



*Rewarding Learning*

**ADVANCED  
General Certificate of Education  
2025**

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## **History**

Assessment Unit A2 2

Historical Investigations and Interpretations

**[AHY21]**

**WEDNESDAY 4 JUNE, MORNING**

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**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

AVAILABLE  
MARKS

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

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

How valuable is Source 1 to an historian as evidence in a study of the Catholic threat to Elizabeth I in the period 1558–1603?

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

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

**Level 1 ([1]–[3])**

Answers will paraphrase the content of the source and make assertions that are not fully supported. For example, it may be noted that Source 1 is taken from a Papal Bull directed against Elizabeth I.

**Level 2 ([4]–[7])**

Answers will comment on the value of the source, using the content more fully. Source 1 excommunicates Elizabeth I from the Catholic Church, but also threatens to excommunicate all those who continue to obey her orders and laws. The Papal Bull denies Elizabeth's right to be Queen.

**Level 3 ([8]–[11])**

Answers will present a more sustained assessment of the value of Source 1 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 – Pope Pius V – is of significant value in a study of the Catholic threat to Elizabeth I in the period 1558–1603 because of his influence on English Catholics, as well as the great Catholic powers of Europe, such as Spain and France. Arguably, the key point made in the source is that the people of England are absolved of any allegiance they may have sworn to Elizabeth, thereby undermining the rule of the Queen and fostering rebellion against her.

**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 taken from Pope Pius V's Bull of Excommunication against Elizabeth I, issued in February 1570. Excommunication significantly increased the Catholic threat to Elizabeth's life and reign, as she is denounced as a heretic and as one who seeks to spread heresy, but also because this action by the Pope came in the wake of Mary, Queen of Scots' arrival in England in 1568 and the revolt by the Earls of Northumberland and Westmoreland in 1569. There is a sense that Elizabeth's Catholic enemies are now preparing to attack. Candidates might observe some limitations of the source, such as its lack of a precise instruction to overthrow the Queen, yet the fact that it threatens to excommunicate any nobles or people who continue to obey Elizabeth is tantamount to an incitement to commit treason. The Elizabethan Religious Settlement of 1559, which sought to establish a 'middle way' in matters of religion, had arguably not yet taken root, while the

number who adhered to the unreformed faith remained an unknown factor. The arrival of Mary, Queen of Scots, in England only made the situation more complicated. In these circumstances the Papal Bull was an arrow aimed at the heart of Queen Elizabeth.

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

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

How far do the sources support the view that Elizabeth I responded to the Catholic threat to her life and her throne in a moderate manner in the period 1558–1603?

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

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

**Level 1 ([1]–[5])**

Answers at this level demonstrate, organise and communicate historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation, analysis, evaluation and judgement relating to whether Elizabeth I responded to the Catholic threat to her life and her throne in a moderate manner. 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 Elizabeth I responded to the Catholic threat to her life and her throne in a moderate manner. Candidates might note that Source 1, from Pope Pius V's Bull of Excommunication against Elizabeth I, establishes a clear threat to the Queen, who is denounced as a heretic, while Source 2 shows that, despite the implied pressure she was under, Elizabeth was very reluctant to punish a very prominent supporter of the 'old religion', the Duke of Norfolk.

**Level 3 ([11]–[15])**

Answers at this level will demonstrate, organise and communicate knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgement are developed and substantiated. Answers will address the sources in more detail, and perhaps confine their analysis to concurring with the proposition. For example, the Papal Bull of Excommunication (Source 1), which the Queen cannot but have taken very seriously, establishes the 'Catholic' case against Elizabeth I. Not only is she condemned as a heretic and as one who fosters heresy, but her right to rule is denied. The Pope's grant of absolution to those who have sworn

allegiance to Elizabeth, and his threat to excommunicate those who continue to obey her, implies Papal support for rebellion against the heretic Queen. In Source 2, we see that, despite the threat to her rule manifest in the Bull of Excommunication, Elizabeth was reluctant to respond in kind against those who appeared to rally to the Pope's call, in this case the Duke of Norfolk. As the most powerful member of the nobility, and a faithful Catholic, Norfolk posed a real danger to the Queen, yet, as Lord Burghley explains to Sir Francis Walsingham in this letter, Elizabeth seems to be desperately seeking an excuse to spare Norfolk's life. She balked at the idea of execution and sought to avoid more bloodshed.

#### **Level 4 ([16]–[20])**

Answers at this level will demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgement are very well developed and substantiated. Answers will interpret and evaluate the sources fully in relation to their historical context. Source 1 demonstrates the reality of the Catholic threat to Elizabeth I – a threat that appears to be growing. Excommunication is serious enough, but the Papal Bull of February 1570 goes much further, absolving all English people of allegiance to the 'pretended Queen' and threatening those who continue to obey the heretical ruler with excommunication. These are not empty words, for just three months before the Bull was issued, England had experienced a Catholic rising, in November 1569, when the Earls of Northumberland and Westmoreland occupied Durham with a force of some 4500 men. That the rebellion was quickly crushed did not mean that Elizabeth could rest easy, especially with Mary, Queen of Scots, resident in England since 1568 and a potential focal point for Catholic discontent and would-be rebels. In this context, the Papal Bull of 1570 was merely one element of a wider and more complex Catholic threat to Elizabeth. If the main motive behind Pius V's action was to foment further rebellion against the English Queen, then it succeeded almost immediately. The Ridolfi Plot of 1571 was an international Catholic conspiracy, intended to put Mary, Queen of Scots, on the English throne in place of Elizabeth I. It took its name from Roberto di Ridolfi, a well-connected Florentine banker who had settled in England. English Catholics were to rise under Thomas Howard, 4th Duke of Norfolk. Then, with Papal finance and Spanish military aid, Elizabeth was to be deposed in favour of Mary, who would marry Howard. Elizabeth's intelligence service, led by Sir Francis Walsingham, uncovered the plot and its leading figures were arrested by September 1571, just over 18 months after the Papal Bull of Excommunication. Source 2 deals with the aftermath of the Ridolfi Plot, and specifically the fate of the Duke of Norfolk. True to her own spirit of conciliation and moderation, as manifest in the Elizabethan Church Settlement and her expressed desire not to 'open windows into men's souls', the Queen was instinctively repelled by the thought of meeting violence with violence. Burghley was clearly exasperated by the Queen's indecision about Norfolk, as was likely to have been the case with Walsingham. Candidates might make the point that Elizabeth would display a similar irresolution when irrefutable proof of Mary, Queen of Scots' involvement in the Babington Plot of 1586 was laid before her. Though she struggled with her conscience, Elizabeth had to accept in the end the political necessity that traitors must die. Such was Mary's fate on 8 February 1587 – as it had been the Duke of Norfolk's on 2 June 1572, despite the many postponements.

Any other valid material will be rewarded appropriately.

[20]

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## 2 Study Interpretation A and Interpretation B.

AVAILABLE  
MARKS

Using the interpretations, and your understanding of the historical context, which of these different interpretations of Elizabeth I's relationship with her Parliaments in the period 1558–1603 do you find more convincing?

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

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

### Level 1 ([1]–[6])

Answers at this level will display a limited understanding of the ways in which the past has been interpreted in the two interpretations. Responses will reveal a limited analysis of the interpretations of Elizabeth I's relationship with her Parliaments in the period 1558–1603. Answers at this level will display little or no understanding of the historical context. Responses may discuss only one of the interpretations. Candidates will not identify which of the two interpretations they find more convincing or will reach an unsubstantiated judgement.

### Level 2 ([7]–[13])

Answers at this level will display a sound understanding of the ways in which the past has been interpreted in the two interpretations. Responses will attempt to analyse the different interpretations of Elizabeth I's relationship with her Parliaments in the period 1558–1603. 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, Greenblatt and Morrill argue that Elizabeth knew when to give way to Parliament but that, ultimately, she remained in control of the relationship. Interpretation B introduces Elizabeth's ministers into the analysis, to show that the Queen's dealings with Parliament were very much directed, if not dictated, by her government. Candidates may identify which of the two interpretations they find more convincing and will provide some evidence in support of their judgement.

### Level 3 ([14]–[19])

Answers at this level will reveal a good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a good analysis and evaluation of the different interpretations of Elizabeth I's relationship with her Parliaments in the period 1558–1603. Answers at this level will display a good understanding of the historical context. Greenblatt and Morrill focus very much on the tactics employed by the Queen after the 'honeymoon period' with Parliament had come to an end, suggesting that the initiative always rested with Elizabeth, culminating in the famous 'Golden Speech' of 1601. In contrast, Russell in Interpretation B argues that Elizabeth's ministers played an important role in determining how the Crown should handle or manage Parliament, even claiming that, on occasions, leading officials such as Lord Burghley were prepared to take the side of Parliament in order to advance certain legislation. Candidates will identify which of the two interpretations they find more convincing and will provide good evidence in support of their judgement.

**Level 4 ([20]–[25])**

Answers at this level will reveal a very good understanding of the ways in which the past has been interpreted in the two interpretations. Responses will present a very good analysis and evaluation of the different interpretations of Elizabeth I's relationship with her Parliaments in the period 1558–1603. Answers at this level will display a very good understanding of the historical context. As a possible challenge, it could be argued that Greenblatt and Morrill's analysis in Interpretation A is too focused on the Queen and insufficiently focused on Parliament, giving the impression that Parliament is generally passive and extremely susceptible to the personal charm of Elizabeth I. This invites a challenge to Interpretation A, though the analysis of the Queen's interpersonal skills is well judged, particularly in respect of her resistance to the immense pressure put on her by Parliament to marry and secure the succession to the throne. Indeed, the subject of marriage for Elizabeth had been a constant issue since the beginning of her reign in 1558. Interpretation A acknowledges the existence of 'bitter negotiations' between Elizabeth and Parliament but does not elaborate on the topic, which might have included consideration of the troublesome Puritan-influenced Parliaments of the 1590s and the role played by the prominent Puritan MP, Sir Peter Wentworth. Russell, in Interpretation B, provides some of that missing detail, but goes further in his analysis by suggesting that at least some of Elizabeth's ministers were inclined to side with Parliament rather than their sovereign on certain issues, particularly religion. Indeed, the two men who dominated Elizabeth's government for most of her reign – Lord Burghley, who is mentioned in Interpretation B, and Sir Francis Walsingham – were more radical Protestants than the Queen, the advocate of moderation and the 'middle way'. In contrast to Interpretation A, Russell suggests here that the real manipulative skill was that exercised by certain members of the Queen's Council. A possible challenge to Interpretation B is that, while it clearly demonstrates the complexity of Elizabeth's relationship with Parliament and the importance of her ministers in fashioning that relationship, it fails to note that ultimately the Queen is triumphant when it really matters: she remains unmarried, and the Elizabethan Church Settlement survives intact, despite the efforts of the likes of Sir Walter Mildmay and Sir Francis Knollys. 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]

25

AVAILABLE  
MARKS

- 3 (a) How successful was Elizabeth I in maintaining English control of Ireland during the period 1558–1603?

AVAILABLE  
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 Elizabeth I was successful in maintaining English control of Ireland during 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 Elizabeth I was successful in maintaining English control of Ireland during the period 1558–1603. For example, there may be a general reference to the fact that Elizabeth I was always conscious of the threat that Ireland would pose to England if it fell under Spanish control. 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 Elizabethan policy towards Ireland during the period 1558–1603 was predominantly reactive, but there were also some new initiatives to extend English rule. Perhaps the most successful was the establishment in Connacht and Munster in 1569–1570 of regional councils (or presidencies), along the lines of those in Wales and the north of England. Initially, their intrusion antagonised local magnates, particularly in Munster, where the Earl of Desmond's cousin, James Fitzmaurice, tried to whip up Catholic opposition and appealed unsuccessfully for Spanish support. 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.

AVAILABLE  
MARKS

#### 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 the experiments at colonisation, notably in East Ulster in 1572–1573, and the Munster plantation from 1584. Originally, Gaelic chiefs had tolerated small colonies of Englishmen on ex-monastic land to guard harbours and fords and civilise the native Irish, but English captains and colonists like Humphrey Gilbert and Walter Raleigh were less interested in teaching the native Irish the benefits of English civility than in making their fortune from acquiring land. Accordingly, the theory and practice of English government in Elizabethan Ireland diverged alarmingly. The Queen and Council in England aimed gradually to strengthen Tudor rule by making English law and local government more widely available and treating Gaelic chiefs and Old English lords as good subjects. English captains on the ground preferred a military solution: to crush opposition and extend English rule by force. The result was a gradual escalation of violence and challenges to English rule, such as the Desmond Rebellion in Munster (1579–1583), but more seriously the Northern Rising led by Hugh O’Neill, Earl of Tyrone, during the Nine Years’ War (1594–1603). Following the English defeat at the Yellow Ford in 1598, revolt spread to Connacht and Munster, and a Spanish landing of 4000 troops at Kinsale in 1601 left the issue very much in doubt. The war eventually cost Elizabeth around £2 million and, at the time of her death, O’Neill remained at large. Candidates successfully select and use the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

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

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- (b) “Agricultural change was the most significant economic development in England in the period 1558–1603.” To what extent would you agree with this verdict?

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

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

#### Level 1 ([1]–[5])

Answers at this level demonstrate, organise and communicate historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation, analysis, evaluation and judgement. Answers at this level will demonstrate superficial understanding about whether agricultural change was the most significant 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 significant economic development in England in the period 1558–1603. For example, candidates might refer to the continuing importance of wool production and exports 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. Answers may argue that agriculture, especially sheep farming and wool production, continued to dominate the economy. Agricultural practices across the country varied, 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. Candidates may support the proposition with examples of agricultural innovation, such as the use of farming animals, practising ‘up and down’ husbandry, and the use of better fertilisers, which contributed to an increase in crop yields. Candidates may also discuss the effects of enclosure. These developments enabled Elizabethan England’s agricultural output to keep pace with the dramatic increase in population. 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 1558–1603. 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. As a possible counter-argument to the proposition, candidates may argue that it was in industry that the most significant developments occurred. For 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. There were significant developments in industry, such as mining and metalworking (e.g. coal industry was producing

170,000 tons annually and copper mining rose from 35 tons in 1580 to 71 tons in 1600). In trade, the embargoes on English goods in the periods 1568–1573 and 1586–1588, due to unrest on the continent, forced English merchants to seek new outlets for their goods in Emden, East Friesland and Hamburg in north Germany. New trade routes were also being established (e.g. the Levant Company in Tuscany in 1592, the African Company in 1588, and the East India Company in 1600). 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**

**AVAILABLE  
MARKS**

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**80**

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

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

How valuable is Source 1 to an historian as evidence in a study of the outcome of the Battle of Aughrim in July 1691?

**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 Source 1 and make assertions that are not fully supported. For example, the response may simply refer to the fact that the Irish, according to the source, fought with determination and bravery.

**Level 2 ([4]–[7])**

Answers will comment on the value of Source 1, using the content more fully. Candidates may note that Harris provides an explanation of the outcome of the Battle of Aughrim, attributing it to poor leadership, indiscipline and lack of experience. The source is also complimentary about the valour of the Irish infantry.

**Level 3 ([8]–[11])**

Answers will present a more sustained assessment of the value of Source 1 and reach a credible conclusion. Answers at this level will examine the authorship and content more closely. The authorship of Source 1 adds value, as Harris, it might be presumed, was well-informed. He lived at a time when it was still possible to speak to eye-witnesses, and his own father may have been able to provide first-hand testimony. The content of the source is valuable because it could be used to provide a balanced account of the battle's outcome. Harris praises Ginkel but also suggests that other Williamite generals, and the cavalry, played an important part in the Williamite victory. Harris is also more nuanced than other commentators in his description of the Irish. He defends the Irish from charges of cowardice and suggests that, had St Ruth lived, the Jacobites might even have won. This provides an insight into the closeness of the battle.

**Level 4 ([12]–[15])**

Answers will use a wide range of criteria to assess value, commenting on the significance of the information provided, authorship, motive, viewpoint, audience and date. Contextual knowledge will be introduced to enhance the answer. The source's value lies both in its content and authorship. Harris highlights the role of Williamite leadership in determining the outcome of the battle. Candidates might expand on this with reference to the role of McKay and Würtemberg among others. He also comments on the decision of the Jacobite cavalry to flee; this may be a reference to the actions of Sheldon and Luttrell, which allowed Ginkel to perform a devastating flanking manoeuvre. While Source 1 has undoubted strengths, it also has limitations.

Candidates might observe that Harris himself was not present at the battle and may have relied on exaggerated or partial accounts. His book was also published during the era of the Protestant Ascendancy. Candidates may also question his motive and whether the mode of presentation gave him freedom to be full and frank in his analysis. In terms of content, candidates may point out that Harris provides vague assertions which are not supported with examples.

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

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

How far do the sources support the view that the outcome of the Battle of Aughrim in July 1691 was determined by the inferior quality of the Jacobite army?

**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 outcome of the Battle of Aughrim was determined by the inferior quality of the Jacobite army. 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 outcome of the Battle of Aughrim was determined by the inferior quality of the Jacobite army. Source 1 highlights the weakness of the Jacobite leadership. Source 2 suggests that both the Jacobite infantry and cavalry performed poorly.

**Level 3 ([11]–[15])**

Answers at this level will demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgement are developed and substantiated. Answers will use the sources and other evidence in more detail, and perhaps confine their analysis to concurring with the proposition. Source 1 challenges the proposition, insofar as Harris praises the courage of the Jacobites. He also seems to have a high opinion of St Ruth's ability as a commander, indicating that the Jacobites might have won had he not died. Source 1 does also

provide support for the proposition. Harris highlights the poor performance of the Jacobite cavalry and comments that, in general, the Jacobites suffered from poor discipline, inexperience and bad leadership. Source 2 provides ample support for the proposition. The Jacobites are portrayed in an entirely passive and unflattering light. In this account, both infantry and cavalry flee, 'abandoning their colours'. The Irish are painted as cowards – 'stricken with terror' and 'weeping and wailing like mad people'.

**Level 4 ([16]–[20])**

Answers at this level will demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgement are very well developed and substantiated. Answers will interpret and evaluate the sources fully in relation to their historical context. Source 1 refers to the withdrawal of the Jacobite cavalry. This may be, in part, a reference to the decision of Sheldon and Luttrell to withdraw their forces from the infamous causeway on the Jacobite left – a fatal decision, which exposed the Jacobite centre to a devastating flanking attack. Harris also references the role of St Ruth. Candidates may observe that St Ruth is widely regarded as an excellent and experienced commander, who was able to motivate and lead his men with alacrity. Source 2, in its portrayal of the Jacobites as cowards who flung down their weapons, focuses on the final stages of the battle, when Jacobite discipline broke down. This was after the Williamite flanking attack and the death of St Ruth. Candidates may challenge this portrayal of the Jacobites as inferior by pointing out that almost all accounts state that the Jacobite infantry fought bravely and well for most of the battle, repulsing repeated Williamite assaults on Kilcommadan Hill. Candidates may also challenge the proposition by offering alternative factors that led to the Jacobites' defeat, such as the lack of appropriate ammunition.

Any other valid material will be rewarded appropriately.

[20]

35

AVAILABLE  
MARKS

## 2 Study Interpretation A and Interpretation B.

AVAILABLE  
MARKS

Using the interpretations, and your understanding of the historical context, which of these different interpretations of the extent of the Protestant Ascendancy in Ireland in the period 1691–1714 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 extent of the Protestant Ascendancy in Ireland in the period 1691–1714. 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 extent of the Protestant Ascendancy in Ireland in the period 1691–1714. Answers at this level may display some understanding of the historical context. Candidates will reveal a satisfactory understanding of the views in Interpretation A and Interpretation B. In Interpretation A, Wall portrays the Protestant Ascendancy as almost fully comprehensive. She highlights the subjection of Catholics and non-conformists in economic, social and political life, but focuses on the exclusion of Catholics in particular. Wall references the use of oaths to exclude Catholics from politics, along with the effort to reduce Catholic land ownership. In Interpretation B, Cullen argues that the Protestant Ascendancy was far from complete and even goes so far as to reject the term. He claims that Catholics still played a role in political life, pointing to the role of converts, which, he argues, should still be considered part of a broader Catholic interest. 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 extent of the Protestant Ascendancy in Ireland in the period 1691–1714. Answers at this level will display a good understanding of the historical context. In Interpretation A, Wall acknowledges that Catholics were still free 'to generate wealth in trade and industry'. This led to the emergence of a Catholic middle class during the Ascendancy era, whose wealth was based on commerce rather than land. Wall also claims that it was 'members of the Church of Ireland' who became 'first-class citizens' – a reminder that Presbyterians and Quakers were not part of the Ascendancy class and were excluded from some areas of Irish life. In

Interpretation B, Cullen asserts that the impact of the Penal Laws in creating a Protestant Ascendancy has been 'exaggerated'. He claims that this 'is obvious' in terms of Catholic worship – a likely reference to the sporadic and often ineffective enforcement of the laws banning Catholic worship. He goes on to argue that Catholics still exerted influence in politics, either as nominal converts or as 'middlemen' – a possible reference to the significance of Catholic 'great tenants', who were indeed able to influence the votes of Protestant tenants. 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 extent of the Protestant Ascendancy in Ireland in the period 1691–1714. Candidates may support the claim in Interpretation A that Catholics flourished economically despite the Penal Laws, pointing to the large number of Catholics involved in, for example, the cattle export trade. So great was Catholic participation in commercial life that it drew regular complaints to Parliament from Protestant merchants who were dismayed by the stiff competition they faced. Candidates may, however, challenge Interpretation A by pointing out that this applied only to a small minority of Catholics. Many wealthy landed families were forced to break up their estates and were reduced to poverty – the condition in which the vast majority of Catholics lived. Interpretation B may be challenged as it is, on the whole, too positive in its assessment of the condition of Catholics during the Ascendancy era. Cullen stresses the role of Catholic middlemen, but this overlooks the fact that Catholic land ownership declined steeply. His assertion that 'there was no decline' may be challenged, as it relies on his decision to consider Catholics who converted, in order to keep their property, as still part of a larger Catholic interest. Answers at this level will display a very good understanding of the historical context. 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]

25

- 3 (a) The policies of James II in England in the period 1685–1688 were not anti-Protestant. They aimed simply to achieve equality for Catholics”. To what extent do you agree with this statement?

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

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

**Level 1 ([1]–[5])**

Answers at this level demonstrate, organise and communicate historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation, analysis, evaluation and judgement. Answers at this level will demonstrate a superficial understanding about whether the policies of James II in England in the period 1685–1688 were not anti-Protestant and aimed simply to achieve equality for Catholics. 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 policies of James II in England in the period 1685–1688 were not anti-Protestant and aimed simply to achieve equality for Catholics. For example, there may be general references to James II’s policies promoting toleration for Catholics, and to the Declarations of Indulgence in particular. 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 support the proposition in a number of ways. They might refer to James II’s promotion of Catholics in the army and in his own Privy Council, in defiance of the Test Acts. The Declarations of Indulgence overturned penal laws that had persecuted Catholics for generations. Catholics could now worship freely, erect churches and build schools. James II also pressurised the universities to accept Catholic students and fellows, most famously in the Magdalen College dispute. This, it could be argued, was part of a campaign to provide Catholics with the same opportunities that had previously been afforded only to members of the Established Church. Even some of James II’s most controversial policies, such as the prosecution of

the Seven Bishops or the Three Questions campaign, could be interpreted in this light. The former was a reaction to the Bishops' refusal to publicise the King's Second Declaration of Indulgence, while the latter was an attempt to create a pro-toleration majority in a future Parliament. 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 will provide strong support for the proposition but will also provide a developed counter-argument. They might challenge the proposition by arguing that James II aimed for Catholic supremacy rather than equality. James II, for example, purged Protestants from the Privy Council and army, giving Catholics a degree of representation that greatly exceeded their representation as a proportion of the population. James II also funded the printing and distribution of pamphlets defending the Catholic religion and welcomed Catholic missionary orders to England. It might, therefore, be argued that James sought to convert Protestants to the Catholic faith rather than simply win equality for Catholics. Alternatively, candidates may argue that James II's policies aimed to increase the power and position of the Crown. While it would be an exaggeration to say that he created an absolute monarchy in England, he did greatly enhance royal authority. He used his royal prerogative to collect taxes in 1685 that had not been authorised by Parliament. He also claimed and used royal dispensing and suspending powers to achieve toleration in defiance of Parliament. 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]

20

- (b) "The Earl of Tyrconnell was unsuccessful in his efforts to improve the power and position of Catholics in Ireland in the period 1685–1689." How far would you accept this verdict?

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

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

#### **Level 1 ([1]–[5])**

Answers at this level demonstrate, organise and communicate historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation, analysis, evaluation and judgement.

Answers at this level will demonstrate superficial understanding of whether the Earl of Tyrconnell was unsuccessful in his efforts to improve the power and position of Catholics in Ireland in the period 1685–1689. 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 Earl of Tyrconnell was unsuccessful in his efforts to improve the power and position of Catholics in Ireland in the period 1685–1689. For example, there will be some understanding of Tyrconnell's efforts to increase Catholic representation in Ireland's economic, political and civic life. 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 should explore the proposition fully by noting that Tyrconnell's attempts to promote Catholics provoked considerable opposition. He was initially opposed by the Earl of Clarendon, the Lord Lieutenant. When Tyrconnell replaced him, his policies were widely criticised by Irish Protestants and by the political elite in England. Tyrconnell's purge of the Irish army led to a decline in the quality and discipline of the men. His efforts to create a strong military force in Ireland were further undermined when James II transferred his best regiments to England in 1688. Tyrconnell was also unsuccessful in his efforts to reform the Irish land settlement. Although he did persuade James II to support reform, this came to nothing when the King was overthrown. Finally, candidates may observe that Tyrconnell's policy of disarming Protestants is alleged to have led to a surge in rural crime, particularly against Protestants. 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 must provide a strong analysis of the proposition and also provide a counter-argument. Candidates might challenge the proposition by explaining the success of Tyrconnell in promoting Catholics to the judiciary, in local government and in the military. By 1688, Catholics had achieved an unprecedented level of political power in Ireland. Tyrconnell's

creation of a Catholic army also allowed him to hold Ireland for James II in 1688, despite the revolution in England. In terms of land reform, Tyrconnell again enjoyed considerable success. He persuaded the King to accept a draft proposal which would have seen land restored to Catholic ownership. This proposal was frustrated by the Glorious Revolution, but it was an achievement nonetheless. 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 2**

**AVAILABLE  
MARKS**

20

**80**

### Option 3: Ireland 1778–1803

AVAILABLE  
MARKS

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

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

How valuable is Source 1 to an historian as evidence in a study of the strategy of the United Irishmen in 1796?

**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 Source 1 and make assertions that are not fully supported. For example, the answer may simply refer to the fact that Wolfe Tone had gone to Paris in 1796 to seek support from the French Government for an invasion of Ireland to support a rebellion by the United Irishmen.

**Level 2 ([4]–[7])**

Answers will comment on the value of Source 1, using the content more fully. Candidates may acknowledge that Tone was attempting to persuade the French Directory that an invasion would be welcomed. Answers will also highlight Tone's view that the United Irishmen 'would have support from the entire province of Ulster' in support of a French landing that 'would certainly be successful.'

**Level 3 ([8]–[11])**

Answers will present a more sustained assessment of the value of Source 1 and reach a credible conclusion. Answers at this level will examine the authorship and content more closely. The authorship of Source 1 adds value, since Tone was a significant figure within the United Irishmen. Tone was attempting to convince the French that an invasion would be successful because it would have the support of Presbyterians and Catholics 'who comprise nine-tenths of the Irish population'. The source is valuable because its content reveals the United Irish strategy of seeking increased co-operation with the Defenders, who are 'bound by their Defender oath to be loyal to France.' The value of Source 1 is also enhanced by Tone's view that the attempts to infiltrate the militia regiments would succeed and that 'it would be impossible for the loyalist Anglican aristocracy' to resist. Candidates should note that a French expedition set sail at the end of the year, showing that Tone's strategy had borne fruit.

**Level 4 ([12]–[15])**

Answers will use a wide range of criteria to assess value, commenting on the significance of the information provided, authorship, motive, viewpoint, audience and date. Contextual knowledge will be introduced to enhance the answer. The source's value lies both in its content and authorship. Tone highlights United Irish strategy in the aftermath of a government clampdown on them due to the war between Britain and France. Tone was implicated in the Jackson Affair, which led to his agreed self-exile from Ireland and

the possibility of seeking French assistance. Contextual knowledge will allow candidates to show an understanding of how Tone's proposals were received in Paris. While the strength of Source 1 lies in its provenance, the source is limited by the fact that Tone was exaggerating the strength of the United Irish-Defender alliance, notwithstanding the impact on Catholic opinion of the recall of Fitzwilliam as Lord Lieutenant in February 1795. The source is further undermined by the fact that the exiled Tone had no power to guarantee the level of United Irish preparedness that he outlined in the source.

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

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

How far do the sources support the view that there was total support in Ireland for the United Irishmen in the period 1796–1798?

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

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

**Level 1 ([1]–[5])**

Answers at this level demonstrate, organise and communicate historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation, analysis, evaluation and judgement relating to whether there was total support in Ireland for the United Irishmen in the period 1796–1798. Answers may rely on paraphrasing the sources or provide a narrative of the subject with little reference to the sources.

**Level 2 ([6]–[10])**

Answers at this level will demonstrate, organise and communicate historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis, evaluation and judgement relating to whether there was total support in Ireland for the United Irishmen in the period 1796–1798. Source 1 highlights the number of Presbyterians and Catholics who, in Tone's view, were supportive of the United Irishmen and French intervention. Source 2 suggests that the Orange Order was undermining the level of United Irish support by 1798, meaning there was not total support for the United Irishmen.

**Level 3 ([11]–[15])**

Answers at this level will demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgement are developed and substantiated. Answers will use the sources and other evidence in more detail, and perhaps confine their analysis to concurring with the proposition. Source 1 agrees with the proposition by citing that Presbyterians, Catholics and sections of the Irish soldiery were all in favour of the United Irishmen. Candidates may, however,

acknowledge that the source identifies a 'loyalist Anglican aristocracy' that opposes the United Irishmen, even if Tone stated that they would not be able to withstand rebellion and French invasion. Source 2 supports the proposition by acknowledging that the United Irishmen still have support, particularly in County Down, 'where the United Irishmen remain strong.' However, Source 2 challenges the proposition by highlighting the rise of Orangeism. Indeed, Hudson notes that some former United Irishmen had now adopted a loyalist stance.

**Level 4 ([16]–[20])**

Answers at this level will demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgement are very well developed and substantiated. Answers will interpret and evaluate the sources fully in relation to their historical context. Both sources present the United Irishmen as formidable, with Tone in Source 1 highlighting the unity between Presbyterians and 'three million' Catholics, with 'the entire province of Ulster' being unanimous in support of the United Irish cause. This strength was based on enthusiasm for the French, the desire for radical reform in Ireland and a reaction to government policy – especially after the outbreak of war between Britain and France in 1793. Hudson's account dates from 1798, closer to the rebellion, when sectarian divisions threatened the unity of Catholic, Protestant and Dissenter, diluting the earlier support highlighted in Source 1. The fear of invasion and concerns about a Catholic ascendancy saw an increase in support for the Orange Order in various parts of the country. While County Armagh was a particular crucible of sectarian tension, the Orange Order extended its influence to other areas, including Belfast. Candidates will deploy their knowledge to analyse the levels of support for the United Irishmen during the period 1796-1798 in response to the question.

Any other valid material will be rewarded appropriately.

[20]

35

AVAILABLE  
MARKS

## 2 Study Interpretation A and Interpretation B.

AVAILABLE  
MARKS

Using the interpretations, and your understanding of the historical context, which of these different interpretations of Robert Emmet's leadership of the Rebellion of 1803 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 Emmet's Rebellion of 1803. 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 leadership of Emmet's Rebellion. Answers at this level may display some understanding of the historical context. Candidates will reveal a satisfactory understanding of the views in Interpretation A and Interpretation B. In Interpretation A, Elliott acknowledges the failure of Emmet's enterprise, but asserts that traditional views highlighting a project doomed to failure, need to be reappraised. Elliott mentions Emmet's 'impressive array of weapons' and the view that a successful rising was 'not unrealistic.' Interpretation A argues that Emmet had not been totally at the behest of France and that the secrecy surrounding the enterprise meant that the Irish Government was 'completely ignorant' of the plan. In Interpretation B, Kee dismisses Emmet's Rebellion as 'pathetic to the point of farce.' While there is an acknowledgement that the plan was 'reasonable and practical', Kee emphasises a lack of leadership and a badly executed enterprise. 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 leadership of Emmet's Rebellion. Answers at this level will display a good understanding of the historical context. In Interpretation A, Emmet is depicted as more than a 'romantic visionary'. Elliott highlights how both his innovative use of weapons and the plans for a successful coup could have defied the 'superior strength of the military.' The Rebellion was not reliant on French aid, one of the lessons Emmet had learned from the 1798 experience. In interpretation B, Kee emphasises the poor leadership and organisation that characterised Emmet's Rebellion, producing a 'trail of disasters'. The low numbers who rallied to Emmet's cause and the lack of guns combined to make the arrangements 'highly unreliable.' Candidates will

identify which of the two interpretations they find more convincing and will provide good contextual 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 leadership of Emmet’s Rebellion. Answers at this level will display a very good understanding of the historical context. Interpretation A can be supported by the fact that Emmet collaborated with key United Irish figures, such as Thomas Russell, John Palmer and James Hope, and there were discussions with 1798 veterans like Michael Dwyer. Emmet’s meetings with leading French figures, such as Bonaparte and Talleyrand, alongside his extensive studies of urban warfare and experiments in rocket technology, made the Rebellion of 1803 more credible than is often acknowledged. Emmet’s legacy has proven more powerful than the actual events of the Rebellion. Moreover, the government’s intelligence was not at the level it had been in 1798 and the military commander, Major Fox, was caught seriously off guard. Interpretation A can be challenged with reference to Emmet’s Rebellion being undermined by a lack of funds, indecision, strategic errors on 23 July 1803, and his inability to command loyalty. Interpretation B identifies a number of personal and strategic factors that undermined the Rebellion. The failure of the expected revolutionary activity outside Dublin, Michael Dwyer’s reluctance to join the conspiracy, and the failure of Russell and Hope to raise Antrim and Down can be deployed. The interpretation that the Rebellion was a drunken and undisciplined farce can be challenged by discussing Emmet’s meticulous planning and the extent to which the authorities were unaware of any plot or who its leaders actually were. Candidates will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement.

Any other valid material will be rewarded appropriately.

[25]

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- 3 (a) “The success of the Patriots in the Irish Parliament between 1779 and 1782 can only be explained by reference to the impact of the American War of Independence.” To what extent would you accept this verdict?

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

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 success of the Patriots in the Irish Parliament between 1779 and 1782 can only be explained by reference to the impact of the American War of Independence. 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 success of the Patriots in the Irish Parliament between 1779 and 1782 can only be explained by reference to the impact of the American War of Independence. For example, there may be a general reference to the granting of free trade in 1779 and the Constitution of 1782 during the American War of Independence. Reference should be made to the support outside Parliament for the Patriot position. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

#### **Level 3 ([11]–[15])**

Answers at this level demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgements are developed and substantiated. The outbreak of the American War of Independence had a catalytic effect on Irish politics. An economic depression reignited the debate about the Anglo-Irish relationship, especially the Irish Parliament’s lack of legislative power due to Poynings’ Law and the Declaratory Act. The emergence of the Volunteers at this time eventually led to pressure for reform, with the Patriot position strengthened by the Volunteer convention in Dungannon in February 1782. The American War allowed Patriot politicians, such as Lord Charlemont, Henry Grattan and Henry Flood, to propose moderate reforms which were

endorsed by their Volunteer allies. Candidates may also acknowledge that the Patriots called for reform long before 1775. 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 support the proposition by discussing how the American War of Independence created an impetus for reform in Ireland, not least because of the emergence of the Volunteers and the alignment of their objectives with those of the Patriot minority in Parliament. The closure of economic markets had a negative impact on the Irish economy and the Patriots became vocal in their criticism of Westminster's control over trading relationships. Meanwhile, Presbyterian sympathies for the American colonists bolstered the Volunteers and their Patriot allies. A Volunteer demonstration outside the Dublin Parliament in November 1779 created pressure for free trade, which was granted by the government of Lord North. Demands for legislative independence were boosted by the momentum created by the Volunteer convention in Dungannon in February 1782. The proposition can be challenged by the fact that Patriot demands had predated the American War of Independence and were not generated solely by the war and its impact. Grievances had been articulated decades earlier by William Molyneux and Jonathan Swift, and there had been vocal Patriot calls for reform in the 1760s and 1770s that gained little support inside the Irish Parliament due to the undertaker system and, later, the strength of the Irish executive. 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]

20

- (b) “The concessions granted to Irish Catholics through the influence of the British Government between 1778 and 1793 meant that Catholic demands had been completely satisfied.” How far would you agree with this judgement?

**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 concessions granted to Irish Catholics through the influence of the British Government between 1778 and 1793 meant that Catholic demands had been completely satisfied. 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 concessions granted to Irish Catholics through the influence of the British Government between 1778 and 1793 meant that Catholic demands had been completely satisfied. For example, there may be an understanding of how the Penal Laws were being relaxed during this period, partly because they were increasingly seen as less necessary, since the Jacobite threat had receded, and because of the British Government's tactical need to ensure Catholic loyalty during wars with the American colonies and, later, with France. 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 should explore the proposition more fully by noting that the British Government had pushed through reforms in 1778, 1782, 1792 and 1793 dealing with leases and land, education and the professions and voting rights. Candidates at this level might also begin to consider a counter-argument to the proposition, noting that the key demand, that is the right of Catholics to sit in Parliament, was withheld. This prompted increasing frustration and led a re-energised Catholic Committee to develop links with the United Irishmen, especially after the recall of Fitzwilliam in early 1795. 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 support the proposition by discussing how a series of

measures had addressed Catholic grievances to the extent that the Penal Laws had largely been dismantled. Anglican protests were overridden when Gardiner's Act of 1778 enabled Catholics to take leases of land, and the extension of the Mitford Act to Ireland in 1791 legalised Catholic places of worship. Catholics were able to enter the legal profession through the Relief Act of 1792, and in 1793 Catholics gained the vote on the same terms as Protestants. These concessions granted to Irish Catholics met many of the demands of the Catholic Committee and the Catholic Church, which participated in the Catholic Convention of December 1792. In what became a 'race for Catholics', the British Government needed to attach Catholics to the constitution, especially when the need for recruits to the army and navy became a priority after the outbreak of war with France in 1793. Candidates at this level will develop a counter-argument to the proposition by considering how the key demand of Catholic Emancipation had not been granted. This allowed the Catholic Committee leadership to make common cause with the United Irishmen. 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**

**AVAILABLE  
MARKS**

20

**80**

## Option 4: Partition of Ireland 1900–1925

AVAILABLE  
MARKS

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

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

How valuable is Source 1 to an historian as evidence in a study of the causes of the Easter Rising of 1916?

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

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

**Level 1 ([1]–[3])**

Answers will paraphrase the content of the source and make assertions that are not fully supported. For example, the source contains reasons why John Dillon and the Irish Parliamentary Party (IPP) were concerned about the actions taken by the British Government after the outbreak of the First World War.

**Level 2 ([4]–[7])**

Answers will comment on the value of the source, using the content more fully. Source 1 is valuable because it shows Dillon's view of the impact of the outbreak of war on Ireland and his party. He states that the postponement of Home Rule was an 'embarrassment' for the IPP. Dillon also reflects on the mistakes of the War Office, its impact on Irish enlistment and ways in which these mistakes could be rectified.

**Level 3 ([8]–[11])**

Answers will present a more sustained assessment of the value of the source and reach a credible conclusion. Answers at this level will examine the authorship and content more closely. The author, John Dillon, the Deputy Leader of the IPP, sends a letter to Sir Matthew Nathan, the British Under-Secretary to Ireland. The impact of the war on the IPP is highlighted when Dillon states that the War Office has 'done nothing but add to our difficulties' and 'treated with contempt any suggestions we made.' Dillon also outlines the impact of the war on Ireland when he states that 'I do not believe that the Sinn Féiners and pro-Germans are making any headway against us in Ireland.' This shows his awareness that the war was contributing to the increasing growth of radical nationalism, which had started during the crisis over the Third Home Rule Bill.

**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. Responses may comment that John Dillon, as Deputy Leader of the IPP, was much more in touch with the grassroots of the party support base than the party leader, John Redmond, who was predominantly based in London. This suggests that Dillon will be well informed and that his information will be of value. The mode is a private letter by Dillon to Nathan, a leading figure in the British administration in Ireland. The narrow audience increases the value of the source, as Dillon expresses his concerns about

the actions of the British Government. Dillon states that the IPP had 'secured support for England in this war' from most nationalists, a reference to Redmond's infamous speech at Woodenbridge in September 1914. This speech split the Irish Volunteers, with the vast majority supporting the IPP leadership and the British war effort. The minority group would be central in the outbreak of the Easter Rising. The source also refers to the possibility of 'considerable movement in favour of recruiting' but only if 'the War Office could be persuaded to adopt' other measures. This content emphasises the frustration of the IPP as Kitchener undermined the Party by treating nationalist recruits harshly in comparison to their Ulster Unionist counterparts. Candidates may use contextual knowledge, such as the ban on emigration at the beginning of the war, which left many young men fearing conscription and hostile to British authority in Ireland. These men were drawn to revolutionary groups, such as the Irish Republican Brotherhood (IRB). A limitation of the source is that it is dated November 1914 and therefore gives no information on the events of 1915 and 1916, including the mistakes of Redmond after the outbreak of war, in particular his decision not to take his place in the War Cabinet in May 1915.

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

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

How far do the sources support the view that the First World War was the most important cause of the Easter Rising of 1916?

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

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

**Level 1 ([1]–[5])**

Answers at this level demonstrate, organise and communicate historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited explanation, analysis, evaluation and judgement relating to whether the First World War was the most important cause of the Easter Rising of 1916. 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, it may focus heavily on the impact of the First World War on the political situation in Ireland, supporting the proposition. Source 2 also looks at other factors, such as the role of New Nationalism and the ideology of the leaders, and mainly argues against the proposition.

**Level 3 ([11]–[15])**

Answers at this level will demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgement are developed and substantiated. Answers will address the sources in more detail. Responses at this level may perhaps confine their analysis to concurring with the proposition. Source 1 highlights the impact of the war, maintaining that, from the outset, ‘this war, coming just before we finally secured Home Rule, has created terrible difficulty and embarrassment for us.’ The onset of war saw Home Rule placed on the Statute Book by the Liberal Government, but with a Suspensory Act added, which ensured that Home Rule did not become law until the war had ended. This had a detrimental impact on the IPP, which now existed in a vacuum and had no political power. The war is again referenced when Dillon argues that ‘the War Office and other government authorities have done nothing but add to our difficulties.’ This is referencing the failure of the War Office to create a separate Irish Division in the army in the same way as it had done for the Ulster Unionists. This decision, following the Bachelor’s Walk incident of July 1914 led to the British being accused of double standards in their dealings with the main political groups in Ireland. Source 2 also makes reference to the importance of the First World War as Pearse alludes on several occasions to the defenders of this realm, which refers to the Defence of the Realm Act of 1914. This law increased government control during the war years and hardened Republican attitudes after the delay to Home Rule.

**Level 4 ([16]–[20])**

Answers at this level will demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgement are very well developed and substantiated. Answers will interpret and evaluate the sources fully in relation to their historical context. Source 1 outlines the impact of the outbreak of the First World War on the IPP and Ireland. It states that ‘we have retained the confidence of most nationalists in Ireland and secured their support for England in this war.’ Here Dillon is referring to Redmond’s Woodenbridge speech, in which he encouraged the Irish Volunteers to go ‘wherever the firing line extends in defence of right, of freedom and religion in this war.’ This speech had a massive impact on Irish nationalists and acted as a catalyst for the Easter Rising. The Irish Volunteers split, with the majority, as Dillon correctly claims, supporting the IPP and Redmond. Out of 170 000 Volunteers, all but approximately 12 000 supported Redmond’s plea at Woodenbridge. This smaller group of Volunteers remained under the control of Eoin MacNeill and soon became a puppet organisation of the IRB and would be used in the Easter Rising. In Source 2, Pearse highlights other factors that led to the Easter Rising. When claiming to be ‘speaking on behalf of a new generation that has been re-baptised in the Fenian faith,’ Pearse is acknowledging the importance of New Nationalism in the outbreak of the Easter Rising. New Nationalism saw a group of young, educated and highly motivated men rise through the ranks of groups, such as the Gaelic League. These men would become central figures in the IRB and prove to be crucial to the planning of the Rising. Candidates may also pay attention to Pearse’s references to God and link these to his messianic tendencies; these contributed to the leaders’ decision to go ahead with the Rising, even though they lacked weapons after the capture of the *Aud* in 1916. Finally, the phrase ‘the fools, they have left us our Fenian dead’ refers to the importance of the IRB, which was the driving force behind the Rising. Clarke and McDermott were central in providing them with the motivation to stage a

rebellion when Britain was distracted by war, thus referencing the old Fenian motto 'England's difficulty is Ireland's opportunity.'

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

AVAILABLE  
MARKS

35

## 2 Study Interpretation A and Interpretation B.

Using the interpretations, and your understanding of the historical context, which of these different interpretations of the opposition to the Third Home Rule Bill in the period 1910–1914 do you find more convincing?

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

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

### Level 1 ([1]–[6])

Answers at this level will display a limited understanding of the ways in which the past has been interpreted in the two interpretations. Responses will reveal a limited analysis of the interpretations of the opposition to the Third Home Rule Bill in the period 1910–1914. Answers at this level will display little or no understanding of the historical context. Responses may discuss only one of the interpretations. Candidates will not identify which of the two interpretations they find more convincing or will reach an unsubstantiated judgement.

### Level 2 ([7]–[13])

Answers at this level will display a sound understanding of the ways in which the past has been interpreted in the two interpretations. Responses will attempt to analyse the different interpretations of the opposition to the Third Home Rule Bill in the period 1910–1914. Answers at this level may display some understanding of the historical context. Candidates will reveal a satisfactory understanding of each historian's views in Interpretation A and Interpretation B. Interpretation A emphasises that the main opposition to Home Rule came from the Ulster Unionists and their threat of militancy in the form of the UVF. Interpretation B instead focuses on the role played by Bonar Law and his tactics of using Ulster resistance to reunite the Conservative Party. 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 opposition to the Third Home Rule Bill. Answers at this level will display a good understanding of the historical context. Candidates will show a good awareness of the variety of pressures placed on the Liberal Government by the opponents of Home Rule. Interpretation A highlights that the actions of the UUC in establishing a secret defence committee showed that the Ulster Unionist leadership was acting independently and taking ownership of their opposition to Home Rule. Candidates may use this point to support the argument that the Ulster Unionists were the main source of opposition to Home Rule. Interpretation A highlights the

importance of organised resistance for the Ulster Unionists by addressing the importance of the rally at Craigavon and the Ulster Covenant. Candidates may use this as an opportunity to explore the organisational ability of James Craig, who was the mastermind behind both events, as well as the Balmoral rally. Furthermore, Interpretation A highlights the importance of the threat of violence in Ulster Unionist opposition. Reference is made to the establishment of the UVF and the Larne gun-running, which indicates how effective this threat was. Interpretation A also refers to the fact that the actions of the Ulster Unionists had an impact on the Liberal Government. Interpretation B acknowledges the role of Bonar Law in leading opposition to Home Rule. Candidates may point out that Law's father and brother both lived in Coleraine and the Conservative leader's feelings for the province were central to his determination to save it from Home Rule. 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 opposition to the Third Home Rule Bill. Answers at this level will display a very good understanding of the historical context. Interpretation A focuses predominantly on the importance of the Ulster Unionists and their threat of violence through the establishment of the UVF, while Interpretation B concentrates on the actions of Bonar Law in using opposition to Home Rule to unite the Conservative Party and pressurise the King for an election on the Home Rule issue. Interpretation B's reference to the Conservatives as the 'divided party' allows candidates to explore the reasons behind its divisions, such as tariff reform and the three successive election defeats which culminated in Bonar Law replacing Balfour. The Blenheim Palace speech also marked the beginning of Law's *New Style politics* as he repeatedly hinted at the possibility of violence if his demands for special treatment for Ulster were not met. Candidates may observe that 'Bonar's Law's disruption of the Annual Army Act' became unnecessary due to the Curragh Incident of March 1914. Interpretation A strongly suggests that the establishment of the UVF was a crucial moment in the opposition of the Ulster Unionists to Home Rule. The employment of the retired British General Sir George Richardson showed that the UVF was serious in its desire to threaten force to oppose Home Rule. Candidates may challenge Jackson's assertion in Interpretation A that the UVF 'was claiming a membership of 100 000' by pointing out that the movement's numbers peaked at 90 000 during this period. Candidates may also challenge the view expressed in Interpretation A that the Larne gun-running 'was the defining episode in the opposition to Home Rule.' Interpretation B can also be challenged when it claims that the secret talks at Balmoral 'marked a major turning point in the Liberals' policy towards Ireland,' since it overlooks the fact that many leading Liberals, such as Churchill, Lloyd George and Birrell, had been advocating special treatment for Ulster for some time, as had backbenchers, such as Agar-Robartes. Candidates will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement.

Any other valid material will be rewarded appropriately.

[25]

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- 3 (a) “The mistakes of the British Government in the period 1914–1918 were the most important reason for the success of Sinn Féin in the General Election of 1918.” To what extent would you accept this verdict?

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

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 comment on whether the mistakes of the British Government in the period 1914–1918 were the most important reason for the success of Sinn Féin in the General Election of 1918. 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 whether the mistakes of the British Government in the period 1914–1918 were the most important reason for the success of Sinn Féin in the General Election of 1918. 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 take the proposition at close to face value, providing a sound analysis of how the mistakes of the British Government contributed to Sinn Féin’s success in the General Election of 1918. For example, the government’s decision to close Ireland’s borders and halt emigration from Ireland in 1914 left many frustrated and radical Irishmen in Ireland. These men feared conscription and were drawn to radical groups, such as Sinn Féin. Furthermore, General Maxwell’s heavy-handed response to the Rising, including executions and the introduction of Martial Law, turned many Irish people against the British and saw them increasingly side with Sinn Féin. It was further boosted by Maxwell’s decision to name the event ‘The Sinn Féin Rising.’ His subsequent arrests and the imprisonment of thousands of innocent members of the party saw a large-scale rise in radicalism within

both Sinn Féin and Irish society. The Conscription Crisis of April 1918 and the ‘German Plot’ of May 1918 can be regarded as mistakes by the British government which increased Sinn Féin’s standing as it led the anti-conscription campaign and gained the support of many Irish people and, crucially, the approval of the Catholic Church. 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 not only assess the mistakes of the British Government but also analyse the other factors which contributed to the success of Sinn Féin. The Irish Parliamentary Party’s decision-making during this period saw the party lose much support in Ireland. Redmond’s Woodenbridge speech would come back to haunt him, while his decision not to take a seat in the war-time cabinet left him politically isolated. His acceptance of partition during the Lloyd George negotiations of 1916, and the loss of support from his party during the Irish Convention, were crucial reasons for Sinn Féin’s success in the General Election of 1918. Candidates will also acknowledge the role Sinn Féin played in its own rise, with key individuals, such as Count Plunkett, Michael Collins and Éamon de Valera, playing a pivotal role in its by-election successes in 1917. They were also responsible for making promises in Sinn Féin’s election manifesto, such as abstention from Westminster. Sinn Féin took advantage of British mistakes and tapped into the growing disillusionment amongst the Irish population towards the war and the British Government. 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]

20

- (b) “Irish Republicans were under more pressure than the British Government to agree to a truce in July 1921.” How far would you agree with this assessment of the reasons for the conclusion of the Anglo-Irish War of 1919–1921?

**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 whether Irish Republicans were under more pressure than the British Government to agree to a truce in July 1921. 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 Irish Republicans were under more pressure than the British Government to agree to a truce in July 1921. There may be a limited focus on the pressure on Irish Republicans, such as lack of men and arms, coupled with a decrease in public support due to the elongated nature of the conflict. Candidates make a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

### **Level 3 ([11]–[15])**

Answers at this level demonstrate, organise and communicate historical knowledge relevantly, clearly and effectively. Explanation, analysis, evaluation and judgements are developed and substantiated. Answers may focus on a number of pressures on Irish Republicans which saw them agree to a truce in July 1921. Collins correctly assessed how low in arms and ammunition his men were. The Custom House raid in May 1921 had been a military disaster. His acceptance of the truce was based on the simple logic that there was little alternative. His comment later that ‘you had us beaten in another three weeks’ was no jest, but a serious indictment of Republican military strength by the summer of 1921. The ability of the British to introduce large numbers of reinforcements at a time when the Irish were struggling with numbers was a crucial factor in the Irish decision to accept a truce. Additionally, the British were winning the intelligence war, with the closing of Sinn Féin Courts becoming a more frequent occurrence. In addition, the introduction of aeroplanes had enabled the British to curtail the impact of the IRA’s flying columns, which was also central to the desire of Irish Republicans for a truce. Candidates make a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation, and grammar are of a sufficiently good standard to make meaning clear.

### **Level 4 ([16]–[20])**

Answers at this level consistently demonstrate, organise and communicate historical knowledge relevantly, clearly and concisely. Explanation, analysis, evaluation and judgements are very well developed and substantiated. There will be a full explanation of the pressures on Irish Republicans that led to the truce, as well as a balanced assessment which acknowledges that both sides had political and military reasons for agreeing to a truce.

Political pressures did impact on the Republican side. A reasonable truce offer could scarcely be rejected without the loss of political sympathy among the Irish people. In this regard, the truce offer of July 1921 was remarkably generous, especially in the context of the earlier proposals drafted by the British cabinet in December 1920 and given to intermediaries in order to initiate truce talks. In that month Republicans were required to hand over all arms as a precondition, but no such obligation was evident six months later. Candidates will also acknowledge that the British Government also faced political and military pressures. Over a period of eighteen months a body of opinion, reflecting intellectuals, churchmen and politicians at home and abroad, had privately and publicly condemned the actions of Crown forces. In particular, acts of perceived indiscipline by the Black and Tans, as well as the policy of reprisals, caused embarrassing publicity, both domestically and worldwide, for Britain. The forces of the Crown were expected to adhere to a rigorous code of conduct and to be accountable. Additionally, military considerations had an important role to play in the offer of a truce by the British. The guerrilla campaign waged by Republicans had taken its toll. Senior British military commanders had private doubts about the capacity of their men to continue the campaign into the winter of 1921. By mid-July, the British Government faced the real prospect of an escalation of the conflict in the south and west of Ireland. It was this prospect of a greater military conflict, which offered no apparent expectation of termination, which pushed the British military leaders towards a truce. Finally, the King's speech at the opening of the Belfast Parliament in June 1921 offered Lloyd George the opportunity to push ahead with a truce without it appearing to be a climbdown by his coalition government. 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**

**AVAILABLE  
MARKS**

20

**80**