



Rewarding Learning

**ADVANCED
General Certificate of Education
2018**

History

Assessment Unit A2 2

[AH221]

WEDNESDAY 13 JUNE, AFTERNOON

**MARK
SCHEME**

Level of response mark grid

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

- AO1a** recall, select and deploy historical knowledge accurately and communicate knowledge and understanding of history in a clear and effective manner;
- AO1b** present historical explanations, showing understanding of appropriate concepts and arrive at substantiated judgements;
- AO2** In relation to historical context:
- interpret, evaluate and use a range of source material;
 - explain and evaluate interpretations of historical events and topics studied.

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

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

Option 1: England 1570–1603

AVAILABLE
MARKS

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

- 1 (a) **Consult all the sources and your knowledge of this period.** Which of the sources would an historian value most as evidence in a study of the relationship between Elizabeth I and the Puritans in the period 1570–1603?

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

Level 1 ([0]–[3])

Answers will paraphrase the content of each source and make assertions that are not fully supported. For example, there will be some reference to the Puritan movement but there may be no reference to the relationship between Elizabeth I and the Puritans in the period 1570–1603.

Level 2 ([4]–[7])

Answers will comment on the utility of the sources, using the content more fully. Source 1 is valuable because it is from John Field and Thomas Wilcox, both Puritan members of the House of Commons who are unhappy with the new Church. They are protesting about the lack of reform in the Elizabethan Church, believing that it is not following the true religion of God's Church and there are many papish remnants. Source 2 is valuable as it is from Elizabeth I herself. She is concerned about the effects of prophesying, especially its impact on the lower classes. In her opinion it is having a negative effect on society and is causing divisions in the countryside. Source 3 is valuable since it has the value of hindsight. Warren asserts that Puritanism had a positive effect on the Church of England, maintaining that, although it did not alter the religious settlement, it improved the quality of clergy and strengthened Protestantism.

Level 3 ([8]–[11])

Answers will present a more sustained assessment of the value of each source, and reach a credible conclusion. Source 1 is useful evidence in a study of the relationship between Elizabeth I and the Puritans since it is from Field and Wilcox, both committed Puritans and Members of Parliament. It is a public document written for Parliament but also intended for the Queen. It aims to provoke discussion in Parliament in the hope that this would lead to legislation to alter the Church Settlement. Both men represent the growing opposition in Parliament. The source dates from 1572, some thirteen years after the Church Settlement of 1559, therefore suggesting that opposition had developed in the intervening period. Field and Wilcox express their concern about Elizabeth I's Church, maintaining that it is not truly reformed or following the will of God's Church. They are unhappy with the ceremony and organisation of the Church as they believe that this remains Catholic. They also criticise the quality of the clergy, suggesting that they should be elected by the people rather than appointed by the Queen. They also criticise the pomp and ceremony of the Church. Source 2 is valuable in a study of Elizabeth I's relationship with the Puritans, since it is a letter from the Queen to her Bishops. This suggests that there are Puritan sympathisers within her Church and clergy. She is writing to express her disquiet about the

impact of prophesying on her Church and the rural population. She confirms that prophesying is unlawful, is causing divisions in the countryside and is against God and the established Church. In Source 3 John Warren does not directly comment on relations between Elizabeth I and the Puritans but suggests that the Puritans had a positive impact on the Elizabethan Church. Writing with hindsight, he argues that the enthusiasm of the ministers helped to spread Protestantism. Although the Puritans did not alter the Thirty-Nine Articles, the vestments or the structure of the Church, they did have a lasting impact on Protestantism at local level.

Level 4 ([12]–[15])

Answers will use a wide range of criteria to assess utility, commenting on the significance of the information provided, authorship, motive, viewpoint, audience and date. Contextual knowledge will be introduced to enhance the answer. Source 1 is of value because it was written in 1572, thirteen years after the Elizabethan Church Settlement. Parliament had been growing in confidence and a group of Puritan MPs in the House of Commons was prepared to vocally oppose Elizabeth's Church Settlement. Field and Wilcox were based in London, the centre of Puritan opposition. They could also be classed as Presbyterians, who wanted to reform how the Church was governed. Elizabeth I viewed them as a political threat and Field had already been reprimanded for refusing to wear the vestments. Source 2 is of value since it is a letter from the Queen herself. By 1577 Elizabeth I was hostile to the Puritan movement, believing that it not only constituted a threat to her Church but actually endangered the political stability of the country. In 1577 the Queen legislated against prophesying, arguing that this unlicensed preaching could provoke rebellion. It could be argued that Elizabeth I mishandled the Puritans, incorrectly viewing all of them as a threat, even though the conformists were moderate in their demands and posed little threat. Even though the Presbyterians had the potential to be a threat since they wished to exclude the monarch from the government of the Church, they did not attract widespread support. Source 3 is also of value. It infers that the Puritans made a positive contribution to the Church of England. Although they failed to alter the government of the Church, or indeed the pomp and ceremony, they did spread Protestantism and keep it alive. [15]

- (b) Use all the sources and other evidence you have studied.** How far do the sources support the view that the Puritans posed a serious threat to the Elizabethan Church of England between 1570 and 1603?

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

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

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

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

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement **AO1(b)**. For example, Source 1 suggests that the Puritans represented a serious threat to the Elizabethan Church of England, since they demanded ‘the restoration of true religion’. Source 2 also indicates that they posed a serious threat since they organised ‘large unlawful assemblies’. Source 3, on the other hand, maintains that the Puritans made a positive and vital contribution to the Elizabethan Church **AO2(a)**.

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

Answers at this level will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement are developed and substantiated **AO1(b)**. Source 1 and Source 2 both suggest that the Puritans represented a potentially serious threat to the Elizabethan Church of England. Source 1 is written by two prominent MPs who challenged Elizabeth I’s Church and its papish ceremonies and trappings. They assert that elections should be held for Church government, thereby posing a threat to Elizabeth’s control of the Church. Source 2, a letter from Elizabeth I to her Bishops, focuses on the subject of prophesying and indicates that the Queen herself undoubtedly viewed the Puritans as a serious threat to her Church. It suggests that the Puritans are seeking to exploit the lower classes to ‘break our laws’ and infect the ordinary people with ‘dangerous opinions’. However, Source 3 refutes the view that the Puritans represented a serious threat to the Elizabethan Church of England. Warren, writing with hindsight, reflects on the ‘positive and vital contribution’ the Puritans made to the Church of England. He emphasises the positive impact the Puritan clergy exerted, particularly in spreading ‘enthusiasm for the Protestant faith’ **AO2(a)**.

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

Answers at this level will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated **AO1(b)**. Source 1 and Source 2 both illustrate that in the 1570s the Puritan movement appeared to represent a serious threat to the Elizabethan Church. The Puritan manifesto (Source 1) posed a serious threat to Elizabeth I because it demanded reform of the system of Church government and criticised members of the clergy. However, this document did not gain much support. Most MPs were content with the Elizabethan Church and considered the manifesto to be too extreme. Moreover, it should be borne in mind that Field and Wilcox were based in London, a stronghold of the Puritans, and their opinions were not necessarily representative of the rest of the country. Source 2 indicates that Elizabeth I viewed the Puritans as a serious threat to her Church. She reminded her Bishops that ‘large assemblies’ are illegal and she legislated against them. She attempted to appeal to the Bishops’ emotions by saying that the practice of prophesying was causing her ‘great grief’. She also implies that these gatherings could lead to political instability. Source 3 suggests that, far from posing a serious threat to the Elizabethan Church, the Puritans represented a source of stability. They may not have gained the reforms they demanded, such as reforming the Thirty-Nine Articles, but nevertheless exerted significant, though intangible, influence at parish level.

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- 2 (a) “Elizabeth I effectively managed faction fighting in her court in the period 1570–1603”. How far would you accept this verdict? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

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

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

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers at this level may be inaccurate or demonstrate superficial understanding. For example, there may be some comments on faction fighting in Elizabeth I’s court. There will be little or no awareness of either contemporary **or** later interpretations of the subject. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and /or grammar, or the structure and organisation of ideas and points made within the response.

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

Answers at this level select and deploy historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. The response will have supporting evidence. For example, there may be some discussion of the role of factions in Elizabeth I’s court, perhaps referring to those of William Cecil or Dudley, but there will be a limited focus on the question. There will be some awareness of either contemporary **or** later interpretations of this subject but this will be limited and in need of further development. For example, there may be some contemporary opinion from Elizabeth I or one of the leading figures of the period. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate. There may be occasional defects in organisation and little specialist vocabulary.

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

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement are developed and substantiated. Answers may argue that the existence of faction fighting caused great tension and rivalry in Elizabeth I’s court which had an adverse effect on the workings of her government. They may discuss the extent to which the Queen succeeded in managing the rivalry which existed between William Cecil and Dudley, as well as the bitter rivalry later in her reign between Robert Cecil and the Earl of Essex. Responses may argue that, by playing off one group against another, the Queen was able to prevent one faction from dominating at court and remained in total control. There will be a satisfactory analysis and evaluation of **either** contemporary **or** later interpretations of this subject or a partial evaluation of **both**. Contemporary interpretations could include comments from Dudley or William Cecil, while later interpretations could expound on the orthodox school of thought put forward by historians such as Neale that Elizabeth I was a great Queen who managed faction fighting well and always remained

in control. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

AVAILABLE
MARKS

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

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will provide a more sustained assessment of Elizabeth I's management of factional rivalry at court. They may explore how the Queen used patronage to maintain and strengthen her control at court and provide evidence of her skill in exploiting the divisions and tensions between the various factions. Answers may contend that, as a result, she never faced united opposition. However, the rivalry between these factions frequently had a negative effect on political life and an adverse impact on the government of England. To illustrate this point, responses may assess the rivalry between William Cecil and Dudley. Answers may make the point that, despite their intense rivalry, Cecil and Dudley were both loyal to Elizabeth I. However, the new favourites in the later part of her reign were more determined and ruthless in their attempts to extend their power, as illustrated by the Essex rebellion in 1601. Responses may also argue that, as Elizabeth become older, her control over the factions weakened. Answers will provide a good analysis of contemporary **and** later interpretations of this subject. Contemporary interpretations could include, for example, observations from court favourites and foreign diplomats. Later interpretations could include the revisionist view of historians such as Elton who believed that Elizabeth I's control of faction fighting was more fragile than the traditional school of thought believed. Meanwhile, Smith expressed the view that factions did not become important until the 1590s. Answers at this level will be consistently characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and use of appropriate specialist vocabulary. [35]

- (b) "Trade represented the most important influence on Elizabeth I's foreign policy between 1570 and 1603." To what extent would you agree with this statement? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

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

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

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding explanation or analysis and judgement. Answers at this level may be inaccurate or demonstrate superficial understanding. For example, answers may offer a descriptive account of Elizabethan foreign policy with limited reference to the role of trade. There will be little or no awareness of either contemporary **or** later interpretations of this subject. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar or the structure and organisation of

ideas and points made within the response.

AVAILABLE
MARKS

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

Answers at this level select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. The response may provide a more detailed account of Elizabethan foreign policy, focusing perhaps on how trade affected Elizabeth I's policy towards the Netherlands and Spain. There will be some awareness of either contemporary **or** later interpretations of this subject but this will be limited and in need of further development. For example, responses may mention the later interpretation that Elizabeth's policy towards the Netherlands was not based on trade but merely represented a reaction to events as they occurred. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate. There may be occasional defects in organisation and little specialist vocabulary.

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

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers may concentrate on a narrow range of issues, providing a more detailed yet incomplete account. Answers will assess the impact of trade on Elizabeth I's policy towards the Netherlands and Spain. They may argue that it was England's limited resources and over-reliance on one market which led to its involvement in the Netherlands, in spite of the Queen's policy of non- intervention. Answers may also discuss the extent to which Elizabeth's desire for new markets prompted the exploration of the New World and new trade routes. Responses will begin to assess some of the other factors which influenced Elizabethan foreign policy, such as religion and Elizabeth's desire for internal security. There will be a satisfactory analysis and evaluation of **either** contemporary **or** later interpretations of this subject **or** a partial evaluation of **both**. In terms of later interpretations, historians such as Ramsay argue that trade exerted an important influence on Elizabeth I's foreign policy, while other historians, such as Elton, play down its importance. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

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

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated. Answers will provide a comprehensive assessment of the extent to which trade influenced English foreign policy under Elizabeth I, as well as providing a good analysis of other factors which had an impact on her policy. They may also assess Elizabeth's attitude to the sea beggars and how this affected relations with Spain. They may also observe that after 1585 England was forced to look for new trade markets, such as in the New World. In terms of the other factors which played a role in Elizabethan foreign policy, responses may analyse the significance of religion and Elizabeth I's reluctance to be seen as Europe's Protestant champion. They may also discuss the extent to which the Queen's aim for stability at home influenced her foreign policy. Answers

will provide a good analysis and evaluation of contemporary **and** later interpretations of this subject. Contemporary interpretations could be drawn, for example, from members of Elizabeth I's court or Privy Council. Answers may also refer to Parliament's desire for a more active foreign policy. Historians' interpretations could include the traditional view that Elizabeth I's foreign policy was primarily influenced by religion or the revisionist view that many different factors determined her foreign policy. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and use of appropriate specialist vocabulary. [35]

Option 1

AVAILABLE MARKS
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Option 2: Ireland 1607–1691

AVAILABLE
MARKS

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

- 1 (a) **Consult all the sources and your knowledge of this period.** Which of the sources would an historian value most as evidence in a study of the Plantation of Ulster up to 1636?

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

Level 1 ([0]–[3])

Answers will paraphrase the content of each source and make assertions that are not fully supported. For example, the first two sources provide an official view of the early Plantation.

Level 2 ([4]–[7])

Answers will comment on the utility of the sources, using the content more fully. Sources 1 and 2 are valuable because they are written either by someone actively involved in the operation of the Plantation (Source 1) or someone who has conducted an official Crown survey of the Plantation (Source 2). Source 3 is also of value because it is written by an historian from an objective perspective.

Level 3 ([8]–[11])

Answers will present a more sustained assessment of the value of each source in relation to its value, and reach a credible conclusion. Answers at this level will note that all three sources provide an insight into the Plantation of Ulster from differing perspectives. In Source 1 we have the view of one of the agents of the London Companies, responsible for planting much of the north-west of Ulster, who is concerned with the survival of the enterprise. In contrast, Source 2 focuses on the extent to which the Plantation has met the objectives laid down by the Crown authorities in 1610. George Hill, in Source 3, while writing with the benefit of hindsight, corroborates the concern expressed in Source 1 about the threat posed by the Gaelic woodkerne, but argues that the problem has been partly of the government's own making due to the policy pursued.

Level 4 ([12]–[15])

Answers will use a wide range of criteria to assess utility, commenting on the significance of the information provided, authorship, motive, viewpoint, audience and date. Contextual knowledge will be introduced to enhance the answer. Answers may note that a significant strength of Sources 1 and 2 is that they are both from the formative stages of the Plantation and both by officials who are well placed to comment on how the scheme operated in practice. Source 1 is by George Canning, the agent for the Ironmongers' Company, which was involved in the plantation of the lands assigned to the London Companies. Nicholas Pynnar in Source 2 presents an officially commissioned assessment of the progress of the Plantation up to 1618. Contextual knowledge might be used to point out that James I had placed great emphasis on the importance of getting the London Companies involved in the Plantation of Ulster, particularly in terms of the business

expertise and financial investment they were expected to channel into the whole process. The fact that Source 1 indicates that the Londonderry plantation is clearly facing problems from the Irish woodkerne has serious implications for what might be regarded as the “flagship” element of the whole plantation project. This might be balanced with the signs of progress that emerge from Pynnar’s survey in Source 2, but candidates might argue that the overall impression given by Pynnar’s report was that in general the Official Plantation had fallen well short of the objectives set in 1609–1610. At this level, candidates would be expected to nominate a particular source as the most valuable, and there is much scope for candidates to make a strong case for any one of the sources. Source 1 provides evidence of the physical danger that many of the Londonderry planters found themselves in, exposed to attacks from the so-called Irish woodkerne who operated on the fringes of the new British settlements. This assessment can be cross-referenced with Source 2, which records the building of castles and bawns for the protection of these settlements. Source 3, by George Hill, can be cross-referenced with Source 1 with its shared focus on the woodkerne threat, but also provides a wider perspective on the native Irish threat by linking it to the possibility of an attempt by the Gaelic lords to foment a general rebellion. Hill also makes reference to the failed policy – as he sees it – of arguably the key government official in drawing up the Plantation programme, the Lord Deputy Sir Arthur Chichester. However, candidates may well observe that none provides an overview of the Plantation up to 1636, while Sources 1 and 3 also have much too narrow a focus, in terms of concentrating on the danger posed by the woodkerne. [15]

- (b) Use all the sources and other evidence you have studied.** How far do the sources support the view that the Plantation of Ulster was shaped mainly by fear of the native Irish?

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

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

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

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

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement relating to the Plantation of Ulster being shaped by fear of the native Irish **AO1(b)**. Sources 1 and 3 can be seen as supporting the proposition, both noting the threat posed by the woodkerne to the Plantation community in both counties Londonderry and Armagh. Source 2, however, suggests that there is more to the Plantation of Ulster than simply responding to the hostility of the native Irish **AO2(a)**.

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

Answers at this level will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement are developed and substantiated **AO1(b)**. For example, it could be argued that the initial impetus for the Plantation of Ulster was the desire to pacify this area in the wake of the Nine Years' War, the Flight of the Earls in 1607 providing the opportunity for the English authorities to take action. Fear of the native Irish was if anything intensified by the events of 1608, when the rebellion by Sir Cahir O'Doherty in the north-west saw the capture and burning of the town of Derry. This led to the Plantation plans being revised and made less accommodating to the Gaelic population. This hard-line policy is particularly associated with the Lord Deputy of Ireland, Sir Arthur Chichester, who is mentioned in Source 3 and is clearly seen by Hill as part of the problem facing the Plantation. Candidates may note, however, that in Chichester's original plans British settlement in Ulster was to be on a much more modest scale. Answers will address the sources, noting that, while Source 3 refers to the wariness of the native Irish on the part of the Crown authorities, George Canning in Source 1 actually provides evidence of attacks by the woodkerne on Plantation communities. Using Source 2 as evidence, some candidates might argue that the Plantation of Ulster was about much more than just maintaining law and order in the north of Ireland. The final Plantation scheme sought to apply a comprehensive programme of colonisation, Anglicisation and the spread of Protestantism, as evidenced in Pynnar's meticulous record of the construction of schools and churches, as well as castles and bawns **AO2(a)**.

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

Answers at this level will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated in relation to the proposition that the Plantation of Ulster was shaped mainly by fear of the native Irish **AO1(b)**. There is no doubt that fear of the native Irish was a factor in the Plantation of Ulster, and was duly acknowledged in the plans drawn up in respect of the managers of the scheme "on the ground" – the undertakers. Undertakers were required to build a stone house and bawn – a fortified yard – within three years of assuming their responsibilities and "plant" 24 able men over the age of 18 and of English or Scottish origin for every 1000 acres of land they managed. Moreover, tenants were required to build houses near the bawn for security. The O'Doherty rebellion of 1608 had acted as an aftershock to the Nine Years' War and without question reshaped the Plantation that was then being planned. Chichester, the Lord Deputy of Ireland, only intended a fairly limited scale of Protestant settlement, but the rising in the north-west convinced James I to opt for a much more radical project, supported by Sir John Davies, the Irish Attorney General, and Sir Francis Bacon. Trouble flared up again in the north-west in 1615, and while it was certainly not a repeat of the uprising of 1608, it did serve to keep the British colony vigilant, if not constantly anxious. It also reinforced divisions between settler and native and kept alive British mistrust and fear of the native Irish. Candidates might nonetheless argue that, while the Crown certainly wanted to ensure peace and stability in an area that had just been in open rebellion against English control during the Nine Years' War, the Plantation of Ulster was not just a knee-jerk defensive reaction to Gaelic resistance and Gaelic threat. The Plantation was also, and

perhaps primarily about turning Ulster into a British territory in terms of both its inhabitants and its culture. Furthermore, James I also saw an opportunity here to develop the region economically and commercially. It was for this reason that pressure was applied to the London Companies to become involved, their presence noted for example in Source 1. Though fear of the native Irish would remain a constant factor as the Plantation developed, it could be argued that there were clear economic and commercial motives behind the plans drawn up by the English authorities, namely to develop the economic infrastructure of Ulster in order to stimulate trade and thereby increase royal revenue. Politically, the Ulster Plantation was intended to increase Protestant representation in the Irish Parliament, and establish both the Reformed Faith and British culture in Ulster. Answers will interpret and evaluate the sources fully in relation to their historical context. Source 1 is the source that is most supportive of the proposition, giving details of woodkerne attacks on the Plantation community in County Londonderry in the troubled year of 1615. Source 3 demonstrates that the fear of the native Irish was not confined to the area managed by the London Companies, Hill noting that the “natives of all classes of the county of Armagh were more or less suspected and feared by the authorities”. Source 3, however, adds another dimension to the Gaelic Irish threat by linking it to the possibility of an attempt by the exiled Earls, led by Hugh O’Neill, to reclaim their lost lands in Ulster. Source 2 can be used to reinforce an argument in support of the proposition, as there is clearly a significant defence component to the way the Plantation scheme was realised, referring, for example, to a “fair castle and very strong, but no bawn” on the estate of the Earl of Abercorn. However, the same source provides evidence of wider objectives and practices within the Plantation, Pynnar noting that Abercorn’s estate also included “a school house of lime and stone, also a church under construction” **AO2(a)**.

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MARKS

- 2 (a) “The downfall of James II was due to his Catholic religion rather than the policies he pursued in England.” How far would you agree with this verdict? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

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

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

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers at this level may be inaccurate or demonstrate superficial understanding. For example, there may be a general reference to the King’s promise to protect the Church of England on his succession to the throne. There will be little or no awareness of either contemporary or later interpretations of the subject. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

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

Answers at this level will select and deploy historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. The answer will have supporting evidence. For example, it may be noted that James II received strong support from Parliament to suppress the Monmouth rebellion, which would indicate that his faith was certainly not a problem in the early stages of his reign. There will be some awareness of either contemporary or later interpretations of the subject but this will be limited and in need of further development. For example, a view from an MP might be deployed, while in terms of later interpretations, Maurice Ashley’s biography of James II may be used. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate. There may be occasional defects in organisation and little specialist vocabulary.

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

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers may focus on the fact that just four months into his reign, James II faced rebellion and an attempt to oust him from the throne led by the Duke of Monmouth, the illegitimate son of Charles II, supported by the landing in Scotland of an expedition headed by the Earl of Argyll. The Argyll rebellion was easily suppressed, but, although Monmouth’s rising proved more problematical for the Crown forces, culminating in a victory for the latter at the Battle of Sedgemoor on 6 July 1685, the key point is that there had been a rebellion at all. This was very early in the reign of James II – before his policies of Catholicisation and militarisation had even taken shape – which would seem to indicate that it was not so much what the King did but his Catholic faith which put him on a collision course with the English people from the start. Furthermore,

although Monmouth landed at Lyme Regis with fewer than a hundred men, by the time he fought the decisive battle at Sedgemoor he had close to 4000 men in arms, a larger force than that mustered by the Crown. Monmouth's rebellion therefore was no storm in a teacup, and the south-west of England would pay a heavy price in the subsequent "Bloody Assizes" conducted by Judge Jeffreys, more than 300 being hanged and over 800 transported to Barbados. There will be a satisfactory analysis and evaluation of either contemporary **or** later interpretations of this subject **or** a partial evaluation of **both**. Contemporary opinion might include the views of James II or key Crown officials such as John Churchill, the future Duke of Marlborough and second-in-command at Sedgemoor, while later interpretations might be provided by Harris or Kishlansky. Candidates will also begin to consider other factors that had a bearing on the downfall of James II. For example, while candidates may acknowledge that there was Protestant opposition to the succession of James, the Monmouth and Argyll risings were hardly representative of the wider nation, and it was only once the King used the rebellions to keep and then augment a standing army, and begun to appoint Catholics to its ranks and other prominent positions in government, that disaffection began to grow. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

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

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will attempt in a more definite and sustained way an assessment of whether the downfall of James II was due to his Catholic faith rather than the policies he pursued in England. In support of the proposition, candidates might refer to the Exclusion crisis that dominated the later reign of Charles II, when the Whigs had made a concerted effort to exclude James (then Duke of York) from the line of succession to the throne. However, a counter-argument is that the Whigs had been effectively sidelined by 1685 and the new King seemed to have the backing of the great majority of the English nation. No one wanted another civil war. A strong argument can be made that it was in fact James's policies in England that were critical in the loss of his throne to William and Mary. For example, it could be argued that the King's deteriorating relationship with the Church of England was central to the failure of his policies in England, and indeed, his ultimate loss of the throne. The policy of Catholicisation that James II began to pursue before the end of 1685 – appointing Catholics to senior positions in both the army and civil administration – was an implicit if not explicit assault on the Church of England's privileged position in relation to positions of service to the state. This was exemplified by the rise of the Catholic Earl of Sunderland at court, appointed as Lord President of the Council and Secretary of State, and the related decline in influence of the Protestant Earl of Rochester, who was dismissed as Lord Treasurer in January 1687. A more blatant challenge to the Church came in July 1686, when James II created the Commission for Ecclesiastical Causes. One of the first things that the Commission did was to expel the Fellows of Magdalen College, Oxford, for refusing to accept the King's nominee for college president, the Catholic Anthony Farmer. In 1687, the College was turned into a Catholic institution. Militarily, James II had raised fears that he was preparing to introduce absolutist rule by first

maintaining a standing army after the Monmouth rebellion of 1685 and then increasing its size in subsequent years. The King's handling of the rebellion itself – in particular the excessive punishment meted out by Judge Jeffreys in what was called the “Bloody Assizes” – had effectively ended James II's “honeymoon period” with his new kingdom just six months after he had succeeded to the throne. Constitutionally, the King was also perceived to have transgressed by his legally dubious application of the suspending and dispensing powers – despite winning the test case of *Godden v Hales* in 1686 – which began to alienate the Tory establishment who now saw signs of a Catholic tyranny in the making. Furthermore, the King's first, and as it turned out, only, Parliament had been prorogued as early as November 1685 and it was formally dissolved in the summer of 1687. James II now began canvassing officials across the country regarding their support for the formal repeal of the Test Acts. The information was used to begin a purge of corporations, aimed at producing a pliable Parliament which would agree to the King's wishes. Answers will provide a good analysis and evaluation of contemporary **and** later interpretations of this subject. For example, contemporary interpretation might be drawn from a leading representative of the Church of England, such as one of the seven bishops put on trial in 1688, or one of the leading Whig or Tory MPs. Later interpretations might include the views of Miller or Kenyon. Ultimately, James II's fate was sealed when the birth of a male heir in June 1688 encouraged the political establishment to set in motion the Glorious Revolution by their letter of invitation to William of Orange to come to England. Candidates may well conclude that it was not in the end the King's policies that cost him his throne, but they certainly did not help, and when faced by the prospect of a Catholic dynasty, Protestant England rose up. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and use of appropriate specialist vocabulary. [35]

- (b) “Superior Williamite leadership determined the outcome of all three major engagements in the Williamite Wars.” How far would you agree with this verdict? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

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

Level 1 ([0]–[5]) AO1(b) Knowledge, ([0]–[3]) AO2(b) Interpretations
Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers at this level may be inaccurate or demonstrate superficial understanding. For example, there may be a general reference to the leadership of William III. There will be little or no awareness of either contemporary **or** later interpretations of the subject. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

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

Answers at this level will select and deploy historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. It will have supporting evidence. For example, there may be an appreciation of the respective roles of William III and James II at the Battle of the Boyne. There will be some awareness of either contemporary **or** later interpretations of the subject but this will be limited and in need of further development. For example, contemporary interpretation might take the form of an observation by the likes of Patrick Sarsfield, while in terms of later interpretation, reference might be made to Beckett. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate. There may be occasional defects in organisation and little specialist vocabulary.

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

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Candidates might well argue that it is at the Battle of the Boyne that the superiority of Williamite leadership is most in evidence, with the respective sides led for the first and only time by the rival kings. James II had not wanted to campaign in Ireland in person and had only been persuaded to do so by Louis XIV. At the Boyne, James II failed to lead from the front – unlike William III – and dealt a severe blow to Jacobite morale when he fled first the battlefield and then Ireland. William's performance is in sharp contrast to that of his father-in-law. As well as leading by example, William also resolved a disagreement among his commanders as to the tactics to be employed in the battle. Marshal Schomberg, supported by some of the other generals, favoured an attack across the river at Oldbridge as a diversion, while the main army was to be concentrated upstream against the Jacobite left flank. On the other hand, Count Solms, the commander of the Dutch Guards and general of the infantry, advocated committing everything to a full frontal assault at Oldbridge. William opted for a compromise: the main assault would be at Oldbridge but a flanking attack upstream by approximately a third of the army would precede it, and this strategy won the day. There will be a satisfactory analysis and evaluation of either contemporary **or** later interpretations of this subject **or** a partial evaluation of **both**. In terms of contemporary interpretation, reference might be made to the participants in the Battle of the Boyne, or others who were eyewitnesses. A later interpretation might be provided by McNally or Lenihan. Answers may also focus on James II's hesitant and ill-advised intervention in the Siege of Derry, which ultimately dealt a blow to his credibility and arguably had an adverse effect on his subsequent performance at the Battle of the Boyne. However, it is also reasonable to argue that the determining factor in the events at Derry was the defiance of ordinary people and that this was of symbolic importance to the wider struggle in Ireland between the Williamite and Jacobite causes. Another factor at Londonderry was the French failure to provide effective weaponry for the Jacobite forces, preferring to give priority to their own armies fighting in Europe at that time. This was to give an advantage to the Williamites in all the military engagements. James II's ineffective intervention in the siege, nonetheless, can be contrasted with the focused and decisive intervention of William in the war in Ireland, taking only two weeks from his arrival at Carrickfergus to get to the Boyne and engage

the Jacobite enemy. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

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

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will attempt in a more definite and sustained way an assessment of whether it was superior Williamite leadership that determined the outcome of the all three major engagements in the Williamite Wars. In addition to James II's shortcomings as a military leader, as demonstrated at the Boyne and Londonderry, Jacobite leadership in general was found wanting in the siege, an example being the disagreement over tactics between the French commander Marshal General Conrad de Rosen and Colonel Richard Hamilton. This internal Jacobite division was in contrast to the resolute and inspirational leadership provided for the defenders of Londonderry by the Rev. George Walker and Major Henry Baker, the joint governors of the city, and Colonel Adam Murray, the military commander. Candidates might also argue that the initial defiance of the apprentice boys in shutting the gates of Londonderry in December 1688 encouraged others to resist and ultimately triumph over the Jacobites in 1689. The Battle of Aughrim (1691) could be used, however, to present a counter-argument to the proposition. The Jacobite position in the summer of 1691 was a defensive one, having retreated behind the River Shannon, from where they hoped to receive military aid from Louis XIV of France via the port towns and eventually be in a position to re-take the rest of Ireland. Ginkel, the Williamites' Dutch general, had breached this line of defence by crossing the Shannon at Athlone. The Marquis de St Ruth, the French Jacobite general, moved too slowly to save Athlone. Ginkel marched through Ballinasloe, on the main road towards Limerick and Galway, before he found his way blocked by St Ruth's army at Aughrim on 12 July 1691. Both armies were about 20 000 men strong. The turning point in the battle itself was the death of St Ruth, decapitated by a cannon ball. At this point, the Jacobite position collapsed very quickly. Their horsemen, demoralised by the death of their commander, fled the battlefield, leaving the left flank open for the Williamites to funnel more troops into and envelop the Jacobite line. The Jacobites on the right, seeing the situation was hopeless, also began to melt away, although Sarsfield did try to organise a rearguard action. This left the Jacobite infantry on Killcommadan Hill completely exposed and surrounded. They were slaughtered by the Williamite cavalry as they tried to get away, many of them having thrown away their weapons in order to run faster. Here, although it must be acknowledged that Ginkel was a competent general for the Williamites, it seems that Jacobite misfortune – the death in battle of St Ruth – rather than superior Williamite leadership was what won the day in the final and bloodiest battle of the Williamite Wars. Answers will provide a good analysis and evaluation of contemporary **and** later interpretations of this subject. For example, contemporary interpretation might be drawn from one of the Jacobite commanders engaged in the Battle of Aughrim or a participant in or witness to one of the other major battles, for example the Reverend George Walker's account of the Siege of Derry. Later interpretations might include the views of Simms, while an overview of the Williamite campaign could be provided by Childs or Doherty. Candidates may well conclude that a case can be made for superior Williamite

leadership being of critical importance in determining the outcome of all three major engagements in the Williamite Wars, but that other factors, such as the ill-preparedness of Jacobite forces for siege warfare at Londonderry, or the significant disparity in the size of the two armies at the Boyne (36 000 Williamites to 24 000 Jacobites), also merit consideration. [35]

Option 2

AVAILABLE MARKS
35
70

Option 3: Ireland 1775–1800

AVAILABLE
MARKS

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

- 1 (a) **Consult all the sources and your knowledge of this period.** Which of the sources would an historian value most as evidence in a study of the Constitution of 1782?

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

Level 1 ([0]–[3])

Answers will paraphrase the content of each source and make assertions that are not fully supported. For example, the involvement of the Volunteers in the creation of the Constitution of 1782 may be mentioned.

Level 2 ([4]–[7])

Answers will comment on the utility of the sources, using the content more fully. Source 1 is valuable because it is a speech by leading Patriot MP Henry Grattan. Source 2 is another contemporary source, focusing on resolutions passed by a Volunteer meeting. Source 3 is also of value because it is written by an historian from an objective perspective.

Level 3 ([8]–[11])

Answers will present a more sustained assessment of the value of each source in relation to its value, and reach a credible conclusion. Answers at this level will note that Sources 1 and 2 both focus on the assertion that it is the exclusive right of the Crown and the Irish Parliament to legislate for Ireland. Indeed, there is a striking similarity in the wording of Grattan’s proposed “Declaration of Irish Rights” (Source 1) and that of the first of the resolutions passed by the Volunteer Convention in Dungannon (Source 2). Both Source 1 and Source 2 are concerned with what they clearly perceive to be infringements of Ireland’s constitutional position – Source 1 in a more explicit manner, with its reference to the British Parliament. Candidates might argue that Source 3 has a clear advantage over the other sources in terms of its wider focus, but here too it is possible to cross-reference with the first two sources in terms of Beckett’s mention of Grattan’s efforts in the Irish Parliament and the impact on Ireland of what he refers to as “the Dungannon meeting”. However, Source 3 makes specific reference to other factors that contributed to the emergence of the Constitution of 1782, notably the developments in party politics in Britain.

Level 4 ([12]–[15])

Answers will use a wide range of criteria to assess utility, commenting on the significance of the information provided, authorship, motive, viewpoint, audience and date. Contextual knowledge will be introduced to enhance the answer. Answers may note that a shortcoming of the first two sources is that they do not provide specific information about the Constitution of 1782, though they do highlight some of the problems in the relationship between Britain and Ireland that the Constitution sought to address. For example, Source 1 is focused on the problem of the Declaratory Act of 1720, which gave the British Parliament the right to legislate for Ireland, and which would be repealed as part of the Constitution of 1782. Source 2 alludes

to the same issue, but also highlights the contentious nature of Poyning's Law, which required all legislation passed by the Irish Parliament to be approved by the British Privy Council before it could be forwarded to the monarch to receive the royal assent. As with the Declaratory Act, Poyning's Law would also be addressed in the Constitution of 1782, in this case by amendment rather than repeal. Another factor that adds value to the sources is that their respective authors are both well placed to speak informatively on the subject matter. The author of Source 1 is the leading Patriot MP Henry Grattan, who some might consider to be the driving force behind the movement to establish the Constitution of 1782, and who gave his name to the Irish Parliament that emerged from the new Constitution. Candidates might note that Grattan is also mentioned in Source 3, where Beckett refers to him reiterating his claim for Irish legislative independence, as originally articulated in April 1780 (Source 1). The author of Source 2 is the Volunteer Convention, and specifically the resolutions that were approved by that meeting in Dungannon. Apart from the reference to Poyning's Law, this source also makes mention of restrictions on trade, which candidates might argue is an indication that, despite the winning of Free Trade more than two years earlier, a campaign in which the Volunteers were again involved, the ambiguous nature of the constitutional relationship between Britain and Ireland means that those commercial rights were not secure. Source 3, by J. C. Beckett, gives a wider perspective on the Constitution of 1782, confirming the significance of Henry Grattan in the run-up to the establishment of legislative independence and the political impact of the Volunteer Convention in Dungannon in February 1782, but also mentioning the uncertain position of the Irish government and the significance of the fall of North's government in Britain. Indeed, better answers might use contextual knowledge to elaborate on the establishment of a Whig government under the Marquis of Rockingham, allies of the Patriots in the Irish Parliament and honour-bound to address the question of legislative independence for Ireland. Candidates might conclude that, while none of the sources is in a position to provide detail on the Constitution of 1782, each has something to say about the motivation for and methods used to attain that new constitutional arrangement. At this level candidates are expected to nominate a particular source as the most valuable. [15]

- (b) **Use all the sources and other evidence you have studied.** How far do the sources support the view that the main reason for the passing of the Constitution of 1782 was the leadership of Henry Grattan in the Irish Parliament?

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

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

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement **AO1(b)**. For example, there may be a general reference to Henry Grattan's leadership in 1782. Answers may rely on paraphrasing the sources or provide a narrative of the subject with little reference to the sources **AO2(a)**.

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

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement in relation to the leadership of Henry Grattan in the Irish Parliament being the main reason for the passing of the Constitution of 1782 **AO1(b)**. For example, Source 1 is an important speech by Grattan in 1780, while Source 3 refers to Grattan renewing the call for Irish “independence” in 1782. However, Source 2 demonstrates that the Volunteers also had a role in the political affairs of this period **AO2(a)**.

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

Answers at this level will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement are developed and substantiated **AO1(b)**. For example, it could be argued that the passing of the Constitution of 1782 owed everything to the leadership of Henry Grattan in the Irish Parliament. In fact, as early as February 1776, Grattan, with a number of other Patriots, had protested against the restrictions placed on Irish trade by the British government due to the war with the American colonies. It was in these years that he came to be regarded by many as the leader of the so-called Patriot Party, which declared itself irreconcilably opposed to the policy by which Ireland was governed. Hence, the achievement of Free Trade in December 1780 was, for Grattan, not the end of his mission but a stepping stone to his ultimate goal of legislative independence for Ireland, as delineated in his famous “Declaration of Irish Rights” speech in the Irish House of Commons on 21 April 1780. Answers will address the sources, noting that Source 1 is an extract from Grattan’s seminal speech in which he identified the Declaratory Act of 1720 as the critical flaw in the relationship between the Irish and British Parliaments. Source 3 can be cross-referenced with Source 1, as Beckett recounts how Grattan renewed his appeal for legislative independence early in 1782, but also notes the context of the recent meeting of the Volunteers in Dungannon, which clearly added momentum to Grattan’s campaign. Source 2 provides more detail on this particular aspect of the passing of the Constitution of 1782, with the Volunteers clearly subscribing to Grattan’s reform agenda with a number of resolutions focused on the constitutional question **AO2(a)**.

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

Answers at this level will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are very well developed and substantiated in relation to the proposition that the main reason for the passing of the Constitution of 1782 was the leadership of Henry Grattan in the Irish Parliament **AO1(b)**. For example, it might be noted that in the same year that he gave his “Declaration of Irish Rights” speech, Grattan also attempted, without success, to limit the duration of the Perpetual Mutiny Bill – another of the anomalies of the Irish constitution that would be dealt with in the Constitution of 1782. On 13 November 1781 Grattan renewed his attack on the Mutiny Act in the Irish Parliament, and at the same time published a pamphlet attacking its provisions, entitled *Observations on the Mutiny Bill*, which went through several editions. Candidates might argue that, while Grattan was by no means the only Patriot MP involved in the campaign for legislative

independence – Charlemont, Yelverton and others were also supportive – he certainly appeared to be the most dynamic and was regarded as such by the prominent Westminster MP Edmund Burke. Answers will interpret and evaluate the sources fully in relation to their historical context. For example, the extract from Grattan’s speech in Source 1 gives a sense of his passion for the cause but also his practicality in identifying the Declaratory Act as the root cause of Ireland’s subjection to Britain. Source 3 also shows Grattan’s doggedness and determination – to add to his skill as an orator – in renewing the call for legislative independence in February 1782, a call he would make one third and final time on 16 April. Though barely recovered from a severe illness, Grattan delivered a magnificent speech on legislative independence, which this time was carried unanimously in both Houses of the Irish Parliament. On 27 May the Lord Lieutenant, the Duke of Portland, announced that the British government was ready to respond to these constitutional grievances. However, the sources also suggest that the passing of the Constitution of 1782 was not simply due to the leadership of Grattan, inspiring as that might have been. In particular, Source 2 – supported by Source 3 – makes reference to the highly influential meeting of the delegates of Ulster’s Volunteer companies at Dungannon to debate and draw up resolutions relating to the constitutional question. Candidates might note the similarity between the last sentence of the extract from Grattan’s speech of April 1780 (Source 1) and the first of the resolutions adopted by the Volunteer Convention (Source 2). Better informed candidates might extend this analysis by drawing on the fact that the resolutions considered by the Dungannon meeting had been drafted in advance by Grattan, Lord Charlemont and Henry Flood, reflecting the significant overlap in membership between the senior ranks of the Volunteers and the Patriots in the Irish Parliament. Grattan therefore had his foot in both camps, and the similarity in the wording of his speeches and Volunteer resolutions was therefore no accident. However, it would be reasonable to argue that the extra-parliamentary force of the Volunteers in support of Grattan’s campaign in the Irish Parliament added significantly to the pressure on the government, as indicated by Beckett’s reference to Carlisle’s warning to London that “without some measure of conciliation, it would soon be impossible to govern Ireland” (Source 3). Candidates might, however, choose to focus on the last sentence of Source 3 as the key factor in the passing of the Constitution of 1782, since the accession to power of the Rockingham Whigs meant that a government largely sympathetic to the cause championed by Grattan and the Volunteers – unlike that of Lord North – was now in office and the viceroyalty had passed from Carlisle to Portland. And yet Grattan, as the key man, cannot be ignored. He was granted £50 000 by the Irish Parliament in recognition of his services, but perhaps more significantly, the legislature that emerged from the new Constitution of 1782 would be known as “Grattan’s Parliament” **AO2(a)**. [20]

- 2 (a) “The ending of the American War of Independence was the most important reason for the decline of the Volunteers.” To what extent would you agree with this statement? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

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

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

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers at this level may be inaccurate or demonstrate superficial understanding. For example, there may be a general reference to the ending of the war in America. There will be little or no awareness of either contemporary **or** later interpretations of the subject. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

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

Answers at this level will select and deploy historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. The answer will have supporting evidence. For example, it may be noted that with the British defeat in America, the threat of an invasion of Ireland was greatly reduced, as was the need for the Volunteers. There will be some awareness of either contemporary **or** later interpretations of the subject but this will be limited and in need of further development. For example, a contemporary interpretation might be provided by one of the leaders of the Volunteer movement, while a later interpretation could be drawn from Beckett. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate. There may be occasional defects in organisation and little specialist vocabulary.

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

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers may focus on the fact that the Volunteers first came into existence in the spring of 1778 in response to the threat of invasion by France, which had recently concluded an alliance with the American Patriots in their war against Great Britain. After the British defeat at the Battle of Yorktown in 1781, the American War of Independence was effectively over, though a final peace treaty would not be concluded for another two years. This left the Volunteers – who had been created as a defence force for Ireland when some 4000 troops of the regular British garrison were dispatched to fight in North America – without an obvious or credible reason for remaining in existence. At its peak, the Volunteer movement had a manpower establishment of around 60 000 men, and the fact that they were not under the direct control of the government was of growing concern to the Crown authorities. For this reason, candidates might argue that it was very much in the interests of the British administration

that this force be reduced and ultimately phased out when the hostilities in America came to an end. There will be a satisfactory analysis and evaluation of either contemporary **or** later interpretations of this subject **or** a partial evaluation of **both**. Contemporary opinion might include that of the Commander-in-Chief of the Volunteers, the Earl of Charlemont, or the prominent Irish Patriot MP Henry Grattan, while later interpretations could include the views of Bardon or Bartlett. Candidates will also begin to weigh up the ending of the war in America as the most important reason for the decline of the Volunteers against other possible factors involved in that development, such as the emergence of divisions within the Volunteer movement itself over issues such as parliamentary reform or Catholic Emancipation. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

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

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will attempt in a more definite and sustained way an assessment of whether the ending of the war in America was the most important reason for the decline of the Volunteers. Candidates may develop the argument that, with the end of hostilities in America and hence the end of any threat of invasion, the decline of the Volunteers was inevitable. In other words, the movement's purpose – to defend Ireland against possible invasion by France, the ally of the American revolutionaries – had been achieved, and the natural course of events dictated that the Volunteers should go into decline and eventually disappear. However, there is clear potential for candidates to argue that the Volunteers never really recovered from the defeat of their reform proposals in November 1783, which effectively ended the Volunteer–Patriot alliance that had been fundamental to their rise and their success in helping to win Free Trade (1779) and legislative independence (1782). Without the backing of the Patriots in Parliament, the Volunteers became politically isolated and went into steady and terminal decline. It would also be valid to argue that the process of decline had begun much earlier, in the wake of the Constitution of 1782, when Henry Flood, backed by the Volunteers, had campaigned successfully for a Renunciation Act (passed in early 1783). Not all Patriots were convinced of the necessity for this piece of legislation, and many were determined that this would be the last indulgence granted to their extra-parliamentary allies. Parliamentary reform was therefore the last straw for the Patriots, who were on the whole satisfied with what the Constitution of 1782 had delivered, and who were wary, to say the least, of further constitutional experimentation. The Protestant Ascendancy was reassured by the defeat of the parliamentary reform proposal, and relieved by the imminent closure of the Volunteer Convention. In contrast, William Drennan, the Presbyterian radical, was frustrated by the defeat of the parliamentary reform effort. Presbyterian radicals were indeed well represented in the Volunteers, especially in Ulster, where the movement had originated, and many sought the extension of the franchise to Nonconformists, and possibly Catholics. This latter issue not only widened the gulf between the Volunteers and the Patriots, but split the Volunteers themselves. For example, Henry Flood was a champion of reform of the Irish Parliament, but would not countenance granting the vote to Catholics, while his great Patriot and Volunteer rival, Henry Grattan, supported Catholic

Emancipation. Answers will provide a good analysis and evaluation of contemporary **and** later interpretations of this subject. Tone is an obvious potential source of contemporary comment, as is his biographer Marianne Elliott in terms of later interpretation. Contemporary and later interpretation might be further supplemented by accessing the views of Henry Flood and A.T.Q. Stewart. Whatever balance might be struck in response to the proposition, better candidates may note that arguably the greatest achievement of the Volunteers – the winning of legislative independence in May 1782 – was secured when Britain’s defeat in America was already assured and just a month after negotiations had begun to bring the American War of Independence to a formal conclusion. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and use of appropriate specialist vocabulary. [35]

- (b) “The French Revolution of 1789 had the greatest impact on political developments in Ireland in the period up to 1797.” How far would you accept this verdict? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

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

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

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers at this level may be inaccurate or demonstrate superficial understanding. For example, there may be a general reference to the establishment of the United Irishmen as a consequence of the French Revolution. There will be little or no awareness of either contemporary **or** later interpretations of the subject. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

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

Answers at this level will select and deploy historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. The answer will have supporting evidence. For example, candidates might note that the French Revolution had seemed to demonstrate the willingness of Catholics to embrace liberal principles, which in turn changed the attitude of Presbyterians towards their fellow Irishmen. There will be some awareness of either contemporary **or** later interpretations of the subject but this will be limited and in need of further development. For example, a contemporary opinion might be provided by Wolfe Tone, while a later interpretation could be gleaned from J. C. Beckett. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate. There may be occasional defects in organisation and little specialist vocabulary.

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

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers may argue that the French Revolution had an overwhelming effect on political developments in Ireland in the period up to 1797. The similar situations in the two countries meant that the French Revolution had real relevance for Irish society, as it provided an example of how to overthrow what was perceived to be a tyrannical regime and helped to break the sectarian deadlock which had disabled the reform movement of the 1780s, as Presbyterians were encouraged by the actions of the French Catholics to embrace the Catholics of Ireland. The Irish Catholics, due to the restrictions imposed by the Penal Laws, accepted the principles expressed in France, as did the Presbyterian community for both pragmatic and ideological reasons. The politicisation and radicalisation of the Irish Catholics under the Catholic Committee caused the Irish government to adopt suppressive methods to deal with this “revolutionary force”. The French Revolution helped to spark the rebirth of the Irish reformist movement, expressed through the radical United Irishmen, established in 1791, who helped to develop a Catholic–Presbyterian alliance and the beginnings of an Irish separatist movement, again serving to increase the intransigence of the Ascendancy, as war with revolutionary France broke out in 1793. There will be a satisfactory analysis and evaluation of either contemporary **or** later interpretations of this subject **or** a partial evaluation of **both**. Contemporary opinion might include the views of prominent radicals, such as William Drennan (pro-Revolution) or Edmund Burke (anti-Revolution), while candidates might draw on the comments of Bartlett or Bardon for later interpretations. Candidates will also begin to consider that political developments in Ireland in this period were subject to other influences, such as the enduring question of Catholic Emancipation. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

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

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will attempt in a more definite and sustained way an assessment of whether the French Revolution of 1789 was the dominant factor in political developments in Ireland in the period up to 1797. Public debate was stimulated as the French experience created an example for radical minds in Ireland of how to establish a political system based on the “Rights of Man”, as the mightiest *ancien regime* in Europe had fallen to the power of reformist political action. The Burke–Paine debate caught the imagination of the Irish public and forever changed the politics of the country. The mass circulation of Paine’s *Rights of Man*, with some 20 000 cheap copies printed, allowed the revolutionary mood to spread throughout the country, as the people were receptive to his description of the time as “an age of revolutions”. The ideas of Paine were also influential in the establishment of the United Irishmen, as Paine was elected an honorary member of the Dublin branch of the movement, and many of his ideas about the aristocracy were adopted by the organisation. The Catholic and Presbyterian communities were obviously the most accepting of such principles, as they swept away a range of archaic, unjust privileges, the disestablishment of the Church and the abolition of tithes

also increasing such support. The Presbyterians, mostly concentrated in Ulster, welcomed the French Revolution as concepts of “liberty, equality and fraternity” were in keeping with their habitual democratic instincts and their belief in the principles of the Enlightenment. Candidates may well conclude that the main impact of the French Revolution was the establishment of the United Irishmen, and that this movement became the dominant factor in political developments in Ireland up to 1797. Answers will provide a good analysis and evaluation of contemporary **and** later interpretations of this subject. Later interpretations of the period could include reference to the views of historians such as McDowell or McBride. Some candidates might choose to place a different emphasis on political developments in the period in question by focusing more on the legacy of the period preceding the French Revolution. For example, it could be argued that Ireland was fertile ground for revolutionary principles to gain acceptance due to previous developments and the tradition of dissent which existed throughout the country. The tradition of colonial nationalism combined with the experiences of the American War and Volunteering meant that the country was already rich in the principles expressed in France, and had experience in opposing a corrupt system of government. The subsequent failure of “Grattan’s Parliament” to represent the views of the Irish Presbyterian and Catholic communities, and the failure of the reform movement caused by the Catholic Question, had already induced feelings of frustration within the country, making the message from France attractive to the majority of the population. Candidates might also argue that the failure of the government to deliver Catholic Emancipation in 1795 – when the arrival of the liberal Lord Lieutenant Fitzwilliam had raised expectations – the intensification of sectarian unrest, especially in Ulster, at around the same time and the work of the Catholic Committee were all developments that were as important if not more so than the French Revolution in terms of their impact on Irish politics and society. The views of Henry Joy McCracken, Thomas Russell and others could be deployed here as contemporary analysis of political developments in Ireland. There is scope for candidates to construct opposing arguments on the topic, or arrive at a conclusion that embraces both sides. These approaches are all equally valid. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and use of appropriate specialist vocabulary.

[35]

Option 3

**AVAILABLE
MARKS**

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70

Option 4: Partition of Ireland 1900–1925.

AVAILABLE
MARKS

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

- 1 (a) **Consult all the sources and your knowledge of this period.** Which of the sources would an historian value most as evidence in a study of the General Election of 1918?

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

Level 1 ([0]–[3])

Answers will paraphrase the content of each source and make assertions that are not fully supported. For example, the sources reveal some of the reasons for the defeat of the Irish Parliamentary Party (IPP) in the General Election of 1918.

Level 2 ([4]–[7])

Answers will comment on the utility of the sources, using the content more fully. Source 1 is valuable because it reveals the potential significance to Redmond of the first by-election defeat of the IPP in 1917. It is indicative of a leader who appears to have lost the will to fight for his beliefs. The value of Source 2 lies in the fact that it reveals Dillon's view on why the IPP lost the General Election in 1918. Source 3 discusses a range of reasons why the IPP was defeated by Sinn Féin in the General Election.

Level 3 ([8]–[11])

Answers will present a more sustained assessment of the value of each source and reach a credible conclusion. Answers at this level will examine the authorship and content more closely. The authorship of Source 1 enhances its value as it reveals the private reflections of John Redmond on the possible significance of the defeat of the IPP in a by-election. The content is of great value, as in a frank tone with remarkable foresight, Redmond anticipates that the defeat of the IPP in the by-election might lead to a change in Irish public opinion in support of a new Sinn Féin movement at the next general election. Source 2 also benefits from its authorship, since it is a confidential communication by the leader of the IPP reflecting on why it was defeated in the General Election of December 1918. The content is significant as the author not only attributes the defeat to the policies of the British Government, such as the execution of the 1916 rebels, and the strengths of Sinn Féin, such as their effective propaganda, but also acknowledges that the IPP made many mistakes and therefore contributed to its own downfall. Source 3 provides a wider perspective on the reasons for the defeat of the IPP from an historian, Robert Kee. He reveals that many serving Irish soldiers, who potentially would have supported the IPP, did not receive their ballot papers, whereas Sinn Féin benefited from the increase in the electorate. Kee also suggests that Sinn Féin voters supported the party to try to achieve the greatest possible amount of independence for Ireland. The IPP failed to contest 26 constituencies.

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. In Source 1, a private letter to a colleague, Redmond appreciates that the defeat of the IPP candidate in the North Roscommon by-election on 3 February 1917 may be a significant turning point within Irish nationalism. The father of the executed 1916 leader Joseph Plunkett was victorious by 3077 to 1708 votes. Although he stood as an Independent candidate, Plunkett had the support of groups within advanced nationalism, including the Volunteers and Sinn Féin. This was the first of a series of IPP defeats in 1917 by candidates supported by Sinn Féin. Further victories were achieved in Longford South in May, in Clare East in July and in Kilkenny in August. As early as February 1917, Redmond appreciates that Sinn Féin poses a threat to traditional constitutional nationalism and reveals an awareness of the Sinn Féin programme before the Ard-Fhéis of October 1917. In the source Redmond demonstrates an insight into the policies of Sinn Féin, and therefore how they were different from his party, stressing their commitment to a republic, separation from the empire, the use of violence and abstention from Westminster. Redmond criticises abstention as this would leave a settlement of the Irish question solely in the hands of Unionist MPs. However, the leader of the IPP looks forward to a general election to decide the future course of Irish nationalism and is quite pessimistic about the fortunes of his party, believing that it would be quite natural for the people to desire a change. Redmond appears to demonstrate an awareness of the possible fate of the IPP and the source is quite prophetic. Although Redmond died in March 1918, Sinn Féin won 73 seats, while the IPP only captured 6 in the eventual General Election in December 1918. Source 2 reveals the perspective of the defeated leader of the IPP in a private letter to a trusted colleague concerning its defeat in the general election. Dillon acknowledges that recent policies of the British Government did not help his party. The IPP suffered the consequences of government actions, creating an anti-British sentiment which played into the hands of Sinn Féin. The manner of the executions of the leaders of Easter 1916, the deaths of Sheehy-Skeffington and Thomas Ashe, the imposition of martial law, the conscription crisis and the German plot alienated moderate nationalist opinion and created the circumstances for the newly emerging Sinn Féin to prosper. Dillon believed that British Government policy had manufactured thousands of Sinn Féiners by 1918. He is also critical of his party's propaganda. Its main newspaper, the *Freeman's Journal*, lost its premises and machinery during Easter Week, and, while it recovered to a circulation of 20 000 copies a week, it failed to counter the 120 000 circulated by the hostile *Irish Independent*. Dillon is also critical of his own party, acknowledging that it "made many blunders". The party permitted its electoral machinery under the United Irish League (UIL) to decline. The IPP was largely represented by elderly men, and the party was unable to match the youthful enthusiasm of Sinn Féin. Dillon is also very critical of his predecessor. Redmond's speech at Woodenbridge in September 1914, pledging the unequivocal support of nationalists for the war effort, proved to be a serious error of judgement, as it brought about a split in the Irish Volunteers. Redmond's acceptance of what he believed to be an offer of temporary partition at the Lloyd George talks in July 1916 damaged his prestige in the eyes of many supporters. The party's participation in the Irish Convention from July 1917 to April 1918 was another unsuccessful attempt to try to achieve a political settlement and undermined further the IPP's diminishing credibility. Source 3 addresses several reasons for the outcome of the general election of 1918. The reform of the franchise, due

to the Representation of the People Act of 1918, benefited Sinn Féin. Over 70 per cent of the electorate in 1918 were first-time voters. Many of the new young voters had no existing party affiliation. In its manifesto, Sinn Féin offered the electorate a four point plan, calling for the establishment of an Irish constituent assembly, abstention from Westminster and withholding consent to British rule, an appeal to the post-war Peace Conference and a commitment to use every means available to achieve a republic. The programme seemed a plausible means of achieving Irish independence by peaceful means. In as many as 26 constituencies the IPP did not put up a candidate to stand against Sinn Féin, largely due to the fact that local party branches did not exist. At this level, candidates are expected to nominate a particular source as the most valuable and there is scope for them to make a good case for any of the sources. [15]

- (b) **Use all the sources and other evidence you have studied.** How far do the sources support the view that the Irish Parliamentary Party was responsible for its defeat in the General Election of 1918?

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

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

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form, with limited understanding, explanation, analysis and judgement **AO1(b)**. For example, Source 1 sets out the views of John Redmond on the consequences of the North Roscommon by-election. Answers may rely on paraphrasing the sources or provide a narrative of the subject with little reference to the sources **AO2(a)**.

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

Answers at this level will recall, select and deploy historical knowledge with a greater degree of relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement **AO1(b)**. For example, Source 1 reveals that the IPP had a poor leader who seemed to expect his party to decline and experience defeat in the next general election. Source 2 reveals that, while some policies of the British Government did not help the IPP, the party contributed to its decline to a large extent. Source 3 reveals that Sinn Féin maximised the opportunities presented to it **AO2(a)**.

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

Answers at this level will recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement are developed and substantiated **AO1(b)**. Answers will address the sources in relation to the question, and perhaps confine their analysis to either concurring with or refuting the proposition. For example, candidates may confine their response to agreeing with the proposition that the IPP was responsible for its defeat in the General Election of 1918. Source 1 can be utilised to support the proposition. The possible significance of the first defeat of the IPP in a by-election after the Easter Rising of 1916 seems to

have produced a fatalistic response from the leader of the IPP. He suggests that the defeat may signify “a dramatic change in the attitudes of most Irish people,” a prediction which proved to be accurate. Redmond was also pessimistic about the outcome of an eventual general election when he stated that “it would be very natural if the people, having grown tired of being represented in parliament by the same Irish Party MPs for the past forty years, desired a change.” Such defeatist attitudes suggest that the IPP had a leader who privately believed that his party was doomed and therefore was fighting a lost cause within Irish nationalism. Redmond failed to provide any sense of leadership or direction for his party from 1917 to the time of his death in March 1918. Dillon, in Source 2, is critical of his former leader when he states that “we have also paid for Redmond’s persistence in supporting the Empire.” Redmond’s Woodenbridge speech meant that the IPP was committed to supporting what was to be a long and unpopular war. The war postponed Home Rule indefinitely, leaving the IPP politically inactive and subsequently incapable of rousing itself to meet the energetic challenge of Sinn Féin. The Lloyd George talks of July 1916 induced Redmond to make a concession on partition which fatally damaged his credibility in Ireland and alienated the Catholic Church. Source 2 can be employed to support the proposition. Dillon states that “we have also made many blunders.” He suggests that “we should have attacked the government following the Easter Rising of 1916”, therefore implying that Redmond’s condemnation of the Rising and failure to criticise or prevent the executions were “blunders.” He also states that the IPP should have warned the British Government about the results of its policies, suggesting that the IPP’s opposition to the executions and the imposition of martial law under Maxwell was ineffective. Dillon also criticises the IPP’s response to Sinn Féin propaganda as “ineffective.” Other “blunders” included the IPP’s failure to maintain its party organisation and its inability to win over the younger generation. Source 3 highlights that the IPP was disorganised in the General Election of 1918 when Kee points out that the IPP “failed to contest 26 constituencies”, therefore allowing Sinn Féin candidates to be returned unopposed. A quarter of the new electorate did not therefore participate in the election. For many years the IPP had not faced any competition in nationalist areas. Local party branches, having no work to do, had declined or vanished completely. In contrast, by 1918 Sinn Féin was well organised with over 1200 branches and more than 100 000 members. Sinn Féin’s by-election victories had taught it a great deal about electioneering **AO2(a)**.

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

Answers at this level will consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgement are very well developed and substantiated **AO1(b)**. Answers will interpret and evaluate the sources fully in relation to their historical context. Both aspects of the proposition should be addressed, with answers discussing the IPP’s responsibility for its defeat in the General Election of 1918, as well as other factors such as the policies of the British Government and the strengths of Sinn Féin, which skilfully manipulated the opportunities which came its way after 1916. For example, Source 2 refers to “the foolish policy of the government for the past five years.” The British Government labelled the Easter Rising of 1916 as the “Sinn Féin Rising”, even though it had been planned in great secrecy by the Irish Republican Brotherhood (IRB). The nature of the executions along with the arrest and imprisonment of many innocent people brought about a dramatic transformation in

nationalist opinion which benefited Sinn Féin. The Conscription Crisis of March 1918 was due to British Government policy. It united all shades of Irish nationalism, but the Catholic hierarchy's association with Sinn Féin during the course of the anti-conscription campaign conferred a new respectability on the Sinn Féin movement. The arrest of 73 leading members of Sinn Féin in the so-called German plot in May 1918 further increased its popularity. Source 3 refers to the fact that a majority of Irish soldiers serving in Europe failed to receive their voting papers. British maladministration prevented potential IPP supporters from participating in the general election. Source 3 states that "Sinn Féin was also helped by the fact that the electorate virtually trebled from the last General Election in 1910." The new electoral law, introduced by the British and in place by December 1918, worked to Sinn Féin's advantage. The Irish electorate rose from 700 000 to nearly 2 million and many of the new first-time voters were attracted to the new Sinn Féin party. The defeat of the IPP in the General Election of 1918 was also due to the strengths of Sinn Féin. Source 1 supports this factor when Redmond acknowledges the appeal of the new Sinn Féin movement after its first by-election victory in February 1917. In addition, Redmond identified the appeal of the party when he summarised its policies. In Source 3 the importance of Sinn Féin's manifesto is stressed when Kee comments that "it made clear that it stood for an Irish Republic". However, he also points out that Sinn Féin voters were probably voting for the greatest measure of independence they could get, without the partition of Ireland. Although Sinn Féin's republican ideology clearly differentiated it from the Home Rule policies of the IPP, many Sinn Féin voters gave their support to the new party because it offered a different strategy from the failed policies which were identified with the IPP. Sinn Féin had skilfully manipulated the opportunities which came its way after 1916. The Sinn Féin Ard-Fhéis of October 1917 suppressed internal differences, both ideological and tactical, and devised a manifesto vague enough to attract support and ambiguous enough to embrace all those disillusioned with the IPP. Sinn Féin's success in key by-elections in the period 1917-1918 enhanced its credentials as a legitimate political party. Any potential revival of the IPP following by-election success in South Armagh, Waterford City and East Tyrone in 1918 was undone by the conscription crisis of which Sinn Féin became the main beneficiary **AO2(a)**.

[20]

AVAILABLE
MARKS

35

- 2 (a) How far was the Liberal Government under Asquith to blame for its failure to solve the Home Rule crisis in the period 1912–1914? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

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

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

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers at this level may be inaccurate or demonstrate superficial understanding. For example, there may be some comments on the response of the Liberal Government to the events of the Home Rule crisis. There will be little or no awareness of either contemporary or later interpretations of the subject. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

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

Answers at this level will select and deploy historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. The response will have supporting evidence. For example, there may be some limited focus on the part played by the Liberal Government during the Home Rule crisis or some observations about how Asquith responded to the crisis. There will be some awareness of either contemporary or later interpretations of the subject but this will be limited and in need of further development. For example, there may be some contemporary opinion from one of the leading figures in the Liberal Government, such as Lloyd George or a later interpretation from Rees on Asquith. Answers at this level may have some lapses in meaning due to illegibility, inaccurate spelling, punctuation or grammar; at times, the style of writing will be inappropriate. There may be occasional defects in organisation and little specialist vocabulary.

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

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers may argue that the Liberal Government was mainly to blame for its failure to solve the crisis, focusing on the mistakes and misjudgements made by Asquith and his colleagues. Responses may suggest that the Liberal Government failed to recognise the nature and extent of the opposition to the Third Home Rule Bill, even though there were many warning signs. The political mood in the period before the Home Rule crisis was characterised by political controversy, in particular with regard to the 1909 budget. The political climate during the summer of 1910 was especially tense as the controversy over the Parliament Bill reached its climax. Despite this, the Liberals seemed to be unprepared for the onslaught they would suffer from the Conservatives and the Ulster Unionists when the Third Home Rule Bill was introduced in April 1912. Even though Birrell, the

Chief Secretary for Ireland, had little insight into Irish affairs and admitted himself that he was not coping with the demands of his job, Asquith refused to move him. When the Home Rule Bill was drafted, it failed to take into account the lessons which could have been learnt from the fate of the two previous Home Rule Bills. Asquith failed to take the initiative and unwisely chose to accept Redmond's assurances that the resistance to Home Rule represented a bluff. The Prime Minister did not act on a compromise proposal from Lloyd George and Churchill in February 1912 concerning the exclusion of Ulster. Responses at this level may begin to discuss some of the mitigating factors which distracted the Asquith Government from the Home Rule issue. For example, there were other serious domestic problems, such as strikes by miners and dockers. There will be a satisfactory analysis and evaluation of either contemporary **or** later interpretations of this subject **or** a partial evaluation of **both**. Contemporary interpretations could include comments from Asquith or his colleagues about the Home Rule Bill. Later interpretations could include observations from historians such as Jalland, who has been critical of the Liberals' response to the Home Rule crisis, or from Jenkins, who presents a more balanced assessment of Asquith's actions. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

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

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Answers will provide a more sustained assessment of the extent to which the Liberal Government under Asquith was to blame for its failure to solve the Home Rule crisis in the period 1912–1914. Answers may point out that Asquith's cabinet made no special provision for any physical resistance to the Bill from the Conservatives and the Ulster Unionists. Similarly, the Liberal Government failed to draw up plans to deal with political resistance to the Home Rule Bill. It had no coherent strategy to deal with the exclusion of Ulster. It offered the Irish Parliamentary Party Home Rule at the beginning of the process but the Bill was gradually eroded by compromises. Asquith ignored the warnings of cabinet colleagues and the War Office about the possible resignation of British Army officers if they were ordered to move against Ulster Unionists, a decision which contributed to the Curragh Mutiny. Asquith was also partly to blame for the failure of the Buckingham Palace conference. Answers at this level will also assess the extent to which the Conservatives and the Ulster Unionists were responsible for the Home Rule crisis, noting perhaps that F.E. Smith and Carson competed with each other in the extremity of their language. Moreover, Bonar Law pushed the boundaries of constitutional politics to the limit in his attempts to prevent Home Rule. In fact, by the summer of 1914 the words and actions of the opponents of Home Rule had brought Britain to the verge of civil war. In defence of the Liberal Government, it might also be pointed out that Home Rule had always been a controversial issue, as shown by the fate of the Home Rule Bills of 1886 and 1893. Moreover, the period 1912–1914 not only witnessed industrial unrest in England but also the activities of the suffragettes and the growing international crisis with regard to Germany. Answers will provide a good analysis of contemporary **and** later interpretations of this subject. Contemporary interpretations could include, for example, comments from any of the main participants in the crisis, such as Asquith, Bonar Law, Smith

or Lloyd George. Later interpretations could include, for example, opinions from Mansergh about the conduct of Asquith, or the comments of Kee and Lyons about the Liberals' degree of responsibility for the Home Rule crisis. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and appropriate specialist vocabulary. [35]

- (b) "The British Government was under more pressure than Irish Republicans 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? Use relevant evidence you have studied including contemporary and later interpretations to support your answer.

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

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

Answers at this level recall, select and deploy historical knowledge in an episodic or largely inaccurate manner. The answer is in narrative form with limited understanding, explanation, analysis and judgement. Answers at this level may be inaccurate or demonstrate superficial understanding. For example, there will be little focus on the proposition, with a limited summary of some of the reasons for the truce in July 1921 which brought the Anglo-Irish War of 1919–1921 to a conclusion. There will be little or no awareness of either contemporary **or** later interpretations of the subject. Meaning may not always be clear because of illegible text, inaccuracies in spelling, punctuation and/or grammar, or the structure and organisation of ideas and points made within the response.

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

Answers at this level will select and deploy historical knowledge with greater relevance and clarity, though there are occasional lapses. The answer contains some explanation, analysis and judgement. It will have some supporting evidence. For example, there may be a limited focus on the reasons why the British Government was under pressure to agree to a truce in July 1921 and superficial references to the reasons why the Irish Republicans were under pressure to agree to a truce. There will be some awareness of either contemporary **or** later interpretations of the subject but this will be limited and in need of further development. For example, there may be a contemporary comment from King George V at the opening of the Belfast Parliament on 22 June 1921 or a later interpretation from Canning concerning reasons why the British Government was under pressure to conclude a truce.

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

Answers at this level recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation, analysis and judgements are developed and substantiated. Answers may focus on the political reasons why both the British Government and the Irish Republicans were under pressure to agree to a truce in July 1921. Political pressures did impact

on the decision of the British Government to offer a truce in the summer of 1921. 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. Political considerations also impacted 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 December Republicans were required to hand over all arms as a precondition, but no such obligation was evident six months later. There will be a satisfactory analysis of either contemporary **or** later interpretations of this subject **or** a partial evaluation of **both**. For example, contemporary interpretations could include comments from key individuals such as Lloyd George and Michael Collins. Later interpretations could include Rees' analysis of the reasons for the truce in July 1921. Answers at this level will be characterised by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is appropriate; there is good organisation with some specialist vocabulary.

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

Answers at this level consistently recall, select and deploy historical knowledge relevantly, clearly and effectively. Explanation and analysis are very well developed and substantiated. Candidates will attempt in a more definite and sustained way an assessment of the political and military reasons why both the British Government and Irish Republicans were under pressure to agree to a truce in July 1921. 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, extending into the winter, which pushed the British military leaders towards a truce. Military pressures also impacted on the Republicans. 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. Both sides had political and military reasons for agreeing to a truce or else no truce would have been endorsed. Candidates should discuss the proposition and assess whether the political and military pressures on the British Government were greater than the political and military pressures on the Irish Republicans to agree to a truce in July 1921. Answers will provide a good analysis and evaluation of contemporary **and** later interpretations of this subject. Contemporary interpretations could include, for example, the views of General Jan Smuts, Lord Birkenhead and Thomas Gilmartin, the Catholic Archbishop of Tuam. Later interpretations could include, for example, the opinions of Townshend,

English and Mansergh on the reasons for the truce of July 1921. Answers at this level will be consistently characterised throughout by clarity of meaning due to legibility, accurate spelling, punctuation and grammar; the style of writing is most appropriate; there is very good organisation and use of appropriate specialist vocabulary.

[35]

Option 4

**AVAILABLE
MARKS**

35

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