

<p>Edexcel – AS GCE Unit 2: British History Depth Studies Option D</p>	<p>D1 Britain and Ireland, 1867–1922</p>	<p>SOURCES ACCOMPANYING EXEMPLAR QUESTIONS UNIT 2</p>
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<p>SOURCE 1</p>	<p>From every quarter we have the same account; that the poor foolish young fellows made a clean and gallant fight. There were no cowards among them. They stood by each other to the last. Hence a great wave of sympathy has gone out to their memory from every true Irish heart. They loved their country not at all wisely, but too well. May God grant rest, light and peace to our fallen volunteers!</p> <p style="text-align: right;"><i>From the recollections of N. Canon Murphy – a supporter of the Irish nationalists</i></p>
<p>SOURCE 2</p>	<p>[The Easter Rising] was the first rebellion that took place in Ireland where the English had a majority on their side. Contrary to the rebels’ assumptions, the great bulk of the Irish population did not support the insurrection. Indeed, the rebels got no popular support whatever.</p> <p>However, what is happening now is that thousands of people in Dublin, who ten days ago were bitterly opposed to the whole of the Sinn Fein movement and to the rebellion, are now becoming infuriated against the government on account of these executions, and that that feeling is spreading through the country to a most dangerous degree.</p> <p style="text-align: right;"><i>From a speech by Irish MP John Dillon in the House of Commons on 11 May 1916. Dillon was a supporter of Home Rule. Here he is commenting on the British decision to execute the prisoners taken during the Easter Rising</i></p>
<p>SOURCE 3</p>	<p>In April 1916 a handful of Irishmen took over the city of Dublin and were finally surrounded and overwhelmed by British troops with artillery. At first my only reaction was horror that Irishmen could commit such a crime against England.</p> <p style="text-align: right;"><i>From Frank O’Connor, An Only Child, published 1958. He was 13 when the Easter Rising took place</i></p>

SOURCE 4	<p>All that in the end can be said about Gladstone’s short-term political motives is that he wished to recapture control of his party, control which he had had to share with powerful colleagues in 1880–85. The Home Rule bill was meant to unite the Liberal Party behind Gladstone.</p> <p><i>A.B. Cooke and J. Vincent, The Governing Passion: Cabinet Government and Party Politics in Britain 1885–6 (1974)</i></p>
SOURCE 5	<p>Gladstone’s adoption of Home Rule gave the British Liberal Party support from the Irish nationalists at a time when support for the Tories was increasing. However, there was more than opportunism involved in Gladstone’s conversion. Previously he had commented that the British should encourage self-government throughout their empire. A post-1885 election report highlighting the level of unrest in Ireland was the final push in Gladstone’s decision to support Irish Home Rule.</p> <p><i>Thomas E. Hachey and Lawrence J. McCaffrey, The Irish Experience Since 1800 (2010)</i></p>
SOURCE 6	<p>I trust that we shall strive to wipe away all of those stains which the rest of the world has for ages seen in England’s treatment of Ireland. If we are compassionate men, I hope that we shall now, once and for all, listen to Ireland’s tale of woe. If we are just men, we shall go forward in the name of truth, bearing in mind that if we delay justice for Ireland, we deny justice to Ireland.</p> <p><i>From a speech by Gladstone in the House of Commons, 16 March 1868. The First Home Rule Bill was introduced in April 1886</i></p>

Edexcel – AS GCE Unit 2: British History Depth Studies Option D	D1 Britain and Ireland, 1867–1922	Question (a)
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Examiner’s Specific Advice

The Unit 2 Part (a) essay asks candidates to compare source material in order to evaluate a claim. This requires the following skills:

First, candidates need to comprehend the sources and understand the ways in which they support or challenge the view advanced in the question.

Secondly, candidates must compare details from the sources, drawing out points of similarity or difference.

Thirdly, candidates need to consider the provenance of each source, using this to explain the similarities or differences between sources and give weight to the evidence provided.

Finally, candidates must use this information to reach a judgement about how far the sources as a set support or challenge the view advanced in the question.

Exemplar Question

Study Sources 1, 2 and 3.

(a) How far do Sources 1, 2 and 3 agree that there was widespread support for the Easter Rising rebellion?

Explain your answer using Sources 1, 2 and 3.

[20 marks]

Planning Your Response

As this is a comparison question, it is important to consider not only how far each source agrees with the statement in the question, but also how far the sources agree with each other. This requires careful planning.

Source 1 contains strong evidence of support for the Easter Rising. However, it does acknowledge that some thought the rebels ‘foolish’. Source 2 disagrees that there was widespread support for the rebellion, stating that the majority of the Irish population did not support it. Nevertheless, it indicates that the British response to the rebellion led to widespread sympathy for the rebels themselves. Source 3 also suggests that people felt differently towards the rebellion and the rebels themselves. The author of this source implies that while his immediate reaction to the rising was

one of 'horror', his views changed following the British response.

One possible way of structuring an answer to this question would be:

- Introduction: summarise how far the sources agree with the statement in the question
- Ways in which the sources suggest that there was widespread support for the Easter Rising
- Ways in which the sources disagree that there was widespread support for the Easter Rising
- Conclusion

Examiner's Exemplar Answer 1

Sources 1, 2 and 3 disagree about how far there was widespread support for the Easter Rising. Some of the Sources say that there was support for the Easter Rising. Some of the Sources say that people did not support the Easter Rising. In this essay I will decide whether there was or was not support for the Easter Rising and I will use the sources to do it (1).

Source 1 is the recollections of N. Canon Murphy, who was a supporter of the Irish Nationalists. He says 'no cowards among them' this shows that people supported them. He also says that the rebels 'loved their country not at all wisely'. N. Canon Murphy is biased, we know this because he is a supporter of the Irish Nationalists, and because he believes in God, for example, he says 'may God grant rest, light and peace'. Overall therefore, Source 1 shows that everyone supported the Easter Rising (2).

Source 2 is a speech by Irish MP John Dylan, in the House of Commons on May 11 1916. He says that nobody supported the Easter Rising. For example, he quotes 'rebels got no popular support whatever.' He also says that the people are cross with the government. This could be because the government liked the Easter Rising. Source 2 is biased because the author is an Irish MP.

Source 3 was published in 1958, so the author was only 13 at the time and can't remember what really happened which makes the source biased. He does not talk about the Easter Rising, probably because he can't remember it. Instead he goes on about the time when 'a hand full of Irishmen took over the city of Dublin' (3).

(1) This introduction sets out what the candidate is going to do, rather than answering the question. Ideally, the introduction should answer the question.

(2) The main body of this essay deals with each source in turn. As a result there is no comparison of the sources. A large proportion of the mark for Part (a) in Unit 2 is available for cross-referencing. As a result, the essay fails to demonstrate the required skills and therefore cannot score highly.

(3) Much of the essay is devoted to simplistic comments about reliability. Even if these comments showed a more sophisticated understanding of reliability they could not score highly as they are not used to answer the question.

Overall, all of the sources are biased and so they may not be telling the truth. This makes it hard to decide if there was support for the Easter Rising, or not (4).

Examiner's Assessment

The essential skill that this essay displays is comprehension. What is more, in some cases, the candidate doesn't even understand the sources that they are dealing with. For example, the candidate assumes that the rising discussed in Source 3 is different to the Easter Rising. Therefore, the answer gets a mark at the bottom end of Level 2.

Examiner's Exemplar Answer 2

On first appearances, Source 1 indicates that support for the Easter Rising was widespread, whereas Sources 2 and 3 suggest that the rebellion did not enjoy widespread popular support. However, it is important to distinguish between support for the rebellion and support for the rebels. Together, the sources indicate that there was a great deal of support for the rebels, but this support came about following the British decision to execute the rebels (5).

Source 1 contains the strongest evidence that there was support for the Easter Rising. Murphy goes so far as to say that 'a great wave of sympathy' went out to the rebels. Source 2 backs this up to some extent as it argues that the British response to the rebellion caused sympathy and support to spread 'through the country to a most dangerous degree.' Notably, the two sources disagree on the extent of support during the rising itself. Source 1 indicates that there was a great deal of support during the rising, whereas Source 2 suggests that the rebels gained popular support only after the British decided to execute them. This may be explained by the fact that John Dillon was speaking in the House of Commons on May 11th 1916, and was arguing against the execution of the prisoners rather than commenting on the rebellion itself. Indeed, he had good reason to

(4) Essentially, the conclusion avoids answering the question. Consequently, at no point does the essay answer the question.

(5) The introduction clearly answers the question, and sets up a subtle distinction between support for the rebels and support for the rebellion. In so doing, it is able to reconcile the account of all three sources.

play down the extent of support for the Easter Rising in order to portray the British decision to execute the prisoners as an over-reaction. At the same time, N. Canon Murphy, the author of Source 1, was an Irish Nationalist and therefore his personal sympathy for the Easter Rising may well be evident in his account of the events leading him to over-estimate nationwide sympathy for the rising. Source 3 also indicates that the British response to the rising created support for the nationalists. The writer states that his 'first' reaction was 'horror', which suggests that his views changed following the rising.

Source 3 clearly indicates that the rising was the work of a tiny minority. It argues that only a 'handful of Irishmen' were responsible for the rising. This implies that the rising was not a mass movement with widespread popular support. What is implied by Source 3 is stated clearly in Source 2, where John Dillon says 'the great bulk of the Irish population did not support the insurrection.' Indeed, he goes further, saying 'the rebels got no popular support whatever.' This is also back up by Source 3, in which Frank O'Connor acknowledges that at the time of the rising he was horrified that the Irish would 'commit such a crime against England.' Even Source 1 indicates that support for the rising was not total. In a statement unexpected from an Irish nationalist, Murphy acknowledges that the rebels were 'poor foolish young fellows' (6).

In conclusion, Sources 2 and 3 indicate that the rising itself did not enjoy popular support until the British responded in a heavy-handed manner. Source 1 seems to suggest that the rebels enjoyed a great deal of support, but the source does not distinguish between support for the rebellion and support for the rebels, and therefore is not as clearly in opposition to the other two accounts as first appears (7).

Examiner's Assessment

This essay presents a sophisticated treatment of the three sources, reaching a judgement which accounts for the apparent differences between the sources. Consequently, this would achieve a mark in High Level 4.

(6) The main body of this essay uses the sources in combination to create a nuanced account of popular support for the rebellion and the rebels. The discussion of the reliability of Source 2 uses own knowledge to account for the opinion expressed by the source. Moreover, the discussion of reliability never loses focus on the question.

(7) The conclusion directly answers the question, sums up the entire argument and does so in a way which draws out the significance of the distinction set up in the introduction.

Edexcel – AS GCE Unit 2: British History Depth Studies Option D	D1 Britain and Ireland, 1867–1922	Mark Scheme for Question (a)
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(a) How far do Sources 1, 2 and 3 agree that there was widespread support for the Easter Rising rebellion?

[20 marks]

Target: AO2a

As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.

Level 1	<p>Comprehends the surface features of the sources and selects material relevant to the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1–2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3–5 marks The qualities of Level 1 are securely displayed.</p>	(1–5)
Level 2	<p>Comprehends the sources and selects from them in order to identify their similarities and/or differences in relation to the question posed. There may be one developed comparison, but most comparisons will be undeveloped or unsupported with material from the sources. Sources will be used in the form of a summary of their information. The source provenance may be noted, without application of its implications to the source content.</p> <p>Low Level 2: 6–7 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 8–10 marks The qualities of Level 2 are securely displayed.</p>	(6–10)
Level 3	<p>Comprehends the sources and focuses the cross-referencing on the task set. Responses will offer detailed comparisons, similarities/differences, agreements/disagreements that are supported by evidence drawn from the sources.</p> <p>Sources are used as evidence with some consideration of their attributes, such as the nature, origins, purpose or audience, with some consideration of how this can affect the weight given to the evidence. In addressing 'how far' there is a clear attempt to use the sources in combination, but this may be imbalanced in terms of the issues addressed or in terms of the use of the sources.</p>	(11–15)

	<p>Low Level 3: 11–12 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 13–15 marks The qualities of Level 3 are securely displayed.</p>	
Level 4	<p>Reaches a judgement in relation to the issue posed by the question supported by careful examination of the evidence of the sources. The sources are cross-referenced and the elements of challenge and corroboration are analysed. The issues raised by the process of comparison are used to address the specific enquiry. The attributes of the source are taken into account in order to establish what weight the content will bear in relation to the specific enquiry. In addressing 'how far' the sources are used in combination.</p> <p>Low Level 4: 16–17 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 18–20 marks The qualities of Level 4 are securely displayed.</p>	(16–20)

Edexcel – AS GCE Unit 2: British History Depth Studies Option D	D1 Britain and Ireland, 1867–1922	Question (b)
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Examiner’s Specific Advice

The Unit 2 Part (b) essay asks candidates to cross-reference source material and own knowledge to test an interpretation.

First, candidates need to comprehend the sources and understand the ways in which they support or challenge the view advanced in the question.

Secondly, candidates must compare details from the sources, drawing out points of similarity or difference.

Thirdly, candidates need to consider the provenance of each source, using this to explain the similarities or differences between sources and give weight to the evidence provided.

Fourthly, candidates need to use their own knowledge to develop their argument. Own knowledge can be used to support or challenge information from the sources, or to give weight to the evidence in the sources.

Finally, candidates must reach a judgement about how far the interpretation in the question is accurate.

Exemplar Question

Study Sources 4, 5 and 6.

Do you agree with the view that the main reason for Gladstone’s conversion to Home Rule in 1885 was a wish to ‘recapture control of his party’ (Source 4)?

Explain your answer using Sources 4, 5 and 6 and your own knowledge.

[40 marks]

Planning Your Response

Unit 2 Part (b) questions can be planned in much the same way as Unit 2 Part (a) questions, but with the additional inclusion of the candidate’s own knowledge.

It is important that the sources and own knowledge are used as a set. Candidates need to consider not only how far the sources and their own knowledge agree with

the interpretation in the question, but also how far they agree with each other. This requires careful planning.

Source 4 states that Gladstone's conversion to Home Rule was a result of 'short-term political motives' – Gladstone's change of heart was a means of taking control of his party. Source 5 supports the interpretation that political factors were important. This source explains that Gladstone's conversion to Home Rule gained the Liberal Party the support of the Irish Nationalists and therefore gave them an advantage over the Tories at a time when support for the latter was increasing. In addition, Source 5 highlights two other reasons for Gladstone's conversion to Home Rule. First, the source indicates that Gladstone had a long-term commitment to self-government throughout the British Empire. Secondly, the source refers to the growing levels of unrest within Ireland. Source 6 provides further evidence of Gladstone's moral commitment to Home Rule. In this source, Gladstone explains that granting Ireland Home Rule is both 'compassionate' and 'just'.

One possible way of structuring an answer to this question would be:

- Introduction: summarise the argument of the essay, integrating information from the sources and own knowledge
- Gladstone's desire to unite his party
- Gladstone's religious and moral convictions
- Irish nationalism
- Conclusion

Examiner's Exemplar Answer 1

William Gladstone most probably had many reasons for wanting to grant Home Rule to Ireland. But it is important to remember that Gladstone failed. By 'Home Rule' Gladstone did not mean independence, he simply meant a kind of devolution. His first attempt to bring about Home Rule was the First Home Rule Bill of 1886, which failed. The Second Home Rule Bill of 1893 also failed and Gladstone retired in 1894 having never succeeded in bringing Home Rule to Ireland (1).

One reason for Gladstone's conversion to Home Rule in 1885 was because he wanted to remain in control of his party: the Liberal Party. Source 1 backs this up when it says 'wished to recapture control of his party.' Gladstone was worried that Joseph Chamberlain would take control of the Liberal Party and Gladstone hoped that the issue of Home Rule would 'unite the Liberal Party' behind him. This is backed up by Source 2 which implies that Liberal unity was very important. It goes on about the fact that the Tories, the Liberals main rivals, were growing in support and when your

(1) This introduction does not answer the question directly. It says that he probably had many reasons, and then goes on to discuss his ultimate failure. Nonetheless, it is useful to define Home Rule.

opponent is growing in support it is important to remain united. Gladstone's son, known as 'Herbert Gladstone', was especially concerned that Chamberlain would take over and so in December 1885 he outed his father or 'flew the Hawarden kite', as it was known. This meant that he publically said that his father would support Home Rule, which meant that Parnell and the Irish Nationalists supported the Liberals (2).

However, lots of historians have said that Gladstone's support of Home Rule was not just an attempt to unite his party. They argue that if had just wanted to unite his party he would have announced his support for Home Rule much earlier rather than being forced to announce it by his son: 'Herbert Gladstone'. For this reason it is important to consider other reasons why Gladstone supported Home Rule (3).

Another reason why Gladstone might have supported Home Rule is his religious beliefs. Gladstone was a Christian and he believed that God had put him on Earth to give Home Rule to the Irish people, in order to solve the problems facing the Irish people. He said, 'if we are just men, we should go forward in the name of truth' (Source 3). But Gladstone did not believe he was 'just' a man. He believed he was God's chosen man and therefore he could do much more than go forward in the name of truth. He could actually make Ireland a better place (4).

The final reason why Gladstone supported Home Rule from 1885 was that he had tried other methods of making things better in Ireland and these had failed. For example, he had tried land reform, by introducing the Second Land Act in 1881 and he had tried the Coercion Act in 1881 which meant that people could be imprisoned without trial. However, both of these were epic fails. As a result, in 1885 he realised that Home Rule was right for Ireland. In the election of 1885 the Irish party won almost every seat in Southern Ireland and Gladstone said 'I consider that Ireland has now spoken.'

Overall, I personally think that Gladstone's decision to support Home Rule was because, in my opinion, he thought it was morally right, and because he thought he was more than 'just' a man (5).

(2) This paragraph integrates sources and own knowledge. What is more, it directly answers the question.

(3) The reference to 'lots of historians' is rather imprecise. Nonetheless, this is a good point, and usefully introduces the other side of the argument.

(4) This paragraph misunderstands the argument of Source 3. Gladstone's reference to 'just men' means men who are committed to justice, rather than men who do not have God's support.

(5) The conclusion is focused on the question. However, the opinion is asserted rather than supported. What is more, it does not reflect the argument of the whole essay.

Examiner's Assessment

This essay is broadly focused on the question. Moreover, it contains some detailed own knowledge. However, it makes extremely limited use of the Sources and therefore does poorly in AO2: although there is some good cross-referencing and some good integration of the sources with own knowledge there simply is not enough use of the sources to justify a mark higher than High Level 2. The range and depth of own knowledge suggest an AO1 mark in the middle of Level 3. For a mark in Level 4 greater detail and analysis would be needed.

Examiner's Exemplar Answer 2

Domestic British politics was undoubtedly one reason for Gladstone's belated conversion to Home Rule. However, it was his moral and religious convictions which played the major part in his change of heart. Irish nationalism, and its impact on British electoral politics, also played a part (6).

Source 4 argues that Gladstone's change of heart was brought about by 'short term political motives.' These include his desire to wrest control of his party from his colleagues and in so doing unite the Liberal Party behind himself. The colleagues mentioned in Source 4 must include Joseph Chamberlain. Gladstone and Chamberlain vied with each other for control of the Liberal Party and the matter of Home Rule was a clear point of difference between the two would-be leaders. Chamberlain was an imperialist who advocated a 'central board' scheme for Ireland. This would devolve some power to Ireland, but stop short of full Home Rule. Gladstone, on the other hand, was not an imperialist and he was committed to fostering self-government throughout the British empire. By backing Home Rule Gladstone was able to appeal to the majority view within the Liberal Party and gain more support than Chamberlain. Moreover, Gladstone's move gave the Party a parliamentary advantage. It gave them, as Source 5 indicates, the 'support from the Irish nationalists.' Source 5 goes on to note that this support was crucial at a time when 'support for the Tories was increasing.'
Gladstone's conversion to Home Rule killed two birds with one stone. First, it gave Gladstone the

(6) The introduction focuses on the question and sets out the three factors that will be discussed in the essay.

leadership of his own party, and secondly, it allowed him to form a governing coalition of Liberals and Irish Nationalists after the 1885 election.

Source 5 indicates that Gladstone was not solely motivated by political 'opportunism'. As a Liberal, Gladstone had a long-standing commitment to self-government. Indeed, Gladstone was a Christian and had a strong sense of a divine destiny. He honestly believed that Home Rule was based on 'the first principles of religion.' Morally, Gladstone also believed that he had a moral duty to give Home Rule to Ireland. In Source 6 he argues 'If we are compassionate men ... If we are just men we shall go forward in the name of truth, bearing in mind that if we delay justice for Ireland, we deny justice to Ireland.' Politically, Gladstone was a radical and was convinced that the will of the people must be respected. In the 1885 election southern Ireland voted overwhelmingly for Irish nationalism. In light of this result, Gladstone stated 'I consider that Ireland has now spoken.' Gladstone was determined to honour both God's will and the will of the Irish people, and it was this religious, moral and political conviction which led to his conversion to Home Rule.

Gladstone was also motivated by a fear that Irish nationalism would lead to unrest if Home Rule was not granted. Source 5 argues that following the election of 1885 a report 'highlighting the level of unrest in Ireland was the final push in Gladstone's decision to support Irish Home Rule.' Gladstone hoped to turn Irish nationalism to his own advantage. Parnell, the leader of the Irish Party at Westminster, had turned his party into a disciplined, centralised organisation. Parnell was willing to do a deal that stopped short of full independence and accept Home Rule. Gladstone believed that Home Rule would satisfy Irish nationalists and turn them into firm supporters of the Union. Therefore, he backed Home Rule to stop unrest and to consolidate British rule in Ireland (7).

In conclusion, adopting Home Rule undoubtedly helped Gladstone consolidate his position in his party and in Parliament. In the party, it gave him the advantage over Chamberlain, and in Parliament it gave the Liberals the advantage over the Tories. However, this does not mean that it was his prime motivation. Gladstone was a man of deep religious, moral and political conviction. As a Christian and as

(7) Each paragraph begins with reference to the sources. Moreover, the sources are used in combination and integrated with accurate and detailed own knowledge.

(8) The conclusion draws the essay together, evaluating the relative importance of domestic politics, Gladstone's own convictions, and the role

<p>a Liberal, he believed that Home Rule was the right course of action. The trigger was the 1885 report which indicated that previous policies had failed and that, if Irish nationalism was not appeased, it would lead to strife (8).</p>	<p>of Irish nationalism. In so doing, it sets out a judgement which builds on the analysis contained in the main body of the essay.</p>
<p>Examiner’s Assessment</p>	
<p>This is a focused and reasonably comprehensive answer to the question. It is led by the sources, but also incorporates a considerable amount of detailed and accurate own knowledge. The conclusion states a balanced judgement which reflects the argument of the essay and draws out the relative significance of the three factors it considers. Therefore, the essay scores Level 4 in both AO1 and AO2.</p>	

<p>Edexcel – AS GCE Unit 2: British History Depth Studies Option D</p>	<p>D1 Britain and Ireland, 1867–1922</p>	<p>Mark Scheme for Question (b)</p>
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(b) Do you agree with the view that the main reason for Gladstone’s conversion to Home Rule in 1885 was a wish to ‘recapture control of his party’ (Source 4)?
[40 marks]

Target: AO1a & AO1b (24 marks)

Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.

AO2b (16 marks)

Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

AO1a and AO1b (24 marks)

<p>Level 1</p>	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material, which has some accuracy and relevance, although not directed analytically (i.e. at the focus of the question). The material will be mostly generalised. There will be few, if any, links between the simple statements.</p>	<p>(1–6)</p>
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	<p>Low Level 1: 1–2 marks The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 1: 3–4 marks As per descriptor..</p> <p>High Level 1: 5–6 marks The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>	
Level 2	<p>Candidates will produce a series of simple statements supported by some accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between simple statements. Material is unlikely to be developed very far or to be explicitly linked to material taken from sources.</p> <p>Low Level 2: 7–8 marks The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 2: 9–10 marks As per descriptor.</p> <p>High Level 2: 11–12 marks The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>	(7–12)
Level 3	<p>Candidates’ answers will attempt analysis and show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question’s focus, or which strays from that focus. Factual material will be mostly accurate, but it may lack depth and/or reference to the given factor. At this level candidates will begin to link contextual knowledge with points drawn from sources.</p> <p>Low Level 3: 13–14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 3: 15–16 marks As per descriptor.</p> <p>High Level 3: 17–18 marks The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p>	(13–18)

	<p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>	
Level 4	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material, which will be mostly relevant to the question asked. There will be some integration of contextual knowledge with material drawn from sources, although this may not be sustained throughout the response. The selection of material may lack balance in places.</p> <p>Low Level 4: 19–20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 4: 21–22 marks As per descriptor.</p> <p>High Level 4: 23–24 marks The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>	(19–24)

A02b (16 marks)

Level 1	<p>Comprehends the sources and selects material relevant to the representation contained in the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1–2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3–4 marks The qualities of Level 1 are securely displayed.</p>	(1–4)
Level 2	<p>Comprehends the sources and selects from them in order to identify points which support or differ from the representation contained in the question. When supporting the decision made in relation to the question the sources will be used in the form of a summary of their information.</p>	(5–8)

	<p>Low Level 2: 5–6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7–8 marks The qualities of Level 2 are securely displayed.</p>	
Level 3	<p>The sources are analysed and points of challenge and/or support for the representation contained in the question are developed from the provided material. In addressing the specific enquiry, there is clear awareness that a representation is under discussion and there is evidence of reasoning from the evidence of the sources, although there may be some lack of balance. The response reaches a judgement in relation to the claim which is supported by the evidence of the sources.</p> <p>Low Level 3: 9–10 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 11–12 marks The qualities of Level 3 are securely displayed.</p>	(9–12)
Level 4	<p>Reaches and sustains a conclusion based on the discriminating use of the evidence. Discussion of the claim in the question proceeds from the issues raised by the process of analysing the representation in the sources. There is developed reasoning and weighing of the evidence in order to create a judgement in relation to the stated claim.</p> <p>Low Level 4: 13–14 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 15–16 marks The qualities of Level 4 are securely displayed.</p>	(13–16)

<p>Edexcel – AS GCE Unit 2: British History Depth Studies Option D</p>	<p>D1 Britain and Ireland, 1867–1922</p>	<p>Chronology</p>
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Chronology: Key Events in *Britain and Ireland, 1867–1922*

Year	Month	Event
1541		Henry VIII declared King of Ireland
1610		'Plantation of Ulster'
1641		Ulster Rebellion
1690		Battle of the Boyne
1782		Irish parliament achieves legislative independence
1791		Society of United Irishmen founded
1800		The Act of Union

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1829		Roman Catholic Emancipation Act
1845–49		The Great Famine
1858		Irish Republican Brotherhood (Fenians) founded by James Stephens in Dublin
1867		Fenian outrages in Ireland and England
1868	December	Liberal victory at general election: Gladstone forms his first ministry
1869		Irish Church Act
1870		Gladstone's first Irish Land Act
1873	March	Defeat of the Irish Universities Bill
	November	Home Rule League founded by Isaac Butt
1874		Conservative victory at general election: 60 Home Rulers elected
1877		'Obstructionism' in the House of Commons
1879		Foundation of the Irish National Land League
1880	April	Liberal victory at general election: Gladstone's second ministry
	May	Parnell elected leader of the Irish Parliamentary Party
1881	March	Coercion Act
	August	Gladstone's second Irish Land Act
	October	Parnell arrested, Land League outlawed
1882	May	Kilmainham Treaty between Parnell and Gladstone
		Phoenix Park murders
	October	Formation of the National League
1884	November	Foundation of the Gaelic Athletic Association
1885	June	Parnell supports Conservatives: Gladstone resigns
		Conservatives in power under Lord Salisbury
	November	General election: Irish Party wins 86 seats and holds the balance of power
	December	Herbert Gladstone flies the 'Hawarden kite'
1886	January	Parnell supports Liberals: Gladstone forms his third ministry
		Loyalist Anti-Repeal Union set up
	April	First Home Rule Bill introduced, which is defeated in the Commons
1889	December	Captain O'Shea sues for divorce, citing Parnell as co-respondent
1890	November	Divorce granted, Gladstone opposes Parnell as leader
	December	Irish Party split over leadership
1891	October	Death of Parnell
1892	July	General election: Gladstone forms fourth ministry, with Irish support
1893	July	Foundation of the Gaelic League
	September	Second Irish Home Rule Bill passed by Commons but rejected by Lords
1900		Reunion of Irish Parliamentary Party
1903		Wyndham's Land Act
1905		Ulster Unionist Council formed
		Arthur Griffiths presents his 'Sinn Féin' policy
1906	January	Liberal landslide victory at general election
1907		Liberals' Irish Councils Bill dropped

1910		General elections, wiping out Liberal majority
1911		Parliament Act
1912	April	Third Home Rule Bill introduced
	September	Solemn League and Covenant signed
1913	January	Ulster Volunteer Force (UVF) set up
	November	Irish Volunteers formed
1914	March	Curragh 'Mutiny'
	April	Larne gun-running incident
	May	Home Rule Bill passed
	July	Home Rule Amending Bill rejected by Lords
		Buckingham Palace Conference
		Howth gun-running incident
	August 4	Britain enters First World War
	September	Home Rule Bill becomes law
1915	May	Formation of Asquith's coalition
1916	April 24	Beginning of the Easter Rebellion
	April 29	Rebels surrender
	May	Execution of the rebel leaders
	December	Formation of Lloyd George coalition
1917	July	Meeting of Irish Convention
	October	De Valera elected leader of Sinn Féin
1918	April	Conscription proposed for Ireland
	December	Landslide victories for Sinn Féin in Ireland and Lloyd George coalition in Britain
1919	January	Beginning of Anglo-Irish war
	April	Dail Eireann meet – de Valera elected President of Irish Provisional government
	September	Dail declared illegal
1920		Black-and-Tans recruited
	November 11	Government of Ireland Act passed
	November 21	'Bloody Sunday' in Dublin
	December	Martial law proclaimed in southern Ireland
1921	June	Opening of Northern Ireland parliament by George V
	July	Truce in Anglo-Irish War
	December	Anglo-Irish Treaty signed
1922	January	Anglo-Irish Treaty accepted narrowly by the Dail
1923		End of the civil war

Teaching Activities

1. Make your own exam paper

Students should be shown a range of existing exam papers for this option. They should make a list of the key features of the exam papers. For example, they could note that the paper is divided into two sections, with the first section requiring comparison of three sources, and the second section requiring them to test a judgement using two sources and their own knowledge.

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Students should then use their own knowledge and a copy of the specification to design their own Part (a) and Part (b) questions.

For the Part (a) question, they should select three sources from their textbook or other relevant books (additionally, they could be encouraged to use online libraries such as Google Books). At least two of these sources should be primary accounts. Having chosen the sources, students should write an appropriate question to accompany them. This question should focus on a comparison of the three sources.

For the Part (b) question, students should select two secondary sources, offering contrasting interpretations of a key event or process studied. Again, having chosen the sources, students should write an appropriate question to accompany them. This question must require them to test an interpretation.

Hints:

- Once the exam papers have been designed, students should swap papers with a partner, and plan their answers to the questions. They should return these to the person who designed the exam paper, who could mark them using the exam board mark scheme.
- Less able students could be given eight or nine sources from which to select their sources for each question.

2. Peer-revision

Divide students into groups of four. Students should number themselves 1-4, with the numbers corresponding to the four bullet-points of the Edexcel specification. Each student should then plan a ten-minute mini revision lesson for the other students in the group. The mini-lesson should be a recap of the content for the relevant bullet-point. Each mini-lesson should contain the following:

- a handout comprising one A4 side containing key information about the topics
- an activity designed to help students to learn the information
- a test to assess how well students have learnt the information.

In turn, each student should deliver their lesson to the other students in their group.

Hints:

- Students could also peer-assess each other's mini-lessons using the following template:

	Mark out of 10
How well did the handout and mini-lesson cover the content in the bullet-point?	
How well did the activity help you to learn the content in the bullet-point?	
How effectively did the test highlight the strengths and weaknesses in your knowledge?	
Total:	

- It could be insisted that the test comprises three types of question:

1. recall questions (e.g. When was the Easter Rising?)
2. explain questions (e.g. Why did the Easter Rising fail?)
3. evaluative questions (e.g. How significant was the Easter Rising in the development of the Irish nationalist movement?)

Additional Sample Questions

Edexcel Unit 2 is a source-based paper. Therefore teachers (or students) will need to find two or three sources to be used in conjunction with each question.

Part (a)

1. How far do the sources support the view that Gladstone's Irish reforms reduced Irish hostility to English control in the period 1868–1874?
2. How far do the sources suggest that the Liberals introduced the 1912 Home Rule Bill due to pressure from Irish Nationalists?
3. How far do the sources suggest that the Ulster Unionists opposed Home Rule for economic reasons?
4. How far do the sources suggest that the failure of the Easter Rising helped the cause of Irish nationalism?

Part (b)

1. Do you agree that the main cause of unrest in Ireland in the period 1867–1885 was agricultural depression?
2. Do you agree with the view that Gladstone himself was to blame for the failure of the Second Home Rule Bill in 1893?
3. Do you agree that religion was the main reason for divisions within Ireland on Home Rule and independence?
4. Do you agree with the view that the main reason for the Anglo-Irish Treaty of 1921 was the actions of the IRA?

Resources

Martin Collier, *Britain and Ireland 1867–1922* (Edexcel, 2008)

Tim Pat Coogan, *1916: The Easter Rising* (Phoenix, 2005)

Peter Cottrell, *The Anglo-Irish War: The Troubles of 1913–1922* (Osprey, 2006)

R.F. Foster, *The Oxford History of Ireland* (Oxford, 2001)

Robert Kee, *The Green Flag: A History of Irish Nationalism* (Penguin, 2000)

Oonagh Walsh, *Ireland's Independence, 1880–1923* (Routledge, 2001)