



*Rewarding Learning*

**ADVANCED  
General Certificate of Education  
2011**

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## **History**

**Assessment Unit A2 2**

*assessing*

**[AH221]**

**TUESDAY 31 MAY, MORNING**

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**MARK  
SCHEME**

## Level of response mark grid

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

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

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

**AO2** In relation to historical context:

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

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

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

## OPTION 1: ENGLAND 1570–1603

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

- 1 (a) Consult all the sources and your knowledge of this period. Which of the sources would an historian value most as evidence in a study of the relations between England and France in the period 1570–1603?

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

**Level 1 ([0]–[3])**

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

**Level 2 ([4]–[7])**

Answers will comment on the utility of the sources, using the content more fully. Source 1 is valuable because it is a letter written by Elizabeth herself to Philip of Spain in 1575. In it she is warning him about his treatment of the Netherlands and the consequences it might have. Source 2 is an extract from the Fugger letters commenting on events in England in 1581. It is highlighting confusion at the time regarding the presence of the French in England. Wernham in Source 3 refers to Elizabeth's foreign policy and the tactics she used regarding France.

**Level 3 ([8]–[11])**

Answers will present a more sustained assessment of the value of each source and reach a credible conclusion. Answers at this level will discuss utility, not just for the information it provides, but also for the quality of the evidence – author, date and audience. The letter from Elizabeth to Philip is private correspondence concerning events in the Netherlands. Relations between the monarchs were tense in 1575 due to a variety of factors, including trade. At this time Elizabeth, and especially William Cecil, feared an international conspiracy against England. Therefore Elizabeth was determined to keep France and Spain apart. She preferred Spanish influence in the Netherlands as this would benefit English trade. She is warning Philip about French actions regarding the Netherlands but she may be exaggerating the extent of the threat to protect English domestic policy. Source 2 makes reference to the French marriage. By 1581 Elizabeth is in her 40s and marriage is strongly desired by her Council and Parliament. In 1581 relations between France and England may appear positive but after the St. Bartholomew Massacre of 1572 Elizabeth was sending unofficial aid to the Huguenots while at the same time courting marriage to the Duke of Alencon. Elizabeth is also concerned about events in the Netherlands and the presence of Philip II. This source suggests that she is prepared to make an agreement with the French to aid the Netherlands. The source also suggests that Elizabeth is

willing to use this alliance to once again gain control of Calais. It also implies that Elizabeth is willing to support Don Antonio against Philip II for control of Portugal. However, this is a letter to friends in Europe and could be based on rumour rather than fact. Its intended purpose could be to inform Philip of events in England. Wernham is a renowned historian who gives an impartial and objective perspective with hindsight. It highlights how frightened Elizabeth was of French dominance. It mentions the tactics she used to prevent further expansion such as using Spain as a check while at the same time co-operating with France. An example of this is the French marriage proposals. The source implies that Elizabeth's policy towards France was successful yet it makes no reference to French internal policy. France did not expand further but much of this had to do with its internal Wars of Religion.

#### **Level 4 ([12]–[15])**

Answers at this level will use a wide range of criteria to assess utility, commenting on the significance of information provided, authorship, motive, viewpoint, audience and date. Contextual knowledge will be introduced to enhance the answer. [15]

- (b) Use all the sources and other evidence you have studied.** How far do the sources support the view that Elizabethan policy towards France between 1570 and 1603 lacked consistency?

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

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

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

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

Answers at this level recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement **AO1(b)**. Answers may make some of the following points: Elizabeth played on Spanish fears of losing dominance in the Netherlands to curtail French intervention. At the same time Elizabeth is seriously considering making an alliance with France through marriage to the French heir. Wernham highlights Elizabeth's success in her dealings with France.

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

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement are developed and substantiated **AO1(b)**. Elizabeth's letter to Philip is a warning that both needed to be wary of French involvement in the Netherlands. Both countries are united in their reliance on trade with the Netherlands. By 1575 France is a great power which wishes to exploit tension between Spain and the Netherlands. Despite both countries being Catholic, France is willing to aid Protestant rebels in the Netherlands to weaken Spanish control. Elizabeth's aim is to secure stability within the Netherlands as this will aid English trade. Even though England signed the Treaty of Blois in 1572 with France against Spain, Elizabeth is willing to ignore this.

The Fugger Letters highlight just how uncertain and inconsistent English foreign policy was. While unofficially aiding the Huguenots, England is also attempting to secure a French marriage. While England is seen as a Protestant nation, Elizabeth is reluctant to become the Protestant champion. Internal prosperity and security is much more important than religious conviction. Wernham makes reference to Elizabeth using Spain as a check against France, while at the same time co-operating with it. Although these tactics may appear inconsistent and imply Elizabeth's dealings with France lacked consistency, he highlights the success of this policy. Elizabeth was determined to check French expansion and prevent it from dominating the Netherlands. To do this she would use whatever tactics were necessary.

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

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement are very well developed and substantiated. **AO1(b)** Answers will interpret and evaluate the sources fully in relation to their historical context **AO2(a)** . [20]

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- 2 (a) To what extent would you agree that agricultural change was the most important economic development in England in the period 1570–1603? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

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

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

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

**AO2(b): Interpretations:**

Answers at this level will have little or no awareness of contemporary or later interpretations of this subject.

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

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. The answer will have supporting evidence. Answers may only look at one aspect of the topic of the economy but have little focus on the question. For example, they may assert, with little substantiation, that the foundation of the Muscovy, Levant and East India Companies meant that trade went through considerable change. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling and punctuation or, at times, the style of writing will be inappropriate. There may be occasional defects in organisation and little specialist vocabulary.

**AO2(b): Interpretations:**

Answers at this level will have some awareness of either contemporary or later interpretations of the subject but this will be limited and in need of further development. For example, traditional historians claim that this period witnessed the birth of capitalism and great economic improvement, while revisionists believe that the gentry was affected by the Elizabethan economy.

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

Answers at this level will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers may concentrate on a narrow range of issues, providing a more detailed yet incomplete account. Answers may address more than one aspect of the economy. Answers should be able to evaluate the nature of, and limits to, development of the aspects that are considered. In agriculture, for example, sheep farming and wool production continued

to dominate this part of the economy. There was a variety of agricultural practices across the country, depending on geographical and climatic factors and these factors were barriers to significant development. Wool and woollen cloth exports to Antwerp continued to dominate overseas trade. Similarly, internal trade was restricted by the state of the roads and the navigability of rivers. Consequently, there was little change in internal trade in the period. Answers 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. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**AO2(b): Interpretations:**

Answers at this level will provide a satisfactory analysis and evaluation of contemporary **or** later interpretations of this subject **or** a partial evaluation of both.

**Contemporary interpretations** could include, for example, that the gentry and merchant class believed that the economy was thriving and they were able to benefit from this. There appeared to be some social movement.

**Historians’ interpretations** could include, for example, the nature of economic development in England in this period.

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

**AO1(b): Knowledge:**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers at this level must discuss all aspects of economic activity. 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 embargoes on English goods in the periods 1568–1573 and 1586–1588 forced English merchants to seek new outlets for English goods in Emden, East Friesland and Hamburg in north Germany. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate use of specialist vocabulary.



**AO2(b): Interpretations:**

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

**Contemporary interpretations** could include, for example, the rise of the merchant class and how it was able to benefit from the economy. However, Elizabeth and her Council were aware of the pitfalls. They realised that new markets were needed if the English economy was to expand.

**Historians' interpretations** could include, for example, that change did occur but they might also address the fact that there was also much continuity. The change that did occur was not widespread and did not affect all areas of society. There was no long-term planning and the government failed to fully exploit the new changes. Some historians believe that this period marked less of a decline in nobility and more of an expansion of gentry and professional classes. [35]

- (b) To what extent would you accept that Puritanism posed a serious threat to Elizabeth I in the period 1570–1603? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

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

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

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. It will give a superficial account of Puritanism with little reference to evaluating its threat to Elizabeth. Answers at this level may be inaccurate or demonstrate superficial understanding. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made within the response.

**AO2(b): Interpretations:**

Answers at this level will have little or no awareness of contemporary **or** later interpretations of this subject.

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

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer will have some explanation, analysis and judgement. It will deal with some different forms of Puritanism such as those within the House of Commons or inside the Church or even groups outside the Church. It may mention the role of Wentworth within the Commons or look at Grindal inside the Church. Although it will define Puritanism, it will not analyse how significant a threat these groups posed to Elizabeth and it will be a narrative response. The answer will contain supporting evidence. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling and punctuation or, at times, the style of writing will be inappropriate. There may be occasional defects in organisation and little specialist vocabulary.

**AO2(b): Interpretations:**

Answers at this level will have some awareness of either contemporary **or** later interpretations of this subject but this will be limited and in need of further development. For example, it may mention that some members of Court had Puritan sympathies or the theory that a Puritan choice existed within the House of Commons.

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

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers may concentrate on a narrow range of issues, providing a more detailed yet incomplete account. Answers may address the threat posed by the Puritans within the Church, in the House of Commons and also those outside the Church. They may also make reference to the Puritans at Court and how they were gaining influence with many influential members. Answers may also address Elizabeth's handling of the Puritans and assess whether this increased their threat. Answers may assess how significant these threats were not just in terms of religion but also politics. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**AO2(b): Interpretations:**

Answers at this level will provide a satisfactory analysis and evaluation of **either** contemporary **or** later interpretations of this subject.

**Contemporary interpretations** could include, for example, the opposition within the House of Commons to the Church Settlement.

**Historians' interpretations** could include, for example, the traditional view that the Puritans were a significant threat and were a growing force. Revisionists believe that they were not that significant a threat.

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

**AO1(b): Knowledge:**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers will assess how significant a threat the Puritans were. They may make reference to the different types of Puritans, as well as people like Strickland, Grindal and Wentworth. Answers may also look at the influence the Puritans had over major Court members such as Robert Dudley and William Cecil. They may also look at Elizabeth's handling of the Puritans and how the Puritans reacted to this. Responses will assess the support the Puritans had. Most Puritans within the Church were happy to live with the hope of change. Those outside the Church such as the Separatists were too extreme to gain much support. Although many Court members were influenced by Puritanism, they were much more concerned with their relationship with Elizabeth. However, it could be noted that, although Elizabeth appeared in control of the Puritans, time shows that they were a force that would not go away and that Puritanism was here to stay. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation with appropriate use of specialist vocabulary.

**AO2(b): Interpretations:**

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

**Contemporary interpretations** could include, for example, the role of MPs within the House of Commons. Answers could also include opinions of the Puritans within the Church and in particular how Grindal was suspended from his position.

**Historians' interpretations** could include, for example, the traditional view that Puritanism forced Elizabeth to alter her Church Settlement and that they played a significant role not only within the Church but also at Court and within the House of Commons. Revisionist historians believe that they were too divided to represent a significant threat. Few were revolutionary. [35]

**Option 1**

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**70**

## OPTION 2: IRELAND 1607–1691

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

- 1 (a) Consult all the sources and your knowledge of this period. Which of the sources would an historian most value in a study of the causes of the Siege of Derry?

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

**Level 1 ([0]–[3])**

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

**Level 2 ([4]–[7])**

Answers will comment on the utility of the sources, using the content more fully. Source 1 is valuable because it asserts that a massacre of Irish Protestants is imminent and that vigilance is necessary. Source 2 demonstrates the resolve of the Londonderry Council of War in April 1689. Source 3 provides detail on some of the forces besieging the city and the organisation of the defenders.

**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 have good focus on the question, i.e. how the sources relate to the "causes" of the siege. It could be argued that without the Comber letter (Source 1) there might well have been no Siege of Derry, while Source 2 suggests that political calculation, with hopes pinned on the success of William III, was also a factor in producing the siege. Source 2 is confirmation that the defenders of Derry, some four months after the Comber letter, remained resolute on the course they had chosen, and were committed to the cause of King William. Source 3's reference to "preaching and praying" could be expanded on in relation to the question.

**Level 4 ([12]–[15])**

Answers will use a wide range of criteria to assess utility, commenting on the significance of the information provided, authorship, motive, viewpoint, audience and date. Contextual knowledge will be introduced to enhance the answer. Answers may note that the Comber letter (Source 1) caused a wave of panic which reached Derry by 7 December and, coupled with the approach of the Redshanks army, inspired the shutting of the gates. Candidates might note the Catholicising policies of James II in Ireland since 1685, especially in relation to the army under Tyrconnell, which had alarmed the settler community in Ulster in particular and which therefore gave the

Comber letter credibility among Protestants. It would also be valid to point out that memories of the 1641 Rebellion added to the sense of tension and vulnerability. Source 1 is dated before the siege begins and the fact that its authorship is unknown is an obvious limitation. Nonetheless, it is an essential element in understanding why the siege occurred. The prospect of aid from King William (Source 2) suggests that the defence of Derry was inspired by hope as well as fear. Source 2 also demonstrates an acute political awareness at least among the leadership in the city. Responses may pick up on the reference to George Walker in Source 3, noting his role in stirring both fear and defiance in the defenders. Judgement would be expected from top-level candidates, who may nominate Source 3, because of its reference to the perceived nature of at least some of the Jacobite forces and also the resolution of the defenders, led by Walker and Baker, although this does not preclude a contrary assessment. [15]

- (b) **Use all the sources and other evidence you have studied.** How far do the sources support the view that sectarian fear caused and sustained the Siege of Derry?

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

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

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

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

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement **AO1(b)**. For example, Sources 1 and 3, at least superficially, appear to support the proposition, while Source 2 suggests that political considerations were also a factor in maintaining the resolve to continue to defy the Jacobite forces **AO2(a)**.

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

Answers at this level will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement are developed and substantiated **AO1(b)**. For example, Source 1 is calculated to produce sectarian fear and panic, and can be directly

linked to the shutting of the gates of Derry. The answers will address the sources. A careful analysis will detect that both Sources 2 and 3 convey a more nuanced message than is at first apparent. Although Source 2 focuses on the anticipated benefits of a victory for William, it is still couched in the language and spirit of the Protestant religion, echoing the struggles of the past, such as the 1641 Rebellion. Source 3 combines both reference to the fear of a perceived brutal and merciless enemy and the sustenance provided by the Protestant faith and its ministers **AO2(a)**.

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

Answers at this level will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated **AO1 (b)**. For example, in addition to covering and developing the points already referred to, candidates should note the critical developments – especially from an Ulster Protestant perspective – that had occurred since James’s accession to the throne in 1685, such as the appointment of Tyrconnell as Lord Deputy, the creation of a Catholic army and the packing of the Irish Parliament to produce a Catholic majority. Answers may also note that a Protestant exodus to Britain, albeit on a small scale, had already begun before the Comber letter (Source 1) spurred the closing of the gates of Derry, but it was indicative that tension and apprehension had been rising steadily among the settler community for the previous three years. Answers will interpret and evaluate the sources fully in relation to their historical context. For example, Source 2 may be placed in the context of William and Mary’s official recognition as joint sovereigns in February 1689, while Source 3 reflects the Catholic complexion of the army Tyrconnell had created in Ireland. It may be anticipated that candidates will generally agree with the proposition, although this does not preclude a contrary assessment, perhaps focusing on the political calculation highlighted in Source 2 **AO2(a)**. [20]

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- 2 (a) “An economic success but a failure in all other respects.” How far would you agree with this assessment of the impact of the Plantation on Ulster up to 1636? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

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

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

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

**AO2(b): Interpretations:**

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

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

Answers at this level will select and deploy historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. The answer will have supporting evidence. For example, candidates may note that the Plantation introduced urbanisation and new agricultural methods which were important elements in the economic development of the province. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate. There may be occasional defects in organisation and little specialist vocabulary.

**AO2(b): Interpretations:**

There will be some awareness of either contemporary **or** later interpretations of the subject but this will be limited and in need of further development. For example, in terms of contemporary interpretation, reference may be made to the published scheme for the Plantation.

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

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers may focus on the creation of market towns and the road infrastructure to support them. Candidates may cite the economic emphasis of the Londonderry Plantation, but also its uneven success. The failure to

deal successfully with the problem of the native Irish may also be referred to. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**AO2(b): Interpretations:**

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

**Contemporary interpretations** could include, for example, the various government surveys commissioned at intervals in the early years of the Plantation.

**Historians' interpretations** could include, for example, those presenting a particular economic emphasis and those who present a wider perspective on the settlement.

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

**AO1(b): Knowledge:**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement are very well developed and substantiated. Answers will attempt in a more definite and sustained way an assessment of the economic impact of the Plantation in Ulster. There will also be an assessment of the other elements of the Plantation, including culture, religion and politics. It would be valid to argue that, while the Plantation did not meet the targets set by government in many respects, the English language, the Protestant religion and British culture put down strong roots in what had once been the most Gaelic part of Ireland. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and use of appropriate specialist vocabulary.

**AO2(b): Interpretations:**

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

**Contemporary interpretations** could include, for example, the views of government officials or some of the early colonists.

**Historians' interpretations** could include, for example, those focusing on the plight of the native Irish or the impact of the Scots on the culture and religious complexion of the new settlement. [35]



- (b) “The Glorious Revolution of 1688–1689 came about solely due to the political policies of James II.” How far would you accept this verdict? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

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

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

**AO1(b): Knowledge:**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers at this level may be inaccurate or demonstrate superficial understanding. For example, there may be a general awareness that James II alienated support due to his controversial policies. Meaning may not always be clear because of inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**AO2(b): Interpretations:**

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

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

**AO1(b): Knowledge:**

Answers at this level will select and deploy historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. The answer will have supporting evidence. For example, James’s most overtly political move, which did much to lose him the support of the Tories, was his attempt to “pack” Parliament in 1688. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling and punctuation or, at times, the style of writing will be inappropriate. There may be occasional defects in organisation and little specialist vocabulary.

**AO2(b): Interpretations:**

There will be some awareness of either contemporary **or** later interpretations of the subject but this will be limited and in need of further development. For example, the contemporary views of the political classes could be mentioned in relation to this subject.

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

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers may focus on a wider range of factors that brought about the Glorious Revolution, including the King's religious policies, such as the use of the dispensing power to promote Catholics in both civil and military offices, and the issue of the Declaration of Indulgence. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**AO2(b): Interpretations:**

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

**Contemporary interpretations** could include, for example, the views of MPs or the King's advisors.

**Historians' interpretations** could include, for example, an assessment of James's motives or of the Established Church's reaction to James's policy of religious toleration.

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

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement are very well developed and substantiated. Answers will attempt in a more definite and sustained way an assessment of not just James's political manoeuvres but his military policy, increasing the size of the standing army and thereby raising fears of creeping absolutism; and his perceived assault on the position of the Church of England. Above all, it is valid to argue that it was the birth of a male heir, in June 1688, bringing with it the prospect of a Catholic dynasty, that made the Glorious Revolution inevitable. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and use of specialist vocabulary.

**AO2(b): Interpretations:**

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

**Contemporary interpretations** could include, for example, the official pronouncements of James himself and of those who eventually would seek to remove him from power, such as the “Immortal Seven” who sent the letter of invitation to William of Orange.

**Historians’ interpretations** could include, for example, those who focus on the role of William in this affair and on the general European context, especially the persecution of French Protestants by Louis XIV and how this influenced opinion in England. [35]

**Option 2**

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## OPTION 3: IRELAND 1775–1800

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

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

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

**Level 1 ([0]–[3])**

Answers will paraphrase the content of each source and make assertions that are not fully supported. There may be a limited awareness that the Volunteers were becoming more important in the period covered by the sources.

**Level 2 ([4]–[7])**

Answers will comment on the utility of the sources, using the content more fully. Source 1 is valuable because it provides evidence of Volunteer activity in the early period of the movement's existence. Source 2, just over a year on from Source 1, demonstrates how the movement has changed and how politics is now to the fore. Source 3 gives an overview and assessment of the Volunteer movement from a later perspective.

**Level 3 ([8]–[11])**

Answers will present a more sustained assessment of the value of each source, and reach a credible conclusion. Answers at this level will note that from its foundation as a military force, illustrated in Source 1, the Volunteers soon began to acquire a political profile, evident in Source 2. More alert candidates may note that the locations referred to in these sources – Rathfriland and Newry – are in close proximity to each other, thereby providing a good case study in relation to the question. McDowell's source obviously has the advantage of historical hindsight and objectivity.

**Level 4 ([12]–[15])**

Answers will use a wide range of criteria to assess utility, commenting on the significance of the information provided, authorship, motive, viewpoint, audience and date. Contextual knowledge will be introduced to enhance the answer. Source 1 reflects the military origins of the movement, created at a time when Ireland was exposed to the threat of French attack during the American War of Independence. Ironically, as that threat receded, the Volunteers became more powerful, not just in numbers but due to taking on the role of an extra-parliamentary pressure group. In alliance with the Patriots in the Irish Parliament, the Volunteers secured Free Trade in December 1779 and then turned their sights to constitutional reform (Source 2). Source 3 seems to suggest that this transformation was to some degree inevitable. Judgement would be expected from

top-level candidates, who may nominate Source 3 as the most valuable because of its authorship and date, although this does not preclude a contrary assessment. [15]

- (b) Use all the sources and other evidence you have studied.** How far do the sources support the view that the rise of the Volunteers was primarily due to their involvement in politics?

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

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

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

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

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement **AO1(b)**. For example, Source 1 illustrates the Volunteers as a military organisation, which contrasts with the image presented by the other sources **AO2(a)**.

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

Answers at this level will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement are developed and substantiated. **AO1 (b)**. For example, candidates will note that Source 1 makes no overt reference to politics, while 14 months later a Volunteer review is passing explicitly political resolutions. McDowell's view in Source 3 is that the Volunteer structure and social profile contained within it the potential to become politically active and politically significant **AO2 (a)**.

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

Answers at this level will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated **AO1(b)**. For example, answers may note that, while Source 1 makes no explicit reference to politics, its description of this particular company's membership suggests the type of people who would have been politically aware, thereby establishing a link with Source 3's observation about "political education and agitation". Answers will interpret and evaluate the sources fully in relation to their historical context. For example, it may be observed that it was in 1779 (the year

which Source 1 refers to) that the Volunteers first became politically active – in the successful campaign for Free Trade. By the time of Source 2, in August 1780, emboldened by this victory, the Volunteers are arguably now more of a political pressure group than a defensive militia, which was their ostensible purpose when first established. Better candidates may also make reference to the impact of the American Revolution, particularly on Ulster where the Volunteer movement was strongest, as reflected in the first two sources. Candidates may indeed conclude that politics was the key to the rise of the Volunteers, extending the argument to encompass the securing of legislative independence in 1782, but this does not preclude alternative arguments **AO2(a)**. [20]

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- 2 (a) “The Constitution of 1782 had little impact on how Ireland was governed.” How far would you agree with this assessment? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

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

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

**AO1(b): Knowledge:**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers at this level may be inaccurate or demonstrate superficial understanding. For example, there may be a general reference to some of the elements that made up the Constitution of 1782. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**AO2(b): Interpretations:**

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

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

**AO1(b): Knowledge:**

Answers at this level will select and deploy historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer will have some explanation, analysis and judgement. It will

have supporting evidence. For example, there will be more detail on the Constitution of 1782, such as the repeal of the Declaratory Act and the modification of Poyning's Law, but there may be limited engagement with the proposition. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate. There may be occasional defects in organisation and little specialist vocabulary.

**AO2(b): Interpretations:**

There will be some awareness of either contemporary **or** later interpretations of the subject but this will be limited and in need of further development. For example, contemporary government or opposition opinion might be referred to in relation to the agitation for reform in 1782.

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

**AO1(b): Knowledge:**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers may focus on the changes introduced by the Constitution of 1782 but also consider the longer-term impact – or lack of impact – these changes had. Candidates may refer to the Renunciation controversy of 1783 as evidence of the fact that within a year of securing “legislative independence”, the Constitution required revision. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**AO2(b): Interpretations:**

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

**Contemporary interpretations** could include, for example, reference to the Renunciation debate, which divided the reform movement between those who were satisfied with the constitutional changes of 1782 and those who felt that legislative independence was not yet secure.

**Historians' interpretations** could include, for example, consideration of the Volunteer perspective on the developments of 1782–83.

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

**AO1(b): Knowledge:**

Answers at this level consistently recall, select and deploy historical

knowledge relevantly, clearly and effectively. Explanation, analysis and judgement are very well developed and substantiated. Answers will attempt in a more definite and sustained way an assessment of the Constitution and its limitations. Arguably, legislative independence was a sham and Westminster continued to exercise effective control of the Irish Parliament through the distribution of patronage and places. The post-1782 era is characterised by the firm administration of the so-called Troika of Foster, Fitzgibbon and Beresford, confirming that while the Irish Parliament had a sense of newfound freedom, the Irish executive remained securely in British control. The fact that some Patriots and Volunteers sought further reform of Parliament – and failed to obtain it – may be cited as evidence in support of the proposition. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and use of appropriate specialist vocabulary.

**AO2(b): Interpretations:**

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

**Contemporary interpretations** could include, for example, the view from Dublin Castle or that of the government at Westminster.

**Historians' interpretations** could include, for example, an overview of the post-1782 era and how parliamentary politics and government differed – or did not differ – from the period before the attainment of legislative independence. [35]

- (b) “The Rebellion of 1798 came about solely because of the impact of the French Revolution on Ireland.” How far would you agree with this assessment? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

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

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

**AO1(b): Knowledge:**

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



understanding. For example, there may be some awareness of the link between the French Revolution and the formation of the United Irishmen. Meaning may not always be clear because of inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

**AO2(b): Interpretations:**

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

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

**AO1(b): Knowledge:**

Answers at this level will select and deploy historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer will have some explanation, analysis and judgement. It will have supporting evidence. For example, there will be an appreciation that the French Revolution had a significant impact on political thinking in Ireland, particularly in relation to the position of Catholics. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling and punctuation or, at times, the style of writing will be inappropriate. There may be occasional flaws, with defects in organisation and little specialist vocabulary.

**AO2(b): Interpretations:**

There will be some awareness of either contemporary or later interpretations of the subject but this will be limited and in need of further development. For example, later interpretations may focus on how the French Revolution inspired Wolf Tone and the movement he was to lead.

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

**AO1(b): Knowledge:**

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers may focus on the creation of the United Irishmen and how this provides a link to the rebellion that breaks out in 1798. However, other factors will also be considered, such as the role of the Defenders and repressive government policy in the 1790s. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**AO2(b): Interpretations:**

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

**Contemporary interpretations** could include, for example, the opinion of some of the leading United Irishmen.

**Historians' interpretations** could include, for example, general studies of the 1790s decade and, in particular, the growing social unrest.

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

**AO1(b): Knowledge:**

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement are very well developed and substantiated. Answers will attempt in a more definite and sustained way an assessment of the broader foundation of the 1798 Rebellion, beyond the inspiration provided by the events in France. In relation to the establishment of the United Irishmen, the organisers of the rebellion, it may be noted that the legacy of the Volunteers and the Enlightenment was also significant. In relation to the rebellion itself, candidates might argue that many of those involved had perhaps only the most rudimentary knowledge of the revolution in France and were instead inspired by growing sectarian tension, particularly in Ulster, and by the disappointment of their hopes that Catholic emancipation was imminent in 1795. Arguably, rather than the ideals of the French Revolution, it was the prospect of French military assistance that encouraged the challenge to British authority in 1798. Broadly speaking, better candidates will argue that a range of factors produced the 1798 Rebellion but will have scope as to the emphasis they might place on any particular factor. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and use of specialist vocabulary.

**AO2(b): Interpretations:**

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

**Contemporary interpretations** could include, for example, the view of some of those who were to participate in the rebellion.

**Historians' interpretations** could include, for example, an overview of the rebellion and an analysis of its root causes. [35]

**Option 3**

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## OPTION 4: PARTITION OF IRELAND 1900–1925

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

- 1 (a) Consult all the sources and your own knowledge of this period. Which of the sources would an historian value most in a study of the opposition to Home Rule in the period 1912–1914?

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

**Level 1 ([0]–[3])**

Answers will paraphrase the content of each source and make assertions that are not fully supported. For example, the sources contain reasons why the Home Rule Bill was opposed.

**Level 2 ([4]–[7])**

Answers will comment on the utility of the sources, using the content more fully. Source 1 is valuable because it conveys the intensity of feeling against Home Rule. Source 2 reinforces the physical force element of the opposition to Home Rule, though there is a hint of compromise if Ulster is excluded. Source 3 reveals, in a retrospective way, the tensions among the opponents of Home Rule and the complexities of compromise.

**Level 3 ([8]–[11])**

Answers will present a more sustained assessment of the value of each source, and reach a credible conclusion. Answers at this level will examine the authorship and content more closely. The authorship of Source 1 enhances its value, as it is from the leader of the Conservative Party, the traditional ally of Irish unionism. Law's speech indicates the hostile atmosphere of the time, as well as the motives and methods that will be used to thwart the Home Rule Bill. Source 2 also benefits from its author: Carson, the public face of resistance to Home Rule. He continues the stridency of Law, but half of the speech is devoted to his response to a possible compromise: the exclusion of Ulster from Home Rule. Thus Sources 1 and 2 invite comparisons and contrasts in studying the attitudes towards the Home Rule Bill. Source 3 provides the traditional wider perspective from a historian. Rees reveals the state of affairs when the crisis has reached its climax, now that the Great War has commenced. The relationship between the respective leaders and their followers is addressed, and the implications if force were used and accepting compromise were embraced. *In summation, all three sources reflect the emotions of the time, indicate some of the means by which Home Rule would be opposed, point to the rationale of compromise and the intricacies of seeking a way out of the political crisis at a time of War.*

**Level 4 ([12]–[15])**

Answers will use a wide range of criteria to assess utility, commenting on the significance of the information provided, authorship, motive, viewpoint, audience and date. Contextual knowledge will be introduced to enhance the answer. Answers may comment that Source 1 reflects the emotions of the anti-Home Rulers shortly after Asquith had introduced the Home Rule Bill in April 1912. Moreover, Law's choice of words reflected the "New Style" of politics evident in the period 1912–1914. His comments constituted one of several tactics used by the opponents of Home Rule: "verbal menace", with the implication of physical force to come. Carson's statement in Source 2 reveals how far the opponents of the bill have compromised. Now, resistance cannot be justified if Ulster is excluded. This speech follows his private letter to Law in September 1913, in which Carson admitted the attraction of a "clean cut" of six Ulster counties. Source 3 reveals the difficulties and risks taken by the opponents of Home Rule in their strategy of pushing the Liberals to the limit. Carson's concession in Source 2 effectively abandons his Southern Unionist friends to the nightmare of an existence in a partitioned state, cut off from their allies in the north. Law's acquiescence to exclusion risks a serious split within the Conservative Party, among whose most influential ranks number the Southern Unionists led by Midleton and Lansdowne. Source 3 reinforces the view that the crisis of the Home Rule Bill "ended" in an unsatisfactory compromise, the details of which were to be indefinitely postponed until the War ended. The Liberals were weakened; Home Rule in some form was to be on the statute book, Ulster, however defined, would be excluded, with Constitutional Nationalists and Southern Unionists uneasy. [15]

- (b) **Use all the sources and other evidence you have studied.** How far do the sources suggest that Ulster itself was the main priority of all those who opposed Home Rule up to September 1914?

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

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

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement **AO1(b)**. For example, Sources 1 and 2 deal with the position of Ulster in relation to the Home Rule Bill. Answers may rely on paraphrasing the sources or provide a narrative of the subject with little reference to the sources **AO2(a)**.

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

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

**AO1(b)** For example, references to Ulster and the Ulster Unionists dominate Source 1, while the word “Ulster” appears twice in the opening sentence of Carson’s speech in Source 2. This suggests that Ulster was the sole concern of the opponents of Home Rule **AO2(a)**.

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

Answers at this level will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement are developed and substantiated.

**AO1(b)** For example, answers will address the sources in more detail, and perhaps confine their analysis to concurring with the proposition. Law speaks of the “resistance of Ulster”. Carson reinforces this theme by reference to “Ulster’s strong right arm” and how “Ulster would fight”. Carson mentions the word “Ulster” at least six times. Source 3 refers to Law’s aspiration of saving six Ulster counties from Home Rule. However, Source 3 suggests a wider agenda than merely saving Ulster, and Rees’ reference to Carson’s strategy of excluding Ulster to smash Home Rule for Ireland indicates that Ulster was not the sole concern of the opponents of Home Rule **AO2(a)**.

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

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

**AO1(b)** For example, answers will interpret and evaluate the sources fully in relation to their historical context. **AO2(a)** While Bonar Law in Source 1 is clearly behind Ulster, good responses will comment on the political circumstances which explain Law’s enthusiastic embrace for Ulster resistance to Home Rule. The period 1906–1911 had been disastrous for the Conservative Party: three election defeats, denied over the “People’s Budget” of 1909 and thwarted by the Parliament Act of 1911. For Law, the cause of Ulster was a rallying cry to reunite his party and smash the Liberals. Source 3 reflects on Carson’s political strategy in 1912: to save Ireland from Home Rule by leading an Ulster-based resistance which would force an uncertain liberal government to acquiesce. However, Source 2 shows that Carson’s hopes were unfulfilled: the government would not drop Home Rule completely. He faced the prospect of fighting a virtual civil war, or accepting a compromise which would save Ulster and, in Carson’s view, abandon the rest of Ireland. Source 3 hints at the various political considerations which impacted on the discussion to support Ulster. The Conservative Party gained by uniting the party – hitherto weakened by tariff reform – around its traditional stand of upholding the Union. While backing Ulster brought tactical benefits, the endorsement of Ulster exclusion involved what would have been regarded as a betrayal of longstanding, powerful and influential

members of the Conservative Party: Southern Unionists. *Therefore, while “Ulster” dominates Sources 1 and 2, Unionists in the rest of Ireland are also referred to, and answers should reflect that the original motivation of Law and Carson went beyond solely the salvation of Ulster from Home Rule.* [20]

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- 2 (a) “The impact of the First World War on Irish politics was the most important cause of the outbreak of the Easter Rising of 1916”. How far would you agree with this statement? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

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

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

**AO1(b): Knowledge:**

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers at this level may be inaccurate or demonstrate superficial understanding. For example, there may be a comment that the planners of the Rising exploited the outbreak of the war in order to stage a revolt. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of ideas and points made from the response.

**AO2(b): Interpretations:**

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

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

**AO1(b): Knowledge:**

Answers at this level will select and deploy historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. It will have supporting evidence. For example, there may be a limited focus on the impact of the war on Irish politics, with some reference to the opportunities this provided for the leaders of the revolt in 1916. There may be some comment on the role played by individual rebel leaders. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling or punctuation or grammar; at times, the style of writing will be inappropriate. There may be occasional defects in organisation and little specialist vocabulary.

**AO2(b): Interpretations:**

There will be some awareness of **either** contemporary **or** later interpretations of the subject but this will be limited and in need of further development. For example, there may be some contemporary opinion from one of the leaders of the 1916 Rising.

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

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers may focus on the impact of the War on the Home Rule crisis and the opportunity it provided for Irish republicans to exploit their traditional stance of “England’s difficulty is Ireland’s opportunity”. There may be reference to the aspirations of one of the main leaders of 1916, such as Pearse or Connolly. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

**AO2(b): Interpretations:**

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

**Contemporary interpretations** could include, for example:

The views of some of the leaders of the 1916 Rising, such as Pearse, Connolly and Plunkett.

**Historians’ interpretations** could include, for example:

Opinions about the political impact of the First World War, or opinions on the significance of the role of those who planned the Rising of 1916.

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

Answers at his level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement are very well developed and substantiated. Answers will attempt in a more definite and sustained way an assessment of the impact of the War and other factors in an explanation of how the Rising of 1916 came about. *One structure of approach follows, with some examples of supporting evidence:*

**The outbreak of the First World War created the opportunity for the Rising to take place. For example:**

The War brought about an indefinite postponement of Home Rule, and created a political vacuum which the rebel leaders of 1916 could exploit. The War which commenced in August 1914 was supposed to be short and victorious, with a Home Rule parliament working in Dublin thereafter. By 1916, the end of the war and the promised Dublin parliament appeared quite elusive. Redmond now led a party with no real objective except to await the outcome of the war. Redmond's Woodenbridge speech split the Irish Volunteers and created the opportunity for the IRB leadership to infiltrate the smaller dissident members who were now led by Eoin MacNeill. By 1916, the initial enthusiasm for the War had given way to disillusionment. Voluntary enlistment had declined, Kitchener's refusal to acknowledge nationalists' contribution caused offence, while the creation of a wartime coalition in May 1915 meant that a settlement of the Home Rule question on terms favourable to Redmond was less likely. During 1915–1916 the IRB set its plans for revolt in motion. "England's difficulty" had provided "Ireland's opportunity".

**Other factors contributed to the outbreak of the Rising of Easter 1916. For example:**

**The role of key individuals**, such as Pearse, Connolly and T. J. Clarke. Answers may reflect upon the ideology of revolt articulated by men like Pearse, Plunkett and MacDonagh, as well as Connolly's motives in joining the revolt. Lyons describes the Rising a "revolt of the intellectuals". Connolly involved his Irish Citizens' Army in the revolt to bring about a socialist revolution. Clarke, who had been prominent in the IRB for many years, provided a direct link with the Fenian tradition in his own person, and was determined to break the connection with Britain by force. The IRB infiltrated the Irish Volunteers, Gaelic League and the GAA, imported guns from Germany and made contacts with republicans in America. Pearse himself joined the IRB, becoming involved at a high level in organising and drilling. Without the IRB, the Rising of 1916 could not have taken place. While the outbreak of the revolt was labelled a "Sinn Fein" rising, it was the leaders of the IRB who recruited, armed and conspired to bring it about.

**The role of the "New Nationalism"** was important. The activities of the GAA and the Gaelic League created the atmosphere of revolt.

**Government errors** in the days leading up to the Easter Rising played their part. It can be argued that officials at Dublin Castle could have acted more decisively and acted on intelligence reports to thwart the plans of the IRB.



**AO2(b): Interpretations:**

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

**Contemporary interpretations** could include, for example, observations from some of the leaders of the Rising, such as Pearse and Connolly, or any comment about the impact of the War on Irish politics from Redmond or Dillon.

**Historical interpretations** could include, for example, historians' opinions on the significance of the War on politics between 1914 and 1916, the role of the IRB in planning the Rising or the role of specific leaders of the Rising. [35]

- (b) “The Government of Ireland Act of 1920 achieved the objectives of the British Government yet failed to satisfy any party in Ireland.” How far would you agree with this verdict? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

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

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

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

**Interpretations:**

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

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

Answers select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. There will be some supporting evidence. For example, answers may refer to a partial identification of the aims of the Government of Ireland Act, the problems facing the government, and a brief generalised reaction in Ireland to the Act.

**Interpretations:**

There will be some awareness of either contemporary **or** later interpretations of this subject but this will be limited and in need of further development. For example, the opinion of an historian about the Government's motives in passing the Act may be made.

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

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed. Answers may concentrate on a narrow range of issues, providing a more detailed yet incomplete account. Such answers may address some of the objectives behind the 1920 Act and/or give a limited account of the reaction in Ireland to the Act. For example, the 1920 Act was drafted during the Anglo-Irish War, and as a political solution to a complex problem. Many Ulster Unionists were satisfied, while all constitutional nationalists opposed partition.

**Interpretations**

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

**Contemporary interpretations** could include comments from the government, or leaders of the main political parties in Ireland.

**Historians' interpretations** could include assessments as to the motivation behind the 1920 Act and / or views on the degree of satisfaction within Ireland to the Act.

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

Answers will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Some attempt should be made to address the **motivation** behind the 1920 Act. The Act was drafted in 1919–1920, during the Anglo-Irish War, against a political and military movement intent on establishing an Irish republic, undermining the empire, and creating the prospect of further conflict with Northern Unionists. The Conservatives in the coalition government were determined to support the Ulster Unionists in their determination to have control over the six counties of Ulster promised to them during the Lloyd George talks of 1916 and the focus of compromise discussions in the period 1913–1914. The government also had to recognise the response of Southern Unionists who dreaded their abandonment in a partitioned state, and whose leaders, Lansdowne and Midleton, had wrecked the Lloyd George plans in 1916. Moreover, the remnants of constitutional nationalism would resist any partitionist settlement.

The 1920 Act aimed to devise a political solution to accompany the government's military response to the Anglo-Irish War; grant Home Rule parliaments to the 6 and 26 county areas; take the "Ulster Question" out of British politics by accommodating the aims of Ulster Unionists and Conservatives, and leave the way clear for a direct conflict with Sinn Fein.

**The various parties in Ireland enjoyed various degrees of satisfaction with the 1920 Act.**

**Ulster Unionists**, led by Sir James Craig, were quite satisfied, since they had won the battle for the more "ethnographic" six county bloc as against the original nine county split envisaged by the drafting committee under Walter Long. Ulster Unionists feared that a nine county excluded area would be too precarious, and a number believed that within a few years a growing Catholic population would outvote them into an all-Ireland state. Indeed, Carson had identified the six county area as a compromise in 1913. The establishment of a separate parliament in Belfast reassured Unionists, on the grounds that this would add greater permanency to their new position and act as a bulwark against potential Westminster threats. The role of the Northern Ireland Senate was harmless, and the Northern parliament had the right to abolish PR within three years. While dissatisfied with the Council of Ireland, Craig had successfully lobbied for a limitation of its powers and so prevented any moves for future unity.

**Some Ulster Unionists were dissatisfied.** The 1920 Act represented a defeat for Carson, who had led the Ulster resistance to Home Rule in order to preserve the Union intact. Unionists in Cavan, Monaghan and Donegal were very bitter at what they saw as their abandonment by the UUC and a betrayal of their Covenant commitments of 1912. There were some 70,000 unionists in the three abandoned counties which contained 200,000 nationalists, and no unionists had been returned for any constituency in these three counties in the recent general election. It was argued that North Monaghan, with a 35% unionist population, and East Donegal, with a 40% unionist population, had greater concentrations of unionists than some areas of the six county state.

**Southern Unionists** were totally dissatisfied with the 1920 Act. While the Council of Ireland at least superficially implied some mechanism for Irish unity, its diminished powers and the suspicion with which Ulster Unionists regarded it meant that it fell quickly into disuse. In spite of their opposition to the bill in the House of Lords, the Act came into operation in May 1921. Permanent partition was established, and Southern Unionists feared an uncertain future in a hostile state where they were an isolated and scattered minority. The Act provided few safeguards for the minority in the south and west of Ireland: most notably there was no provision for a nominated second chamber. The IUA were dismayed by the readiness with which Ulster Unionists embraced the Act.

**Sinn Fein** refused to recognise the 1920 Act because it failed to concede their demands for an all-Ireland republic. The elections that were held in the 26 county state in May 1921 were contested by Sinn Fein to establish a second Dail, not as a southern Home Rule parliament. In this respect Sinn Fein was satisfied by winning 124 out of 128 seats, thereby reinforcing its popular mandate. The Anglo-Irish War continued until the truce in July 1921. When the Treaty talks began in October, the Sinn Fein delegates found that the 1920 Act was used to stifle their demands for a republic: the Northern state was a reality which could not be ignored.

**Constitutional nationalists** found their Home Rule aspirations crushed. The 1920 Act brought the permanent partition which had caused so much outrage among Ulster nationalists during the Lloyd George talks of 1916.

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

**Interpretations:**

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

**Contemporary interpretations** could include, for example, observations from the main parties in Ireland: Craig, Carson, Devlin, or any statement from unionists in Cavan, Monaghan or Donegal; Opinions from the government, e.g. Bonar Law, Churchill, Lloyd George.

**Historical interpretations** could include, for example, historians' opinions on the winners/losers in Ireland after the 1920 Act. [35]

**Option 4**

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