



ADVANCED
General Certificate of Education
2018

History

Assessment Unit A2 2

Historical Investigations and Interpretations

[AHY21]

WEDNESDAY 13 JUNE, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for **GCE History**.

Candidates should be able to:

- AO1** Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.
- AO2** Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.
- AO3** Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Type of mark scheme

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Levels of response

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all questions that require them to respond in extended written form. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is satisfactory.

Level 3: Quality of written communication is good.

Level 4: Quality of written communication is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Basic): The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear in places.

Level 2 (Satisfactory): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 (Good): The candidate makes a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 (High Standard): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Option 1: England 1558–1603

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Answer Questions 1 and 2 and either Question 3(a) or 3(b).

1 (a) Use Source 1 and Source 2 and your own knowledge of this period.

Which of the sources would an historian value most as evidence in a study of Elizabeth I's relations with her Parliaments in the period 1558–1603?

This question targets AO2: the candidate's ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[3])

Answers will paraphrase the content of each source and make assertions that are not fully supported. For example, the sources provide some insight into the relations between Elizabeth I and her Parliaments. Source 1 suggests that relations are tense, whilst Source 2 implies that relations between the Queen and her Parliaments appear to be stable and respectful.

Level 2 ([4]–[7])

Answers will comment on the value of the sources, using the content more fully. Each source provides information from different viewpoints and at different times in the reign of Elizabeth I. Source 1 is from a statement read to selected members of the House of Commons and the House of Lords by the Queen. It condemns the pressure being put upon Elizabeth I to marry and solve the succession issue in 1566. In Source 1 the Queen strongly defends her position and authority over Parliament, stating that she was the "lawful and anointed Queen." Source 2 is from a speech to the House of Commons by the Speaker. This speech implies that relations between Elizabeth I and her Parliaments had changed since 1566. She had met with the Speaker beforehand and this speech was informing Parliament, through the Speaker, that she would address any concerns over the abuse of laws she had granted.

Level 3 ([8]–[11])

Answers will present a more sustained assessment of the value of each source and reach a credible conclusion. Answers at this level will examine the authorship and content more closely. The statement from Elizabeth I herself in Source 1 was in response to pressure from Parliament and members of her Privy Council to deal with two urgent problems, the succession crisis and a royal marriage. The tone of Source 1 is emotive and the Queen implies that the final decision over these issues will be hers alone, not that of Parliament or the Privy Council. The speech in Source 2 is from the Speaker, Sir John Croke MP, who was a former judge and lawyer. He is delivering a message of concern from the Queen to the Commons in 1601. This was after a Monopolies Bill had been passed the previous day, which the Queen opposed. The tone of Source 2 is emotive as the Speaker sought to persuade Parliament to adopt a new approach over this difficult issue.

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. Source 1 is a statement from the Queen addressed to selected members of both Houses of Parliament. It is clearly evident that Elizabeth I, in what is known as the “dressing down speech,” asserts her royal authority over Parliament and her Privy Council. Candidates may observe that this statement was drafted on her behalf by William Cecil, who was a leading royal favourite of the Queen and also an important political figure. Source 2 is a speech made in 1601 by the Speaker to articulate the worries of the Queen to Parliament. By 1601 the political power of the Queen had waned, whilst the role of Parliament had become more important since 1566. The Speaker states that the Queen was ignorant of these abuses of laws she had granted. It was followed by Elizabeth I’s famous “golden speech,” which set out her authority over Parliament. Candidates at this level would be expected to nominate which source they consider to be the most valuable.

Any other valid material will be rewarded appropriately.

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(b) Use Source 1 and Source 2 and other evidence you have studied.

How far do the sources support the view that Elizabeth I had full control over her Parliaments between 1558 and 1603?

This question targets AO1 and AO2: AO1 the candidate’s ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. **AO2** the candidate’s ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation, analysis, evaluation and judgement. Responses may make the point that Source 1 could be used to agree with the proposition, while Source 2 could be used to disagree with it. Answers may rely on paraphrasing the sources or provide a narrative of the subject with little reference to the sources.

Level 2 ([6]–[10])

Answers at this level will demonstrate, organise and communicate historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis, evaluation and judgement. Responses may make some of the following points. In Source 1 Elizabeth I is strongly defending her royal prerogatives and authority against criticisms from some members of Parliament. The Queen makes it clear that she alone will make the final decision over the

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succession issue and a possible royal marriage. In Source 2 the Speaker is addressing the House of Commons on behalf of the Queen. In this speech he voices the concerns of the Queen over the Monopolies Bill it has just passed, because the Queen feels that this threatens her royal prerogatives.

Level 3 ([11]–[15])

Answers at this level will demonstrate, organise and communicate knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgement are developed and substantiated. Answers will address the sources in more detail, and perhaps confine their analysis to concurring with the proposition. In Source 1, Elizabeth I uses an official statement to personally tell selected members of both Houses of Parliament that she will use her royal prerogatives to have the final decision over important issues. The language used is forceful in order to put Parliament in its place. By the 1560s the Catholic threat to Elizabeth was a major concern for many members of Parliament. In Source 2, the Speaker is expressing the position of the Queen, who condemned abuses and promised to defend her people from oppression. By 1601 the role of Parliament had strengthened against the declining influence of an ageing Queen, who was still trying to defend her prerogatives. Sir John Croke was a respected and influential MP and was the last Speaker of the Elizabethan Parliaments. The success of his speech led to the famous “golden speech” by the Queen herself later in 1601.

Level 4 ([16]–[20])

Answers at this level will demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgement are very well developed and substantiated. Answers will interpret and evaluate the sources fully in relation to their historical context. Source 1, an official statement delivered by the Queen, suggests that in 1566 Elizabeth I had full control over her Parliaments since she makes it clear that she alone would have the final say over important matters using her royal prerogatives. Answers may highlight the important role played by William Cecil in the drawing up of this statement for Elizabeth I. Candidates may be aware of the various plots and threats to the Queen in the 1560s in particular, which worried Parliament. Source 2 suggests that the role of the monarch has changed and by 1601 Parliament was more influential, having to be persuaded and consulted. It also suggests publicly that the actions of an ageing Queen were still respected by most members of Parliament. Although the relationship between Elizabeth I and Parliaments had changed by 1601, the Queen was still defending her royal prerogatives, when they were being threatened by the actions of the House of Commons.

Any other valid material will be rewarded appropriately.

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2 Study Interpretation A and Interpretation B.

Using the interpretations, and your understanding of the historical context, which of these different interpretations of Elizabeth I's policy towards France do you find more convincing?

This question targets AO3: the candidate's ability to analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[6])

Answers at this level will display a limited understanding of the ways in which the past has been interpreted in the two interpretations. Responses will reveal a limited analysis of the interpretations of Elizabeth I's policy towards France. Answers at this level will display little or no understanding of the historical context. Responses may discuss only one of the interpretations. Candidates will not identify which of the two interpretations they find more convincing or will reach an unsubstantiated judgement.

Level 2 ([7]–[13])

Answers at this level will display a sound understanding of the ways in which the past has been interpreted in the two interpretations. Responses will attempt to analyse the different interpretations of Elizabeth I's policy towards France. Candidates will reveal a satisfactory understanding of each historian's views in Interpretation A and Interpretation B. In Interpretation A, Doran argues that Elizabeth I pursued consistent foreign policy objectives, which focused primarily on security and defence. According to Doran, Elizabeth had no expansionist ambitions towards France and sought to maintain good Anglo-French relations in order to defend Protestantism in Europe. In Interpretation B, Hammer explores in more detail Elizabeth I's attitude towards France after Henry of Navarre came to the throne in 1589. Although Elizabeth wanted to cut back on foreign policy expenditure, she felt compelled to provide men and money to support the new Protestant king of France against the threat posed by Catholic Spain. While Doran characterises English policy towards France as consistent, Hammer implies that Elizabeth I was indecisive and that her policy towards France displayed inconsistency. Answers at this level may display some understanding of the historical context. Candidates may identify which of the two interpretations they find more convincing and will provide some evidence in support of their judgement.

Level 3 ([14]–[19])

Answers at this level will reveal a good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a good analysis and evaluation of the different interpretations of Elizabeth I's policy towards France. In Interpretation A, Doran argues that Elizabeth I's policy towards France was successful since she defended European Protestantism and helped to remove the "Spanish presence from France" by 1603. In support of this view, Doran maintains that Elizabeth's diplomatic and monetary help to the Calvinists had "contributed to their survival", while the loans and troops she had given to Henry of Navarre had helped him to resist Spain's military forces

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and the French Catholic League. By contrast, Hammer implies that Elizabeth I's policy towards France was unsuccessful, asserting, for example, that the joint Anglo-French venture "to capture Rouen proved a huge waste of lives and money". He also points out that Henry of Navarre's conversion to Catholicism in 1593 undermined Elizabeth I's foreign policy, a convincing argument since her support for the French king was at least partly motivated by the assumption that he would defend European Protestantism. Hammer also criticises what he regards as Elizabeth I's indecision, noting that she often threatened to withdraw English troops from France and, when she did eventually carry out her threat, the timing was inappropriate and she was forced to reverse her decision some fifteen months later. Answers at this level will display a good understanding of the historical context. For example, responses which support Doran's view that English policy towards France was both successful and consistent might illustrate Elizabeth's need to support Henry of Navarre in view of the potency of the threat which Spain and the Catholic League posed to England. Candidates will identify which of the two interpretations they find more convincing and will provide good evidence in support of their judgement.

Level 4 ([20]–[25])

Answers at this level will reveal a very good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a very good analysis and evaluation of the different interpretations of Elizabeth I's policy towards France. Answers at this level will display a very good understanding of the historical context. They may explore in greater depth the tensions between Elizabeth I and Henry of Navarre after 1589. They may also explain the inconsistency of the Queen's policy towards France, perhaps focusing on the conflicting advice she received from her advisers, such as, on the one hand, Lord Burghley and Sir Christopher Hatton and, on the other hand, the Earl of Essex, a great supporter of Henry IV. Answers may challenge the interpretations. For example, they may argue that Doran overstates the contribution Elizabeth made to the removal of the Spanish presence from France by the end of her reign. In addition, they may regard Hammer's criticism of Elizabeth's policy towards Henry of Navarre as too harsh, since he was unreliable and difficult to deal with. Candidates will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement.

Any other valid material will be rewarded appropriately.

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- 3 (a) “Catholicism represented a significant threat to Elizabeth I in England between 1558 and 1603.” To what extent would you agree with this statement?

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This question targets AO1: the candidate’s ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation, analysis, evaluation and judgement. Answers at this level will demonstrate superficial understanding of whether Catholicism represented a significant threat to Elizabeth I in England between 1558 and 1603. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[10])

Answers at this level demonstrate, organise and communicate historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis, evaluation and judgement. The response will have some supporting evidence. It may look at only part of this period, such as the Catholic threat in England up to the execution of Mary, Queen of Scots in 1587. The answer may give a limited account of some Catholic plots against Elizabeth I between 1558 and 1603. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([11]–[15])

Answers at this level demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgements are developed and substantiated. Answers may address the role of the Pope who excommunicated Elizabeth I in 1570. This made her position vulnerable, which led to Catholic plots in England. These plots failed and many involved Mary, Queen of Scots, who had arrived in England in 1568. The response will have good supporting evidence to discuss how significant the Catholic threat to the Queen was between 1558 and 1603. Although Catholicism appeared to be a significant threat to Elizabeth I in England, all attempts to remove her as Queen of England failed between 1558 and 1603. Despite the encouragement of the Pope after 1570 for English Catholics to depose the Queen, public support for these plots was limited. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a

good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([16]–[20])

Answers at this level consistently demonstrate, organise and communicate historical knowledge relevantly, clearly and concisely. Explanation, analysis, evaluation and judgements are very well developed and substantiated. Answers will attempt in a more definite or sustained way an assessment of whether Catholicism represented a significant threat to Elizabeth I in England between 1558 and 1603. From 1558 to 1570 Elizabeth I had good relations with the Pope and Catholic powers such as Spain. The Queen had also chosen a Church settlement that appeared moderate to avoid confrontation with and widespread opposition from English Catholics. Most of her subjects remained loyal to her and the first serious Catholic threat to the Queen was the Northern Earls rebellion of 1569. Even after 1570 Catholic plots against Elizabeth I were not numerous, despite the presence in England of Mary, Queen of Scots from 1568 to 1587. After the execution of Mary in 1587, English Catholics appeared content and the Catholic threat to Elizabeth I in England had receded by 1603. Answers may refer to the role of missionary and seminary priests in England and their lack of support from English Catholics. By the end of her reign in 1603, English Catholics no longer represented a significant threat to the monarchy, compared with the situation in 1558. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [20]

- (b) “Economic developments in England in the period 1558–1603 were characterised by change rather than continuity.” How far would you accept this verdict?

This question targets AO1: the candidate’s ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation, analysis, evaluation and judgement. Answers at this level will demonstrate a superficial understanding of whether economic developments in England in the period 1558–1603 were characterised by change rather than continuity. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of

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specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[10])

Answers at this level demonstrate, organise and communicate historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis, evaluation and judgement. The response will have some supporting evidence. It may deal with some examples of either continuity or change in economic developments in the period 1558–1603. Answers may give a limited account of both change and continuity, or fail to cover the whole of this period. Responses may look at some examples of continuity in Tudor economic policy, such as how Elizabeth I continued the traditional cloth trade with the Netherlands. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([11]–[15])

Answers at this level demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgements are developed and substantiated about whether there was more change than continuity in economic developments in England during this period. Answers may address examples of change rather than continuity or vice versa. Although the cloth trade with the Netherlands remained important to England for most of this period, its significance had declined by 1603. England also faced some continuing economic problems throughout this period, such as an increase in population, inflation and rising unemployment. Responses may refer to some examples of new economic developments in this period. For example, they may discuss the damage and disruption to traditional trade markets caused by the Dutch Revolt, wars and their economic effects. Under Elizabeth I, England searched for new markets such as the New World, which became a lucrative area for English trade by 1603. Trading companies such the East India Company were also set up to boost English trade in this period. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([16]–[20])

Answers at this level consistently demonstrate, organise and communicate historical knowledge relevantly, clearly and concisely. Explanation, analysis, evaluation and judgements are very well developed and substantiated. Answers will attempt in a more definite and sustained way an assessment of whether there was more change than continuity in economic developments by 1603. Answers may refer to how Tudor governments for the first time directly intervened to improve the economy in this period. The Statute of Artificers, introduced in 1563, was an attempt to regulate wages and set fair prices and it remained in force until the death of Elizabeth I in 1603. The Queen tried to exploit new markets, such as the New World, and she encouraged privateers, such as Hawkins, Drake and Raleigh. Sir Thomas

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Gresham's establishment of the Royal Exchange in 1571 is a good example of change as the first centre of trading stocks in London. Like previous Tudor monarchs, Elizabeth I depended on trade with the Netherlands and faced economic problems such as inflation, whilst industry and agriculture remained relatively unchanged by 1603. Economic developments in England between 1558 and 1603 varied across the period with some features of both change and continuity. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

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Option 1

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Option 2: Ireland 1685–1714

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Answer Questions 1 and 2 and either Question 3(a) or 3(b).

1 (a) Use Source 1 and Source 2 and your knowledge of this period.

Which of the sources would an historian value most as evidence in a study of the causes of the Glorious Revolution?

This question targets AO2: the candidate's ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[3])

Answers will paraphrase the content of each source and make assertions that are not fully supported. For example, it may be noted that Source 1 urges William of Orange not to delay coming to England, while Source 2 presents William's view of the situation.

Level 2 ([4]–[7])

Answers will comment on the value of the sources, using the content more fully. Source 1 concentrates on the grievances of the English people at this time "in relation to their religion and liberty" and predicts that they are very likely to support William of Orange if he arrives soon with a strong military force. William's response, in Source 2, confirms that the English have legitimate concerns about their "laws, liberties and customs" being ignored, but he goes into more detail about the methods employed by the Crown, for example against the Church of England.

Level 3 ([8]–[11])

Answers will present a more sustained assessment of the value of each source and reach a credible conclusion. Answers at this level will examine the authorship and content more closely. The authorship of both sources can be considered of significant value. Source 1 is written by the group of establishment figures known as the "Immortal Seven", who might be considered representative of both the Church and parliamentary opposition to James II. The author of Source 2 is William of Orange, the recipient of the Letter of Invitation (Source 1) and the man on whom English Protestant hopes seemed to rest. Indeed, the content of Source 2 suggests that William is very well informed on James's assault on the Church, with its references to the Commission for Ecclesiastical Causes and the controversy over Magdalen College.

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. The date is likely to be considered a strength in both sources, as both are drafted just before the Glorious Revolution takes place, in fact just a few weeks beforehand in the case of Source 2. Candidates might employ contextual knowledge to emphasise that both sources are in fact

foundational documents in relation to the Glorious Revolution. Candidates at this level would be expected to nominate which source they consider to be most valuable. Source 2 might be considered to be of more value because of its detailed analysis of James's (mis)rule, but arguably a limitation of both sources is that neither refers to what many consider the trigger event for the Glorious Revolution, the birth of a son to James II in June 1688.

Any other valid material will be rewarded appropriately. [15]

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(b) Use Source 1 and Source 2 and other evidence you have studied.

How far do the sources support the view that the most important reason for the Glorious Revolution was that James II had lost the support of England's political leaders?

This question targets AO1 and AO2: AO1 the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. **AO2** the candidate's ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation, analysis, evaluation and judgement relating to whether the Glorious Revolution was primarily due to James II losing the support of England's political leaders. Answers may rely on paraphrasing the sources or provide a narrative of the subject with little reference to the sources.

Level 2 ([6]–[10])

Answers at this level will demonstrate, organise and communicate historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis, evaluation and judgement relating to whether the Glorious Revolution was primarily due to James II losing the support of England's political leaders. While Source 2 makes no clear reference to the political elite, candidates might still draw on its detailed criticisms of James's reign as reasons for the Glorious Revolution.

Level 3 ([11]–[15])

Answers at this level will demonstrate, organise and communicate knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgement are developed and substantiated. Answers will address the sources in more detail, and perhaps confine their analysis to concurring with the proposition. For example, candidates might note that Source 1 states that "the nobility and gentry are also discontented", which tends to support the proposition, as does the authorship of the same source,

the “Immortal Seven”. Support for the proposition may also be found in Source 2, with reference to the use of the suspending and dispensing powers to undermine “laws that have been enacted by the authority of Crown and Parliament”. The subversion of parliamentary authority was naturally of concern to the English political leaders.

Level 4 ([16]–[20])

Answers at this level will demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgement are very well developed and substantiated. Answers will interpret and evaluate the sources fully in relation to their historical context. Candidates may argue that six of the seven authors of Source 1 did indeed represent a disaffected English political elite: the Earls of Danby, Shrewsbury and Devonshire, Viscount Lumley, Edward Russell and Henry Sydney. The seventh signatory to the Letter of Invitation was Henry Compton, Bishop of London. The political elite would also have been motivated to respond to the way James II had subverted the laws of Parliament, such as the Test Acts, through his controversial use of suspending and dispensing powers, referred to in Source 2. Yet Source 2 seems to place greater emphasis on the religious aspect of the Glorious Revolution, with William’s focus on the plight of the Church of England at the mercy of the Commission for Ecclesiastical Causes. Candidates might develop this line of argument with reference to the trial of the Seven Bishops earlier in 1688. Another challenge to the proposition could use the first sentence of Source 1 as a starting point: opposition to James was clearly not confined to the political elite but embraced ordinary people, including soldiers in James’s own army. The note of urgency in Source 1 also points to a factor behind the Glorious Revolution not mentioned in either source: the birth of a male heir to the throne in June 1688.

Any other valid material will be rewarded appropriately.

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2 Study Interpretation A and Interpretation B.

Using the interpretations, and your understanding of the historical context, which of these different interpretations of the reasons for the failure of the Siege of Derry do you find more convincing?

This question targets AO3: the candidate's ability to analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[6])

Answers at this level will display a limited understanding of the ways in which the past has been interpreted in the two interpretations. Responses will reveal a limited analysis of the interpretations of the reasons for the failure of the Siege of Derry. Answers at this level will display little or no understanding of the historical context. Responses may discuss only one of the interpretations. Candidates will not identify which of the two interpretations they find more convincing or will reach an unsubstantiated judgement.

Level 2 ([7]–[13])

Answers at this level will display a sound understanding of the ways in which the past has been interpreted in the two interpretations. Responses will attempt to analyse the different interpretations of the reasons for the failure of the Siege of Derry. Answers at this level may display some understanding of the historical context. Candidates will reveal a satisfactory understanding of each historian's views in Interpretation A and Interpretation B. In Interpretation A, Beckett notes that both Governor Lundy and James II felt that there was little prospect of a siege being withstood, but the population and their leaders were defiant and resolved to resist the King. Interpretation B makes no reference to the attitude of the defenders but instead focuses on the failings of the besieging forces, especially the involvement of the French. Candidates may identify which of the two interpretations they find more convincing and will provide some evidence in support of their judgement.

Level 3 ([14]–[19])

Answers at this level will reveal a good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a good analysis and evaluation of the different interpretations of the reasons for the failure of the Siege of Derry. Answers at this level will display a good understanding of the historical context. J. C. Beckett is very much focused on the attitude of the defenders of the walled city in his account of the siege, noting that they were even prepared to challenge Governor Robert Lundy. Candidates might develop this general point by noting that the mood of the population had already been indicated by the shutting of the city gates in December 1688 to deny entry to the Earl of Antrim's regiment. In contrast, Maurice Ashley presents an analysis of the siege that emphasises the shortcomings of the attacking forces and the clear divisions that existed between the Jacobites and their French allies. This aspect of the siege could be developed by noting that in general the French had a low opinion of the native Irish who were fighting in the cause of James II. Candidates will identify which of the two interpretations they find more convincing and will provide good evidence in support of their judgement.

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Level 4 ([20]–[25])

Answers at this level will reveal a very good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a very good analysis and evaluation of the different interpretations of the reasons for the failure of the Siege of Derry. Answers at this level will display a very good understanding of the historical context. Beckett suggests that the outcome of the siege was due primarily to the resolve of the ordinary people and the inspiring leadership of Baker and Walker. The “popular feeling in favour of resisting James” might be attributed to the impact of the Comber Letter, or indeed the folk memory of the 1641 Rebellion. Both interpretations note the suffering that the people of Londonderry had to endure, but Beckett argues that their determination did not weaken, nor their leaders falter. To Walker is attributed the rallying cry of “No surrender”, while candidates might also note the part played by Colonel Adam Murray alongside the other two commanders. Maurice Ashley’s analysis of the siege, in contrast to Beckett, concentrates on Jacobite weakness rather than Williamite strength. He is particularly critical of James II’s French allies, commenting on Marshal Conrad de Rosen that “a more aggressive attitude earlier might well have enabled him to capture the city”. The French are indeed portrayed as reluctant partners in the war in Ireland, with a much higher priority given to the continental theatres of the Nine Years’ War. The reference to the Jacobite army being “not well equipped” could be developed to note the lack of adequate siege artillery to breach the walls. A possible challenge against Interpretation A is that, while Beckett gives due acknowledgement to the inspirational leadership of George Walker and Henry Baker, as well as the fortitude of the ordinary people, his analysis fails to recognise the shortcomings of the Jacobites. This was not a well managed operation by the besieging force, who were not equipped properly for the task and additionally had the handicap of divided counsel, especially between French and Irish commanders, and an increasingly uncertain figurehead in James II. A possible challenge against Interpretation B is that Ashley’s focus on the misjudgement and mistakes by Jacobite commanders and James II himself is to the exclusion of an appreciation of the determination of the apprentices and people of Londonderry and their leaders. This interpretation also fails to consider the importance of folk memory – particularly of the horrors of the 1641 Rebellion, recently revived by the so-called ‘Comber Letter’ of 1688 – in encouraging resistance to James II, whatever the consequences.

Candidates will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement.

Any other valid material will be rewarded appropriately. [25]

- 3 (a) To what extent was the Earl of Tyrconnell responsible for the problems James II encountered in Ireland in the period 1685–1688?

This question targets AO1: the candidate’s ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

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Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation, analysis, evaluation and judgement. Answers at this level will demonstrate superficial understanding of the extent to which the Earl of Tyrconnell was responsible for the problems James II encountered in Ireland in the period 1685–1688. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[10])

Answers at this level demonstrate, organise and communicate historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis, evaluation and judgement. The response will have some supporting evidence relating to the extent to which the Earl of Tyrconnell was responsible for the problems James II encountered in Ireland in the period 1685–1688. For example, there may be a general reference to Tyrconnell's extensive recruitment of Catholics into the army in Ireland. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([11]–[15])

Answers at this level demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgements are developed and substantiated. Candidates might argue that the elevation of Tyrconnell to the position of Lord Deputy in 1687 contributed significantly to the problems James II encountered in Ireland in the period 1685–1688 in that it alienated Protestant opinion and created opposition to the King, especially in the north of Ireland. Although James demonstrated some awareness of Protestant sensitivities, in that Tyrconnell was made Lord Deputy rather than Lord Lieutenant (the latter position remaining vacant), the bestowal of this title was probably seen by most Irish Protestants as simply a gesture to placate them, while Tyrconnell pursued on all fronts a policy of ruthless Catholicisation of both the military and civil establishment. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([16]–[20])

Answers at this level consistently demonstrate, organise and communicate historical knowledge relevantly, clearly and concisely. Explanation, analysis, evaluation and judgements are very well developed and substantiated. Candidates might argue that Tyrconnell's remodelling of the Irish army as a Catholic force raised fears among Irish Protestants for their security, although it could be noted that this was not at variance with James's own actions in relation to the army in England. While a case could be made that,

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as Lord Deputy, Tyrconnell intended to go much further than James ever sanctioned, envisaging a complete break with England, it is primarily his military policies and reforms to the judiciary and civil administration that are ultimately most problematical for James II in that Protestant opinion was alienated and the grounds for later resistance to the King's will established. However, there is a plausible argument that in the period 1685–1688, Tyrconnell was hand-picked by his royal master to ultimately dispense with Protestant privilege and rule in Ireland. Indeed, at the outset of the reign he was marked for distinction by being raised to the peerage. Candidates might also note that James II's relationship with Tyrconnell was of long standing, and probably influenced the King in the power and influence he was prepared to grant his friend. Answers might reasonably conclude that the problems James II would in due course face in Ireland were ultimately of his own making. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [20]

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- (b) "The motivation for the introduction of the Penal Laws was primarily political rather than religious." How far would you agree with this statement?

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation, analysis, evaluation and judgement. Answers at this level will demonstrate superficial understanding of whether the motivation for the introduction of the Penal Laws was primarily political rather than religious. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[10])

Answers at this level demonstrate, organise and communicate historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis, evaluation and judgement. The response will have some supporting evidence relating to whether the motivation for the introduction of the Penal Laws was primarily political rather than religious. For example, there may be a general reference to the passing of the Test Act of 1704, which effectively prevented Catholics

from holding public office or being Members of Parliament. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([11]–[15])

Answers at this level demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgements are developed and substantiated. The Test Act of 1704 in effect made public service, including membership of the Irish Parliament, the exclusive privilege of the Anglican landowning class. It might also be noted that this Act operated against Presbyterians as well as Catholics. A counterargument to the proposition that the motivation for the introduction of the Penal Laws was primarily political rather than religious could take as its starting point the failure to fully implement the terms of the Treaty of Limerick. The Irish Parliament did not ratify the treaty until 1697, but with the articles guaranteeing toleration of the Roman Catholic religion omitted. This same Parliament, which met first in 1695, proceeded to pass a range of Penal legislation which, candidates might argue, was religiously rather than politically motivated. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([16]–[20])

Answers at this level consistently demonstrate, organise and communicate historical knowledge relevantly, clearly and concisely. Explanation, analysis, evaluation and judgements are very well developed and substantiated. There is considerable scope to argue against the proposition, for example by referring to laws by which Catholic priests had to be registered and were not allowed to have curates, while all other clergy – bishops, members of religious orders, and so on – had to leave the kingdom by 1 May 1698. However, a more nuanced response to the question might draw a distinction between those aspects of the Penal Laws that were rigidly enforced – namely the political regulations, especially the Test Act – and those aspects that were not rigidly enforced – which was pretty much everything else. The proof of the existence of a “two-tier system” of Penal Laws is to be found in the survival of Catholicism, despite the apparent handicaps imposed on it. In contrast, the Protestant elite – in reaction to their experience under Tyrconnell – was determined to retain exclusive political power and keep Catholics unarmed. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

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Option 2

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Option 3: Ireland 1778–1803

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Answer Questions 1 and 2 and either Question 3(a) or 3(b).

1 (a) Use Source 1 and Source 2 and your knowledge of this period.

Which of the sources would an historian value most as evidence in a study of the Catholic Question in the period 1789–1798?

This question targets AO2: the candidate's ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[3])

Answers will paraphrase the content of each source and make assertions that are not fully supported. For example, it may be noted that Source 1 is a general appeal for Catholic rights, while Source 2 is a report of a debate in the Irish Parliament involving Henry Grattan.

Level 2 ([4]–[7])

Answers will comment on the value of the sources, using the content more fully. Source 1 focuses on the inequalities that Irish Catholics have had to endure, which the author blames on “the cruel injustice of Protestant bigotry”. Source 2 is focused on the recall of the Earl of Fitzwilliam, for which Henry Grattan blames the British government, regretting that it has “missed an opportunity to introduce the sensible policy of Catholic Emancipation”.

Level 3 ([8]–[11])

Answers will present a more sustained assessment of the value of each source and reach a credible conclusion. Answers at this level will examine the authorship and content more closely. Candidates may well consider that the author of Source 1 – Wolfe Tone – adds considerable value to the source as he was one of the most prominent radical leaders in this era. Furthermore, Tone is arguing very forcefully that it is time for the Catholic Question to be addressed, with specific reference to education and the franchise. Although Source 2 may not have as famous an author as Source 1, the Reverend Cleland is nonetheless an eyewitness to a debate about Catholic Emancipation, involving the man who championed that cause in Parliament, Henry Grattan.

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. Source 1 is an extract from one of the most notable political publications in late eighteenth-century Ireland, with Tone's persuasive argument for redress of Catholic grievances all the more effective for being presented by a Protestant. It is this publication that brought Tone to the notice of Presbyterian radicals in Belfast, leading to the formation of the United Irishmen and their campaign for reform. Source 2 deals with the controversial Fitzwilliam episode in 1795, when Catholic hopes that

Emancipation was to be introduced were shattered by the Lord Lieutenant's dismissal by the British Prime Minister, William Pitt. As a result, many supporters of Catholic Emancipation began to consider revolutionary action. Candidates at this level would be expected to nominate which source they consider to be most valuable.

Any other valid material will be rewarded appropriately. [15]

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(b) Use Source 1 and Source 2 and other evidence you have studied.

How far do the sources support the view that the Catholic Question dominated Irish politics in the period 1789–1798?

This question targets AO1 and AO2: AO1 the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. **AO2** the candidate's ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation, analysis, evaluation and judgement relating to whether the Catholic Question dominated Irish politics in the period 1789–1798. Answers may rely on paraphrasing the sources or provide a narrative of the subject with little reference to the sources.

Level 2 ([6]–[10])

Answers at this level will demonstrate, organise and communicate historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis, evaluation and judgement relating to whether the Catholic Question dominated Irish politics in the period 1789–1798. Candidates might note that Source 1 is written by Wolfe Tone, an active campaigner for Catholic Emancipation, while Source 2 demonstrates that the Catholic Question produced debate and controversy in the Irish Parliament.

Level 3 ([11]–[15])

Answers at this level will demonstrate, organise and communicate knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgement are developed and substantiated. Answers will address the sources in more detail, and perhaps confine their analysis to concurring with the proposition. For example, Tone makes a very powerful case for redress of Catholic grievances and puts the onus on the Irish legislature to respond to his *Argument*: "Surely it is the duty of a conscientious Parliament to address this issue." Candidates might link the stand taken by Tone outside Parliament to the stand taken by Grattan on the same issue inside Parliament, as seen in Source 2. Here Grattan is

putting pressure on both the Irish and British administrations to explain the treatment of Earl Fitzwilliam, the former Lord Lieutenant who had sought to introduce Catholic Emancipation.

Level 4 ([16]–[20])

Answers at this level will demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgement are very well developed and substantiated. Answers will interpret and evaluate the sources fully in relation to their historical context. A strong case can be made in support of the proposition, noting that Tone’s pamphlet paved the way for the formation of the United Irishmen (UI). Initially a constitutional organisation, the UI, under Tone’s influence, actively campaigned for Catholic Emancipation, supported by the Catholic Committee, of which Tone was secretary. Arguably, these developments contributed to the passing of Hobart’s Relief Act of 1793, which granted Catholics the right to vote. The next logical step would be Emancipation – the right for Catholics to sit in Parliament – which seemed imminent when the pro-Emancipation Fitzwilliam was appointed Lord Lieutenant in 1795. His rapid recall to London was a controversial episode and confirmed the UI assessment that the Catholic Question could only be resolved by revolution. However, candidates might contend that the politics of this period were also concerned with other matters, such as parliamentary reform (note the reference in Source 2 to “a corrupt Irish government”) and the war with France (note Mr Stewart’s appeal in Source 2 for “the country to rally around their King and his government at this very critical period”). The unrepresentative nature of the Irish Parliament was seen – certainly by radicals – as one of the major flaws in the Constitution of 1782, but one of the factors that operated against this matter being addressed in the 1790s was the war with France that had broken out in 1793 (at France’s instigation).

Any other valid material will be rewarded appropriately.

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2 Study Interpretation A and Interpretation B.

Using the interpretations, and your understanding of the historical context, which of these different interpretations of the motives for the introduction of the Act of Union do you find more convincing?

This question targets AO3: the candidate's ability to analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[6])

Answers at this level will display a limited understanding of the ways in which the past has been interpreted in the two interpretations. Responses will reveal a limited analysis of the interpretations of the motives for the introduction of the Act of Union. Answers at this level will display little or no understanding of the historical context. Responses may discuss only one of the interpretations. Candidates will not identify which of the two interpretations they find more convincing or will reach an unsubstantiated judgement.

Level 2 ([7]–[13])

Answers at this level will display a sound understanding of the ways in which the past has been interpreted in the two interpretations. Responses will attempt to analyse the different interpretations of the motives for the introduction of the Act of Union. Answers at this level may display some understanding of the historical context. Candidates will reveal a satisfactory understanding of each historian's views in Interpretation A and Interpretation B. In Interpretation A, Michael Turner notes the security concerns of the British government about Ireland, especially regarding France. Interpretation B makes no reference to the situation in 1798 or afterwards, but instead focuses on issues dating as far back as 1782 that seem to have influenced Pitt and the British in their decision to pursue a Union. Candidates may identify which of the two interpretations they find more convincing and will provide some evidence in support of their judgement.

Level 3 ([14]–[19])

Answers at this level will reveal a good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a good analysis and evaluation of the different interpretations of the motives for the introduction of the Act of Union. Answers at this level will display a good understanding of the historical context. Turner focuses on the link between the 1798 Rebellion and William Pitt's decision to introduce a Union Bill. In particular, the French threat is emphasised, and candidates might note that, although General Humbert's force was eventually forced to surrender in 1798, it had given a good account of itself while active. In contrast, Malcolmson attributes the Union proposal to longer-term causes. For example, candidates might elaborate on his reference to events in 1785, by noting that Pitt's Commercial Propositions had aimed at co-ordinating economic and fiscal policy between the kingdoms without imposing explicit political controls. The unwillingness of the Irish Parliament to co-operate on this matter deeply concerned the British Prime Minister. Candidates will identify which of the two interpretations they find more convincing and will provide good evidence in support of their judgement.

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Level 4 ([20]–[25])

Answers at this level will reveal a very good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a very good analysis and evaluation of the different interpretations of the motives for the introduction of the Act of Union. Answers at this level will display a very good understanding of the historical context. It could be argued that Turner's analysis of the motives for the Act of Union in terms of the French threat to British security is fully justified. In addition to the Bantry Bay and Connaught episodes, a third French naval expedition had attempted to land in the north of Ireland in September 1798 but had been outmanoeuvred by the Royal Navy. Furthermore, Britain had been at war with France since 1793 and fears of a French landing in Ireland as a prelude to an invasion of Britain were very real. This promoted the agreement in Pitt's cabinet about the urgent necessity for a Union and the speech by George III (which would have been prepared for him by the government) that took the same line. Malcolmson offers a different interpretation of the motives for the Union by looking at the clash of interests that had occurred between the British and Irish legislatures since 1782 and the advent of "Grattan's Parliament". Candidates might develop the closing point in Interpretation B by noting that the question of Catholic Emancipation had bedevilled Irish politics throughout the 1790s – exemplified by the Fitzwilliam controversy in 1795 – and had arguably contributed to both the rise of the United Irishmen and their rebellion. The Regency episode is significant because the Irish Parliament made the appointment on its own terms rather than those which applied in Britain. A possible challenge against Interpretation A is that Turner's analysis of the genesis of the Act of Union is too focused on the short-term causes, specifically the security threat posed by revolutionary forces in Ireland, backed by the French, and confirmed in the Rebellion of 1798. Candidates might point out that Britain had been at war with France since 1793 and Prime Minister Pitt would have been monitoring the Irish situation closely from at least that date, if not earlier. Furthermore, a complex constitutional reform of the nature of the Act of Union is unlikely to have emerged in such a short space of time simply as a knee-jerk reaction to the United Irishmen's rising. A possible challenge to Interpretation B is that, while Malcolmson presents a persuasive analysis of the problems of Irish legislative independence from a British perspective, he does not consider the major security implications of the 1798 Rebellion, particularly in the context of the ongoing war against France. Candidates might argue that it was the events of 1798 that gave an urgent relevance to what may only have been a notion in the mind of William Pitt up to the point that Union between Britain and Ireland would solve a constitutional anomaly that had existed since 1782. Candidates will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement.

Any other valid material will be rewarded appropriately.

[25]

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- 3 (a) "The decline of the Volunteers after 1782 was mainly a result of the personal and political rivalry between Henry Flood and Henry Grattan." How far would you agree with this assessment?

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

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A mark of zero will be awarded when the candidate produces no creditworthy material.

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Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation, analysis, evaluation and judgement. Answers at this level will demonstrate superficial understanding of the extent to which the decline of the Volunteers after 1782 was a result of the personal and political rivalry between Henry Flood and Henry Grattan. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[10])

Answers at this level demonstrate, organise and communicate historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis, evaluation and judgement. The response will have some supporting evidence relating to the extent to which the decline of the Volunteers after 1782 was a result of the personal and political rivalry between Flood and Grattan. For example, there may be a general reference to Flood's criticism of the Constitution of 1782, which Grattan defended, helping to divide the Volunteers. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([11]–[15])

Answers at this level demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgements are developed and substantiated. Candidates might argue that the tensions that began to emerge in the Volunteer–Patriot alliance after 1782 were the first signs of the decline of the Volunteer movement, and that Grattan and Flood came to personify the growing divide between the parliamentary and extra-parliamentary wings of the colonial nationalist cause. Though both men were MPs and members of the Volunteers, after 1782, Grattan came to identify more with conventional parliamentary politics, while Flood veered more towards Volunteer agitation. This was the context in which the Renunciation dispute emerged, embittering relations between the Patriots and the Volunteers. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([16]–[20])

Answers at this level consistently demonstrate, organise and communicate historical knowledge relevantly, clearly and concisely. Explanation, analysis, evaluation and judgements are very well developed and substantiated. Candidates might argue that Flood and the Volunteers made common cause in their push for further reform after 1782, Flood motivated by a desire

to outdo Grattan, and the Volunteers increasingly desperate to find other causes to support in order to justify their continued existence. The result was the passing of the Renunciation Act of 1783 (to correct an alleged weakness in the 1782 Constitution) and the failure of a Parliamentary Reform Bill in 1784, when Flood presented the bill dressed in Volunteer uniform. While the Grattan–Flood rivalry did not help the Volunteers in the long run, candidates might well argue that it was the ending of the American War that was primarily responsible for the movement’s decline, coupled with a sense on the part of the Patriot party in Parliament that with the winning of the Constitution of 1782, the Volunteers had served their purpose. While the American War was not formally concluded until 1783, hostilities effectively ended in 1781, and the threat of invasion – as a defence against which the Volunteers had been formed – had disappeared even earlier. The Irish Patriots certainly felt that the management of political affairs could be left in the hands of the Irish Parliament now that legislative independence had been secured. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [20]

- (b) To what extent was the failure of the 1798 Rebellion due to the shortcomings of its leaders?

This question targets AO1: the candidate’s ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation, analysis, evaluation and judgement. Answers at this level will demonstrate superficial understanding of the extent to which the failure of the 1798 Rebellion was due to the shortcomings of its leaders. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[10])

Answers at this level demonstrate, organise and communicate historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis, evaluation and judgement. The response will have some supporting evidence relating to the extent to which the failure of the 1798 Rebellion was due to the shortcomings of its leaders. For example, candidates might note that one of

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the main leaders of the United Irishmen, Wolfe Tone, was not even in Ireland in the period 1795–1798. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([11]–[15])

Answers at this level demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgements are developed and substantiated. The response will have good supporting evidence relating to the extent to which the failure of the 1798 Rebellion was due to the shortcomings of its leaders. Regarding Wolfe Tone specifically, an argument could be advanced that he was simply not a realist and did not appear to be well enough informed on the deep sectarian divisions within Irish society to make a sound judgement in terms of practical objectives. Generally, in terms of leadership, the United Irishmen were dealt a serious blow in March 1798 when the Leinster Directory of the organisation was arrested. An alternative factor which candidates might consider to explain the failure of the 1798 Rebellion was the tension between Presbyterians and the Catholic Defenders in the United Irishmen, which adversely affected support for the rising in Ulster. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([16]–[20])

Answers at this level consistently demonstrate, organise and communicate historical knowledge relevantly, clearly and concisely. Explanation, analysis, evaluation and judgements are very well developed and substantiated. Candidates might argue that, while the United Irishmen produced some impressive local or regional leaders such as Henry Joy McCracken and Samuel Neilson in Ulster or Lord Edward Fitzgerald in Leinster, the movement lacked the equivalent of a general staff to plan and execute a nationwide strategy that would have co-ordinated the various regional risings. This is where Tone might have been critical, but he was out of the country after 1795. In 1798, this lack of co-ordination allowed Crown forces to deal in turn with each of the major trouble-spots, for example in Wexford, Antrim, Down and Mayo. However, a substantive counter-argument can be mounted that the shortcomings in leadership was only one factor in the failure of the 1798 Rebellion. Such answers might consider the late and inadequate contribution made by France, in which much hope and expectation had been invested, and also the role played by the British authorities. Having been alerted to the revolutionary threat by the abortive French expedition of 1796, and the failure of the French to strike in 1797, the Crown forces (assisted by the Yeomanry and Militia) ruthlessly disarmed the United Irishmen, as shown in particular by General Lake's pacification of Ulster. Coupled with a highly effective network of informers who penetrated the revolutionary movement, it could be argued that the fate of the insurrection was sealed before it had begun. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is

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organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

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Option 3

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Option 4: Partition of Ireland 1900–1925

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Answer Questions 1 and 2 and either Question 3(a) or 3(b).

1 (a) Use Source 1 and Source 2 and your knowledge of this period.

Which of the sources would an historian value most as evidence in a study of the causes of the Easter Rising of 1916?

This question targets AO2: the candidate's ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[3])

Answers will paraphrase the content of each source and make assertions that are not fully supported. For example, the sources contain reasons why the Easter Rising of 1916 took place.

Level 2 ([4]–[7])

Answers will comment on the value of the sources, using the content more fully. Source 1 is valuable because it describes how unionist resistance encouraged nationalists to arm themselves. Source 2 reinforces the example of unionist resistance but also refers to the impact of World War One.

Level 3 ([8]–[11])

Answers will present a more sustained assessment of the value of each source and reach a credible conclusion. Answers at this level will examine the authorship and content more closely. The authorship of Source 1 enhances its value as it is from Patrick Pearse, one of the IRB leaders behind the Easter Rising. This extract reflects his increasing disillusionment and the need for nationalists to follow the unionist example in bearing arms. Source 2 also benefits from its author, James Connolly, leader of the Irish Citizen Army. His article underlines the sentiment that unionist resistance has thwarted nationalists' hopes; however, his article also refers to the conduct of the Irish Parliamentary Party (IPP) during World War One.

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 comment that Source 1 reflects the transformation in Patrick Pearse's thinking. As late as 1912 Pearse was a committed Home Ruler before being influenced by the establishment of the Ulster Volunteer Force. He felt that it was now his generation's duty to win Irish nationhood through physical force, which is implied in this article. Source 2 reinforces Pearse's recognition of the significance of the arming of the North in encouraging the use of physical force by nationalists. However, it also conveys Connolly's hatred of World War One and, in particular, his frustration at the thousands of Irishmen who had volunteered to join the British army in 1914. The article also reveals Connolly's disgust at the actions of the IPP in encouraging recruitment for the British. Candidates at this level would be

expected to nominate which source they consider to be most valuable.

Any other valid material will be rewarded appropriately. [15]

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(b) Use Source 1 and Source 2 and other evidence you have studied.

How far do the sources support the view that Ulster resistance to Home Rule was the main cause of the Easter Rising of 1916?

This question targets AO1 and AO2: AO1 the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance. **AO2** the candidate's ability to analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation, analysis, evaluation and judgement. For example, Sources 1 and 2 deal with Ulster resistance to the Easter Rising. Answers may rely on paraphrasing the sources or provide a narrative of the subject with little reference to the sources.

Level 2 ([6]–[10])

Answers at this level will demonstrate, organise and communicate historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis, evaluation and judgement. For example, references to 'the Orangeman' dominate Source 1, while the word 'Orangemen' appears twice in Source 2. This suggests that Ulster resistance was a cause of the Easter Rising.

Level 3 ([11]–[15])

Answers at this level will demonstrate, organise and communicate knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgement are developed and substantiated. Answers will address the sources in more detail, and perhaps confine their analysis to concurring with the proposition. Pearse writes that "the Orangeman should be respected for his willingness and ability to fight for his beliefs." Connolly reinforces this in Source 2 by applauding "the skilful campaign of the Orange military gang in peacetime". In Source 1 Pearse declares "Personally, I think that the Orangeman with a rifle is a much less ridiculous figure than a nationalist without one", implying that nationalists should commit themselves to the use of force to win Irish freedom. By 1913 Pearse had been stirred by the sight of the gun returning to Irish politics.

Level 4 ([16]–[20])

Answers at this level will demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis,

evaluation and judgement are very well developed and substantiated. Answers will interpret and evaluate the sources fully in relation to their historical context. While Pearse in Source 1 is clearly acknowledging the impetus of Ulster resistance in causing nationalists to take up arms, good responses will also comment on Pearse's longstanding commitment to a free and independent Ireland, in particular, through his association with the Gaelic League. It was through cultural nationalism that many of the revolutionary elite of 1916 came to the fore. However, by 1913 Pearse claimed that the Gaelic League had fulfilled its purpose; it was now the duty of the present generation to win independence through physical force. The role of Carson and Ulster resistance certainly contributed to Pearse's political transformation. Yet, whilst recognising the success of Ulster resistance to Home Rule, Connolly in Source 2 focuses on the failure of the IPP to protect the interest of the nationalists. Moreover, the article conveys the socialist Connolly's devastation at the loss of life in World War One for King and Empire. This contrasts sharply with Pearse's writings glorifying in the bloodshed of war. While the issue of Ulster resistance to Home Rule is mentioned in both Sources 1 and 2, there are other factors involved in causing the Easter Rising. Responses should reflect on other motivations for Pearse and Connolly, such as the role of "new nationalism" in attracting those like Pearse who had become increasingly disillusioned by the IPP, as well as the catalyst of World War One in destabilising Irish politics by creating divisions within nationalism and enabling the IRB to maximise its influence.

Any other valid material will be rewarded appropriately.

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2 Study Interpretation A and Interpretation B.

Using the interpretations, and your understanding of the historical context, which of these different interpretations of Asquith's handling of the Home Rule Crisis of 1912–1914 do you find more convincing?

This question targets AO3: the candidate's ability to analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[6])

Answers at this level will display a limited understanding of the ways in which the past has been interpreted in the two interpretations. Responses will reveal a limited analysis of the interpretations of Asquith's handling of the Home Rule Crisis of 1912–1914. Answers at this level will display little or no understanding of the historical context. Responses may discuss only one of the interpretations. Candidates will not identify which of the two interpretations they find more convincing or will reach an unsubstantiated judgement.

Level 2 ([7]–[13])

Answers at this level will display a sound understanding of the ways in which the past has been interpreted in the two interpretations. Responses will attempt to analyse the different interpretations of Asquith's handling of the Home Rule Crisis of 1912–1914. Answers at this level may display some understanding of the historical context. Candidates will reveal a satisfactory understanding of each historian's views in Interpretation A and Interpretation B. In Interpretation A, Jalland emphasises the negative aspects of Asquith's handling of the Home Rule Crisis of 1912–1914. She highlights his policy to proceed with the original Home Rule Bill of 1912 as planned and to postpone any difficult decisions regarding possible compromise. In Interpretation B, Jenkins focuses less on Asquith's failings, instead seeking to underline his attempts to resolve the crisis. Jenkins also reflects that Asquith's initial handling of the crisis was representative of the feelings of the IPP and most Liberal MPs. Candidates may identify which of the two interpretations they find more convincing and will provide some evidence in support of their judgement.

Level 3 ([14]–[19])

Answers at this level will reveal a good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a good analysis and evaluation of the different interpretations of Asquith's handling of the Home Rule Crisis of 1912–1914. Answers at this level will display a good understanding of the historical context. Reference could be made to Asquith's apparent underestimation of the gravity of Ulster Unionist resistance in the form of the Ulster Volunteer Force in January 1913. In Interpretation B, Jenkins regards Asquith's policy of delay as logical. In the initial stages of the crisis, most Liberals and the IPP believed that it was undemocratic for the unionists to block the will of the majority in Ireland who supported Home Rule. By late 1913, with the formation of two large private armies in Ireland, Asquith commenced a series of private meetings with Bonar Law, Carson and Redmond to attempt a compromise. Candidates will identify which of the two interpretations they find more convincing and will provide good evidence in support of their judgement.

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Level 4 ([20]–[25])

Answers at this level will reveal a very good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a very good analysis and evaluation of the different interpretations of Asquith's handling of the Home Rule Crisis of 1912–1914. Answers at this level will display a very good understanding of the historical context. In relation to Interpretation A, Asquith failed to take into account the nature and extent of the opposition to the Third Home Rule Bill, even though there were sufficient warning signs. The Liberals showed no sense of urgency for the expected attack from the Conservatives and Ulster Unionists on the introduction of the Third Home Rule Bill in April 1912. Asquith showed no inclination to take the initiative, and allowed himself to be unduly influenced by the assurances of John Redmond that the resistance to Home Rule was a bluff. He failed to act on an early compromise proposal from Lloyd George and Churchill in February 1912 regarding the exclusion of Ulster. Nonetheless, warnings from cabinet colleagues and the War Office about the possible resignation of British Army officers in the event of being ordered to move against the Ulster Unionists went unheeded by Asquith, and contributed to the Curragh crisis. The Buckingham Palace Conference partly failed because Asquith was reacting to events rather than taking the initiative. Candidates at this level should note that Home Rule had always been contentious. Possible compromises were complex. Overall, it is expected that candidates will skilfully analyse the different emphasis each of these two historians put on Asquith's handling of the Home Rule Crisis of 1912–1914. Answers at or near the top of Level 4 will provide a balanced assessment of Jalland's interpretation that Asquith failed to seize the initiative to reach a compromise based on some form of exclusion in 1912, against the effectiveness of Asquith's 'wait and see' policy as promoted by Jenkins. For example, candidates may argue that in 1912 it was unclear to Asquith that concessions on Ulster were warranted. Moreover, it is uncertain that the inclusion of the 'county option' for Ulster in 1912 would have satisfied either the Unionists or Conservatives. On the other hand, it could be pointed out that a more proactive approach by Asquith sooner may have served to exploit potential differences between Unionists and their Conservative allies. Candidates may also suggest that Asquith's 'wait and see' policy was detrimental in that it served to exacerbate the growth of tension and militancy across Ireland. Top level responses may elaborate on other issues referred to in the interpretations such as IPP intransigence and its conviction that the Unionists were bluffing in their increasing militancy, asserting that each interpretation has validity and that neither be downplayed. Candidates will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement.

Any other valid material will be rewarded appropriately.

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- 3 (a)** “The failure of British Government policies in Ireland in the period 1916–1918 was mainly responsible for the success of Sinn Féin in the General Election of 1918.” To what extent would you accept this verdict?

This question targets AO1: the candidate's ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

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A mark of zero will be awarded when the candidate produces no creditworthy material.

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Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation, analysis, evaluation and judgement. Answers at this level will demonstrate superficial understanding. There may be some coverage of British government policies with little or no reference to the question. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

Level 2 ([6]–[10])

Answers at this level demonstrate, organise and communicate historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis, evaluation and judgement. The response will have some supporting evidence. For example, there may be a limited focus on how far British Government policies led to the success of Sinn Féin in the General Election of 1918 but the argument is not developed enough to answer the question fully. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([11]–[15])

Answers at this level demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgements are developed and substantiated. Candidates may provide a good analysis of how the Sinn Féin success in the General Election of 1918 was due to British Government policies but may not fully address other factors. Government policies after 1916 influenced the fortunes of Sinn Féin. Government coercion after the Easter Rising antagonised nationalists. The imposition of martial law, the “German Plot” and conscription crisis transformed nationalist opinion. Sinn Féin maximised the favourable circumstances after the Easter Rising. The continuation of the war meant an indeterminate postponement of Home Rule, thus undermining the position of the Irish Parliamentary Party. The formation of the wartime coalition government had weakened Redmond’s influence at Westminster. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([16]–[20])

Answers at this level consistently demonstrate, organise and communicate historical knowledge relevantly, clearly and concisely. Explanation, analysis, evaluation and judgements are very well developed and substantiated. There will be a full explanation of the factors involved in the success of Sinn Féin in the General Election of 1918 and the extent to which British

Government policies were responsible. Government policies after 1916 created an anti-British sentiment which had an impact on the fortunes of Sinn Féin. For example, the executions of the leaders of the Rising, the deaths of Sheehy-Skeffington and Thomas Ashe, the imposition of martial law, “German Plot” and the conscription crisis alienated moderate nationalist opinion and created the circumstances for the newly emerging Sinn Féin to prosper. Moreover, the party skilfully exploited the opportunities that came its way after the Easter Rising which contributed to its success in the General Election of 1918. The Sinn Féin Ard-Fheis of October 1917 suppressed internal differences, both ideological and tactical, and devised a manifesto vague enough to attract widespread support and ambiguous enough to embrace all those disillusioned with the IPP. Sinn Féin led the anti-conscription campaign, contested by-elections and dispelled the doubts of the Catholic hierarchy by displaying the credentials of a legitimate political party. The IPP was fatally damaged following the postponement of Home Rule in September 1914. The endorsement of the war effort in Redmond’s famous Woodenbridge speech of September 1914 tied the Irish Parliamentary Party to an unpopular war that was to continue for longer than anticipated. The acceptance of partition during the Lloyd George talks in the summer of 1916 alienated the Catholic Church and handed the initiative to a resurgent Sinn Féin in the months which followed. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately. [20]

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- (b) “The poor military tactics of the Anti-Treaty forces led to their defeat by the Free State Army in the Irish Civil War of 1922–1923.” How far would you agree with this verdict?

This question targets AO1: the candidate’s ability to demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

A mark of zero will be awarded when the candidate produces no creditworthy material.

Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation, analysis, evaluation and judgement. Answers at this level will demonstrate superficial understanding. There may be some coverage of the tactics of the Anti-Treaty forces during the Irish Civil War. Candidates make a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear in places.

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Level 2 ([6]–[10])

Answers at this level demonstrate, organise and communicate historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis, evaluation and judgement. The response will have some supporting evidence. For example, there may be limited focus on the poor military tactics of the Anti-Treaty forces, with some comment on the seizure of the Four Courts, de Valera's 'pact' with Collins and the guerrilla phase of the Irish Civil War. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 3 ([11]–[15])

Answers at this level demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgements are developed and substantiated. Answers may focus on a range of tactics used by the participants in the Irish Civil War. The IRA response to the Treaty was confused. Internal wrangling continued; a majority of the GHQ staff were Pro-Treaty, whilst many of the units in the south and west were staunchly Anti-Treaty. The Anti-Treaty IRA was far from united; although Liam Lynch had been selected as Chief of Staff, there was also a more extreme faction led by Rory O'Connor. It was O'Connor who led the seizure of the Four Courts in April 1922 as a direct challenge to the Provisional Government. It was O'Connor's refusal to leave the Four Courts in June 1922, together with pressure from the British, which ultimately forced Collins to launch an attack. By late 1922, the Irish Civil War had degenerated into a guerrilla campaign with atrocities committed by both sides. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 4 ([16]–[20])

Answers at this level consistently demonstrate, organise and communicate historical knowledge relevantly, clearly and concisely. Explanation, analysis, evaluation and judgements are very well developed and substantiated. There will be a full explanation of the tactics of the Anti-Treaty forces and the Free State Army, as well as a balanced assessment of the extent to which the poor military tactics of the Anti-Treaty forces led to a victory for the Free State Army. There were clear splits within the Anti-Treaty IRA forces and as late as 18 June 1922 a majority supported a motion by Tom Barry to declare war on Britain. Having deposed Liam Lynch as Chief of Staff, these militants returned to the Four Courts. The military tactics employed by Anti-Treaty forces in taking up fixed positions in Dublin in June 1922 replicated those of the rebels of 1916; such tactics were easily defeated by Free State forces. Moreover, the executions of leading Anti-Treaty IRA leaders, including Liam Mellows and Rory O'Connor, proved decisive. On balance, the Anti-Treaty IRA forces were probably more numerous and better armed than Free State Government forces at the outset of the Civil War. Yet, by July 1922 Collins' takeover of the command of the Free State Army and its success in

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Munster proved pivotal. The Civil War developed into a phase of guerrilla warfare and atrocities. These included the murder of the father of Kevin O'Higgins and Free State TD Sean Hales by Anti-Treaty forces. In total, the Free State government executed 77 Anti-Treaty IRA men, including Erskine Childers. This had a demoralising impact on Anti-Treaty IRA forces. By early 1923 it was clear that the Anti-Treaty forces had no prospect of success. De Valera's plea to end the campaign went unheeded by Liam Lynch, the Anti-Treaty IRA leader. It was only following the death of Lynch, and under the new leadership of Frank Aiken, that the Anti-Treaty forces suspended their campaign in May 1923. Top level responses should reflect on other factors which contributed to the success of the Free State Army by 1923. The outcome of the Treaty election of June 1922 underlines the extent of public support for Pro-Treaty candidates. The special powers conferred by the Third Dáil to the Free State Government in the Public Safety Bill of September 1922 may be mentioned, for example, the right to set up Army courts and execute people carrying firearms. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Any other valid material will be rewarded appropriately.

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Option 4

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