



**ADVANCED
General Certificate of Education
2015**

History

Assessment Unit A2 2

[AH221]

WEDNESDAY 20 MAY, AFTERNOON

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.

Level	Assessment Objective 1a	Assessment Objective 1b	Assessment Objective 2
	Answers at this level will:	Answers at this level will:	Answers at this level will:
1	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.	display limited recognition of the possibility of debate surrounding an event or topic.
2	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.	attempt to explain different approaches to and interpretations of the event or topic. Evaluation may be limited.
3	contain appropriate examples with illustrative and supportive factual evidence and show understanding and an 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.	display an ability to present and evaluate different arguments for and against particular interpretations of an event or topic.
4	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.	display appropriate explanation, insightful interpretation and well-argued evaluation of particular interpretations of an event or topic.

Option 1: England 1570–1603**AVAILABLE MARKS**

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 relations between England and Spain in the period 1570–1603?

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. Source 1 describes the tensions in the Netherlands between the people of Flushing and Philip II. Source 2 mentions the work of English privateers. Source 3 highlights the important role the Netherlands played in relations between England and Spain.

Level 2 ([4]–[7])

Answers will comment on the value of the sources, using the content more fully. Source 1 is of value as it is a letter written from the Governor of Flushing to Queen Elizabeth I asking for her help in his struggle against the Duke of Alva. Source 2 is of value as it is written by the Venetian Ambassador, Giovanni Scaramelli, commenting on the actions of English privateers. Source 3 is of value as it is a retrospective view of relations between England and Spain. Mervyn highlights the important role the Netherlands played in relations between England and Spain. It makes reference to the role of New World exploration but suggests that the Netherlands was of great importance due to its economic relations with England.

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 discuss utility, not just for the information it provides, but also for the quality of the evidence – author, date and audience. Source 1 is of value as it is from the Governor of Flushing in the Netherlands. It was written in 1572 when the people felt they must defend themselves against the Duke of Alva's forces. They show concern for their town, and neighbouring towns, and feel it necessary to defend themselves against Alva. They beg Elizabeth for assistance. Source 2 is of value as it is written by the Venetian ambassador at the Royal Court. He is reporting back to the Venetian Government about events in England. It is written near the end of her reign in 1603. He describes the work of the privateers and their relationship with some of Elizabeth's ministers. Source 3 is of value as it is a retrospective view of relations between England and Spain. It makes reference to New World exploration; it suggests that the Netherlands had a very significant role to play in relations between England and Spain due to its economic significance and strategic importance. It suggests that England was vulnerable due to Spain's proximity across the Channel. It also suggests that relations were strained due to the reliance on the cloth market.

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. Source 1 is written in 1572 when rebellion against the Spanish has broken out in the Netherlands. As a fellow Protestant, the Governor of Flushing is appealing to Queen Elizabeth for aid from England. The letter suggests that the people of Flushing are acting in defence against Alva. Elizabeth, in 1572, is reluctant to offer aid to the rebels. As a monarch she cannot justify aiding rebels against their natural King. It is worth noting that many in her Privy Council disagreed with this and believed that aid should be delivered to a Protestant nation with which England had trade links. In 1572 Elizabeth still wanted to maintain good relations with Spain and therefore, although she allowed help to be given to the rebel forces, this was not officially sanctioned. Source 2 is written by a foreign commentator at the end of Elizabeth's reign. The war with Spain continues and peace was not achieved until 1604. English privateers and pirates caused Spain much distress. They raided Spanish ships and, although Elizabeth did not sanction their actions, she used the booty to strengthen the English economy. This was a key feature throughout her reign. This source is useful because it was written later in the reign and not at the height of tension between England and Spain. Source 3 is of value as it mentions a variety of factors which influenced relations between England and Spain. During the 16th century Spain believed that it held the monopoly on New World trade. As Elizabeth's reign progressed, many Englishmen sought their fortune in the New World and this greatly antagonised Philip II, and was another factor in the breakdown of relations between England and Spain. The Netherlands was of great economic importance to both countries due to the cloth trade. This would be a factor in shaping Anglo-Spanish relations and eventually lead to war. Elizabeth was reluctant to support the rebels in the Netherlands but she was also aware of its importance for the survival of the English economy. In 1584 Spain signed the Treaty of Joinville with France. This not only threatened the English economy but also national security. In response, Elizabeth signed the Treaty of Nonsuch with the Dutch rebels in 1585. This was to alter relations between England and Spain and lead to a declaration of war in 1588. At this level candidates are expected to nominate a particular source as the most valuable and there is scope for them to make a good case for any of the sources.

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(b) **Use all the sources and other evidence you have studied.** How far do the sources support the view that the Netherlands was the most important cause of the deterioration in the relations between England and Spain between 1570 and 1603?

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

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limited understanding, explanation, analysis and judgement **AO1(b)**. For example, the answer may give a general description of the relationship between the Netherlands and England but it will say little about how this affected England and Spain. Answers may rely on paraphrasing the sources or provide a narrative of the subject with little reference to the sources **AO2(a)**.

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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, Source 1 suggests that the people of the Netherlands are seeking help from Elizabeth I against Philip II. Source 2 does not mention the Netherlands directly but mentions the activities of English privateers. Source 3 suggests that the Netherlands played a significant role in relations between England and Spain.

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, Source 1 supports the view that the Netherlands was an important influence on Anglo-Spanish relations. This letter was a direct plea to Elizabeth from the Governor in Flushing. The people are under threat from Alva's forces and feel the need to defend themselves. They beg Elizabeth I to lend them money for the preservation of their town. Source 2 suggests that there was tension between England and Spain due to activities of English pirates. The English economy was weak and could not afford exploration into the New World. Elizabeth and her ministers allowed privateers to attack Spanish ships and used the booty to strengthen the English economy. Therefore, this source suggests that the actions of privateers played a role in the deterioration of relations between England and Spain. Source 3 also supports the view that the Netherlands played a vital role in relations between England and Spain due to its economic and geographical importance. It suggests that Elizabeth was concerned with national security as Spanish troops were only across the channel **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, all of the sources suggest that the Netherlands was in some way responsible for relations between England and Spain. At this time rebels within the Netherlands were attempting to defend their rights against Spanish rule. The Netherlands was vital to both the Spanish and English economies as both countries relied heavily on the Dutch cloth trade. The Netherlands also played a role in Anglo-Spanish relations as it was a Protestant nation which looked to Elizabeth for protection. Many in Elizabeth's Court were in favour of intervention due to religious considerations. Answers will interpret and evaluate the sources fully in relation to their historical context. For example, Source 1 comments on the significant role the Netherlands played in Anglo-Spanish relations. The Governor of Flushing begs Elizabeth to provide money to help defend his town. In 1572 Elizabeth was still reluctant to become involved in another monarch's problems. However, her Council

urged her to support the rebels and perhaps this is why they wrote to her. They are under the leadership of William of Orange and it is after his assassination in 1584 that she becomes directly involved in matters in the Netherlands. Source 2 does not directly mention the Netherlands but it does refer to the weaknesses of the English economy. The Queen had few ships for New World exploration and this weakened the economy. She allowed ministers, and indeed England, to profit from the activities of privateers. This increased the tension between England and Spain as they attacked Spanish ships and were not sanctioned for this. Source 3 agrees that the Netherlands played a very important role in relations between England and Spain. This was due to a variety of reasons. The Netherlands was crucial to the English economy. Spanish involvement in the channel threatened English security and Elizabeth, as a Protestant, felt threatened by Catholic nations. This was confirmed by the Treaty of Joinville in 1584. After this Elizabeth signed an agreement to support the Dutch rebels which, in turn, led to the launching of the Spanish Armada. Source 3 also mentions other factors which affected Anglo-Spanish relations; the New World was also an area of conflict, as was the movement of English explorers **AO2(a)**.

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2 (a) “The effectiveness of Elizabeth I’s government of England in the period 1570–1603 depended solely on the loyalty of her advisers at the Royal Court.” 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, 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, responses may give a narrative account of Elizabeth’s use of loyalty and favourites at Court. They may mention some favourites, such as Robert Dudley and William Cecil. 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. 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. Answers may provide a more detailed account of Elizabeth’s government and show how she demanded loyalty from her advisers. Because of this she used favourites to remain in control. Answers will be characterised by narrative rather than analysis. Elizabeth selected her favourites to help her govern

and in return demanded loyalty from them. Answers may mention the role and effectiveness of William Cecil and Robert Dudley. As time progressed Elizabeth aged and her government weakened. She no longer commanded the respect and loyalty of her advisers in the Royal Court. William Cecil died and was replaced by his son, Robert Cecil. Dudley was also replaced by his step-son, the Earl of Essex. With this the political system was weakened. 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. 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 supported Elizabeth's political system. Traditional interpretation believed that she was a great ruler firmly in control.

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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 should observe that during the last years of Elizabeth I's reign the Royal Court became increasingly unstable. At Court the old favourites, Walsingham, Dudley and Cecil, died. They were replaced by a new generation who were more committed to self advancement than loyalty to Elizabeth. These included Hatton, Robert Cecil and the Earl of Essex. Answers may focus on the tension at Court between the Cecil and Essex factions. They may address the significance of the Essex rebellion which highlights that, due to a lack of loyalty to the Queen, Elizabeth lost control of her Royal Court. During her earlier days Elizabeth had been able to manage and control her Royal Court through loyalty, patronage and the use of factions but in the 1590s she lost control of it resulting in the execution of the Earl of Essex. This weakened the government. Answers may also address parliament and the increase in tension between Elizabeth I and her parliament. They may mention the Puritans within parliament and show how they were attempting to alter the Elizabethan religious settlement. Individuals put forward bills such as Strickland and Cope. They may also mention individual MPs such as Peter and Paul Wentworth. These individuals weakened Elizabeth's control by questioning the political system and demanding their rights and privileges to be addressed. As her reign progressed, parliament was characterised by conflict and not co-operation. 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, members of her Court and parliament and their opinion of Elizabeth I. They may mention the attitude of Essex. Historians' interpretations could include, for example, the traditional school of thought which believed that Elizabeth remained in control. Some later historians viewed the Essex rebellion as a sign of a flawed political system. 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.

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 effectiveness of Elizabeth I's government in England and the loyalty of her advisers at her Royal Court. The early years of Elizabeth's reign were dominated by her use of favourites and their loyalty towards her. She used this to control Court and parliament as well placing her men, such as Cecil and Walsingham, in parliament to ensure that she maintained control. However, with the use of favourites came opposition and an increase in faction fighting. Answers may mention the tension between the Cecil and Dudley factions. Elizabeth was able to use their loyalty towards her to ensure that this tension was kept to a minimum. As time progressed Cecil and Dudley became united on many policies. This was because their loyalty towards her brought them closer together. Her later years also witnessed faction fighting at Court which culminated in the execution of the Earl of Essex. This would suggest that she was not able to manage her government through loyalty. At Court the new favourites appeared to be driven by self-interest rather than loyalty to the Queen. The Essex rebellion highlights this. However, the rebellion was easily put down and few offered support for it. Once Essex was removed, the Court operated efficiently. Robert Cecil had learnt from his father. Although he was unpopular, he was efficient and able to organise the smooth succession of James I. Faction fighting was not unique to the last years of Elizabeth's reign and throughout she had always remained in control. The first half of her reign was dominated by fighting between the Cecil and Dudley factions. Throughout her reign Elizabeth remained in control of her Court. She always used tensions to increase her power which in turn created a strong political system. In parliament opposition was voiced particularly over the religious settlement and the rights and privileges of parliament. In spite of this Elizabeth remained firm; her religious settlement remained intact and her political system strong. Those Puritans who had voiced opposition became silent and worked with her settlement. Answers will provide a good analysis and evaluation of contemporary **and** later interpretations of this subject. Contemporary interpretations could include, for example, members of Elizabeth's Court, Privy Council and parliament. Answers may mention individuals, such as Wentworth, but may also refer to the majority of MPs who supported the Queen. They may express the opinions of a variety of favourites. Historian's interpretations could include, for example, the traditional opinion of a Puritan choir within the Commons. They may also mention revisionists who believed that the Elizabethan political system, although flawed, remained intact. 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.

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(b) "Puritans within Parliament posed a greater threat to Elizabeth I than Puritans within the Church of England between 1570–1603." To what extent 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

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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)**.

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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. Responses at this level may be inaccurate or demonstrate superficial understanding. For example, they will give a superficial account of Puritanism with little evaluation of the threat from the Puritans within the Church and those within parliament. 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. 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, inside the Church Elizabeth faced opposition from Archbishop Grindal and the conformists who were prepared to work within the Church of England but also hoped to reform it. In parliament Elizabeth faced opposition within the Commons from Puritans who wished to alter her religious settlement. Answers may mention the different forms of Puritanism within the Church and parliament but they will not analyse how significant a threat these groups posed to Elizabeth. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling and punctuation; at times, the style of writing will be inappropriate. There may be occasional flaws, with defects in organisation and little specialist vocabulary. 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, responses may mention that some members of the Church of England had Puritan sympathies or discuss the theory that a Puritan choir existed within the House of Commons.

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 threat posed by Grindal inside the Church of England. In the beginning he advised his ministers to work within the boundaries of the new church but, as time progressed, he became frustrated. This is demonstrated in his reluctance to prohibit prophesying. Elizabeth viewed this as a threat and suspended him from his position as Archbishop of Canterbury until his death. Within the House of Commons there were some MPs who held Puritan sympathies, including Cope and Wentworth. These MPs put forward bills which would alter the Church of England. Elizabeth viewed them as a very significant threat and on occasions sent them to the Tower of London. 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 Archbishop Grindal and the Wentworth brothers. Historians' interpretations could include, for example, the traditional view that the Puritans within the House of Commons were a significant threat. 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.

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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 whether Puritans within parliament or the Church of England posed a greater threat to Elizabeth. Within the church there was some Puritan opposition but the majority of clergy were willing to work with the Elizabethan Church. When Grindal died in 1583, he was replaced by Archbishop Whitgift, who was anti-Puritan and this ensured that conformity was strengthened. Elizabeth may not necessarily have viewed them as a threat to her religious settlement but she viewed their resistance as a threat to her control. Within parliament, some in the Commons wished to alter her settlement and make it more Protestant. Strickland, Cope, Field and others put forward legislation demanding reform. However, the majority in the Commons did not support these views. Indeed, it was the Commons which demanded their removal from the House. Elizabeth did face some opposition from the Commons but this was more to do with parliamentary privileges than religious reform. It is difficult to assess which group was a greater threat to Elizabeth. Neither group attracted much support and Elizabeth was always able to maintain her power. However, it could be noted that, although Elizabeth appeared to be in control of the Puritans, time shows that they were a force that would not go away and that Puritanism was here to stay. Answers will provide a good analysis and evaluation of contemporary **and** later interpretations of this subject. Contemporary interpretations could include, for example, individuals within the Commons such as Wentworth and Cope. It could also include the opinion of Elizabeth and her Council. Historians' interpretations could include, for example, the traditional view that Puritanism within the Commons forced Elizabeth to alter her Church Settlement and that they played a significant role not only within the Church but also at Court and within the House of Commons. Revisionist historians believe that since they were too divided they could not be a significant threat. Few were revolutionary. 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.

[35]

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Option 1

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Option 2: Ireland 1607–1691**AVAILABLE MARKS**

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. They may point out that each of the sources sheds light on the objectives of the Plantation of Ulster.

Level 2 ([4]–[7])

Answers will comment on the value of the sources, using the content more fully. Source 1 is valuable because it is a contemporary account by one of those involved in both the planning and execution of the Plantation. Likewise, Source 2 is another contemporary account by one of those involved in the colonisation process. Source 3 is also of value because it is written by an historian from an objective perspective.

Level 3 ([8]–[11])

Answers will present a more sustained assessment of each source in relation to its value, and reach a credible conclusion. Answers at this level will note that all three sources provide an insight into the Plantation from differing perspectives. Sir John Davies in Source 1 provides some detail on the rationale for the Plantation and the objectives the Crown hopes to achieve. Thomas Blenerhasset in Source 2 presents a similarly optimistic view of the prospects of the Plantation, but this source is perhaps a more deliberate attempt than Source 1 to "sell" the Plantation to prospective planters in England. Alan Ford in Source 3 might be cross-referenced with Source 1 in his general overview of the Plantation, but an important aspect of this source is, by contrast, its focus on one particular aspect of the Plantation, namely the establishment of the Protestant religion.

Level 4 ([12]–[15])

Answers will use a wide range of criteria to assess value, 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 a significant limitation of Sources 1 and 2 is their dates – both from the very early stages of the Plantation, 1612 and 1610 respectively. Furthermore, Source 2 is also limited by its motive – that of attracting British settlers to Ulster, thereby placing a question mark over its reliability. Contextual knowledge might be applied here to point out that, despite the efforts of those like Blenerhasset, there was a serious shortage of British – especially English – colonists to make the Plantation a success. In this respect, more able candidates might note that Source 1 is somewhat disingenuous in its reference to a "mixed plantation of British and Irish", when the original intention had been to remove all the Gaelic Irish.

from the land in question. Nonetheless, the first two sources have value in throwing light on the financial and commercial motives behind the Plantation. This could be developed by candidates applying contextual knowledge in relation to the economic development that accompanied the Plantation and the establishment of Presbyterianism by the significant Scottish settlement in Ulster. Ford in Source 3 is perhaps a more trustworthy guide to the Plantation than the other sources, because he is not writing as a supporter of the enterprise, as the authors of Sources 1 and 2 clearly were. However, it has quite a narrow focus and is concerned mainly with the religious aspect, though more able candidates could contextually develop the reference to the role played by the Church of Ireland in the Plantation. An example of this is the case of George Montgomery, Bishop of Raphoe, who was active in encouraging British settlement in Ulster. At this level, candidates would be expected to nominate a particular source as the most valuable, and there is much scope for candidates to make a strong case for any one of the sources. Both Source 1 and Source 2 give a view of the Plantation from people actively involved, but are also more concerned with the aspirations behind the enterprise than what it actually delivered in practice. Candidates might argue that Source 3 provides an objective summary of the Plantation, if one lacking in detail. [15]

(b) **Use all the sources and other evidence you have studied.** How far do the sources support the view that the main objective of the Plantation of Ulster was the replacement of Catholicism by Protestantism?

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 replacement of Catholicism by Protestantism, such as the share of land given to the Church of Ireland in the Plantation. 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 relating to the replacement of Catholicism by Protestantism **AO1(b)**. For example, all three sources make explicit reference to the establishment of Protestantism as a fundamental element in the Plantation scheme, suggesting that this is indeed part of the “civilising process” in which Britain is engaged in this part of Ireland **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

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are developed and substantiated **AO1(b)**. It could be argued that religious reformation – the replacement of Catholicism by Protestantism – was central to the ideological framework of the Plantation scheme. One of the criteria for the selection of undertakers and tenants was that they “be conformable in religion”. Each portion in the Plantation was designated a parish in the established Church, and provision for parochial land was incorporated into the scheme. In addition, each Plantation county – with the exception of County Londonderry, where the London companies had responsibility – was to have a royal school for the education of young men, some of whom, it was hoped, would later attend Trinity College Dublin to train as Protestant ministers. The university was also given a generous grant of land on the escheated lands in order to ensure its long-term economic viability. Answers will address the sources, noting, for example that the role of James I in promoting the spread of the Protestant Reformation is referred to in Source 3. Sources 1 and 2, by contemporaries with a stake in the Plantation, give a sense of the Plantation as a divinely appointed mission. However, all three sources also note that there was more to the Plantation than religion, with the promotion of economic development referred to in all three, as well as security factors (Source 1) and the natural richness of the land (Source 2) **AO2(a)**.

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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 in relation to the proposition that the Plantation was primarily about the replacement of Catholicism by Protestantism **AO1(b)**. For example, in addition to securing the place of the Church of Ireland in religious life – and in the Plantation city of Londonderry, St Columb’s Cathedral became the first purpose-built Protestant cathedral in Europe – the Plantation of Ulster also saw the establishment of Presbyterianism, due to the fact that Scottish settlement in Ulster soon outstripped English participation. The new settlers enthusiastically supported the religious programme incorporated into the Plantation scheme. Individual landlords built or restored churches at their own expense and provided for ministers to service them. The number of resident Protestant clergy in Ulster increased significantly in the early seventeenth century. Many came from Scotland, where they had been ordained as Presbyterian ministers in the Scottish Church. In Ireland, despite their Presbyterian background, they became ministers in the Church of Ireland. It was not until 1642 that a separate Presbyterian religious structure was formed in Ireland. Nonetheless, despite the importance of religion, better candidates will appreciate that the Plantation of Ulster had other objectives. For example, it aimed to prevent Ireland from being used by the Spanish as a possible staging base for an attack on Britain; it sought to establish peace and the rule of law in what had been the most rebellious part of Ireland; it promoted modern agricultural methods and commercial development with the building of towns, ports and roads, the London companies playing an important role in this regard; and it had the aim of anglicising society through the spread of the English language and culture. Answers will interpret and evaluate the sources fully in relation to their historical context. For example, Sir John Davies in Source 1 sees the Plantation continuing the work of the Protestant Reformation, which is implicitly linked to the other Plantation aims of economic, commercial and social development. Source 2

provides a similar balance between a Protestant mission and the creation of prosperity, while Source 3 makes the important point that the establishment of Protestantism in place of Catholicism complemented other elements of the Plantation. Better candidates might argue that in the view of James I and the Plantation managers (such as Davies in Source 1) and many of the settlers (such as Blenerhasset in Source 2), the spread of Protestantism across Ulster was not divorced from the other aims of the Plantation, but rather closely linked to them – by definition, a Protestant Ulster was a loyal, peaceful and prosperous Ulster **AO2(a)**. [20]

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2 (a) “The promotion of Catholics in the army was James II’s most important political misjudgement in the period 1685–1688.” 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

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 James II’s policy of promoting Catholics in the army. There will be little or no awareness of either contemporary **or** later interpretations of the subject. 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.

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

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 be noted that James II began to apply this policy from early in his reign, and in so doing, caused concern among the population in general, but Parliament in particular. 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, a view from a Member of Parliament might be deployed, while in terms of later interpretations, Lord Macaulay’s detailed study of the period may be used. 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.

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

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 promotion of

Catholics in the army in the context of James's use of the suspending and dispensing powers, which removed the legal barrier that had previously existed to the appointment and promotion of Catholics to both military and civil positions under the Crown. Candidates might argue that this was indeed a serious political misjudgement by the King, as he seemed to be undermining the established order that he had vowed to protect. Furthermore, candidates might well link the popular fear aroused by James's Catholicising policies in the army with a general apprehension of creeping absolutism engendered by the standing army the King had established at Hounslow Heath and Blackheath in the wake of the failed rebellions of Argyll and Monmouth in 1685. The discontent within the political establishment was illustrated in the mood of Parliament, where members in both Houses began to question James's actions and motives. This prompted the King to prorogue Parliament, and it never met again during his reign, which candidates might argue only compounded his initial political misjudgement in respect of the promotion of Catholics. There will be a satisfactory analysis and evaluation of either contemporary **or** later interpretations of this subject **or** a partial evaluation of **both**. Contemporary opinion might include the views of members of the Anglican hierarchy or other establishment figures, while later interpretations might be provided by the likes of Harris or Kishlansky. Candidates will also begin to weigh up the significance of the promotion of Catholics in the army as a policy misjudgement against the many other mistakes James II made in the period 1685–1688. For example, he made overt attempts to influence the election of the next Parliament, and in June 1688 brought to trial seven of the Church's leading bishops, led by the Archbishop of Canterbury, William Sancroft, on charges of seditious libel for refusing to read out in church the King's Second Declaration of Indulgence. 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.

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Level 4 ([16]–[20]) AO1(b) Knowledge, ([12]–[15]) AO2(b) Interpretations
 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 magnitude of James II's political misjudgement in relation to the promotion of Catholics in the army in the period 1685–1688. Here candidates might argue that what made this such a contentious issue was that it occurred at the same time as James's Lord Deputy in Ireland, Tyrconnell, was pursuing a similar policy there, but on a much greater scale and at a much faster rate. However, while the promotion of Catholics in the army, especially an army that now appeared to be a permanent fixture, alienated both the political establishment (Tory and Whig) and the general populace, better candidates might argue that the significance of this action was really due to the cumulative effect of James II's policies which had been building since 1685. Candidates might therefore choose to analyse James's Catholicising of the army in the context of a wider perceived assault on the status and privileges of the Church of England, as evidenced in his attempt to install Catholics in a number of Oxford colleges, most notably Anthony Farmer as President of Magdalen College in 1687. Broadly speaking, the actions of James had created a twin fear of absolutism and Catholic restoration. The fear of creeping absolutism was based on James's maintenance of a standing army since Monmouth's rebellion in

1685; the fact that he had not summoned Parliament since it was prorogued in November of that year; and his use of the suspending and dispensing powers to subvert the law of the kingdom (despite the legitimacy conferred on the King's policy by his victory in the *Godden v Hales* case in 1686). The fear of Catholic restoration was based not only on the Catholicising of the army but also the appointment of Catholics to senior civil positions, including the Privy Council; in addition the King issued two Declarations of Indulgence (in April 1687 and April 1688), which, while removing certain penal restrictions on all Nonconformists, were seen as an attempt to re-establish Catholicism, perhaps as the state religion. The fear of Catholic restoration was reinforced by the high-profile attempt to beat the Church of England into submission to the King's will in the trial of the Archbishop of Canterbury and six senior colleagues. Answers will provide a good analysis and evaluation of contemporary **and** later interpretations of this subject. Contemporary opinion might include that of the King himself, or of the man who had defied him on the question of the Second Declaration of Indulgence, Archbishop William Sancroft. A later and perhaps wider perspective on James's policy mistakes could be provided by Ashley or Vallance. There is much scope for candidates to argue in favour of the proposition or against it. 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. [35]

(b) "The Siege of Derry determined the outcome of the Williamite Wars." 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

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 successful defence of Derry. There will be little or no awareness of either contemporary **or** later interpretations of the subject. 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.

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

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 an appreciation that the Siege of Derry was the first major action in the Williamite Wars and, for that reason, carried special significance for both the victor and the vanquished. It might also be noted that James II invested much personal prestige in the

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matter by attending the action himself. 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 interpretation may take the form of a view from one of the defenders of the city, while in terms of later interpretation, reference might be made to Macrory. 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.

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

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 Siege of Derry and its significance in the Williamite Wars in greater detail. Derry was more than just an important garrison city in a strategic location – it had provided refuge for thousands of Protestants fearful of a repeat of the massacres of 1641 and was a symbol of the success of the Ulster Plantation, which had bestowed on the city the new name of Londonderry. The defenders and civilian population of Derry feared that a Jacobite victory in Ireland would lead to a reversal of the Plantation, and persecution at the hands of Tyrconnell, James's Lord Deputy in Ireland. For James, it was essential to secure Ireland and then use it to launch an invasion of mainland Britain, if he was to successfully reclaim his throne from William. Candidates could argue, therefore, that the stakes in the Siege were extremely high. There will be a satisfactory analysis and evaluation of either contemporary **or** later interpretations of this subject **or** a partial evaluation of **both**. The mood of the besieged might be gauged by reference to the views of the leaders in Londonderry, such as the Reverend George Walker. A later interpretation might be provided by Bardon or Beckett. Candidates will also begin to assess the importance of the Siege in comparison to the other principal engagements in the Williamite Wars, namely the battles of the Boyne and Aughrim, which were certainly bigger actions and which, in the case of the former, brought James and William into direct confrontation. 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.

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

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 whether the Siege of Derry determines the outcome of the Williamite Wars. In December 1688, Tyrconnell had ordered a Catholic regiment (Lord Antrim's Redshanks) to take over the garrison of Derry, replacing Mountjoy's regiment which had been sent to Dublin. Protestant fears of a repetition of the 1641 massacres appeared to be confirmed by a hoax letter, discovered in a street in Comber, Co. Down. On 7 December 1688, when the first companies of Redshanks had crossed the Foyle by ferry, a group of young apprentices took matters into their own hands by closing the gates of the city. By April 1689, only Londonderry and Enniskillen had yet to fall to the Jacobites. On 18 April, James II arrived at the city, apparently unaware that terms for surrender had already been discussed. Suspecting betrayal, the defenders opened

fire, killing one of the King's party. The 105-day siege had begun, but the besieging army had a shortage of artillery which would be needed for a full-scale assault on the city walls. The basic Jacobite strategy was to blockade the city until the defenders were forced to surrender. However, there were a number of encounters between the opposing forces during the siege. At the start of June, a wooden boom had been constructed across the Foyle to prevent ships arriving to relieve the city. Eventually, on 28 July 1689, the boom was broken by a naval assault and the Siege was raised. The first major engagement in the Williamite Wars had ended in a defeat for the Jacobite cause, one from which, candidates might argue, it never recovered. Answers will provide a good analysis and evaluation of contemporary **and** later interpretations of this subject. For example, contemporary interpretation might be drawn from one of the Jacobite commanders engaged in the Siege or a participant in one of the other major battles. Later interpretations of the Siege itself might include the views of McBride, while an overview of the Williamite campaign could be provided by Childs or Doherty. An argument in support of the proposition is likely to focus on the symbolic value of the victory for the Williamite cause, inspiring the later campaign that would be waged successfully in the battles of the Boyne and Aughrim. A possible counter-argument would be that these battles were much more important, evidenced by the numbers engaged and the losses sustained, especially by the Jacobites, and especially at Aughrim (some 7000 men). Arguably, the Battle of the Boyne carried more symbolic value because of the presence of the two kings – James II and William III – and the fact that James fled Ireland after the defeat, never to return. Candidates might also reasonably argue that for all its importance in terms of strategic location and the effect on the morale of both sides, the war continued for another two years after the Siege was over. Nonetheless, better candidates might argue that a Jacobite victory at Derry might well have resulted in a different outcome to the Williamite Wars in Ireland. At the very least, the time scale of the war would have been dramatically different. The fall of Derry would also almost certainly have meant the fall of Enniskillen and would have made a landing by William III in the north extremely problematical. 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.

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Option 2**70**

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Option 3: Ireland 1775–1800**AVAILABLE MARKS**

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 1798 Rebellion?

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. They may point out that the sources look at the 1798 Rebellion from different perspectives.

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 eyewitness account of an incident in the Rebellion. Source 2 is another contemporary account of the early stages of the Rebellion in the south of Ireland, showing the fear of the Protestant civilian population. Source 3 is also of value because it is written by an historian from an objective perspective.

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 both Sources 1 and 2 convey a strong sense of the fear and apprehension experienced by Protestants in the South of Ireland when the rising began. This is especially so in the case of Elizabeth Richards in Source 1, as she is closer to the fighting and in a much more vulnerable position than the author of Source 2. However, both these sources give an insight into the nature of the Rebellion in its early stages, albeit from a Protestant perspective. Candidates might draw out some cross-references between the first two sources, in that both are written by Protestant women and both focus on the sectarian nature of the conflict, specifically in County Wexford. A further link might then be made to Source 3, which notes the impact the anti-Protestant attacks had on the Presbyterian United Irishmen in Ulster. Kee also gives more detail on the Wexford rising, mentioning the Battle of Vinegar Hill and the massacre at Scullabogue, but the main advantage that this source has over the others is arguably its wider focus.

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. Responses may note that a significant shortcoming of the first two sources is their date. Both originate from the early stages of the Rebellion, which had begun just one week before both sources were written. However, a counterbalancing factor that adds value to the sources is that the focus of the early fighting was very much in the South, and especially County Wexford, referred to by Maria H. in Source 2, and the actual location of Elizabeth Richards in Source 1. The eruption of Wexford was a most

unexpected, as well as most unwelcome, development for Dublin Castle for the county had, by and large, escaped official scrutiny in the months and years before the Rebellion. The first significant defeat suffered by government forces in the Rebellion occurred at Oulart in County Wexford on 27 May when a detachment of over 100 men of the North Cork Militia were cut to pieces in an open engagement. As well as encouraging many to join the rising in Wexford, this victory also had the effect of re-igniting the Rebellion in those areas near Dublin where it had shown every sign of petering out, which explains the anxiety of Maria H. in Source 2. On 29 May the Wexford insurgents, gaining strength as they advanced, stormed and captured Enniscorthy, again referred to in Source 2. The next day the rebel army, by now possibly 15 000 strong, turned its attention to Wexford town. Plans to defend the county capital were given up on news of the destruction of the approaching relief column, and the town was abandoned by its defenders. Source 3 also makes mention of the United Irish campaign in Wexford, but widens the focus to note the turn of the tide in the fighting, with the significant British victory at Vinegar Hill on 21 June and the collapse of United Irish discipline evidenced in the massacre of over 100 Protestant civilians in Scullabogue. Kee also notes the impact that such sectarian outrages had on United Irish morale in the movement's Presbyterian heartland. However, like Sources 1 and 2, Source 3 does not cover the later stages of the Rebellion, in particular the landing of the French expedition in County Mayo. At this level, candidates would be expected to nominate a particular source as the most valuable, and there is indeed a case to be made for Source 3 because of its wider focus and perhaps also because of the objectivity of its author. The merits of Sources 1 and 2 are nonetheless not to be discounted, as their contemporary nature and proximity to the actual conflict provide an historian with a valuable insight into the plight of Protestant civilians in the South of Ireland when the United Irishmen threatened to sweep all before them. Better candidates might note the remarkable political sophistication of Source 2, in which the author accurately predicts that the Presbyterian United Irishmen in Ulster will not join a rising marked seemingly by an anti-Protestant pogrom in the South.

[15]

(b) Use all the sources and other evidence you have studied. How far do the sources support the view that the main reason for the failure of the 1798 Rebellion was the sectarian nature of the rising in the South of 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, there may be a general reference to the massacre of Protestants at Scullabogue in County Wexford. Answers may rely on paraphrasing the sources or provide a narrative of the subject with little reference to the sources **AO2(a)**.

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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 in relation to the sectarian nature of the rising in the south and its impact on the outcome of the overall Rebellion **AO1(b)**. For example, all three sources make explicit reference to the anti-Protestant nature of the early Rebellion, though in the case of the first two sources, a massacre of Protestants is a subject of fear and dread rather than fact, as the main outrages have still to occur **AO2(a)**.

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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, it could be argued that, once the United Irish campaign in the South began to lose momentum, and the early successes were followed by devastating defeats at New Ross, Arklow and Newtownbarry, but most critically at Vinegar Hill on 21 June, rebel discipline began to collapse in some places. After the defeat at New Ross, more than 100 loyalists were killed at a barn in Scullabogue; and after the disaster at Vinegar Hill, about 70 Protestant prisoners were piked to death on the bridge at Wexford town. Though government forces also acted with brutality at times, these sectarian attacks damaged the credibility of the principles of the United Irishmen, and certainly had a negative impact on the rising in Antrim and Down. Here, many Presbyterians were alienated from the movement by the massacre of their co-religionists in the south, with the result that the rising in Ulster was on a much lesser scale than had been anticipated. Antrim town was captured by the rebels on 7 June but held for only a few hours, while in County Down the United Irish forces were routed on 12–13 June, with the Crown forces losing only three dead and 30 wounded. Answers will address the sources, noting that, while Source 1 is focused more on fears of an anti-Protestant pogrom by the United Irishmen, Source 2 accurately predicts that “the North” will in effect not rally to the United Irish cause, which was indeed the case for many of what Maria H. refers to as “northern Presbyterians”. Source 3 gives more detail on this aspect of the Rebellion, noting that news of Scullabogue and other atrocities fatally undermined the Rebellion in Ulster. Kee, however, also alludes to the possibility that many United Irishmen in Ulster were already dubious about the movement, especially those who had previously been associated with sectarian Protestant groups such as the Peep o’ Day Boys, and some candidates may begin to explore other factors behind the failure of the 1798 Rebellion **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 in relation to the proposition that the main reason for the failure of the 1798 Rebellion was the sectarian nature of the rising in the South **AO1(b)**. The massacre of more than 100 Protestants at Scullabogue on 5 June, including women and children, and other sectarian attacks, would support the proposition. The perception that this was a Catholic rebellion was reinforced by the fact that the man who emerged as leader of the Wexford insurgents was the Catholic priest, Father John Murphy of Boolavogue. The impact on Presbyterian

United Irishmen can at least to some extent be gauged by the half-hearted rising in Antrim and Down in June. Nonetheless, despite the importance of the sectarian nature of the rising in the South as a factor, better candidates will appreciate that there are other reasons for the failure of the Rebellion. In relation to Ulster, it could be noted that General Lake's ruthless pacification campaign of 1797 may have already dampened the ardour of the northern United Irishmen to take up arms in rebellion. Another blow suffered by the United Irishmen before the Rebellion was launched was the arrest of many of its key leaders, including Lord Edward Fitzgerald in March 1798. This left the movement in disarray, reflected in a critical lack of coordination in the rising. In effect, instead of one rebellion, the 1798 insurgency consisted of three separate risings – first in Leinster, then Ulster and finally Connacht – which enabled the government to concentrate its forces where needed to pick off the rebel armies. Even the Leinster insurgency lacked coordination between the campaign in Kildare and that in Wexford. Candidates may also note that, although French assistance did eventually arrive, it was mistimed and also in the wrong place. Ultimately, the rebel forces were no match for better armed and organised British troops, backed by the Yeomanry and Militia. Answers will interpret and evaluate the sources fully in relation to their historical context. For example, Elizabeth Richards in Source 1 demonstrates the fundamentally sectarian nature of Irish society because she was fearful of Catholic intentions even before any atrocities had been committed, showing how difficult it was for the United Irishmen to break free from the sectarian straitjacket. In this context, it is worth noting that some of those who lost their lives in the Scullabogue barn were Catholic loyalists, but this fact was lost in the terror that the likes of Elizabeth Richards and Maria H. experienced. But, although fearing what she refers to as a "Popish plot", even the author of Source 2 acknowledges the presence of Protestants in the upper ranks of the United Irishmen; however, her focus is very much on the Catholic rank and file who have, according to reports, slaughtered the Protestants of Enniscorthy. It is very likely that the reason that the author of Source 2 did not reveal her full name was because of fear of her letter falling into the hands of Catholic rebels. Robert Kee in Source 3 notes that the news of the atrocities in the South travelled quickly north and had a negative impact on Protestant members of the United Irishmen. Candidates might well argue that the 1798 Rebellion never really recovered from the shock and controversy of the events in Wexford, but that ultimately a combination of factors ensured that the rising would fail **AO2(a)**. [20]

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2 (a) "The winning of Free Trade in December 1779 was the main impact the Volunteers had on Irish political life." 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

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 role of the Volunteers in securing Free Trade from the British government. There will be little or no awareness of either contemporary **or** later interpretations of the subject. 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.

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

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, candidates might note that the Irish economy was suffering because of trade restrictions imposed by Britain and that the Volunteer campaign was important because it was their first foray into politics. 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, a contemporary opinion might be provided by a Patriot MP such as Henry Grattan, while a later interpretation could be gleaned from J. C. Beckett. 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.

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

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 campaign for Free Trade waged in 1779 in the context of the ongoing American War of Independence, the war that had brought the Volunteers into existence the previous year due to the very real threat of invasion by France, now an ally of the American colonists in their struggle with Britain. Candidates might note that one of the main consequences of that war was commercial and economic depression in Ireland, as the North American market was shut off and there were no alternative sources of trade due to already existing restrictions imposed by Britain to reduce Irish commercial competition. In these circumstances, the Volunteer movement, originating in Ulster in the spring of 1778, with a membership growing to over 40 000 by late 1779, became a potent political force as the invasion threat began to recede and an informal alliance was formed with the Patriot group in the Irish Parliament. The government measures for suppressing Irish trade had produced great distress and great discontent all over the country, and arguably, the rank and file of the Volunteers were the very people who felt the prevailing distress most. Without being in any sense disloyal, they were bitterly hostile to the government, and their political sentiments were clearly expressed when holding public demonstrations, such as that in Dublin on 4 November 1779, where placards demanding Free Trade were displayed. The transformation of the Volunteers from a defence militia into an extra-parliamentary pressure group was facilitated by the fact that there was a significant overlap in membership between the Patriots and Volunteers, including Grattan, Flood and Charlemont. Candidates have much scope to argue that these events, and the eventual granting of Free Trade, did indeed have a major impact on Irish political life. There will be a satisfactory analysis and evaluation of either

contemporary **or** later interpretations of this subject **or** a partial evaluation of **both**. Contemporary opinion might include the views of Volunteer leaders such as Lord Charlemont or the Duke of Leinster, while candidates might draw on the comments of Bartlett or Smyth for later interpretations. Candidates will also begin to weigh up the impact of the Volunteer campaign for Free Trade against other episodes in which they were involved, such as the achievement of legislative independence in 1782. 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.

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

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 significance of the winning of Free Trade in the context of a period of intense Volunteer activity, beginning in 1779. Candidates could argue that the Volunteer success in December 1779 was quite remarkable and seemed to augur a new era in Irish political life. With a war still being fought in America, the British government was in no position to run the risk of a further rebellion in Ireland. Hence, the Prime Minister, Lord North, introduced three propositions at Westminster to help Irish trade: the first permitted free export of Irish wool and woollen goods; the second, free export of Irish glass manufactures; the third allowed free trade with the British colonies. This marked an unprecedented victory for the Volunteer–Patriot alliance. However, better candidates will widen the focus of this analysis of the Volunteer impact on Irish political life beyond the winning of Free Trade. Some might argue that the victory of 1779 simply paved the way for the greater success of the Constitution of 1782. Indeed, it could be argued that Volunteer influence on Irish affairs continued to grow after 1779, as they became more politicised with the winding down of the war in America. The campaign for legislative independence had stalled in the Irish Parliament, so Grattan determined to outflank the government by again using the Volunteers. Under the management of Lord Charlemont, the Commander in Chief of the Volunteers, Flood and himself, a convention of delegates from the Volunteer corps of Ulster was summoned for 15 February 1782 at Dungannon. The resolutions of the Dungannon Convention were adopted by all the Volunteer corps of Ireland and were eventually to form the basis of the Constitution of 1782, conceded by the Whig government following the collapse of Lord North's administration. Arguably, this is the zenith of the Volunteer movement and their main impact on Irish political life. Candidates might also argue more generally that the real impact of the Volunteers was popularising politics or raising the questions of Parliamentary reform or Catholic emancipation. Nonetheless, there are still good grounds to support the proposition on the basis that the success of Constitution of 1782 was more apparent than real, while Free Trade was at least partly responsible for stimulating a sustained period of economic growth and commercial expansion. Answers will provide a good analysis and evaluation of contemporary **and** later interpretations of this subject. A contemporary opinion from politicians such as North or Rockingham would provide a British perspective on the impact of the Volunteers, while later interpretations could be provided by the likes of Elliott or Stewart. 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. [35]

(b) “The birth of the United Irishmen was the product of the Presbyterian radicalism of Belfast.” How far would you accept this verdict? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

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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

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 role of William Drennan in the birth of the United Irishmen. There will be little or no awareness of either contemporary **or** later interpretations of the subject. 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.

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

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. It will have supporting evidence. For example, it may be noted that it was at the initiative of Presbyterian radicals in Belfast that Wolfe Tone was invited to a meeting there in October 1791 which would inaugurate the Society of United Irishmen. This is an indication that the framework for such an organisation already existed. 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, a contemporary interpretation might be provided by one of the founder members, while a later interpretation could be drawn from Beckett. 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.

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

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 birth of the United Irishmen in the context of Belfast Presbyterian radicalism, which was originally a product of the American Revolution. Belfast was overwhelmingly Presbyterian in composition, and many of its citizens were wealthy merchants, who were well educated and politically sophisticated, but excluded from public affairs by the penal legislation of the time. Their economic success only served to make them more sensitive to the fact that

they had no political voice. The failure of the Constitution of 1782 to deliver real reform had dampened the radical spirit of Belfast, which had been originally inspired by the American Revolution and the associated rise of the Volunteer movement. It was revived by the French Revolution of 1789, evidenced, in particular, by the celebrations in Belfast in July 1791 to mark the second anniversary of the fall of the Bastille. This was an indication to Presbyterian radicals such as William Drennan and Samuel Neilson that the public mood was in favour of political change and this moment had to be seized. There will be a satisfactory analysis and evaluation of either contemporary **or** later interpretations of this subject **or** a partial evaluation of **both**. Contemporary opinion might include the views of Dublin Castle officials on the political mood in Belfast, including that of the Viceroy. Later interpretations might include the views of McBride or Bartlett. Candidates will also begin to weigh up the significance of Presbyterian radicalism in Belfast for the birth of the United Irishmen against other factors involved in this development, such as the wider impact of the French Revolution and the role of Wolfe Tone. 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.

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

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 part played by the Presbyterian radicalism of Belfast in the birth of the United Irishmen. It could be argued that, if the movement was the brainchild of any one man, that man was not Wolfe Tone but rather the Belfast physician, William Drennan. It was Drennan's exploratory letter to his acquaintance William Bruce in 1785 and his attempts to form a radical political organisation that laid the foundation for what would eventually emerge as the Society of United Irishmen, with its principal aim that of reform of the Irish Parliament. Candidates may note that, of those attending what would prove to be the inaugural meeting of the United Irishmen on 14 October 1791, nine were Presbyterian (William Sinclair, Henry Joy McCracken, Samuel Neilson, Henry Haslett, Gilbert McIlveen, William Simms, Robert Simms, Thomas McCabe and Thomas Pearce) and two were Anglicans (Wolfe Tone and Thomas Russell). Tone's involvement was as an invited guest and his principal contribution at this stage was to give the organisation its name, his suggestion of the "Society of United Irishmen" being preferred to Drennan's "Irish Brotherhood". It is not insignificant, however, that Drennan's brother-in-law, Samuel McTier, was chosen as the first Chairman of the Belfast Society of United Irishmen. However, better candidates will challenge the proposition by considering other factors in the birth of the United Irishmen. Here, it would be reasonable to give more focus to Tone, and in particular his pamphlet, *An Argument on Behalf of the Catholics of Ireland* (published in August 1791), which sold thousands of copies and became an inspiration to the liberal Presbyterian middle classes, as well as the powerless population of Catholics in Ireland. In 1791, political agitation was gaining momentum. Encouraged by events in France and America, the growing professional and merchant middle class sought to reform the draconian Dublin Castle administration and the Protestant dominated Dublin Parliament. Some were willing to include the persecuted Catholic majority of the population in a reform movement,

but often were not enthusiastic about the prospect. In *An Argument*, Tone set out to convince the doubtful that Catholics were “fit for liberty” as demonstrated by the French Revolution, pointing out that it was a Catholic country that was the one to take democracy to its maximum imaginable extent whilst also dismantling a tyrannical autocratic monarchy, a supposed ally of the Catholic Church. Such an argument may lead candidates to consider more broadly the impact of the revolutions in America and France in creating a political climate conducive to the birth of the United Irishmen. Answers will provide a good analysis and evaluation of contemporary **and** later interpretations of this subject. Tone is an obvious potential source of contemporary comment, as is his biographer Marianne Elliott in terms of later interpretation. Contemporary and later interpretations might be further supplemented by referring to the views of the likes of William Drennan and A.T.Q. Stewart respectively. Whatever balance might be struck in response to the proposition, better candidates may note that Tone himself regarded the Presbyterian community as critical to a successful challenge to the political status quo in Ireland, and acknowledged that his *Argument* was aimed principally at Protestant Dissenters in order to forge a Presbyterian Radical–Catholic alliance. 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.

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Option 4: Partition of Ireland 1900–1925.

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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 Northern Ireland Government in the period 1921–1925? [15]

This question targets AO2(a): the candidate's ability, as part of an historical inquiry, 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, the sources reveal that the Northern Ireland Government faced many problems in the period 1900–1925.

Level 2 ([4]–[7])

Answers will comment on the utility of the sources, using the content more fully. Source 1 is valuable since it indicates that law and order was a serious issue for the Northern Ireland Government. Source 2 concentrates on the difficulties which confronted Craig. Source 3 reveals a wider range of issues which had to be addressed by the Northern Ireland Government.

Level 3 ([8]–[11])

Answers will present a more sustained assessment of the value of each source and reach a credible conclusion. Responses at this level will examine the authorship and content more closely. Since Source 1 partly reflects the concerns of the Prime Minister, Sir James Craig, it is most appropriate for a study of the early years of the Northern Ireland Government. Three of the five points in the Pact directly deal with the question of law and order. Point four shows that the Boundary Commission clause of the Anglo-Irish Treaty of 1921 was a serious problem to be addressed by the Government, while point five deals with socio-economic issues. In Source 2 Stephen Tallents is writing a confidential report at the request of the British Government. He reinforces the Boundary Commission theme in Source 1, but also makes a critical assessment of Craig's decision-making, especially regarding key appointments. Source 3 is valuable as Patrick Buckland provides a wide-ranging retrospective assessment of the work of the Northern Ireland Government. He mentions sectarian tensions, the consequences of the actions of the Southern Government and differences over education.

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. Source 1 reflects the issues which dominated the attention of the Northern Ireland Government between 1921 and 1925, and, while it is limited to early 1922, many of its themes, such as the Boundary Commission, were a source of unease until 1925. References to the activities of the IRA, Special Constabulary and "unsettled areas" acknowledge that sectarian killing, especially in Belfast, was commonplace. Source 2 alludes to an attempt by the British Government to seek an independent inquiry into the

violence. Tallents' reference to the failure of the Pact suggests that the expectations raised in Source 1 are misplaced. The confidentiality, as well as the content, of Tallents' report underpins its value. The candidness of his comments is reflected by his willingness to identify by name those whom he criticises. Source 3 reveals the widespread and complex nature of the problems which confronted the Northern Ireland Government. The reference to the "actions of the Southern Government" alludes to the role played by Collins' direction of IRA actions in the north, as well as the desire to extract maximum concessions from the Boundary Commission. Sectarian tensions are partly reflected in the concern of the Catholic hierarchy regarding the future of Catholic education in the newly formed Northern state. At this level, candidates would be expected to nominate a particular source as the most valuable and there is scope for them to make a good case for any of the sources.

[15]

(b) **Use all the sources and other evidence you have studied.** How far do the sources support the view that Sir James Craig was responsible for the problems which the Northern Ireland Government faced in the period 1921–1925?

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(a)**. For example, Source 1 outlines the nature of the problems the Northern Ireland Government faced, with little indication as to the extent to which Craig was responsible. 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(a)**. For example, Source 1 could be used as evidence of Craig attempting to solve rather than cause the problems his government faced. The fact that he made an agreement with Collins, regarded as the arch-enemy of Unionism, could be regarded as evidence of this. Tallents' assertion in Source 2 that "Craig's supporters received him very coldly" suggests that he had taken a political risk. Source 3 places the obstacles to Craig's intentions in Source 1 in a wider perspective, as Buckland refers to the deep sectarian tensions in Northern Ireland **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 may confine their response to agreeing with the proposition that Craig was responsible for the problems his government faced or vice-versa. Some of Craig's actions

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undermined his aspiration at the opening of the Northern Parliament in June 1921 to ensure fair treatment for all the citizens of Northern Ireland. For example, the creation of the Ulster Special Constabulary in October 1920 as a response to IRA violence, though successful in some respects, reinforced the conviction among Nationalists that this was essentially a sectarian force. The first six months of 1922 witnessed very serious violence which claimed the lives of 236 people, with Catholic losses outnumbering Protestant deaths by two to one. Yet Craig's Government introduced the Special Powers Act in April 1922, in which the policy of internment without trial was directed almost exclusively towards Catholics. By 1925, the Northern Ireland state had survived, but the price of that survival was high. Craig's Government had relied on a security strategy which seemed to take little account of Protestant violence. In the period 1921–1922, 428 lives were lost, the majority Catholic, but Craig's Government was reluctant to use the full rigour of the law against Protestants. Nationalists were further antagonised when Craig's Government removed proportional representation in local government elections in 1922. While Source 1 contains little indication that Craig caused the problems his government faced, Source 2 and Source 3 provide more opportunities for criticism. Tallents blames Craig for the activities of the B Specials, and the phrase "introduced by Craig" reinforces his censure. Tallents criticises Craig's appointment of Solly-Flood as he has "no police experience", while his description of Flood as "Military Adviser" appears disdainful. Tallents indicts Craig for his continued support for Bates, who, in his view, should be removed. Source 3 states that Craig made "no sustained effort" to overcome the problems the Northern Ireland Government faced.

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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 judgement are very well developed and substantiated **AO1(a)**. Answers should fully debate the proposition by additionally examining the extent to which Craig was not to blame for the problems the Northern Ireland Government faced. For example, he had already shown great personal courage when he met de Valera secretly on 5 May 1921. He then made a Pact with Collins in January 1922. Craig was hampered by the actions of the Provisional Government in the south of Ireland. Collins sanctioned IRA attacks in the north, while the Nationalist boycott of the education system in Northern Ireland was encouraged by the Provisional Government's payment of salaries to 800 Catholic teachers during the first ten months of 1922. The impending deliberations of the Boundary Commission created an atmosphere of uncertainty among Unionists regarding the longevity of the new state and simultaneously raised Nationalist expectations that the Northern Ireland Government would not survive when its boundaries were adjusted. The first Pact broke down partly because the signatories had conflicting interpretations about the outcome of the Boundary Commission. Craig was not responsible for the deep-rooted sectarian tension in this period. He supported Lord Londonderry's efforts to create a non-denominational education system with the Education Act of 1923, only to have these efforts thwarted by the Catholic and Protestant churches. Craig's Government also had to contend with a post-war slump. Answers will interpret and evaluate the sources fully in relation to their historical context, presenting a more balanced assessment of Craig. Source 1 reveals Craig's attempt to solve the problems his government faced. Points 3 and 5 refer to issues over which he had little control. In Source 2, Tallents' comment that

“the major issues” were not settled implies that Craig faced insurmountable obstacles. This is supported by Tallents’ reference to the Provisional Government and the Boundary Commission, which are implicit in Points 3 and 4 of the Pact. Tallents acknowledges the role of IRA activity in Northern Ireland which was designed to undermine the work of Craig’s Government. The very cold reception which Craig received from his supporters following the Pact with Collins reveals the existence of another form of pressure. Source 3 reinforces this theme, stating that concessions by Craig risked “alienating his own supporters”, and identifies other complex issues which confronted Craig, such as education, violence, sectarianism and the actions of the Southern Government **AO2(a)**.

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2 (a) “The main aim of the opponents of the Third Home Rule Bill was not to prevent Home Rule for Ireland but to preserve the interests of the Ulster Unionists.” How far would you accept this verdict on the Home Rule Crisis in the period up to September 1914? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

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

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 little focus on the motives of the opponents of Home Rule, describing instead the methods used to oppose the Bill. There will be little or no awareness of either contemporary **or** later interpretations of the subject. 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.

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

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 limited focus on the motivation of Carson, who led the Ulster Unionists in order to prevent the introduction of Home Rule in any form. For Bonar Law, the leader of the Conservative Party, opposing Home Rule provided a traditional cause around which his weakened party could rally and attack the Liberals. 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 a contemporary comment from Bonar Law, or a later interpretation from Beckett on Carson’s motives. 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.

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

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 some of the opponents of the Home Rule Bill, assessing for example, the extent to which Craig and Carson placed a priority on preserving the interests of the Ulster Unionists. Craig and most Ulster Unionists were solely concerned with preventing Home Rule for Ulster and preserving the interests of the Ulster Unionists. For Craig, the best interests of the Ulster Unionists could only be maintained by a continuation of the status quo under the Union. Craig's Ulster background as a Presbyterian and successful businessman accurately represented the Ulster Unionist view that, whatever the outcome of the Home Rule crisis for the rest of Ireland, Ulster should remain under Westminster rule. Craig's contribution to Unionist resistance to Home Rule emphasised an Ulster dimension, evident in the manner in which the Solemn League and Covenant was signed on a declared "Ulster Day". By the summer of 1914, when the crisis reached its climax, Ulster Unionists were in a position to form their own provisional government, protected by an armed and disciplined volunteer force, backed by an indemnity fund. These events, along with the Curragh Mutiny, convinced the Liberals that the Ulster Unionists were deadly serious in their determination to resist Home Rule, and that they should be accommodated with the compromise of the exclusion of six Ulster counties. In these circumstances Craig and most Ulster Unionists had no compunction about abandoning the Southern Unionists. Although it had always been intended that a Provisional Government for Ulster should act with due regard for Unionists in the south and west of Ireland, the common bonds of Unionism and Protestantism were insufficient to overcome the attractions of partition. Craig and his followers were reassured that, if they could not save the whole country from Home Rule, they could at least save themselves. Carson's goal was to preserve the interests of Ireland by resisting Home Rule. He led the Ulster Unionists in the belief that a successful campaign of resistance by the Ulstermen would either force Asquith to drop the Bill completely, or offer Redmond some sort of partition compromise which Nationalists would certainly reject. 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 public and private views of Carson on the Home Rule crisis. Later interpretations could include, for example, the views of Buckland or Beckett regarding the priorities of Craig and Carson. 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.

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

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 attitudes of the opponents of Home Rule in relation to the question, making an additional analysis of the attitudes of the Conservatives and the Southern Unionists. Answers should reflect on the prominence the Conservative Party gave to the interests of the Ulster Unionists in their opposition to Home Rule. Resisting Home Rule was a traditional Conservative stance, as they saw themselves as the party of national unity and Empire. Short-term political events prior to the introduction

of the Bill in April 1912 provided additional incentives for the Conservatives to endorse Ulster Unionist resistance to Home Rule. The Conservatives experienced an overwhelming disaster in the General Election of 1906 and suffered subsequent defeats over the “People’s Budget” of 1909 and the Parliament Act of 1911. The General Elections of January and December 1910 failed to see them return to power. By 1912, Bonar Law was determined to throw the full weight of his party behind the Ulster Unionist resistance to Home Rule, but he had no inclination towards abandoning the Southern Unionists. Preserving the Union and the Empire was the overall Conservative aim. Like the Conservative Party, of which they were prominent members, Southern Unionists directed their traditional contempt for Home Rule towards Asquith’s Bill of 1912. A scattered minority in the south and west of Ireland, they were in no position to indulge in the more strident aspects of the “New Style”, and instead utilised their political and family connections in the House of Lords and the higher echelons of British politics to lobby against the Bill. The preservation of their own interests in an all-Ireland context under the Union was the main priority of Southern Unionists. Answers will provide a good analysis of contemporary **and** later interpretations of this subject. Contemporary interpretations could include, for example, the views of leading Conservatives such as F. E. Smith or prominent Southern Unionists such as Lord Lansdowne. Later interpretations could include, for example, the views of Mansergh or Aiken on the role of Bonar Law, or from Buckland or Kendle on the Southern Unionists. 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 appropriate specialist vocabulary. [35]

(b) “Sinn Féin’s success in the General Election of December 1918 was solely due to its ability to exploit the mistakes made by the British Government after 1914.” 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, 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

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 will be little focus on the proposition, with a limited summary of some of the factors behind the outcome of the General Election of December 1918. There will be little or no awareness of either contemporary **or** later interpretations of the subject. 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.

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

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. It will have some supporting evidence. For example, there will be a limited focus on some of the mistakes made by the British Government after 1914, such as the manner of the executions and indiscriminate arrests after the Easter Rising. There will be a partial focus on how Sinn Féin benefited from these actions, such as by winning several key by-elections in the period 1916–1918. 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 a contemporary comment from Redmond about the impact of government policy, or a later interpretation from Lyons about the rise of Sinn Féin after 1916.

AVAILABLE MARKS

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

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers may agree with the proposition, addressing fully the mistakes of the government, both before, during and after the Rising. The nature of the executions, along with the arrest and imprisonment of many innocent people, brought about a dramatic transformation in nationalist opinion. Subsequent government blunders included, for example, the imposition of martial law under Maxwell, the death of Thomas Ashe on hunger strike, followed in 1918 by the conscription crisis and the “German Plot”. Sinn Féin exploited government mistakes in several ways. For example, it chose figures with strong associations with the Rising of 1916 to successfully contest by-elections. Sinn Féin transformed the funeral of Thomas Ashe into a public display and enhanced its growing popularity. While all forms of nationalism joined together to resist conscription, Sinn Féin was the main beneficiary, with de Valera drafting the anti-conscription pledge. Sinn Féin exploited the ill-conceived “German Plot” by allowing many of its members to be arrested. Exploiting the mistakes of the British Government helped Sinn Féin lay the foundations for its success in the General Election of 1918. The Ard Fhéis of October 1917 established a formula for party unity and electoral policy. Newly founded Sinn Féin clubs attracted thousands of new young members so that by 1918 the party had developed into a powerful national movement with a widespread grass roots following and coherent political strategy. Sinn Féin’s participation in by-elections enhanced its credentials as a legitimate political party and eased the doubts of the Catholic hierarchy. There will be a satisfactory analysis of either contemporary **or** later interpretations of this subject or a partial evaluation of **both**. For example, contemporary interpretations could include comments from leading members of the Irish Parliamentary Party (IPP) such as Dillon, who believed that British Government policy after 1916 had manufactured thousands of Sinn Féiners by 1918. Later interpretations could include Rees’s analysis of the rise of Sinn Féin after 1916. 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.

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

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 focus in a more definite and sustained way on a wide range of other factors which explain Sinn Féin's success in the General Election of 1918. Mistakes by the IPP after the outbreak of the First World War in 1914 helped Sinn Féin. Redmond's Woodenbridge speech meant that his party was committed to supporting what was to be a long drawn out and unpopular war. Redmond's failure to accept a post in the wartime coalition of May 1915 contributed to his powerlessness in the years that followed. His acceptance of partition in the ill-fated Lloyd George talks of July 1916 fatally damaged the credibility of his party and alienated the Catholic Church. Sinn Féin gained from many of the Irish Parliamentary Party's misfortunes. Kitchener at the War Office was ungrateful and ungenerous towards nationalist recruits, even though Irishmen had won 17 VCs in the early part of the war. The government ignored repeated warnings from Dillon and the Catholic hierarchy that their response to Sinn Féin after the rising of 1916 would severely compromise the IPP and radicalise nationalist opinion. The creation of a coalition government dominated by the traditional enemies of nationalism weakened Redmond's influence at Westminster. The offices of the *Freeman's Journal*, the Irish Party newspaper, were badly damaged during the Rising, thereby reducing circulation at a critical time. Any potential revival of the IPP following by-election success in South Armagh, Waterford City and East Tyrone in 1918 was undone by the conscription threat and the "German Plot". The political impact of the First World War also influenced the outcome of the General Election of 1918. For example, the war postponed Home Rule indefinitely, leaving the IPP politically inactive and subsequently incapable of rousing itself to meet the energetic challenge of Sinn Féin. The war provided the backdrop to the coalition, Easter Rising, conscription crisis and German Plot. 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 members of the Catholic hierarchy such as Cardinal Logue, or prominent members of the IPP such as T. P. O'Connor. Later interpretations could include, for example, the opinions of D. W. Miller, Lyons and Kee on the reasons for Sinn Féin's electoral success in 1918. 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.

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Option 4

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Total

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