



ADVANCED
General Certificate of Education
2019

History

Assessment Unit A2 2

Historical Investigations and Interpretations

[AHY21]

WEDNESDAY 12 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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MARKS

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 personality of Elizabeth I?

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 speech by the Queen herself, while Source 2 is a view of the monarch by an observer early in her reign.

Level 2 ([4]–[7])

Answers will comment on the value of the sources, using the content more fully. Source 1 focuses on the Queen's desire to carry out God's will by accepting the burden of the crown, desiring "from the bottom of my heart that I may have the assistance of His grace". Source 2, referring to an event just a few days after the speech detailed in Source 1, is an observation of the Queen in public, asserting that she had "the gift and style to win the hearts of the people".

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 – Elizabeth I herself – is of significant value in a study of the Queen's personality. Furthermore, this source demonstrates Elizabeth's openness about the scale of the task she faces and how she seeks the help of the great lords of the kingdom in establishing her rule. Although Source 2 may not have as famous an author as Source 1, Sir John Hayward provides a contrasting view of the Queen's personality as she moves among her ordinary subjects, and, in a subtly different manner to Source 1, seeks to establish a bond with those she now rules.

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 a speech by Elizabeth I, delivered just three days after she had succeeded to the throne, and candidates might well stress that the Queen displays remarkable composure in these circumstances. Also, it might be noted that the audience is very important, for it is on this group that the Queen will depend for advice and establishing a

secure government. Source 2 has real value in demonstrating that Elizabeth I clearly had the “common touch” in dealing with her subjects, and that this too, just as much as her relationship with the lords and nobility, shown in Source 1, would be a foundational element of Elizabeth’s successful reign. 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.

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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 secret of Elizabeth I’s success as a ruler was her ability to relate to all her subjects?

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 secret of Elizabeth I’s success as a ruler was her ability to relate to all her subjects. 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 secret of Elizabeth I’s success as a ruler was her ability to relate to all her subjects. Candidates might note that Source 1 is a speech by Elizabeth I, providing direct evidence of the Queen’s approach to the nobility of the realm, while Source 2 shows Elizabeth I in a different setting, meeting and greeting the ordinary people.

Level 3 ([11]–[15])

Answers at this level will demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgements are developed and substantiated. Answers will address the sources in more detail, and perhaps confine their analysis to concurring with the proposition. For example, the Queen acknowledges the loneliness of being a ruler and is anxious to appeal to the lords and

nobles for their support: “And as I am but one person, I will require you all, my lords, to be assistants to me”. Candidates might note that Sir John Hayward in Source 2 is clearly impressed by the Queen’s ability to engage with her common subjects, undaunted by the number and variety of people she encounters: “Some she pitied, some she praised, some she thanked, while with others she shared laughter.” Candidates might conclude that both sources provide early signs that, for all the humility of her speech to the lords and Privy Council, Elizabeth I was someone with the skill to establish a bond with both the rich and the poor.

Level 4 ([16]–[20])

Answers at this level will demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgements 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, with the Queen herself in Source 1 invoking God as her guide and support in the great challenge that lay before her – as would have been expected in this religious age and as England’s first Protestant female monarch – but at the same time subtly reminding her audience that this same God was the one who had appointed her to rule. God may be her spiritual support, but she looks to her Privy Council and senior peers for practical support, playing to their vanity as men of influence and experience in her pledge to base her rule on regular consultation with them, or as she puts it: “I intend that all my actions should be based on good advice and counsel.” Candidates might draw here on contextual knowledge to develop this point by noting that this was not a throw-away promise by the Queen, but in fact one to which she adhered. The mention of Hatfield House in the caption might spark a reference to William Cecil, the future Lord Burghley, who served Elizabeth variously as Secretary of State, Lord Privy Seal and Lord High Treasurer, and whose support and advice the Queen valued. Elizabeth also had to tread warily as a woman in a man’s world and be sensitive to the fact that many people believed that the position she held was not one suited to her sex. Therefore, it was not just important for the Queen to consult her advisers, but to be seen to do so. Public display and the importance of a connection with her subjects are the focus of Source 2, and candidates might detect here, even in the first few weeks of her reign, Elizabeth’s seemingly innate ability to form a bond with her people. In fact, Hayward comments that the Queen “shared her smiles, her looks and her attention equally among all”. Perhaps in the enthusiastic reaction of her subjects on this occasion we catch a glimpse of what would eventually grow into the legend of “Good Queen Bess”. Without necessarily refuting the proposition, candidates might also argue that Elizabeth’s success as a ruler was not solely due to her interpersonal skills, but also reflected the quality and loyalty of the advisers the Queen was able to call on, such as the aforementioned Burghley, as well as Sir Francis Walsingham and Sir Nicholas Bacon.

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 Puritan challenge to the Elizabethan Church 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 Puritan challenge to the Elizabethan Church. 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 Puritan challenge to the Elizabethan Church but evaluation may be limited. 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, Bindoff notes that there were two distinct strands to Puritanism and how these challenged the Elizabethan Church. Interpretation B places more emphasis on the response of the authorities to this challenge, succeeding in driving Puritanism to the margins of society. 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 Puritan challenge to the Elizabethan Church. Answers at this level will display a good understanding of the historical context. Bindoff focuses on the dual aspect of Puritanism, with the Presbyterian approach seeking reforms from within the Established Church, especially in terms of reducing the influence of the State, while the separatists simply refused to acknowledge the authority of a state Church and in essence wished to constitute their own church. In contrast, Ackroyd devotes his primary focus not to the composition of Puritanism but to the power wielded by the State in seeking to suppress such religious nonconformity. He makes reference, for example, to the role of the Archbishop of Canterbury, John Whitgift, and the supreme ecclesiastical court in England, the Court of High Commission, which was established in 1559. 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 Puritan challenge to the Elizabethan Church. Answers at this level will display a very good understanding of the historical context. It could be argued that Bindoff's analysis of the Puritan challenge to the Elizabethan Church in Interpretation A is a convincing one, in that it dissects Puritanism and identifies its two principal branches, which pose different threats to the Church of England. A contextual point that might be made here is that the very existence of Puritanism was symptomatic of a view held by some that the Protestant Reformation in England was unfinished business and further changes were needed to remove the remaining vestiges of Catholicism from the Elizabethan Church. This was fundamentally opposed to the views of the Queen, who deliberately sought as broad a Church as possible in order to accommodate the vast majority of her people. In terms of the Presbyterian version of Puritanism, two of its leading exponents were Thomas Cartwright and John Field, but, although separatism was less significant in terms of numbers, Bindoff argues that they were still a "formidable" religious force. The key figures in separatism were Thomas Browne and Thomas Harrison. A possible counterargument to Interpretation A is that its focus is quite narrow and does not consider the significant advantages held by the powers of Church and State ranged against Puritanism. Ackroyd in Interpretation B offers a different interpretation of the Puritan challenge to the Elizabethan Church, one in which that challenge is seen as having been exaggerated. His analysis suggests that the Church was well equipped to deal with religious subversion, with the passionately anti-Puritan John Whitgift, as Archbishop of Canterbury, leading the defence of the Established Church. Whitgift had been made Archbishop in 1583 in succession to Edmund Grindal, who had been much more sympathetic to the Puritan position. Now Whitgift unleashed the powers at his disposal to stamp out religious unorthodoxy. One element of this campaign was the uncovering and dismantling of the network of Puritan printing presses, and candidates might expand on this point with reference to perhaps the best known series of Puritan pamphlets against the Church of England, in which the writer used the pseudonym "Martin Marprelate". However, Ackroyd's most convincing point may be that the great majority of English people simply wanted a quiet life after the religious turmoil of the sixteenth century. A counterargument against Interpretation B is that it does not pay sufficient attention to what Puritanism stands for and who supports it. 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) “Elizabeth I’s senior ministers strengthened her rule, while the actions of her favourites undermined her position.” How far would you agree with this verdict?

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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 the extent to which Elizabeth I’s senior ministers strengthened her rule, while the actions of her favourites undermined her position. 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 Elizabeth I’s senior ministers strengthened her rule, while the actions of her favourites undermined her position. For example, there may be a general reference to the role of Robert Dudley, Earl of Leicester. 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 her childhood friend and subsequent favourite Robert Dudley was something of a liability for the Queen. He provoked jealousy at court with his appointment as Master of the Horse and membership of the Privy Council. Furthermore, Dudley’s wife died in suspicious circumstances. When he was given command of an expedition to the Netherlands in 1585, he proved to be not only an incompetent commander but also a failure in his political role. Candidates might contrast this performance with that of the sterling service provided by William Cecil, Lord Burghley, at various points Secretary of State, Lord Privy Seal and Lord High Treasurer. Over four decades, Cecil helped to make Elizabeth I’s rule secure and played an important role in the religious settlement of 1559. 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 further in support of the proposition that, like her first favourite, the Earl of Leicester, the last favourite of her reign, Robert Devereux, Earl of Essex, brought Elizabeth more problems than he was worth. Although he had distinguished himself fighting against the Spanish in the Netherlands in 1586, he ultimately threatened to destabilise the Tudor state. In 1599, at his own request, Essex took charge of an expedition to Ireland to suppress a rebellion by the Earl of Tyrone. After an unsuccessful campaign, Essex concluded an unauthorised truce with Tyrone and then returned to England to try to explain his conduct to the Queen. She deprived him of his offices and placed him under house arrest. Politically and financially ruined, Essex attempted to raise the people of London in revolt against the government. This ended in failure, and he was tried and executed for treason in 1601. Again, candidates might draw a contrast with Elizabeth I's Secretary of State and spymaster Sir Francis Walsingham. It was Walsingham who was primarily responsible for uncovering the Throckmorton Plot against the Queen in 1584 and for the entrapment of Mary, Queen of Scots, in the Babington Plot, leading ultimately to the execution of Mary in 1587. A counterargument to the proposition might consider the role of Sir Walter Raleigh, who rose rapidly in the Queen's favour and was knighted in 1585. He was the founder of the first English colony in North America – named "Virginia" in honour of the Queen – and, though he had a chequered history, remained a popular figure in England throughout Elizabeth's reign. 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) "Agricultural change was the most important economic development in England in the period 1558–1603." To what extent would you accept 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.

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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 agricultural change was the most important economic development in England in the period 1558–1603. 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 relating to whether agricultural change was the most important economic development in England in the period 1558–1603. For example, candidates might refer to the continuing importance of wool production and export in this period. 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. Agriculture, especially sheep farming and wool production, continued to dominate the economy. There was a variety of agricultural practices across the country, depending on geographical and climatic factors, which acted as barriers to significant development. Wool and woollen cloth exports to Antwerp continued to dominate overseas trade. Furthermore, internal trade was restricted by the lack of an adequate infrastructure, specifically the poor state of the roads and the variable navigability of rivers. Consequently, there was little change in internal trade in the 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. Candidates would be expected to discuss all aspects of economic activity in the period 1558–1603. In industry, the outbreak of disturbances in the Netherlands from the mid-1560s and the French Wars of Religion led to large numbers of Protestant refugees coming to England with new skills in textile manufacturing, which English manufacturers began to copy. In trade, the

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embargoes on English goods, due to unrest on the continent, forced English merchants to seek new outlets for their goods in Emden, East Friesland and Hamburg in northern Germany. As a possible counterargument to the proposition, candidates may argue that it was in industry that the most important developments occurred. Although the guilds still played a crucial role in setting standards and wages, the “New Draperies” emerged. These were cheaper and lighter cloths, brought about from the 1560s by a scarcity of wool. The textile industry remained the most important activity. 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]

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 Treaty of Limerick?

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 an extract from the Treaty of Limerick itself, while Source 2 is an anonymous opinion of the Treaty.

Level 2 ([4]–[7])

Answers will comment on the value of the sources, using the content more fully. Source 1 focuses on the first three articles of the Treaty. Source 2, while making reference to Article 2 of the Treaty, is more concerned with the use of the term “rebels” to describe the Jacobites, arguing that such use has no validity.

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 – primarily Baron de Ginkel – is of significant value, since he was one of William III's leading commanders. While the authorship of Source 2 is unknown, candidates might argue that this does not critically detract from the value of the source, as it provides us with a Jacobite view of the Treaty – and a fairly uncompromising one at that. What might appear to be a reasonable settlement based on a reading of Source 1 takes on a very different complexion after considering the points made in Source 2.

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 presents the first three articles of the Treaty of Limerick, and candidates might well stress that, while the Treaty had a further ten civil articles and no fewer than 29 military articles, these first three are arguably seen as the most important, particularly in view of the later controversy about the Penal Laws restricting Catholic rights. Source 2 takes issue with the fundamental basis of the Treaty – that the Jacobites were rebels – and argues passionately against it, reflecting the fact that not all in the Jacobite ranks agreed with the policy of surrender pursued by the renowned Jacobite

military leader Patrick Sarsfield. It may also be noted that, though in one sense the events in Limerick were part of the Nine Years' War in Europe, the religious prejudice displayed in Source 2 reflects the particular Irish dynamic to this closing chapter of the Williamite Wars. 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 Treaty of Limerick was deeply flawed?

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 Treaty of Limerick was deeply flawed. 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 Treaty of Limerick was deeply flawed. Candidates might note that Source 1 is written by Baron de Ginkel, the Williamite commander in 1691, while Source 2 presents a critical Jacobite view of the Treaty.

Level 3 ([11]–[15])

Answers at this level will demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgements are developed and substantiated. Answers will address the sources in more detail, and perhaps confine their analysis to concurring with the proposition. For example, the anonymous author of Source 2 appears to take issue with the very fact that the Irish Jacobites have been placed in a position of having to negotiate as rebels while fighting for their lawful sovereign. However, candidates might consider the terms of the Treaty offered – and accepted – in Source 1 to be quite generous to a defeated enemy, and draw on contextual knowledge to explain this in terms

of the Nine Years' War and William's desire to close down the Irish theatre of that conflict in order to concentrate on the struggle on the continent.

Level 4 ([16]–[20])

Answers at this level will demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgements are very well developed and substantiated. Answers will interpret and evaluate the sources fully in relation to their historical context. A case can be made in support of the proposition, in which it would be expected that the content of Source 2 will feature prominently. In addition to challenging the designation of the Jacobites as rebels, the anonymous author specifically criticises Article 2 of the Treaty of Limerick – which is detailed in Source 1 – because its provisions were not extended to the heirs of the Jacobites in arms in 1691, leaving their status ambiguous and uncertain. In fact, Source 2 might have been even more critical of the Treaty, given that its terms did not cover those Jacobites held as prisoners by the Williamites at the time the Treaty was signed. This reflects the fact that de Ginkel was anxious to obtain the surrender of the Jacobite forces *still active* in the autumn of 1691, in order to bring the campaign in Ireland to an end, as William III wished, rather than establish a more extensive and general peace treaty. Furthermore, candidates might point out that the most vociferous criticism of the Treaty came initially not from Jacobites, such as the author of Source 2, but from Protestants, including a number of prominent figures within the Church of Ireland. They argued that the generosity of such terms as outlined in Source 1 was entirely misplaced and would only store up troubles for the future. However, there is scope for a substantive counterargument to the proposition, in that the Treaty of Limerick did not really become a subject of controversy until the Irish Parliament began its ratification process as late as 1697. While the military articles – which in fact accounted for most of the Treaty – had all been honoured at the end of the war in Ireland, including the transportation of 11 000 Irish soldiers to France (more than half of them sailing in English ships), the civil articles of the Treaty were quite another matter. In particular, Article 1, as detailed in Source 1, was completely ignored, while the creation of the Penal Laws, which had already commenced, could not unreasonably be characterised as being totally against the spirit of the Treaty of Limerick. Hence it might be argued that it was not so much the content of the Treaty that was flawed but rather the way in which it was executed.

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

AVAILABLE
MARKS

20

2 Study Interpretation A and Interpretation B.

Using the interpretations, and your understanding of the historical context, which of these different interpretations of the changing position of Catholics and Protestants in Ireland in the period 1685–1689 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 changing position of Catholics and Protestants in Ireland in the period 1685–1689. 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 changing position of Catholics and Protestants in Ireland in the period 1685–1689 but evaluation may be limited. 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, Macaulay notes the general plight of Irish Protestants in this period. Like Interpretation A, Interpretation B also makes reference to changes in the administration of the country, but notes too that there is evidence of a readiness to resist the new regime. 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 changing position of Catholics and Protestants in Ireland in the period 1685–1689. Answers at this level will display a good understanding of the historical context. Macaulay presents a picture of a beleaguered people whose choice seems to be between flight – as in the reference to 1500 families leaving Ireland – or suffering both political and physical abuse in a country in which the law offers no protection. In contrast, Bardon, while acknowledging that Tyrconnell was extremely quick and thorough in advancing the Catholicisation of the military and civil establishment, also notes that the situation was somewhat different in Ulster, and that the discovery of the so-called Comber letter and the dissemination of its contents led to what would in fact be the first overt challenge to the rule of James II in Ireland. Candidates will identify which of the two interpretations they find more convincing and will provide good evidence in support of their judgement.

AVAILABLE
MARKS

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 changing position of Catholics and Protestants in Ireland in the period 1685–1689.

Answers at this level will display a very good understanding of the historical context. It could be argued that Macaulay’s analysis of the changing position of Catholics and Protestants captures the dramatic nature of this transformation that occurred in just a three-year period. Although he does not make any reference to the new Lord Deputy, it was in fact Tyrconnell, appointed in 1687, who was the driving force behind this wholesale Catholicisation of the civil bureaucracy. In fact, Macaulay concludes that: “In a short time Roman Catholics had been appointed to almost every position as Privy Councillor, judge, sheriff, mayor, alderman and justice of the peace.” Furthermore, the exodus of 1500 Protestant families was also a direct reaction to Tyrconnell’s arrival as head of the Irish government in 1687. Preparations for the election of what was sure to be a Catholic-dominated Parliament were indeed underway – what would later be called the “Patriot Parliament” – as described by Macaulay, and a reversal of the existing land settlement was indeed a priority issue for the Lord Deputy. However, a counterargument to Interpretation A is that, while it gives a general sense of Protestant fears and the Protestant plight, it is almost impressionistic in content, lacking precise detail. For example, there is only one statistic (the 1500 families), and the reference to the lawless state of the country is perhaps more anecdotal than substantive. Bardon offers a different interpretation of the changing position of Catholics and Protestants in Ireland, one that is arguably more nuanced and balanced than that provided in Interpretation A. While Bardon also emphasises the extent of the changes in the civil administration, he includes a reference to the alterations made to corporations – which can be linked to the plan to pack Parliament – and also notes the purging of Protestants from the Irish army, a process begun by Tyrconnell when appointed Lieutenant General by James II in 1685. Perhaps most significantly, Bardon draws a distinction between the situation in Ulster and the rest of Ireland, which candidates might develop contextually with reference to the Plantation of Ulster and the folk memory of the 1641 Rebellion. A possible counterargument to Interpretation B is that it does not convey as well as it might the sense of vulnerability experienced by Irish Protestants during Tyrconnell’s regime, which Macaulay does in Interpretation A. The option “to sit tight and await developments” was not practical for all. 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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AVAILABLE
MARKS

- 3 (a) “The main reason for James II’s pursuit of pro-Catholic policies in England during his reign was the support he received from Parliament in 1685.”
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 the extent to which support for the king in Parliament in 1685 encouraged James II to pursue pro-Catholic policies in England during his reign. 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 support for the king in Parliament in 1685 encouraged James II to pursue pro-Catholic policies in England during his reign. For example, there may be a general reference to the financial support James II received from Parliament to help suppress the Monmouth rebellion in the summer of 1685. 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 James II may well have been encouraged to pursue pro-Catholic policies in the knowledge that he had a loyal Tory Parliament, thanks to his brother Charles II’s manipulation of borough charters. This Parliament had also demonstrated its support for the Crown in the generous annual revenue it had granted the king. Candidates might also begin to consider a counterargument to the proposition, perhaps noting that the relationship between Parliament and Crown deteriorated very quickly after James decided to maintain a standing army, and that it was in the period after 1685 that his pro-Catholic policies widened in scope and intensity.

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 James II must have been encouraged by the wholehearted support – and necessary finance – he received from Parliament in order to suppress the Monmouth rebellion in the summer of 1685. However, answers might also develop this point – and redirect its emphasis – by arguing that James used the Monmouth rising to justify maintenance and indeed enlargement of a standing army, which met with criticism in Parliament. Indeed, so disaffected had the two sides become by the end of 1685 that Parliament did not meet again during James II's reign. Candidates may well conclude from the evidence of the period 1686–1688, such as the use of the suspending and dispensing powers, the Declarations of Indulgence and the trial of the Seven Bishops, that James II had a strategy of Catholicisation already in mind, irrespective of what the attitude of Parliament might be on this matter. 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) “Numerical superiority alone determined the outcome of the Battle of the Boyne.” How far do 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 of whether the outcome of the Battle of the Boyne was determined by numerical superiority alone. 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.

AVAILABLE
MARKS

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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 relating to whether the outcome of the Battle of the Boyne was determined by numerical superiority alone. For example, candidates might note that at the Boyne the Williamites had a clear advantage over the Jacobites in terms of manpower. 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 acknowledge that William III's forces outnumbered those of James II by roughly 11 000 men, 36 000 Williamites facing 25 000 Jacobites. However, the Jacobites were entrenched in a strong defensive position on the Boyne which arguably compensated to some extent for their numerical inferiority. A counterargument might also focus on the respective leadership of the two sides and contrast the inspirational impact that William III had on his multinational army with the apparently defeatist attitude of James II, which led to early decampment to Dublin. 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 note that, while the Williamites' manpower advantage was not insignificant in the outcome of the Battle of the Boyne, there were clearly other factors involved. On the evidence of this battle, William III was a more astute battlefield commander than James II, deploying his forces to great effect and fooling the Jacobites about where he intended to make his main crossing of the river. Candidates might also take account of the fact that, in the wake of the successful defence of both Enniskillen and Londonderry, and William's unhindered landing in Ulster, Williamite morale was already high going into this critical battle. Conversely, these Williamite victories had damaged the Jacobite cause in Ireland, and James II had arguably had a negative impact on the outcome of the Siege of Derry when his appearance outside the city only seemed to galvanise the resolve of the defenders. A further point in favour of a multi-causal explanation for the outcome of the Battle of the Boyne might be the superiority of Williamite weaponry, with Louis XIV anxious to preserve his best military equipment for the war on the continent. 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

AVAILABLE
MARKS

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]

Option 2

AVAILABLE MARKS
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80

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 reasons for the failure of Emmet's Rebellion in 1803?

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 Emmet's own explanation of the reasons for the failure of the rising, while Source 2 is a view of the rebellion from someone living in County Tyrone.

Level 2 ([4]–[7])

Answers will comment on the value of the sources, using the content more fully. Source 1 focuses on the failure of the expected number of rebels to materialise, Emmet commenting that "instead of 2000, about 80 men assembled". Source 2, while noting events in Dublin, is also focused on the threat of rebellion beyond the capital, asserting that "every county in Ireland had men fully committed to the intended rising".

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 – Robert Emmet – is of significant value as he was the acknowledged leader of the insurgency. Furthermore, Emmet provides details about the plans for the rebellion and the events that contributed to its failure. Although Source 2 may not have as famous an author as Source 1, Sir John Stewart provides, if not a detached view of the rising, a wider perspective and an indication that Emmet's rising was not solely concentrated in Dublin.

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 Robert Emmet's analysis of the rising's failure in July 1803, an event regarded by many as the dying embers of the 1798 Rebellion, and candidates might well stress the factor of the United Irishmen in their answers. Also, it might be noted that the date of the source indicates that it was written the night before Emmet's execution, making its composition all the more remarkable. Source 2 might be considered to be a Protestant Ascendancy view of events, and again candidates may note that

the shock of the 1798 Rebellion still reverberated across Ireland five years later, with fears of a general massacre of Protestants, particularly for those residing in what are referred to as “the most Catholic counties”. 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]

AVAILABLE
MARKS

15

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

How far do the sources support the view that the sole reason for the failure of Emmet’s Rebellion in 1803 was his inability to take control of Dublin?

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 sole reason for the failure of Emmet’s Rebellion in 1803 was his inability to take control of Dublin. 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 sole reason for the failure of Emmet’s Rebellion in 1803 was his inability to take control of Dublin. Candidates might note that Source 1 is written by Robert Emmet, the leader of the rising in 1803, while Source 2 demonstrates that the rising was a national one, at least in intent.

Level 3 ([11]–[15])

Answers at this level will demonstrate, organise and communicate knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgements are developed and substantiated. Answers will address the sources in more detail, and perhaps confine their analysis to concurring with the proposition. For example, Emmet is exclusively focused on events in Dublin and the support that was anticipated from the populace: “I understood that some 4000 Dublin people were associated with the planned rebellion, and I expected 2000 to assemble at Castigan’s

Mill.” Candidates might note that Sir John Stewart in Source 2 also seems to suggest that Dublin was indeed critical to the outcome of the rebellion, remarking that its county commanders “fortunately disagreed with Emmet about the timing of the rising”. A reasonable argument might be that there was clearly a lack of co-ordination between Dublin and the counties in terms of agreeing and executing a plan of action.

Level 4 ([16]–[20])

Answers at this level will demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgements 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, with Emmet in Source 1 concentrating on the rebel activity in Dublin. The basis of Emmet’s plan was to occupy crucial strategic points in Dublin, and then wait for the rest of Ireland to revolt in support. A number of key failures, however, saw the uprising descend into chaos, such as the failure of rebels from Wicklow to arrive in the city, as referred to in Source 1. Despite lack of numbers, Emmet still launched an attack on Dublin Castle, the seat of the British government in Ireland, but it was quickly aborted when the extent of the castle’s defences became apparent. As the rebels retreated into the streets of Dublin, Emmet lost control of his troops. The armed rebels launched a violent rampage through the streets of the city, randomly attacking police officers and killing Lord Chief Justice Kilwarden and his nephew. Fighting continued through the night as the British forces battled to restore order in Dublin. Emmet fled into the Irish countryside, but was captured on 25 August. He was convicted of high treason on 19 September and executed the following day, after writing his account of the rebellion, from which Source 1 is extracted. However, candidates might contend that the rebellion was not just about Dublin. Central to the uprising was the nationalist stronghold of Kildare where, in the 1798 Rebellion, fighting had continued long after most of the rest of Ireland had surrendered. Emmet was relying on this steely determination to advance the nationalist cause: a key part of his 1803 plan was for rebels from Kildare to march on Dublin to assist in the insurrection. However, as both sources note, on this occasion the Kildare men lost heart in the enterprise at an early stage, though the sources differ as to the precise reason for their desertion. In fact, the Kildare contingent probably returned home as soon as they realised that Emmet had not secured enough firearms for the uprising (which Emmet himself refers to in Source 1). Candidates might challenge the view of Source 2 regarding both rebel activity outside Dublin and the alleged plans to massacre Protestants, arguing that Stewart reflects the vulnerability, if not the paranoia, of a beleaguered Ascendancy class in Ireland at this time.

Any other valid material will be rewarded appropriately.

[20]

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AVAILABLE
MARKS

2 Study Interpretation A and Interpretation B.

Using the interpretations, and your understanding of the historical context, which of these different interpretations of the formation of the United Irishmen 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 formation of the United Irishmen. 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 formation of the United Irishmen but evaluation may be limited. 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, Robert Kee notes the significant role of Wolfe Tone in the formation of the United Irishmen. Interpretation B also makes reference to Tone, but places more emphasis on the contribution of William Drennan and other Belfast radicals in forming the new organisation. 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 formation of the United Irishmen. Answers at this level will display a good understanding of the historical context. Kee focuses on the thinking of Wolfe Tone and, in particular, his seminal publication *An Argument on Behalf of the Catholics of Ireland*, which, apart from anything else, brought him to the attention of reform-minded Presbyterians in Ulster. In contrast, Bardon, while acknowledging Tone's contribution to the founding of the United Irishmen, puts that contribution in the context of radical political thinking that was already well advanced among the Presbyterian middle class in the north of Ireland, and particularly in Belfast. Both interpretations mention Samuel Neilson, but it is Bardon who points out his background in business, emphasising the fact that it was this successful business community that felt keenly its lack of a political voice. Candidates will identify which of the two interpretations they find more convincing and will provide good evidence in support of their judgement.

AVAILABLE
MARKS

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 formation of the United Irishmen. Answers at this level will display a very good understanding of the historical context. It could be argued that Kee's analysis of the formation of the United Irishmen in terms of its focus on Wolfe Tone is fully justified. It is Tone, through *An Argument on Behalf of the Catholics of Ireland*, who articulates the missing ingredient in attempts to advance the cause of political reform in Ireland: a "marriage" or combination of the cause of parliamentary reform and Catholic Emancipation. This motivated Samuel Neilson to invite Tone to Belfast to what in the event turned out to be the inaugural meeting of the United Irishmen. From there, according to Kee, Tone took the new reform movement to Dublin, with the assistance of Napper Tandy. Candidates might note, however, that it is the Belfast radicals who put Tone in touch with Tandy. In fact, a counterargument to Interpretation A is that it does not fully acknowledge that there already existed a radical foundation in Belfast for Tone to build on. Bardon offers a different interpretation of the formation of the United Irishmen, one in which Presbyterian radicalism in Belfast is presented as the most important factor. Of the individuals named by Bardon, the most important is undoubtedly William Drennan. In 1769 Drennan embarked upon studies at Glasgow, where he developed an abiding interest in the study of philosophy. He later listed among his inspirations the works of John Locke and such English radical dissenters as Richard Price and Joseph Priestley. Like many Ulster Presbyterians, Drennan was an early supporter of the colonists in the American War of Independence. On his return to Ulster, he became active in the Volunteers, but first came to national attention with the publication in 1784–1785 (seven years before Tone's *Argument*) of his *Letters of Orellana, an Irish Helot*, the earliest expressions of his support for radical constitutional reform, Catholic Emancipation and civil rights. Candidates might also note the reference to "New Light" Presbyterianism, which was a reflection of the liberal and progressive thinking inspired by the Scottish Enlightenment (most Ulster Presbyterian ministers received their training in Scotland). A possible counterargument to Interpretation B is that Tone's contribution is underplayed. 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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AVAILABLE
MARKS

- 3 (a) How far would you agree that the Constitution of 1782 made no difference to the way Ireland was governed?

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MARKS

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 Constitution of 1782 made no difference to the way Ireland was governed. 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 Constitution of 1782 made any difference to the way Ireland was governed. For example, there may be a general reference to the fact that the Lord Lieutenant was still appointed by the British government. 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. In support of the proposition, candidates might argue that a key factor that ensured continuity in how Ireland was governed after the passing of the Constitution of 1782 was the use of patronage by Dublin Castle. The distribution of pensions, places and peerages by government managers, or "undertakers", as they were known, usually ensured a comfortable majority for the Crown in the Irish Parliament. Candidates might also begin to consider a counterargument to the proposition, perhaps noting that the repeal of the Declaratory Act meant that the British Parliament lost the right to directly legislate for Ireland. 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. In support of the proposition, candidates might argue that, to ensure that Ireland continued to be governed in the interests of Great Britain, the Lord Lieutenant's administration was prepared to accommodate key Irish parliamentarians within its ranks, an unofficial "Irish cabinet" of sorts. In the period of Grattan's Parliament, the key office holders in this respect were John Beresford, John Fitzgibbon and John Foster. However, answers might also consider how the Constitution of 1782 did introduce change in the governance of Ireland, albeit to a modest degree. For example, the modification of Poyning's Law meant that legislation passed by the Irish Parliament no longer had to receive the approval of both the Irish Privy Council and the British Privy Council before being forwarded to the monarch to receive the royal assent. The constitution had also made provision for Irish judges to enjoy the same rights of tenure as their English counterparts and passed an Irish Mutiny Act, establishing ultimate control of the military establishment by the Irish legislature. Ultimately, candidates may conclude that, while the Constitution of 1782 introduced change, the impact of this package of reforms was in the end more apparent than real. 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) "Government attempts to resolve the Catholic Question in the period 1778–1798 achieved nothing but political instability in Ireland." To what extent would you accept this verdict?

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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 the extent to which Government attempts to resolve the Catholic Question in the period 1778–1798 achieved nothing but political instability in Ireland. 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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MARKS

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 Government attempts to resolve the Catholic Question in the period 1778–1798 achieved nothing but political instability in Ireland. For example, candidates might refer to the Fitzwilliam fiasco of 1795, when hopes were raised that Catholic Emancipation was to be introduced. 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 legislative attempts by the Government to address the Catholic Question in the period 1778–1798, namely the Catholic Relief Acts of 1778, 1782 and 1793, were little better than half-measures because none of them tackled the core of the issue, which was Catholic Emancipation. This in general had the effect of alienating moderate Catholics, whose interests were represented by the likes of the Catholic Committee, from the Government, while driving others into the ranks of potentially revolutionary organisations like the Defenders and the United Irishmen. 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. In support of the proposition, candidates might emphasise the disastrous consequences of the appointment of the pro-Emancipation Earl Fitzwilliam as Lord Lieutenant in 1795. The arrival of Fitzwilliam in Dublin seemed to send out a strong signal that Catholics were at last to be granted the right to sit in Parliament. His dismissal, after just three months in office destabilised an Irish political system that was arguably not very stable to start with. However, there is scope for candidates to construct a counterargument. While it is true that the three Relief Acts did not deliver Catholic Emancipation, candidates might contend that these were positive rather than destabilising measures in their own right. For example, the Acts of 1778 and 1782 (also known as Gardiner's First and Second Relief Acts, due to their sponsorship by the MP Luke Gardiner) removed the Penal restrictions on Catholics acquiring property, including land, and repealed other discriminatory statutes. The Catholic Relief Act of 1793 (also known as Hobart's Relief Act, as it was introduced by the Chief Secretary for Ireland) might be considered a significant advance in dealing with the Catholic Question in that it restored the franchise to Catholics and also made them

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eligible to hold most civil and military offices under the Crown. These Government attempts to resolve the Catholic Question might reasonably be judged to be progressive. However, candidates might highlight the point that the 1793 Act still denied Catholics the right to sit in Parliament or to serve as Lord Lieutenant, Chief Secretary, Chancellor of the Exchequer or in other senior positions. Furthermore, whatever good came of the Government's programme of legislation, it was arguably undone by the bungled events of 1795. 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]

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 Irish Civil War?

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 Irish Civil War broke out in 1922.

Level 2 ([4]–[7])

Answers will comment on the value of the sources, using the content more fully. Source 1 is valuable because it shows that the Sinn Féin cabinet was divided over the Treaty. Source 2 highlights the role of the British government in the outbreak of the Civil War.

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 author of Source 1, Cathal Brugha, is an example of the extreme Republican faction in Sinn Féin which opposed the Anglo-Irish Treaty. His speech to the Dáil highlights the divisions between moderates such as Griffith and others who rallied around de Valera. The reference in Source 2 to the Republican Executive in the Four Courts shows that the IRA had also split – another cause of the Civil War. The frustration felt by the British government at the obstructiveness of de Valera is clearly conveyed in Source 2, which is all the more valuable because of Churchill's position as a senior minister who had been closely involved in Irish affairs for a number of years.

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 both sources document the divisions within the Dáil, but at different time periods. The context of Source 1 was the bitter debate within Sinn Féin shortly after the Treaty was signed. Source 2 reveals that the Treaty was passed in the Dáil by seven votes: candidates may add that the Dáil cabinet split four to three. Source 1 reveals that the main source of division was the oath of allegiance, as expressed by Brugha in emphatic terms. His reference to Document No. 2 hints at the influence of de Valera, who led the political opposition. The importance of de Valera

is further underlined in Source 2. Source 2 reveals the pressure from the British government to move against the Four Courts, which triggered the start of the war. The reference in Source 2 to the election of 16 June is a reminder that extreme republicans, such as those in the Four Courts, were prepared to ignore democratic results. 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 divisions within Sinn Féin caused the Irish Civil War?

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 some of the causes of the Irish Civil War. 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, both sources refer to divisions within Sinn Féin over the Anglo-Irish Treaty. Brugha opposes the Treaty, while Churchill reveals that it passed in the Dáil by only seven votes.

Level 3 ([11]–[15])

Answers at this level will demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgements are developed and substantiated. Answers will address the sources in more detail, and perhaps confine their analysis to concurring with the proposition. Brugha's speech typifies the objection of hard-line republicans to the oath of allegiance. De Valera's Document No. 2 revived the idea of 'external association', but the Anglo-Irish Treaty was approved in the Dáil by 64 votes to 57. Despite the Irish electorate being pro-Treaty, Sinn Féin remained bitterly divided. The military split, referenced in Source 2, was another cause of the war.

Level 4 ([16]–[20])

Answers at this level will demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgements are very well developed and substantiated. Answers will interpret and evaluate the sources fully in relation to their historical context. Source 1 clearly shows divisions in Sinn Féin, and good candidates will explain the differences between moderates such as Griffith and radicals such as Brugha. Anti-Treaty republicans believed that the delegation had been forced to sign against its will, alluded to in Brugha's speech ("the English Government says it will go to war"), but Collins denied this and instead claimed that the Treaty offered "if not the ultimate freedom, freedom to achieve it". The bitter words spoken by Brugha in Source 1 reflect the stormy atmosphere during the Dáil debates. De Valera felt betrayed because he had not been consulted before the Treaty was signed. Source 2, like Source 1, refers to divisions within Sinn Féin, which clearly came as a surprise to Churchill, who had been a member of the British negotiating team. The assassination of Sir Henry Wilson, a Unionist MP, by the IRA on 22 June 1922 was the context of Source 2 and a key trigger of the war, as it provoked fury and outrage within the British government. Source 2 introduces other factors, such as the Irish general election of 16 June, which de Valera had tried to evade through the electoral pact with Collins. De Valera's stubborn, obstructive stance can be seen as a factor in the outbreak of the Civil War. He did not condemn the occupation of the Four Courts by extremist elements in the IRA. The split in the IRA can also be seen as a cause of the Civil War, as can the pressure applied by Churchill to evacuate the Four Courts. Candidates might draw on their own knowledge to include other factors, for example the long-standing divisions existing within Sinn Féin. These were exposed at the October 1917 Ard Fhéis but subsequently suppressed as the party first fought the 1918 general election and then participated in the Anglo-Irish War against the British government.

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 causes of the Easter Rising 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 causes of the Easter Rising. 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 causes of the Easter Rising but evaluation may be limited. 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. Interpretation A emphasises the importance of the blood sacrifice theory to which Pearse and other leaders of the Rising subscribed. Pearse, Clarke and other IRB leaders were following in a physical force tradition which went back decades. They were not well prepared for a military victory, but that mattered less than the sacrifice itself. Interpretation B focuses less on the blood sacrifice theory than on the roles of Clarke and MacDermott in pushing for a Rising and planning for and desiring a military victory. 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 causes of the Easter Rising. Answers at this level will display a good understanding of the historical context. Candidates will expand on the view of Interpretation A that the leaders of the Rising were inspired by ideals of blood sacrifice and of past rebels such as the Fenians. In this interpretation, the rebels knew that the Rising was doomed to failure, therefore their idealism and focus on martyrdom took precedence. Reference could be made to Pearse's self-sacrificial poetry or inflammatory speeches and writings, such as his oration at O'Donovan Rossa's funeral, and his views on violence, death and bloodshed. Interpretation B focuses on the "practical", "down-to-earth" Clarke and MacDermott and their "coherent" and "advanced" plans, highlighting that the leaders of the Rising aimed to achieve victory by overwhelming the British forces in Ireland, and hinting that German

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assistance may have made all the difference if it had gone to plan. 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 the causes of the Easter Rising. Answers at this level will display a very good understanding of the historical context. The events of the First World War created an atmosphere in which a Rising could take place. Both interpretations comment on the role of Redmond and his treatment by the British government, agreeing that his brand of parliamentary nationalism was damaged by these events. Interpretation A emphasises the amateur military planning and candidates may point out from their contextual knowledge that it was focused solely on Dublin and made virtually no plans for the rest of the country. Interpretation B discusses the military strategy and plays down the role of poets Pearse, Plunkett and MacDonagh and the religious symbolism of sacrifice. Foy and Barton state that the Rising needed manpower, which was partially provided by Connolly's Irish Citizen Army. In contrast, Edwards focuses on Connolly's military naivety – for instance, he had believed that the British army would not destroy property or buildings in Dublin. Candidates may challenge Interpretation A's reference to Connolly's naivety by noting that he was the only member of the Military Council who had military experience in the British army. Candidates may challenge Interpretation B for underplaying the role of Pearse, in particular, as one of the key figures behind the Rising. 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) “Craig had more reason to be satisfied with the outcome of the Home Rule crisis by September 1914 than Carson, Bonar Law, Asquith or Redmond.” To what extent would you accept this verdict?

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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. There may be some discussion of the outcome of the Home Rule crisis 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 Craig, Carson, Bonar Law, Asquith or Redmond without the argument being developed in order to answer the question directly. 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 focus in greater depth on some individuals than on others. Craig’s primary aim was to preserve the religious and economic interests of the Ulster Unionists by keeping Ulster in the Union. By September 1914, he was satisfied that Ulster would be given special treatment, most likely exclusion from Home Rule. Carson aimed to keep all of Ireland under the Union, but his attempt to use Ulster as a ‘wrecking device’ to kill Home Rule failed. He was therefore disappointed by the outcome of the crisis. Bonar Law took the traditional Conservative stance of preserving the Union in its entirety. He failed in this, but his wider aim of re-uniting and strengthening the divided and demoralised Conservative Party had largely been achieved

by September 1914. Ulster exclusion was an unsatisfactory compromise for Asquith who had proved hesitant and weak during the crisis, reacting to events rather than showing effective leadership. Redmond's objective of achieving Home Rule was only partially achieved by September 1914. While the Home Rule Act was on the statute book, he had been forced to accept an amendment of special treatment for Ulster and the delay in the Act's implementation. 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. Level 4 candidates will attempt in a more definite and sustained way an assessment of how far Craig, Carson, Bonar Law, Asquith and Redmond were satisfied with the outcome of the Home Rule crisis. Craig's leadership of Unionist resistance emphasised an Ulster dimension, evident in the manner in which the Solemn League and Covenant was signed on "Ulster Day". In September 1913 the Ulster Unionist Council agreed to form a "Provisional Government" for Ulster, which met the following summer. The provisional government had its own 'army', the Ulster Volunteer Force (UVF), which had procured a supply of arms by April 1914. Craig led the Ulster Unionists in the belief that a successful campaign of resistance would either force Asquith to drop the Bill completely or offer Ulster exclusion, both of which would represent an achievement. In contrast, Carson saw exclusion as a tactical device and hoped that a partition compromise would be unacceptable to nationalists. His hopes that the government would drop Home Rule completely were not realised. By September 1914 he was forced to effectively abandon his fellow Southern Unionists to living under a 26-county Home Rule parliament. Bonar Law, who had family roots in Ulster, ultimately accepted the principle of Ulster exclusion, so was reasonably satisfied by September 1914. His aim of forcing a general election and defeating the Liberals, however, had not been achieved. By 1914, Asquith was in a weaker position than in 1912, as the crisis had exposed divisions within the party, with Birrell, Lloyd George and Churchill all questioning government policy. Redmond was also only partially satisfied in September 1914. Although he had agreed to temporary exclusion of Ulster in the Buckingham Palace conference, the Act of September 1914 included an undefined amendment which did not stipulate that any exclusion would be temporary. The Act was also delayed for the duration of the war. The uncertainty of both the special treatment for Ulster and the war itself left Redmond in a vulnerable position. 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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AVAILABLE
MARKS

- (b) How successfully did the government of James Craig deal with the challenges Northern Ireland faced between 1921 and 1925?

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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. There may be some coverage of the challenges facing Northern Ireland in the period 1921–1925 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 partial identification of some of the problems facing Craig's government, such as security problems, which took the form of sectarian violence within Northern 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 may provide a reasonably full analysis of how Craig dealt with the challenges facing the Northern Ireland state. He faced serious security problems, which undermined the very existence of Northern Ireland. Political problems stemmed from a divided society in which the nationalist minority felt no allegiance to the new state. The proposed Boundary Commission increased Catholic expectations of the state's impermanence, while simultaneously destabilising the aspirations of unionists. Socio-economic problems included the post-war slump in industry and insufficient funding from the Treasury. 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 how successfully Craig's government responded to the challenges Northern Ireland faced between 1921 and 1925. While reference to every problem is not essential to reach this level, answers which deal with a wide range of issues will be appropriately rewarded. In the period up to 1922, 428 people were killed in 'the Troubles'. Internal violence was concentrated in Belfast, while threats from outside came in the form of cross-border IRA attacks. Craig attempted to promote peace by meeting secretly with de Valera on 5 May 1921. Between January and March 1922 he agreed two Pacts with Collins to try to end the violence. The Special Powers Act, passed in April 1922, was initially intended to last for one year, but became permanent. New recruits to the Ulster Special Constabulary saw numbers rise to over 30 000 by 1922. Financially, Craig's government faced problems, such as the imperial contribution of £8m and unemployment levels of 100 000. He appealed to Westminster for more money and the Colwyn Award in 1925 brought some degree of financial stability. Proposals for non-denominational education in Northern Ireland were controversial and Craig's government retreated under pressure from both Protestant and Catholic Churches to abandon Lord Londonderry's plans. Nationalists were angry at the abolition of Proportional Representation under the Local Government Act of 1922. However, Craig had hoped to treat nationalists fairly and the government intended that Catholics would comprise one-third of the RUC. Denis Henry, the Catholic Unionist MP for South Derry, was appointed as the first Lord Chief Justice of Northern Ireland, a high-ranking position. Despite all the challenges he faced, Craig succeeded in establishing a functioning and secure state. 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]

Option 4

Total

**AVAILABLE
MARKS**

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80