginning its journey to becoming an Empire. There was greater opportunity for individuals and companies. However, much of the return was not present during Elizabeth's reign and the England of the 17th and 18th centuries gained the rewards. With the rising population, the increase in vagrancy was a problem difficult to solve. The "labouring poor" drifted in and out of employment. Crime was on the increase. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and use of specialist vocabulary.

**AO2(b): Interpretations:**

Answers will provide a good analysis and evaluation of contemporary **and** later interpretations of this subject.

**Contemporary interpretations** could include, for example, ordinary folk and how little changed for them. Conditions and life remained harsh.

**Historians' interpretations** could include, for example, a more detailed analysis of the traditional and revisionist interpretations of the extent to which Elizabeth I was successful in dealing with England's economic and social problems in the period 1570–1603. [35]

**Option 1**

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## OPTION 2: IRELAND 1607–1691

Answer question 1 and either question 2(a) or 2(b)

- 1 (a) Consult all the sources and your knowledge of this period. Which of the sources would an historian value most as evidence in a study of the Plantation of Ulster?

**This question targets AO2(a):** the candidate's ability, as part of an historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination.

**Level 1 ([0]–[3])**

Answers will paraphrase the content of each source and make assertions that are not fully supported. There will be little appreciation of how the sources relate to the subject matter.

**Level 2 ([4]–[7])**

Answers will comment on the utility of the sources, using the content more fully. Source 1 is valuable because it is an official document from the King to Sir Arthur Chichester, giving some detail about the Plantation scheme. Source 2 has value as another letter from the King but this time noting that the original plans had not been adhered to. Source 3 provides an overview of aspects of the Plantation from a perspective of hindsight.

**Level 3 ([8]–[11])**

Answers will present a more sustained assessment of the value of each source in relation to its value, and reach a credible conclusion. Answers at this level will note the active interest that James I took in the planning of the Plantation – represented in both Sources 1 and 2 and therefore the importance of the endeavour to the British authorities. Source 1 represents the blueprint for the Plantation, while Source 2, dated two years later, is an indication of how the Plantation was operating in practice, with candidates having an opportunity to draw contrasts between the two. Source 2 highlights the operational difficulties the Plantation was experiencing. Source 3 has the value of an objective perspective from a respected historian but also gives more detail as to why the Plantation was unable to meet its original objectives.

**Level 4 ([12]–[15])**

Answers will use a wide range of criteria to assess utility, commenting on the significance of the information provided, authorship, motive, viewpoint, audience and date. Contextual knowledge will be introduced to enhance the answer. Answers may note that Source 1 is of significance, not just because it is from the King but also because the recipient is the Lord Deputy of Ireland and in effect the manager of the Plantation project. The reference to the revolt by Sir Cahir O'Doherty is important because it enabled the scope of the Plantation

to be widened. Source 2 reveals the early shortcomings of the Plantation and good candidates may take up the reference to “Scottish colonists” to note that the Scots played an enhanced role in the Plantation in order to fill places originally assigned to English planters, but not taken up, such as in west Tyrone and east Donegal. Very good candidates may also focus on what seems to be an attempt by the King to micro-manage the colonisation process. Source 3 gives more detail on how the Plantation failed in its basic programme of Anglicisation, and good candidates may note that corroborative evidence for this is provided by the various contemporary Government surveys carried out, such as those of Carew and Pynnar. Judgement would be expected from top-level candidates, who may nominate Source 1, because of the correspondents involved and the detailed objectives laid down, although this does not preclude a contrary assessment. [15]

- (b) Use all the sources and other evidence you have studied.** How far do the sources support the view that the Plantation was successful up to 1636?

**This question targets AO2(a) and AO1(b):** the candidate’s ability, as part of an historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination **AO2(a)** and the candidate’s ability to demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

**Level 1 ([0]–[3]) AO2(a), ([0]–[3]) AO1(b)**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement **AO1(b)**. For example, there may be a general reference to the plan to create a British colony in the north of Ireland. Answers may rely on paraphrasing the sources or provide a narrative of the subject with little reference to the sources **AO2(a)**.

**Level 2 ([4]–[5]) AO2(a), ([4]–[5]) AO1(b)**

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement **AO1(b)**. For example, Sources 2 and 3 appear to substantiate the view that the Plantation was significantly modified when put into practice, especially when contrasted with the content of Source 1 **AO2(a)**.

**Level 3 ([6]–[7]) AO2(a), ([6]–[7]) AO1(b)**

Answers at this level will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement are developed and substantiated **AO1(b)**. For example, candidates will note the context of the Flight of the Earls in 1607 which opened up the

possibility of securing Ulster and turning it into a British bastion in Ireland. The answers will address the sources, noting the desire expressed in Source 1 to establish the Protestant faith in Ulster and have detailed plans drawn up for the six counties involved. Source 2 allows the candidate to focus on how the Plantation was developing in ways which had not been intended, and how it was clearly not as successful as the Government had hoped it would be. The main modification to the original scheme appears to be the continued significant presence of the native Irish, a theme that is further developed in Source 3. Here, Marianne Elliott, as well as highlighting the problem of the Irish woodkerne, also notes the fact that many British undertakers were happy to take Gaelic Irish tenants for reasons of convenience and financial return **AO2(a)**.

**Level 4 ([8]–[10]) AO2(a), ([8]–[10]) AO1(b)**

Answers at this level will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated **AO1(b)**. For example, in addition to covering and developing the points already referred to, candidates may argue that events such as the revolt of Sir Cahir O’Doherty in 1608 (referred to in Source 1) encouraged the likes of Sir Arthur Chichester and other planners to be overambitious in their plans for British colonisation and that the idea of supplanting the native Irish was impractical from the start. It was also the case that many undertakers were clearly unfit for the critical role assigned to them, failing not only to remove the native Irish to the extent required but also neglecting other contractual obligations such as the building of bawns. Modification of the original plans appears to have commenced almost from the outset. Answers will interpret and evaluate the sources fully in relation to their historical context. For example, Source 1 is set against the background of the Flight of the Earls (1607) and the O’Doherty rebellion (1608), to which it refers, and has a sense of urgency reflecting the fact that the Gaelic Irish have been defeated in war and now there is an opportunity to exploit that victory. Source 2, however, shows that just two years after Source 1, the Plantation scheme has been compromised and that the King is most anxious that it should get back “on track”. Candidates may note that, of the English and Scottish colonists referred to, it was the Scots who proved to be the more enduring presence in the Plantation, and that indeed without them, its success would have been even more limited. Source 3 is able to look beyond the events of 1609–1611 and provide an overall verdict on the Plantation, arguing that the modification of the original plans meant that segregation of the Gaelic Irish was not really achieved and the Anglicisation of Ulster was far from comprehensive. Well informed candidates may argue, nonetheless, that this plantation was the most successful ever attempted by the Crown and did put in place a British colony that survived **AO2(a)**.

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- 2 (a) How justified was the fear that the political and religious policies of James II were a threat to the constitution and Church in England and Ireland in the period 1685–1688? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

**This question targets AO1(b) and AO2(b):** the candidate's ability to demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)** and the candidate's ability to analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways **AO2(b)**.

**Level 1 ([0]–[5]) AO1(b) Knowledge, ([0]–[3]) AO2(b) Interpretations**

**AO1(b): Knowledge:**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers at this level may be inaccurate or demonstrate superficial understanding. For example, there may be some awareness that James's policies created suspicion about his intentions from the outset. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**AO2(b): Interpretations:**

There will be little or no awareness of either contemporary or later interpretations of this subject.

**Level 2 ([6]–[10]) AO1(b) Knowledge, ([4]–[7]) AO2(b) Interpretations**

**AO1(b): Knowledge:**

Answers at this level will select and deploy historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. The answer will have supporting evidence. For example, reference might be made to James's use of the dispensing power or the Declarations of Indulgence (1687–1688) and to Tyrconnell's actions in Ireland. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate. There may be occasional defects in organisation and little specialist vocabulary.

**AO2(b): Interpretations:**

There will be some awareness of either contemporary **or** later interpretations of the subject but this will be limited and in need of further development. For example, in terms of contemporary interpretation, reference may be made to the views of members of the political establishment on James's policies.

**Level 3 ([11]–[15]) AO1(b) Knowledge, ([8]–[11]) AO2(b) Interpretations****AO1(b): Knowledge:**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers may focus on James's establishment of a standing army and, in particular, the increasingly Catholic complexion of that force, both in England and Ireland. This development, along with attempts to "pack" Parliament in 1688, can be cited as justification for fears about creeping absolutism. Interference with the composition of Parliament was also a feature of his policy in Ireland. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**AO2(b): Interpretations:**

There will be a satisfactory analysis and evaluation of either contemporary **or** later interpretations of this subject **or** a partial evaluation of **both**.

**Contemporary interpretations** could include, for example, the views of representatives of the Church of England, many of whom were becoming increasingly alarmed by the King's Catholicising policies.

**Historians' interpretations** could include, for example, those who see James as laying – unintentionally – the foundations for the Glorious Revolution.

**Level 4 ([16]–[20]) AO1(b) Knowledge, ([12]–[15]) AO2(b) Interpretations****AO1(b): Knowledge:**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will attempt in a more definite and sustained way an assessment of James's policies, including, for example, his creation of the Ecclesiastical Commission, the trial of the "seven bishops" (1688), and the appointment and promotion of Catholic officers in the army. Well informed candidates may widen the focus of their answer to note the influence of Louis XIV and the impact of the revocation of the Edict of Nantes in 1685, which

resulted in an influx of French Protestant refugees into Britain. However, candidates might argue that the fears arising from the policies of James II were unjustified and that the King was genuinely following the path of religious toleration, as exemplified by the Declarations of Indulgence. Either approach is equally valid. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and use of appropriate specialist vocabulary.

**AO2(b): Interpretations:**

Answers will provide a good analysis and evaluation of contemporary **and** later interpretations of this subject.

**Contemporary interpretations** could include, for example, the official pronouncements of the King himself, or the documents issued in his name.

**Historians' interpretations** could include, for example, those who see James II as a tyrant in the making, following generally the Whig interpretation of these events, and those who argue that the King was misunderstood and his actions misinterpreted, following generally a revisionist approach to this period. [35]

- (b) To what extent was the outcome of the Williamite Wars determined by the personal actions of James II and William III in Ireland? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

**This question targets AO1(b) and AO2(b):** the candidate's ability to demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)** and the candidate's ability to analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways **AO2(b)**.

**Level 1 ([0]–[5]) AO1(b) Knowledge, ([0]–[3]) AO2(b) Interpretations**

**AO1(b): Knowledge:**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers at this level may be inaccurate or demonstrate superficial understanding. For example, there may be some awareness that both Kings played a role in events in Ireland in the 1689–1691 period. Meaning may not always be clear because of inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**AO2(b): Interpretations:**

There will be little or no awareness of either contemporary or later interpretations of this subject.

**Level 2 ([6]–[10]) AO1(b) Knowledge, ([4]–[7]) AO2(b) Interpretations****AO1(b): Knowledge:**

Answers at this level will select and deploy historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. The answer will have supporting evidence. For example, reference might be made to James's unsuccessful intervention in the Siege of Derry in 1689, and William's leadership role at the Boyne in 1690. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling and punctuation or, at times, the style of writing will be inappropriate. There may be occasional flaws, with defects in organisation and little specialist vocabulary.

**AO2(b): Interpretations:**

There will be some awareness of either contemporary or later interpretations of the subject but this will be limited and in need of further development. For example, in terms of contemporary interpretation, reference may be made to the views of eyewitnesses to the events at Derry or the Boyne.

**Level 3 ([11]–[15]) AO1(b) Knowledge, ([8]–[11]) AO2(b) Interpretations****AO1(b): Knowledge:**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers may focus on James's hesitant and ill-advised intervention in the Siege of Derry, which ultimately dealt a blow to his credibility and arguably had an adverse affect on his subsequent performance at the Battle of the Boyne. However, it is also reasonable to argue that the real significance of the events in Derry was the defiance of ordinary people and that this was of symbolic importance to the wider struggle in Ireland between the Williamite and Jacobite causes. James's ineffective intervention in the siege, nonetheless, can be contrasted with the focused and decisive intervention of William in the war in Ireland, taking only two weeks from his arrival at Carrickfergus to get to the Boyne and engage the Jacobite enemy. Candidates may also consider the respective morale and experience of the opposing forces as factors in determining the outcome of the war in Ireland. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**AO2(b): Interpretations:**

There will be a satisfactory analysis and evaluation of either contemporary **or** later interpretations of this subject **or** a partial evaluation of **both**.

**Contemporary interpretations** could include, for example, the observations of those in the entourage of either or both Kings.

**Historians' interpretations** could include, for example, accounts of the military campaigns in Ireland, and also consideration of the political calculations of the two monarchs.

**Level 4 ([16]–[20]) AO1(b) Knowledge, ([12]–[15]) AO2(b) Interpretations****AO1(b): Knowledge:**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will attempt in a more definite and sustained way an assessment of the role played by James and William in the war in Ireland. Arguably the Boyne brings James's shortcomings as King and commander into sharp relief. He had not wanted to campaign in Ireland in person and had only been persuaded to do so by Louis XIV. He was irresolute from the start and this trait only became more pronounced as the war progressed. Furthermore, his endorsement of the land confiscation policies of the Irish Parliament had further alienated Protestant opinion in Ireland. At the Boyne, James failed to lead from the front – unlike William – and dealt a severe blow to Jacobite morale when he fled first the battlefield and then Ireland. William's performance is in sharp contrast to that of his father-in-law. As well as leading by example, William also resolved a disagreement among his commanders as to the tactics to be employed at the Boyne. Marshal Schomberg, supported by some of the other generals, favoured an attack across the river at Oldbridge as a diversion, while the main army was to be concentrated upstream against the Jacobite left flank. On the other hand, Count Solms, the commander of the Dutch Guards and general of the infantry, advocated committing everything to a full frontal assault at Oldbridge. William opted for a compromise: the main assault would be at Oldbridge but a flanking attack upstream by approximately a third of the army would precede it – and this strategy won the day. Equally, it is valid to argue that the two Kings were not the crucial factor in the outcome of the wars. After all, the Battle of Aughrim, the biggest battle in the conflict, ultimately decided the outcome, a battle at which neither James nor William was present. Candidates could also argue that the fact that the war continued for another year after the Battle of the Boyne suggests that the actions of the two Kings were not decisive in determining the overall outcome, but it is equally valid to argue that the Boyne ensured that a Williamite victory was now only a matter of time and that was largely due to William's meticulous planning and single-minded determination. Answers at this level will

be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and use of specialist vocabulary.

**AO2(b): Interpretations:**

Answers will provide a good analysis and evaluation of contemporary **and** later interpretations of this subject.

**Contemporary interpretations** could include, for example, the views of military and civil officers and of local residents, as well as the observations of the principal figures themselves.

**Historians' interpretations** could include, for example, the views of biographers of the two principal figures, as well as those who place the events in Ireland in a wider European context. [35]

**Option 2**

AVAILABLE  
MARKS

35

70

## OPTION 3: IRELAND 1775–1800

Answer question 1 and either question 2(a) or 2(b)

- 1 (a) Consult all the sources and your knowledge of this period. Which of the sources would an historian value most as evidence in a study of the Constitution of 1782?

**This question targets AO2(a):** the candidate's ability, as part of an historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination.

**Level 1 ([0]–[3])**

Answers will paraphrase the content of each source and make assertions that are not fully supported. For example, there may be some reference to the rivalry between Flood and Grattan, but any argument will lack substance and development.

**Level 2 ([4]–[7])**

Answers will comment on the utility of the sources, using the content more fully. Source 1 is valuable because it is by one of the champions of the Patriot cause, who is giving his unqualified verdict on the victory that has been won. The author of Source 2, Henry Flood, is an equally high-profile figure in the Patriot movement, who is challenging Grattan's interpretation of the political concessions granted by the British government. Source 3's value is arguably its perceived objectivity and advantage of hindsight.

**Level 3 ([8]–[11])**

Answers will present a more sustained assessment of the value of each source and reach a credible conclusion. Answers at this level will note that Grattan is speaking before any details of the "Constitution" are known. He is anticipating fundamental change, but the source cannot substantiate this. Source 2, by Henry Flood, Patriot MP and Volunteer officer, has more detail on the Constitution. The principal reforms were introduced in May 1782, but even here the focus is narrow, concentrating on the issue of the repeal of the Declaratory Act. Source 3 picks up on this theme and observes that the Constitution, for all Grattan's claims in Source 1, required early amendment, in the form of the Renunciation Act, passed by the British Parliament in 1783.

**Level 4 ([12]–[15])**

Answers will use a wide range of criteria to assess utility, commenting on the significance of the information provided, authorship, motive, viewpoint, audience and date. Contextual knowledge will be introduced to enhance the answer. Answers may argue that in fact none of the sources mention the full range of reforms which in totality were characterised as the Constitution of 1782, such as the amendment to Poyning's Law, the granting of security of tenure to the

Irish judiciary on the same terms as those of their counterparts in England, and the replacement of the Perpetual Mutiny Act by a Biennial Mutiny Act. Nonetheless, all the sources indicate what a major event the Constitution of 1782 was. In Source 1, Grattan is confident that it marks Ireland's birth, or rebirth, as a nation, even drawing a comparison with developments in America. The principal value of Sources 2 and 3 is that they point to the flawed, and ultimately divisive, nature of the Constitution. More able candidates might argue that, even with the passing of the Renunciation Act, the impact of so-called "legislative independence" was more apparent than real. At this level, candidates would be expected to make a judgement, and while Source 2 has the most substance in relation to the question, this does not preclude an alternative assessment. [15]

- (b) Use all the sources and other evidence you have studied.** How far do the sources support the view that the main consequence of the Constitution of 1782 was the political divisions it caused in Ireland?

**This question targets AO2(a) and AO1(b):** the candidate's ability, as part of an historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination **AO2(a)** and the candidate's ability to demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)**.

**Level 1 ([0]–[3]) AO2(a), ([0]–[3]) AO1(b)**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement **AO1(b)**. For example, reference might be made to general dissatisfaction with the Constitution, but the argument will lack depth. Answers may rely on paraphrasing the sources or provide a narrative of the subject with little reference to the sources **AO2(a)**.

**Level 2 ([4]–[5]) AO2(a), ([4]–[5]) AO1(b)**

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement **AO1(b)**. For example, Sources 2 and 3 clearly highlight that perceived flaws in the Constitution were soon exposed, firstly by Henry Flood (Source 2) and then by elements of the Volunteers (Source 3). This largely negative interpretation of the Constitution is clearly at odds with the speech of Henry Grattan (Source 1) who is anticipating a fundamental readjustment of the constitutional relationship between Ireland and Britain. Division is therefore apparent at an early stage between Grattan and Flood. **AO2(a)**.

**Level 3 ([6]–[7]) AO2(a), ([6]–[7]) AO1(b)**

Answers at this level will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement are developed and substantiated **AO1(b)**. For example, some appreciation of the role of the Volunteers is likely to be evident. The division that appeared in Patriot ranks was not confined to the high-profile figures of Grattan and Flood, but reflected also a desire on the part of some to dispense with their “extra-parliamentary” pressure group, the Volunteers, whom they felt had served their purpose, an attitude not shared by other MPs (such as Flood) who had a stronger attachment to the Volunteer movement. The answers will address the sources. Implicit in Grattan’s address to the Irish House of Commons (Source 1) is that the imminent reforms are the answer to all of Ireland’s prayers. The rebuff from Flood (Source 2) is motivated not simply by a desire to correct a flaw in the new political structure, but also by personal political ambition, which can be supported by Source 3. Source 3 helps to widen the context of the clash between Grattan and Flood by referring to the desire on the part of the Volunteers to maintain political agitation and therefore find fault with the Constitution of 1782 **AO2(a)**.

**Level 4 ([8]–[10]) AO2(a), ([8]–[10]) AO1(b)**

Answers at this level will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated **AO1(b)**. For example, more able candidates might argue that the Constitution of 1782 did indeed divide the political nation not so much because of what it did, but rather because of what it failed to do. Aside from the issue of renunciation, which ultimately had little impact on the operation of legislative independence, the reforms of May 1782 raised a number of challenging, indeed critical, issues. One of these – that British control of Irish political affairs remained as secure as ever, due to the unaltered role of the Lord Lieutenant and Irish executive – would become apparent in time. The other issues – those of reform of the Irish Parliament and the question of Catholic emancipation – were evident omissions from the Constitution, and resulted in ongoing political debate and division. Better candidates, however, will take a more balanced approach to the proposition. While acknowledging that political division was an important consequence of the 1782 Constitution, it can be argued that there were many who were perfectly satisfied with the political settlement, and that thanks to Irish legislative independence (coupled with Free Trade secure in 1779), Ireland entered a period of modest economic and commercial development in the 1780s. Answers will interpret and evaluate the sources fully in relation to their historical context. For example, Grattan and Flood, in Sources 1 and 2, are representative of the immediate division that emerged over the Constitution at its inception. They also to an extent represent the two wings of the reform movement which soon found themselves at variance, i.e. the Patriots (Grattan) and the Volunteers (Flood). Source 3, for its part, points to the wider and longer-term issues that continued to trouble Irish politics **AO2(a)**. [20]

- 2 (a) “The ideas of Molyneux, Swift and the Patriots were primarily responsible for the rise of the Volunteers.” How far would you accept this verdict? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

**This question targets AO1(b) and AO2(b):** the candidate’s ability to demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)** and the candidate’s ability to analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways **AO2(b)**.

**Level 1 ([0]–[5]) AO1(b) Knowledge, ([0]–[3]) AO2(b) Interpretations**

**AO1(b): Knowledge:**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers at this level may be inaccurate or demonstrate superficial understanding. For example, there may be a general reference to the ideas of Molyneux, Swift and the Patriots in explaining the rise of the Volunteers. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**AO2(b): Interpretations:**

There will be little or no awareness of either contemporary **or** later interpretations of this subject. For example, there may be reference to the ideas of Molyneux or Swift.

**Level 2 ([6]–[10]) AO1(b) Knowledge, ([4]–[7]) AO2(b) Interpretations**

**AO1(b): Knowledge:**

Answers at this level will select and deploy historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. The answer will have supporting evidence. For example, there may be some awareness of the ideas of Molyneux, Swift and the Patriots in providing some coherence for the Volunteer movement from 1778 onwards, and how indeed there is some overlap between Volunteers and Patriots. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate. There may be occasional defects in organisation and little specialist vocabulary.

**AO2(b): Interpretations:**

There will be some awareness of either contemporary **or** later interpretations of the subject but this will be limited and in need of further development. For example, there may be reference to the ideas of Molyneux and Swift.

**Level 3 ([11]–[15]) AO1(b) Knowledge, ([8]–[11]) AO2(b) Interpretations****AO1(b): Knowledge:**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. There will be an awareness of Molyneux, Swift and the Patriots as advocates of colonial nationalism, and in this sense they provide the rationale for the politicisation of the Volunteer movement. Arguably the seeds sown by these political philosophers bear fruit in the reforms which the Volunteers helped to achieve in the period 1779–1782. Answers may begin to focus on other factors which contributed to the rise of the Volunteers. For example, they may discuss the contemporary impact of the American Revolution, which inspired the colonial nationalist movement in Ireland to strive for and achieve Free Trade in 1779 and legislative independence in 1782. In both of these successful campaigns, the Volunteers played a significant role, and their rise cannot be divorced from events across the Atlantic. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**AO2(b): Interpretations:**

There will be a satisfactory analysis and evaluation of either contemporary **or** later interpretations of this subject **or** a partial evaluation of **both**.

**Contemporary interpretations** could include, for example, the opinions of Irish Patriot leaders, or the views expressed at various Volunteer conventions.

**Historians' interpretations** could include, for example, opinions on the rise of the Volunteers, with particular reference to the ideas of Swift and Molyneux.

**Level 4 ([16]–[20]) AO1(b) Knowledge, ([12]–[15]) AO2(b) Interpretations****AO1(b): Knowledge:**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will attempt in a

more definite and sustained way an assessment of the impact of Molyneux, Swift and the Patriots on the rise of the Volunteers. At this level, candidates would be expected to note that the initial rise of the Volunteers had nothing to do with politics, but was a response to the threat of invasion by France, an ally of the American revolutionaries, from 1778 onwards. The first Volunteer company was established in Belfast in March 1778 expressly for the purpose of defence, as the British authorities lacked both the manpower and necessary finance to secure Ireland due to the existing commitment of men and money to the fighting in America. In a remarkably short time, however, the Volunteers became politicised, and were effectively transformed into the extra-parliamentary wing of the Patriot movement, who saw themselves as the heirs of Swift and Molyneux. Better candidates might argue that the rise of the Volunteers was also a response to the depressed economic and commercial conditions in Ireland in this period, also linked to the American war. The debate about the perceived flaws in the Constitution of 1782 gave a new momentum to the political activities of the Volunteers. After 1782, there begins a passionate debate about the political rights of the Irish people, and whether these rights should be widened to include both Protestant Dissenters and Catholics. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and use of appropriate specialist vocabulary.

**AO2(b): Interpretations:**

Answers will provide a good analysis and evaluation of contemporary **and** later interpretations of this subject.

**Contemporary interpretations** could include, for example, more detailed reference to the ideas of Molyneux and Swift. Also, the Volunteer conventions and correspondence among leaders of both the Patriots and Volunteers could be included.

**Historians' interpretations** could include, for example, commentary on the emergence of more radical thought after 1782, including the issues of parliamentary reform and Catholic Emancipation. [35]

- (b) “The failure of the 1798 Rebellion was primarily due to the lack of adequate support from the French.” To what extent would you agree with this statement? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

**This question targets AO1(b) and AO2(b):** the candidate’s ability to demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b) and** the candidate’s ability to analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways **AO2(b)**.

**Level 1 ([0]–[5]) AO1(b) Knowledge, ([0]–[3]) AO2(b) Interpretations****AO1(b): Knowledge:**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers at this level may be inaccurate or demonstrate superficial understanding. For example, there may be reference to the fact that the French fleet did not arrive until August 1798, when most of the fighting was over. Meaning may not always be clear because of inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**AO2(b): Interpretations:**

There will be little or no awareness of either contemporary **or** later interpretations of this subject.

**Level 2 ([6]–[10]) AO1(b) Knowledge, ([4]–[7]) AO2(b) Interpretations****AO1(b): Knowledge:**

Answers at this level will select and deploy historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. The answer will have supporting evidence. For example, it might be noted that the abortive French expedition of 1796, which was forced to turn back from Bantry Bay due to storms, had raised expectations of French help, which did not materialise. Responses may include a vague reference to other factors in the failure of the 1798 Rebellion, such as the effective system of informers operated by the government. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling and punctuation or, at times, the style of writing will be inappropriate. There may be occasional flaws, with defects in organisation and little specialist vocabulary.

**AO2(b): Interpretations:**

There will be some awareness of either contemporary **or** later interpretations of the subject but this will be limited and in need of further development. For example, there may be reference to the opinions or comments of United Irish leaders.

**Level 3 ([11]–[15]) AO1(b) Knowledge, ([8]–[11]) AO2(b) Interpretations****AO1(b): Knowledge:**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers may focus on the state of the Rebellion at the point when the French landed in the

west. They may suggest that the French contribution in 1798 was not entirely unsuccessful. In fact, it would be reasonable to argue that, considering the relative success enjoyed by General Humbert and his modest force of 1100 men, a larger French force arriving earlier could have significantly affected the course of the 1798 Rebellion. Indeed, candidates may contend that the critical French failure occurred in 1796 or 1797 rather than 1798. However, candidates might also argue that the French intervention would have needed better coordination with the local risings to have been effective, and that, indeed, it was this lack of coordination that was a key factor in the failure of the risings in Wexford and in Antrim and Down. The sectarian nature of the rising in the south-east of Ireland, where, for example, civilian Protestants were massacred at Scullabogue, had a negative impact on the planned insurrection in the north, discouraging many United Irishmen from taking up arms. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**AO2(b): Interpretations:**

There will be a satisfactory analysis and evaluation of either contemporary **or** later interpretations of this subject **or** a partial evaluation of **both**.

**Contemporary interpretations** could include, for example, observations on the Rebellion by military and civilian officials.

**Historians' interpretations** could include, for example, reference to the uncoordinated nature of the Rebellion.

**Level 4 ([16]–[20]) AO1(b) Knowledge, ([12]–[15]) AO2(b) Interpretations**

**AO1(b): Knowledge:**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will attempt in a more definite and sustained way an assessment of the failure of the United Irish rising, weighing the proposition against a range of other factors that led to the defeat of the 1798 Rebellion. One such factor was the role of the British authorities. Having been alerted to the revolutionary threat by the abortive French expedition of 1796, and the failure of the French to strike in 1797, the Crown forces (assisted by the Yeomanry and Militia) ruthlessly disarmed the United Irishmen, as shown in particular by General Lake's pacification of Ulster. Coupled with a highly effective network of informers who penetrated the revolutionary movement, resulting in the arrest of the Leinster Directory of the United Irishmen on 12 March 1798, it could be argued that the fate of the planned insurrection was sealed before it had begun. When the rebellion was launched it lacked leadership and a

coordinated plan. A further factor was the strength of British naval forces, now alerted to the French danger. When two further French squadrons approached Donegal in September and October, they were repulsed by the Royal Navy. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and use of specialist vocabulary.

**AO2(b): Interpretations:**

Answers will provide a good analysis and evaluation of contemporary **and** later interpretations of this subject.

**Contemporary interpretations** could include, for example, the views of combatants on either or both sides of the conflict.

**Historians' interpretations** could include, for example, an assessment of France's overall contribution to the failure of the revolutionary cause in Ireland in this period.

[35]

**Option 3**

AVAILABLE  
MARKS

35

**70**

## OPTION 4: PARTITION OF IRELAND 1900–1925

Answer question 1 and either question 2(a) or 2(b)

- 1 (a) **Consult all the sources and your own knowledge of the period.** Which of the sources would an historian value most as evidence in a study of the problems facing the British Government during the Anglo-Irish War of 1919–1921?

**This question targets AO2(a):** the candidate's ability, as part of an historical enquiry, to analyse and evaluate a range of appropriate source material with discrimination.

**Level 1 ([0]–[3])**

Answers will paraphrase the content of each source and make assertions that are not fully supported.

**Level 2 ([4]–[7])**

Answers will comment on the utility of the sources, using the content more fully. Source 1 is valuable because it conveys a range of problems facing the British Government. Source 2 suggests that the government is under international pressure, while Source 3 reveals, in a retrospective way, the pressures which pushed the government towards making a truce offer to Republicans.

**Level 3 ([8]–[11])**

Answers will present a more sustained assessment of the value of each source, and reach a credible conclusion. Answers at this level will examine the authorship and content more closely. The authorship of Source 1 enhances its value, coming from a leading member of the cabinet, who was clearly well informed about the difficulties which the government faced. Its content, too, is quite informative, cataloguing the extent of Republican violence both in terms of property and civilian and military casualties. Source 2 also benefits from its authorship, as it represents a section, albeit indeterminate, of American opinion about the conduct of the Anglo-Irish War. Interestingly, while Sources 1 and 2 come from divergent standpoints, they both agree that this conflict is highly destructive. Source 3 provides the wider perspective from a historian. Rees intertwines the political and military pressures on the British Government to move towards the truce in July 1921. For the British, the key factor was the hostility of public opinion in England.

**Level 4 ([12]–[15])**

Answers will use a wide range of criteria to assess utility, commenting on the significance of the information provided, authorship, motive, viewpoint, audience and date. Contextual knowledge will be introduced to enhance the answer. Curzon's speech is remarkable for its frankness, for while he was clearly condemning Republicans for their "rebellion", his wide-ranging account of their activities bore testimony to the effectiveness of their campaign. Good answers may

remark that Curzon's comment about never excusing "the faults" of Crown forces shows his awareness of – and perhaps disdain for – the policy of reprisals employed by the Black and Tans and the Auxiliaries. Source 2 gives an indication of the impact of the response of Crown forces to Republican activity, as the American Commission links all aspects of "terror" in Ireland solely to the policy of the British government. Good answers may challenge the value of source 2 on its obvious partisanship, and view with suspicion the composition of the Commission and the nature of its evidence. However, good answers will be aware that Source 2 echoed the chorus of critical public opinion in Britain itself. Source 3 skilfully links the various overlapping pressures on the British Government. Good answers will observe the significance of the timing of the truce offer: by July 1921 the imposition of Crown Colony government outside Ulster meant an escalation of an unpopular war, with consequences for the morale and discipline of Crown forces. [15]

- (b) **Use all the sources and other evidence you have studied.** How far do the sources support the view that the truce of July 1921 was due to political pressure on the British Government?

**This question targets AO2(a) and AO1(b):** the candidate's ability, as part of an historical inquiry, to analyse and evaluate a range of appropriate source material with discrimination **AO2(a)** and the candidate's ability to demonstrate understanding of the past through explanation and analysis and arriving at substantiated judgements **AO1(b)**.

**Level 1 ([0]–[3]) AO2(a), ([0]–[3]) AO1(b)**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. **AO1(b)**. For example, Sources 1 and 2 deal with a range of problems which the government faced. Source 3 mentions some of the pressures on Republicans to accept a truce. Answers may rely on paraphrasing the sources or provide a narrative of the subject with little reference to the sources **AO2(a)**.

**Level 2 ([4]–[5]) AO2(a), ([4]–[5]) AO1(b)**

Answers at this level will recall, select and deploy historical knowledge with greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement **AO1(b)**. For example, Source 1 deals with the military pressures which the government faced, while Source 2 presents a political angle. Source 3 reveals the relationship between the military and political pressures which brought about the truce **AO2(a)**.

**Level 3 ([6]–[7]) AO2(a), ([6]–[7]) AO1(b)**

Answers at this level will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement are developed and substantiated **AO1(b)**. For example, answers will address the sources in more detail, and perhaps confine their analysis to concurring with the proposition. Source 1 provides plenty of detail about military pressures on the government: hundreds of casualties, damage to property on a vast scale and a rebellion which has partly succeeded in its objective of “paralysing” the British government in Ireland. Source 2 is an example of the hostile public opinion which the British faced, and which Rees referred to in Source 3. The American Commission is scathing in its condemnation of the British military response, using the word “terror” *three times*. Source 3 differs markedly from the others, as Rees addresses the military and political pressures which compelled *both sides* to agree to a truce **AO2(a)**.

**Level 4 ([8]–[10]) AO2(a), ([8]–[10]) AO1(b).**

Answers at this level will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated **AO1(b)**. Good answers will place the content of Source 1 in its proper context. By October 1920, British rule was undermined in the south and west of Ireland; hundreds of policemen and magistrates had resigned; tax offices had been destroyed, thereby ending the collection of taxation; disruption to deliveries by mail train saw the introduction of aeroplanes to deliver the normal mail service. Terence MacSwiney was close to death on hunger strike in Brixton prison at the time of Curzon’s speech. The Black and Tans and the Auxiliaries had arrived in March and April 1920. Source 2, for all its flaws, reveals that a section of American opinion was hostile towards Britain at a time when both countries were close allies in the post-war climate of Versailles and the League of Nations. Many serious newspapers, such as the *Times*, challenged government policy, as did members of the Labour Party and in private, the King. Boyce refers to the “English conscience” being antagonised by reports of reprisals perpetrated by the forces of the Crown. Source 3 was considering all of the pressures which brought about that truce. For the British, political considerations were prominent; for Republicans, it was military. Collins’ subsequent admission to Hamar Greenwood that the IRA could hold out for only three weeks was well founded, as arms, ammunition and manpower shortages were taking their toll. In December 1920, the British government had privately offered Republicans a truce – instantly rejected – which involved the transfer of weaponry as a precondition to a cessation. The July 1921 offer was free of such conditions, making any refusal on the part of Republicans most unwise.

*Therefore, all three sources reveal the political and military pressures on both the British and Republicans.* Answers will interpret and evaluate the sources fully in relation to their historical context. [20]

35

- 2 (a) “The Conservative Party under Bonar Law deserves the blame for the crisis over the Third Home Rule Bill in the period up to September 1914”. How far would you accept this verdict? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

**This question targets AO1(b) and AO2(b):** the candidate’s ability to demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements **AO1(b)** and the candidate’s ability to analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways **AO2(b)**.

**Level 1 ([0]–[5]) AO1(b) Knowledge, ([0]–[3]) AO2(b) interpretations**

**AO1(b): Knowledge:**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made from the response.

**AO2(b): Interpretations:**

There will be little or no awareness of either contemporary **or** later interpretations of this subject.

**Level 2 ([6]–[10]) AO1(b) Knowledge, ([4]–[7]) AO2(b) Interpretations**

**AO1(b): Knowledge:**

Answers at this level will select and deploy historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. The answer will have supporting evidence. For example, there may be a limited focus on either the Conservative Party generally or some comment about Bonar Law. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling, punctuation or grammar, at times, the style of writing will be inappropriate. There may be occasional defects in organisation and little specialist vocabulary.

**AO2(b): Interpretations:**

There will be some awareness of **either** contemporary **or** later interpretations of the subject but this will be limited and in need of further development. For example, there may be some contemporary opinion from one of the leading figures in the Conservative Party.

### Level 3 ([11]–[15]) AO1(b) Knowledge, ([8]–[11]) AO2(b) interpretations

#### AO1(b): Knowledge:

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers may focus on the role played in the crisis by the Conservative Party and Bonar Law, as well as making some assessment of the responsibility of other parties, such as the Liberals. The Conservatives under Bonar Law deserve criticism for their role in the introduction of what was known as a “New Style” into the heated political atmosphere of the period 1911–1914. This “New Style” took the form of verbal menace, military disaffection and pressure on the King to intervene. The Conservatives were motivated by other factors than their traditional contempt for Home Rule. The Party was split over the contentious issue of tariff reform, which had contributed to their resounding defeat in the general election of 1906. Their mood and temper was further aggravated by more general election defeats in January and December 1910. The Liberals also bear some responsibility for the crisis over Home Rule. For example, for a Party traditionally associated with the issue of Home Rule for Ireland, the government of Asquith seemed to display a rather lack-lustre approach in preparing the Third Home Rule Bill of 1912. While the Bill was being prepared and drafted, the cabinet failed to consider the implications of Ulster Unionist opposition. Yet such hostility had already been clearly apparent during the occasion of the previous two Home Rule Bills of 1886 and 1893. Asquith allowed himself to be swayed by the assurances of John Redmond that Ulster resistance to the Home Rule Bill was a bluff. Again, the lessons of the previous two Bills were ignored. As a consequence, Asquith adopted an optimistic tone about the prospects of Home Rule during his public declarations on the subject. It may be pointed out, by way of mitigation for the behaviour of the Liberals, that they were confronted by other pressing issues during this time. For example, there was industrial action which was at times violent. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

#### AO2(b): Interpretations:

There will be a satisfactory analysis and evaluation of **either** contemporary **or** later interpretations of this subject or a partial evaluation of **both**.

**Contemporary interpretations** could include, for example, the views of some of the leaders of the Liberals and Conservatives.

**Historians’ interpretations** could include, for example, opinions on the role played by Bonar Law and the Conservatives, who had pledged to wreck the Home Rule Bill completely, or views on Asquith and the Liberals.

**Level 4 (16)–[20] AO1(b) Knowledge, ([12]–[15]) AO2(b) interpretations.**

**AO1(b): Knowledge:**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will attempt in a more definite and sustained way an assessment of the role played by Bonar Law and Conservatives, as well as focusing on other political groupings involved, such as the Ulster and Southern Unionists, and the Irish Party led by John Redmond. *One structure of approach is given below, with some examples of supporting evidence:*

Bonar Law and the Conservatives do deserve some of the blame for the crisis over the Home Rule Bill. For example: The Conservatives under Bonar Law were rightly associated with the “New Style” of politics during this period. The political atmosphere was already tense and unpleasant by the time Bonar Law replaced Balfour as leader of the party. Law was determined to push the boundaries of constitutional politics to the limit in the period 1911–1914 in order to prevent Home Rule. By the summer of 1914, the words and actions of the Conservatives, along with their Ulster and Southern Unionist allies, had brought Britain to the brink of civil war. Answers may refer to speeches made by Law such as that at Blenheim Palace in July 1912, when he threatened the use of force to wreck Home Rule. The actions of the Conservatives under Bonar Law laid them open to the charge that they had undermined constitutional politics, bringing Britain to the edge of civil war by August 1914.

**Good answers will focus on the role played by the Prime Minister, Asquith, and the Liberal Government. Since the Liberals were in power, responsibility for resolving the crisis lay mainly with them, as those who are in government have the greatest opportunity to take the initiative. Asquith and the Liberals bear responsibility for the Home Rule crisis in several ways.**

Throughout the drafting of the bill, the cabinet made no special provision for any violence or acts of resistance from the Ulster Unionists. Political resistance to the Bill did not prompt any special action or preparation on the part of the government. The Liberals failed to devise any coherent strategy to deal with the exclusion of Ulster. For example, should exclusion be temporary or permanent? The Chief Secretary for Ireland, Birrell, was overburdened and needed help. Churchill and Lloyd George voiced concerns about the crisis, yet no action was taken. Instead, the government merely reacted to events, such as the Curragh Mutiny of March 1914. Government weakness was also highlighted at the Buckingham Palace Conference of July 1914. It could be argued that the outbreak of the First World War “saved” Asquith’s government from the consequences of its shortcomings during the Home Rule crisis.

**Answers may reflect on other factors which impacted on the nature of the crisis over Home Rule.** For example: Home Rule for Ireland had been a complex issue, as indicated in 1886 and 1893. Additionally, the Liberals had to deal with other complex and quite distracting problems, such as the activities of the suffragettes, and the impending international crisis and rivalry with Germany. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar, the style of writing will be most appropriate; there is very good organisation and use of appropriate specialist vocabulary.

**Interpretations:**

Answers will provide a good analysis and evaluation of contemporary and later interpretations of this subject.

**Contemporary interpretations** could include, for example, comment from any of the leaders of the main political groups involved in the Home Rule crisis.

**Historical interpretations** could include, for example, historians' opinions on the role and attitude of the Conservatives and the Liberals.

[35]

- (b) "Weaknesses in the leadership of John Redmond after 1914 explain the decline of the Irish Parliamentary Party by December 1918". How far would you agree with this statement? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

**This question targets AO1(b) and AO2(b):** the candidate's ability to demonstrate understanding of the past through explanation and analysis and arriving at substantiated judgements **AO1(b)** and the candidate's ability to analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways **AO2(b)**.

**Level 1 ([0]–[5]) AO1(b) Knowledge, ([0]–[3]) AO2(b) Interpretations**

**Knowledge:**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers at this level may be inaccurate or demonstrate superficial understanding. For example, there may be comment that Redmond made mistakes such as pledging Irish support for the war effort without sufficient guarantee of Home Rule. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**Interpretations:**

There will be little or no awareness of either contemporary or later interpretations.

**Level 2 ([6]–[10]) AO1(b) Knowledge, ([4]–[7]) AO2(b) Interpretations****Knowledge:**

Answers at this level will select and deploy historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. The answer will have supporting evidence. For example, there may be a limited focus on the decline of the Irish Party, with some comment about the impact of the First World War, and Redmond's lack of judgement at the Lloyd George talks of July 1916.

**Interpretations:**

There will be some awareness of **either** contemporary or later interpretations of this subject but this will be limited and in need of further development. For example, there may be some contemporary opinion about the leadership of Redmond.

**Level 3 ([11]–[15]) AO1(b) Knowledge, ([8]–[11]) AO2(b) Interpretations****Knowledge:**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers may concentrate on a narrow range of issues, providing a more detailed yet incomplete account of **Redmond's role** in the decline of the Irish Party. For example, his wholehearted endorsement of the war effort in his famous Woodenbridge speech of September 1914 tied the Irish Party to an unpopular war that was to continue for longer than he anticipated, resulting in many thousands of unforeseen casualties. Redmond's refusal to join the wartime coalition government, established in May 1915, meant that he was unable to have any direct influence on the decisions of government over Irish affairs. It can be argued that Redmond was the **victim of circumstances** beyond his control. The war continued much longer than anticipated, and, as the casualty lists became more pronounced, so too did the association of the Irish Party with the war effort. Yet, in extenuation, Redmond's exhortation to nationalists to "fight where the firing line extends" was precisely the kind of response which one would have expected from a constitutional nationalist loyal to the Crown and Empire. So long as the war continued, there would be no concession of Home Rule. **Government policies** after 1914 impacted adversely on the fortunes of the Irish Party. For example, Kitchener at the War Office refused to acknowledge the recruitment of nationalists to the British Army. **Sinn Féin** deserves credit for maximising the favourable circumstances in

the period after the Easter rising. The Sinn Féin convention of October 1917 suppressed internal differences, both ideological and tactical, and devised a manifesto vague enough to attract support and ambiguous enough to embrace all those disillusioned with the Irish Party. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**Interpretations:**

There will be a satisfactory analysis and evaluation of either contemporary **or** later interpretations of this subject **or** a partial evaluation of **both**.

**Contemporary interpretations** could include comments from Redmond or his deputy, John Dillon.

**Historians' interpretations** could include assessments about Redmond's responsibility for the decline of his party, or opinions on other factors, such as the impact of the First World War.

**Level 4 ([16]–[20]) AO1(b) Knowledge, ([12]–[15]) AO2(b) Interpretations**

**Knowledge:**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. **Redmond's mistakes after 1914** did contribute to the decline of the Irish Party in several ways. Later opinion is divided over the question of Redmond's refusal to join the wartime coalition in May 1915. His acceptance of partition during the Lloyd George talks in the summer of 1916 fatally damaged his party, alienating the Catholic Church and handing the initiative to a resurgent Sinn Féin in the months which followed. Redmond failed to provide any sense of leadership or direction for his party from 1917 to the time of his death in March 1918.

**Other factors impacted on the decline of the Irish Party.**

**For example:**

**Misfortune** undermined the Irish Party. The continuation of the war meant an indeterminate postponement of Home Rule. The formation of the wartime coalition government in May 1915 politically weakened Redmond's influence at Westminster. The damage to the offices of the *Freeman's Journal* at Easter 1916 denied the party the opportunity to assert its voice during the ever-changing political scene up to 1918.

**The fortunes of Redmond's party were also determined by government policies after 1914.** Government coercion after the Easter Rising antagonised nationalists. The imposition of martial law, the German plot and conscription crisis transformed nationalist opinion which looked in other directions for political leadership.

**Sinn Féin skilfully exploited the opportunities that came its way after 1916 in order to promote its own political fortunes and contribute to the decline of the Irish Party.** Sinn Féin led the anti-conscription campaign, contested by-elections and won over the doubts of the Catholic hierarchy by asserting the credentials of a legitimate political party. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar, the style of writing is most appropriate; there is very good organisation and use of appropriate specialist vocabulary.

**Interpretations:**

Answers will provide a good analysis and evaluation of contemporary **and** later interpretations of this subject.

**Contemporary interpretations** could include, for example, opinions from Redmond and his colleagues about the impact of key events on their party's fortunes, or the views of members of the Catholic Church.

**Historians' interpretations** could include, for example, opinions about the significance of key events, such as the Lloyd George talks, the German plot and the conscription crisis. [35]

**Option 4**

**Total**

35

70

70