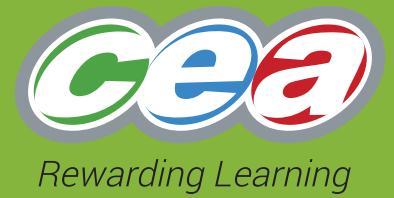


GCE



Chief Examiner's Report History

Summer Series 2022



Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2022 series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at www.ccea.org.uk.

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GCE HISTORY

Chief Examiner's Report

Subject Overview

This series saw some return to normality after the interruptions of COVID, with the exception that candidates were obliged to sit examinations in only one unit at both AS and A2 Level. Most candidates availed of this opportunity, although a minority sat both units. In the optional units, the standard of response was mixed but those candidates who did attempt optional units are to be commended. In the compulsory units, the standard was impressive. Most candidates demonstrated a range of skills and an impressive level of historical knowledge. Where there were shortcomings, particularly in terms of skills, these have been highlighted by Supervising Examiners in the reports below.

Assessment Unit AS1

Historical Investigations and Interpretations

Unit Overview

This was a compulsory unit this year and, with many candidates opting not to sit an examination for Unit 2, it was clear that candidates prepared carefully for this unit. The level of knowledge and understanding was generally high. Questions 2(a) and 2(b) caused problems for a minority of candidates. In terms of Question 2(a), candidates are encouraged to give adequate attention to the content of the source, but this must be done with reference to the question. This also applies to limitations. Some candidates tend to criticize the source by merely listing 'facts' that are omitted from it. This does not produce a high-level response. The same problem has emerged in Question 2(b), where some candidates attempt to challenge an interpretation by merely pointing out that it omits information contained in the other extract. This approach should be avoided. Candidates should instead explain which arguments or assertions in one or both interpretations they find unconvincing.

Option 1 England 1509-1558

There were only 39 entries in total this year and there was a wide range of responses in this option. Question 1 was, in general, answered well, with Question 2(b) producing the widest variety of responses.

- Q1 (a)** This was the least popular of the 10 mark questions. Some responses failed to focus on the measures taken by the Duke of Somerset in this period and just gave a list of some of the economic problems in this period. In other responses candidates just looked at the economic measures adopted, and neglected to analyse measures taken to tackle the social problems facing England in this period.
- (b)** This was the most popular 10 mark question, with the best responses giving accurate and relevant information to analyse the causes of Wyatt's Rebellion in 1554. Some of the weaker responses only explained the religious factors that led to the 1554 Rebellion and neglected the role of other factors such as growing social discontent and fears of future Spanish domination due to the marriage issue.

- Q2 (a)** This question is worth 20 marks and candidates are advised to allow 30 minutes for this question to give a sustained assessment of value of Source 1. The best responses made precise and accurate references to relevant context as well as making good use of relevant source content to support their developed judgements. Good responses highlighted the strengths of Source 1 with good focus on its mode, author, date, motive, audience and tone. To obtain a Level 4 mark candidates had to identify a valid limitation which many candidates failed to do.
- (b)** This question is worth 50% of the marks for this paper and candidates are advised to allow about 45 minutes for this question. Candidates are required to examine and analyse two different historical interpretations about key events in this period of English History. The best responses were able to provide a summary of the different lines of argument put forward by the historians in both interpretations. Candidates were then required to analyse and evaluate the arguments contained in both interpretations and in some responses one interpretation was neglected. Some of the responses also struggled to provide relevant contextual knowledge about the results of the Pilgrimage of Grace. Contextual knowledge must be relevant to the question and some weaker responses gave contextual knowledge about the causes of the 1536 Rebellion and ignored the results of the 1536 Rebellion completely. Some candidates failed to clearly explain which of the two interpretations was the most convincing and failed to effectively challenge one or both of the interpretations provided. The best responses overall showed very good understanding of the ways in which the past has been interpreted in both interpretations with clear developed judgements supported by selective use of relevant contextual knowledge to support their judgement.

Option 2 England 1603-1649

There were 120 entries in total this year. Most responses were of a high standard, with an impressive level of analysis and historical understanding. The standard of response to Question 2(a) and 2(b) has improved, with most candidates producing good or very good responses.

- Q1 (a)** This was the more popular of the two questions in this part of the examination. Most responses provided a great deal of detail on the religious policies of Charles I during the Personal Rule, but not all responses engaged with impact of these responses, which was the focus of the question.
- (b)** This question produced a variety of responses. Candidates were expected to provide a comprehensive analysis of why a settlement could not be reached with Charles I, dealing with the role played by parliament, the army and Charles I himself. Some candidates only focused on one of these elements and were not, therefore, able to access high marks.
- Q2 (a)** It was pleasing that most candidates this year attempted to provide a thoughtful and informed evaluation of the content of the source, which should form a large part of any answer to Question 2(a). Most candidates also evaluated the provenance of the source, although not all did this fully. Some candidates wasted time by providing a detailed analysis of what information was omitted from the source. This approach is unhelpful and should be avoided.

- (b)** This question produced a wide range of responses, but the majority of responses were good. Candidates who attained a high level of response provided a detailed analysis of both interpretations, supported by relevant precise, contextual knowledge. A minority of candidates performed poorly because their analysis was supported by generalized or vague evidence, which lacked development. In terms of challenges, candidates are advised to challenge arguments made by the authors in one or both interpretations. Merely pointing out that one interpretation fails to include information mentioned in the other is not a valid challenge. Some candidates also failed to provide a substantiated judgement on why they found one source more convincing than the other. This is an important component of the question and should not be neglected.

Option 3 Britain in the Age of Reform 1830-1880

Option 3 of AS1 History attracted a total of 57 candidates. The best answered question was undoubtedly Question 1, with both choices attempted by a fairly even number of students. Question 2(a), the analysis of Disraeli's political philosophy produced good answers, with some precise contextual knowledge displayed. However, answers to Question 2(b) were of a noticeably lower standard, especially in terms of technique.

- Q1 (a)** Of the short essay questions, this one was the least well answered. Most candidates were reasonably well informed about developments in Parliament, but lacked the range of knowledge to produce a balancing analysis of extra-parliamentary activity, which was arguably as important in the triumph of the reformers. For example, little to no mention was made of the work of the political unions or the riots that occurred across the country.
- (b)** The question about the Utilitarians and Evangelical produced some very good answers, with key personalities referenced along with landmark pieces of legislation. Two drawbacks in some answers were the failure to note the significance of the Poor Law Amendment Act of 1834, which was perhaps the most controversial act of the decade, and the failure to exploit the scope available to extend the analysis into the late 1830s and the premiership of Lord Melbourne.
- Q2 (a)** Most candidates made a good attempt to produce an analysis of Source 1 in relation to Disraeli's political philosophy. There was evidence of good knowledge of the concept of Tory Democracy and on a more practical level, how Disraeli went about disseminating his ideas in the landmark public speeches of 1872 in the Free Trade Hall in Manchester and at the Crystal Palace in London. Technique was generally good, but limitations might have been developed in a few answers.
- (b)** While many answers displayed competent knowledge of the subject matter – the failure of the Chartist movement – the technique was often wanting. For example, in terms of challenging the two interpretations and identifying their shortcomings, analysis went little beyond pointing out that what each interpretation lacked was the principal arguments of the other interpretation, i.e. Interpretation A failed to note what Interpretation B had included and vice versa. Comparative analysis tended to lack depth and sharpness.

Option 4 Italy and Germany 1815-1871

This option attracted an entry of 20 candidates. The overall quality of the responses was good and there were some excellent scripts.

- Q1 (a)** Question 1(a) on the growth of liberal and nationalist ideas in the Italian states in the period 1815-1848 was, in general, answered very well. The best responses analysed a wide range of factors and noted that, while liberal and nationalist ideas were closely interlinked, there were also important differences. Weaker answers were apt to be too narrow in focus.
- (b)** Question 1(b) on why Piedmont played a leading role in the unification of Italy between 1848 and 1860 proved to be less popular than Question 1(a). Nonetheless, it produced several very good responses which provided a wide-ranging analysis of the importance of King Charles Albert, the government of Massimo D'Azeglio and the role of Camillo di Cavour. Less good answers tended to overlook Cavour's domestic reforms, sometimes focusing exclusively on his achievements in foreign affairs.
- Q2 (a)** Question 2(a) required candidates to assess how useful Source 1 was as evidence for an historian studying the attitude of the Southern German states to the unification of Germany in the period 1862-1871. The overall standard of the responses was good and there were very few weak answers. Most candidates evaluated the source well in terms of its date, author, mode, motive, audience and tone. However, very few responses noted that von Ihering's glorification of Bismarck was particularly significant since he was a native of Hanover, a state which had fought unsuccessfully against Prussia in the Austro-Prussian War of 1866. Most answers evaluated the content of the source effectively, though some failed to relate their observations to the wording of the question. Almost all candidates included relevant contextual knowledge in their response and many observed that von Ihering's statement that Bismarck was 'worth a hundred men of liberal principles and powerless honesty' was a reference to the impotence of the Prussian Liberals during the Constitutional Crisis over the issue of army reform. Most candidates correctly identified the date as a limitation of the source. However, very few pointed out that, while the question focuses on the attitude of the Southern German states to the unification of Germany, von Ihering only refers to one of them, Bavaria. He makes no mention of either Baden or Württemberg.
- (b)** Question 2(b) required candidates to assess which of two different interpretations of the reasons for Prussia's victory in the Austro-Prussian War of 1866 they found more convincing. The answers exhibited a wide range of standard. Most candidates provided a clear summary of the contrasting interpretations and analysed in greater depth the evidence underpinning the historians' arguments. Most candidates employed relevant contextual knowledge to support and challenge the interpretations, reaching a substantiated judgement about which interpretation they found more convincing. The most common flaw in weaker responses was a failure to include sufficient relevant contextual knowledge. Surprisingly few candidates pointed out that Carr's argument in Interpretation B that Prussia's leadership of the German Customs Union contributed to its success in the Austro-Prussian War could be challenged since most of its members supported Austria in the war.

Option 5 Germany 1919-1945

This option attracted an entry of 2150 candidates. Questions 2(a) and 2(b) still produce a wide range of responses.

- Q1 (a)** The question was focused on the Nazi consolidation of power between 1933 and 1934. This question proved to be the most popular of the two options by a sizeable distance. Additionally, the question proved to be answered very well by most candidates. The candidates showed good understanding of the period and were for the most part able to access Level 3 scores with a sizable minority gaining Level 4. The most important lapse that occurred was an inability to highlight the use of terror beyond the Night of the Long Knives. The use of the SA to beat up opponents and to intimidate rival politicians during the vote on the Enabling Act could have been developed to gain further marks.
- (b)** This was a very unpopular choice amongst candidates and was for the most part answered poorly. While a minority of candidates were able to access Level 4 marks, this was rare. Many candidates were off-topic when it came to the content required, focusing on the Four-Year Plan. Key individuals such as Todt and Speer were highlighted by many candidates but, for the most part, the ability to develop the actions these individuals took was not advanced.
- Q2 (a)** All candidates had to address the question and results were varied, but the majority did attain Level 3 or Level 4 marks. For the most part, students followed the trusted method of addressing the author, date, content, mode, tone, motive, target audience and limitations contained within the source. In addition to this, candidates had to bring relevant contextual knowledge to the response to obtain Level 4. While many candidates excelled at this response there are several common issues that should be addressed for future series. First, candidates must refer to the content of the source and explain how the content is/is not useful to an historian. The content should be addressed multiple times to gain Level 4 marks. Second, limitations must be addressed to obtain Level 4 marks, and these limitations should be focused on the source. Any of the above key criteria can be used to develop a limitation. A growing number of candidates are focusing their limitations on omissions, but are tending to merely list information that is not contained in the source. This often fails to address the question directly and ought to be avoided.
- (b)** Another compulsory question that was met with varied results. The question is marked with a focus on four key criteria: understanding, judgment, analysis and contextual knowledge.

In terms of understanding, the vast majority of candidates were able to access both interpretations and draw out their key arguments, namely that economic or political pressures were the main reason for instability in the Weimar Republic between 1919-1923.

In terms of judgement, almost all candidates were able to make a judgement as to which interpretation they found most convincing. However, most candidates only attempt judgements while writing their introduction and conclusions. It is advisable that candidates try and make more references to their judgement throughout their response to advance their answer.

While many candidates did analyse the interpretations very well, this is still an area for improvement for the most part. Many candidates used the content of the interpretations as an opportunity to explore contextual knowledge. While context is vital the candidates need to make much better use of the interpretation and use the content to engage with the question and show how the interpretations are convincing or otherwise. A major weakness is the inability to effectively challenge the interpretations. Many candidates relied solely on omissions to challenge; these omissions were not linked to the content of the interpretation and were either credited as contextual knowledge or marked as digression.

Most candidates were able to access a high level of contextual knowledge. Candidates were particularly strong while addressing Interpretation B which was used by candidates to show strong knowledge and detail on the left and right wing rising in the early years of the Weimar Republic. A minority of candidates used context as the driving force in their response and failed to focus on the interpretations content in enough detail.

Other issues – a minority of candidates failed to finish the paper in the time allowed.

Assessment Unit AS2 Historical Conflict and Change

Unit Overview

This year, Unit 2 was optional for candidates, and the number of responses was much lower than usual as a consequence. There were no entries for Option 1.

Option 2 The Ascendancy of France in Europe 1660-1714

There were fewer entries than usual for this option, owing to the unique arrangements for this series. Of those candidates who did sit for the examination, the majority produced impressive responses. Responses were evenly spread across the three questions.

- Q1 (i)** This question produced very good responses. Most candidates explained the terms of the treaty in detail. In order to obtain Level 4 marks, it was necessary to explain how the terms applied to a wide range of powers and not concentrated merely on two or three great powers.
- (ii)** Candidates produced a range of responses to this question but most were very impressive. The level of detail provided by a number of candidates was extraordinary. Some responses failed to achieve Level 4 marks, despite providing an impressive level of evidence, because they failed to address the proposition clearly.
- Q2 (i)** This question was handled well by a majority of candidates. A few responses failed to provide a sufficient range of factors.
- (ii)** The quality of response to this question was extremely high, with abundant evidence that candidates were well prepared and confident in their knowledge and understanding. Almost all responses engaged with the proposition directly and provided a detailed analysis of the strengths of the Grand Alliance, before moving on to address a range of other factors. Some candidates failed to analyse the weaknesses of the French, which limited their mark.

- Q3 (i)** This question produced a large number of high quality responses. The majority of candidates provided a number of reasons for Louis XIV's acceptance of Carlos II's will. There were occasional lapses in clarity and coherence.
- (ii)** This question produced a range of responses. Some candidates analysed French performance in the war but failed to analyse the Peace of Ryswick; others did the opposite. In order to achieve Level 4 marks, it was vital that candidates addressed both parts of the question. It was not necessary to address both components equally, but it was important that candidates challenged the proposition to some extent.

Option 3 Ireland 1823-1867

Very few candidates chose to sit this non-compulsory paper in 2022. Approximately 30 candidates sat the paper with a very wide range of results. The paper consisted of three questions, both with a Part (i) and (ii). These sub-sections are worth 8 and 22 marks respectively. Students had to complete two of the three set questions in 90 minutes. The total mark for the paper was 60 marks.

- Q1 (i)** This question was answered reasonably well. Candidates were able to highlight several reasons as to why O'Connell wanted to achieve Emancipation. Most candidates were able to access Level 3 marks in this question. Major flaws included an inability to link the desire of Emancipation with O'Connell's desire to open judicial positions for himself and his fellow lawyers.
- (ii)** This question had a wider range of marks with many candidates achieving Level 2 marks. Issues with most responses included a lack of depth on the actions taken by Russell and the Whigs to deal with the conditions created by the Famine. Additionally, many candidates showed a lack of understanding on the role played by Peel and why he had achieved more success in the earlier part of the Famine. A minority of candidates were able to achieve Level 3 and 4 marks.
- Q2 (i)** This question asked candidates to examine the economic and social effects of the Famine up to 1867. Many candidates struggled with the demands of this question instead focusing on the causes of the Famine as opposed to its consequences. For this reason, many candidates struggled to achieve above a Level 2 mark. Examples of Level 3 and 4 work were produced but by a minority.
- (ii)** This question saw candidates asked to examine if lack of support was the main reason for the failure of the Fenian Rising. This posed difficulties for some, as many were unable to identify important factors such as the role of the Catholic Church, the fear of landowners and the alienation of northern Presbyterians. Other factors, such as poor leadership, the strength of the British government and poor decisions made during the rising were addressed more capability than the proposition but still in many causes needed developed.
- Q3 (i)** This question asked candidates to examine the reasons for the outbreak of the Fenian Rising. This was possibly the best answered question on the paper, with many candidates able to identify several reasons for the outbreak of the Rising. Candidates focused on the desire of the Fenians to achieve a Republic through use of violence. They were also able to identify the Fenians desire to hold a rising when British attention was focused elsewhere. A majority of candidates achieved a Level 3 mark for this question.

- (ii) This question focused on whether Thomas Drummond's reforms were the only benefit of the Lichfield House Compact for O'Connell and the Whigs. A minority of candidates attempted this question, and the results were generally of a low level. Candidates, for the most part, were unable to identify either Drummond's reforms or the other reforms introduced under the compact. Attempts were made to highlight how O'Connell and the Whigs were affected but without knowledge of the reforms most candidates who choose this question achieved Level 1/2 marks. A minority achieved a Level 3 or 4.

Option 4 France 1815-1870

In the post-Covid scenario there were fewer entries than usual in 2022, but among those that were submitted there were, generally, commendable attempts to address the questions set. Where there was digression it was usually the result of the candidate going beyond the dates laid out in the question.

- Q1** (i) This question was not as well addressed as it might have been. Digression was common, with material from after 1832 offered, despite the wording of the question.
- (ii) This question was generally commendably well answered, with proper focus on the proposition, as well as treatment of other factors which contributed to the downfall of Charles X. However, the actual events of 1830 which brought about the downfall of the King, were sometimes glossed over or, occasionally, ignored, as was the almost universal hostility to Polignac.
- Q2** (i) Question 2 did not attract as many responses as did the other two questions. This question was either excellently addressed or poorly attempted, with little valid material offered.
- (ii) Again, this question attracted both outstanding or weak responses. Some candidates failed to give adequate attention to the counter-argument, which limited the level of response that they could access.
- Q3** (i) This question was generally well and intelligently treated. It was pleasing to see candidates' understanding of Louis XVIII's modest, sometimes considerable degree of success, at least in the earlier part of his reign.
- (ii) There were some excellent answers offered here, while many others were good, but might have been bettered had they offered a fuller and more accurate range of evidence for a discussion of the question. For example, there was a common misconception that the Habsburg Empire fought alongside the Allies in the Crimean War, few responses recognised Napoleon's alliance with Cavour's Piedmont against Austria, while Lombardy was sometimes confused with Nice and Savoy as France's reward for helping defeat the Austrians. Finally, many answers jumped straight to the Franco-Prussian War (1870-71), plausibly noting its immediate causes, but failing to deal with Napoleon III's diplomatic defeats of the preceding five years, which would have better explained France's fateful rush to war in 1870.

Option 5 Russia 1914-1941

Overall there were a broad range of responses, ranging from the exceptional with a number of candidates scoring full marks, to quite limited responses, where candidates attempted only one question or one part of a question. Questions 1 and 2 were the most popular, although a fair number of candidates did attempt Question 3.

- Q1 (i)** This question was generally answered well, but the majority of responses focused on the roles of Trotsky and Lenin in helping the Bolsheviks into power in October 1917. To be sure of achieving Level 4 marks (7-8), candidates should be encouraged to look at more general strengths of the Bolsheviks as well, such as the creation of the Red Guard and the support of the Petrograd Garrison.
- (ii)** This question on Stalin's rise to power within the Communist party provided a range of responses. The more limited responses restricted themselves to a discussion of Stalin's jobs in the party and his deputizing for Lenin. More substantial responses were able to identify the mistakes of Stalin's rivals in the party, particularly Trotsky, but could have benefitted from more substantial knowledge of the mistakes of the other rivals. Most responses would have been strengthened by a greater knowledge and discussion of how Stalin used his economic policy and the fall-out over the NEP in order to defeat the left and right of the party.
- Q2 (i)** Overall this question on Trotsky's role in the civil war, was answered very well. Most candidates had a detailed knowledge of Trotsky and his key role in the Bolshevik victory. The only area that candidates could have demonstrated more knowledge on, was Trotsky's strategy in the civil war, fighting on regional fronts and keeping control of the cities and the railways.
- (ii)** This question on the mistakes of Tsar Nicholas II and their role in leading to the February Revolution also provided a range of responses. The more limited responses restricted themselves to a discussion of Nicholas' role as commander-in-chief and his decision to leave the Tsarina in charge in Russia, but there was a common fault in not linking them to the loss of the Tsar's traditional and key support bases. More substantial responses were able to identify the mistakes of the Tsar, link them to how they undermined Tsarism and then discuss the increasing revolutionary sentiment at home. Most responses could have benefitted from more substantial knowledge of the economic and social consequences of the First World War.
- Q3 (i)** Overall this question was answered well, with the majority of responses focusing on Stalin's desire to create a modern industrial superpower and showed a good knowledge of statistics to back up their arguments. Most candidates' responses would have benefitted from a better knowledge of some of the specific economic successes in coal and steel production, for example.
- (ii)** The majority of candidates in this question, were able to discuss the success of both War Communism and the NEP, with a good degree of knowledge and understanding. The common shortcoming was a lack of knowledge on the policy of State Capitalism. Some candidates also gave only a narrative of the three policies without evaluating or debating their success.

Option 6 Italy's Quest for Great Power Status 1871-1943

Overall the paper allowed for a broad range of responses with some candidates providing more detailed, well explained and sophisticated answers. Questions 2 and 3 were the most popular, although quite a few candidates did attempt question.

- Q1 (i)** Most answers demonstrated excellent knowledge of the social reforms introduced by Giolitti, such as, prohibiting child labour and limiting the working hours for women. However, many candidates lacked focus and detail on the internal divisions that Italy experienced between 1903 and 1914 and did not link the actions of Giolitti to specific internal divisions.

Few candidates discussed the political divisions, the issues between the church and the state or the issues with nationalists.

- (ii)** This answer was generally very well answered with most candidates demonstrating excellent knowledge on Italy's failure to prepare militarily and economically for war. The majority of responses also were able to effectively debate whether other factors, such as, Mussolini's leadership were more significant.

A small number of responses digressed on to why Mussolini's regime collapsed, or they concentrated exclusively on the proposition without discussing the importance of other factors.

- Q2 (i)** This was a well answered question by most candidates who demonstrated good knowledge of the Battles of the Isonzo, Caporetto and Vittorio Veneto. However, very few responses discussed the composition and morale of the Italian conscript army and could also have included more detail on the leadership of the different generals.

- (ii)** The majority of the candidates provided well-argued and detailed responses which covered a broad range of factors. In-depth knowledge of Italian foreign policy and the level of success Italy experienced in achieving its colonial ambitions in Africa was discussed impressively. Most candidates also discussed Italian relations with other powerful states, especially regarding the Triple Alliance which Italy joined in 1882. The successful nature of their relations with other powers was often contrasted well with the less successful elements. Some candidates compared Italy's domestic situation with that of other leading European states, which was valid, but a small number focused too exclusively on this line of reasoning at the expense of fully discussing foreign affairs.

- Q3 (i)** Some candidates answered this question well but unfortunately a significant number of candidates provided a short answer which required further explanation. Some answers discussed general aims of Italian foreign policy without focusing more explicitly on the aims of Mussolini. A small number of candidates approached the answer like an essay question, debating the level of success that Mussolini experienced in achieving his foreign policy aims. Candidates need to focus on explaining the key points in relation to the question rather than beginning to argue or debate.

- (ii)** This question received a broad range of responses. Some candidates discussed the proposition well, looking at the economic, social and political effects of World War One on Italy and how this contributed to Mussolini's rise to power. However, quite a few responses dealt with the proposition partially, preferring to focus almost exclusively on other factors.

In general, the discussion of other factors, such as, the March on Rome etc, was handled well, but candidates could improve their answers by demonstrating greater knowledge of the political situation in Italy between 1918 and 1922 and how this contributed to Mussolini's rise to power in Italy by 1922.

Assessment Unit A21 Change Over Time

Unit Overview

As an optional unit, this year saw a greatly reduced number of entries for Unit 1. In total, 260 candidates opted to sit this paper. The standard was varied, with a larger than normal number of poor responses. The majority of candidates produced good or very good responses. No candidates were entered for Option 3.

Option 1 Crown and Parliament in England 1625-1641

There were 45 entries for this option. The standard was very high, with most candidates producing very good responses, with detailed, comprehensive analysis, excellent use of evidence and strong engagement with the question.

- Q1** This was the less popular of the two questions, but most candidates who attempted it produced excellent responses. The best answers engaged fully with the concepts of victory and defeat and explained in what sense these terms could be applied to the changing relationship between crown and parliament. Some candidates failed to address the entire period.
- Q2** This was the most popular question. The majority of candidates produced excellent responses, which were characterized by a strong focus on the themes of transformation and relationship. Some candidates produced more generalized surveys or failed to deal adequately with the theme of change, which lay at the heart of this question. A significant minority also provided a less than satisfactory analysis of the execution of Charles I. Candidates are reminded that it is essential to engage directly and fully with the proposition.

Option 2 Ireland under the Union 1800-1900

There were only 17 candidates entered for this option. The responses were varied, with some strong responses but a larger than usual number of more limited responses. In many cases, candidates were unable to access higher marks because they did not engage fully with the question.

- Q1** This question asked candidates to analyse the motivations of nationalists and unionists respectively. Strong responses considered both constitutional and revolutionary nationalists as well as unionists, and provided evidence to support the analysis. A number of candidates failed to consider the counter-argument, and did not analyse other factors that motivated unionists and nationalists. In a synoptic essay, it is important to consider the question fully and in a balanced manner.
- Q2** This question asked candidates to analyse the extent to which political groups in Ireland achieved significant success. In order to access Level 4 marks, it was important that candidates considered the full spectrum of political groups: revolutionary nationalists, constitutional nationalists and unionists. It was also crucial to engage with the concepts of success and failure. A large number of responses fell short in one or both respects.

Option 4 The American Presidency 1901-2000

Option 4 of A21 History attracted a total of 99 candidates. The best answered question was undoubtedly Question 2, where candidates produced a good range of knowledge but also some astute analysis. Question 1 was attempted by fewer candidates and at a lower standard. Overall, however, the twentieth-century American presidency is clearly a subject with which students can readily and indeed enthusiastically engage.

- Q1** The less well answered of the two questions tended to have two principal flaws in the responses. First, there was a surprising lack of knowledge of how much power the American president wielded in the Second World War, and how that power was augmented in the course of the conflict. The second major shortcoming was a tendency to treat every change of office holder as a turning point, thereby weakening the overall argument. There were some good answers to Question 1, but these were the exceptions to the rule.
- Q2** The more popular of the questions and the much better answered was the one that asserted that Reagan was the most successful president of the twentieth century. The best answers were usually founded on a solid analysis of the proposition, itself founded on quite extensive knowledge of the Reagan presidency. From there, many answers went on to produce impressive comparative analysis of a range of contenders, such as the two Roosevelts, FDR, Kennedy, LBJ and Nixon. Weaker answers were those that lacked balance in their analysis of the presidents that they considered, reflective perhaps of a lack of essay writing practice.

Option 5 Clash of Ideologies in Europe 1900-2000

In contrast to other years, there were a limited number of centres attempting this option, which was optional this year. Question 2 proved to be the more popular, with very few candidates attempting Question 1. While there were some excellent responses to Question 2, the overall quality was understandably lower than any other previous series. The most common flaw of the weaker responses was a failure to provide an acceptable balance between their assessment of Soviet foreign policy and that of Western governments. It was also evident that a significant number of candidates over-focused on the period 1917-1953 and did not therefore have the time to consider the period 1953-1991 in sufficient depth.

- Q1** This question, which asked candidates to assess to what extent the signing of the Nazi-Soviet Pact marked the most important turning point in relations between the Soviet Union and Western Governments in Europe between 1917-1991 produced weak responses. Candidates did not analyse the proposition in the required depth and did not evaluate sufficient other turning points. The responses had several shortcomings. Responses were imbalanced, neglected to analyse the proposition, didn't cover the required time parameters and most responses were narrative rather than analytical.

Q2 This question required candidates to assess how far security considerations were the most important factor motivating the foreign policies of Western and Soviet governments in Europe between 1917 and 1991. This question produced some excellent analytical responses. The best answers provided a balanced argument which analysed security considerations from both a Soviet and Western perspective, as well as evaluating other considerations, for example, ideology and economic considerations. The best answers also contained accurate knowledge with precise dates, covered the full period and included substantiated analysis and relevant judgements throughout. Weaker responses tended to be imbalanced, paying insufficient attention to the factors motivating the policy of Western governments. This criticism applied particularly to the 1930s, 1950s and 1960s. In addition, some candidates struggled to cover the whole time of the question and include a sufficient quality of analysis. Another weakness was the failure to provide accurate knowledge in the form of dates.

Assessment Unit A22 Historical Investigations and Interpretations

Unit Overview

As always, the examining team were impressed with the high level of historical knowledge and understanding demonstrated by candidates. A number still, however, struggle to demonstrate the skills needed to succeed in this paper. The supervising examiners have addressed this below, but it might be helpful to draw attention to two areas where responses might be improved. First, in terms of Question 1(a), it is vital to evaluate the source in terms of its value. Explanation of the source's value must be explicit. Too many candidates analyse the source in terms of its veracity or simply use it as an opportunity to display contextual knowledge. In Question 2, candidates are encouraged to evaluate the two interpretations by engaging with the arguments contained in both. Evidence should be used to support or critique these arguments. It is not advised that candidates critique the interpretations by merely listing points that are omitted, particularly if these points are not particularly relevant to the question.

Option 1 England 1558-1603

This year there were 79 entries in total from five different centres. There was a high standard as usual from some candidates in this option, with some very good responses to all questions.

Q1 (a) The best answers to this question used relevant contextual knowledge well along with effective use of source content to assess the value of Source 1 as historical evidence for the Elizabethan Church Settlement. Good answers also commented upon authorship, motive, viewpoint, audience and date to support their assessment of the value of Source 1 in the sustained manner required for a Level 4 response. Some candidates failed to comment upon the significance of these areas noted above or failed to provide relevant contextual knowledge on this topic. Candidates should also provide a verdict in their conclusion.

- (b)** The best answers to this question use both sources in a balanced manner to clearly agree or disagree with the proposition supported by effective use of good and relevant contextual knowledge. Some weaker responses made limited use of the content of both sources, or they neglected one of the two sources provided on the exam paper, which meant they could not achieve a Level 4 mark. Other responses provided limited or irrelevant contextual knowledge which meant they could not achieve a Level 4 mark overall. Some very good responses used the content of both sources in an effective manner to clearly engage with the question. This was used along with good contextual knowledge to present evaluated and development judgements that both agreed and disagreed with the proposition. Very good responses presented a clear verdict to support or challenge the statement about the Elizabethan Church Settlement.
- Q2** This question is assessed on a holistic basis of how well the candidate applies four generic skills in this question. The best responses showed a clear understanding of both interpretations supported by effective and relevant use of strong contextual knowledge to provide clear and developed judgements about which of the two interpretations was the most convincing. Some candidates made limited use of one or both of the interpretations provided which meant they could not achieve a Level 4 mark. Other candidates struggled to provide relevant contextual knowledge about the defeat of the Spanish Armada in 1588, which meant they could not achieve a Level 4 mark. Some very good responses showed excellent understanding of the ways the past has been interpreted in both interpretations, supported by some effective challenge to one or both of these interpretations. The very best responses used these historical skills effectively to reach developed judgements supported by strong and frequent use of good contextual knowledge to present an effective conclusion.
- Q3 (a)** This was the least popular essay question in this option. Many responses gave a narrative account of the reign of Elizabeth I that had little focus or relevant knowledge about the main aspects of the Elizabethan myth. There were very few responses that were able to provide adequate supporting evidence to explain to what extent Elizabeth I was responsible for the creation of the Elizabethan myth in this period. In this essay question QWC is assessed so it is unhelpful that a small number of candidates use abbreviations (e.g. MQS) or they used shorter versions of proper names such as Liz and Phil in their essays on a frequent basis.
- (b)** This was by far the most popular essay question in this option. There were some very good essays with a clear focus on the proposition with strong awareness of the counter argument and the role of other relevant factors. The best responses presented developed and well explained judgements, using strong evidence about the role of factions across the entire period of the reign of Elizabeth I. They were well informed about the roles of key figures such as Burghley, Leicester, Essex and Robert Cecil in particular. Some good responses also explained how Elizabeth I used a range of other factors such as patronage, to allow her to remain in control of government in this period. Some weaker responses lacked relevant evidence about the importance of faction fighting at the Royal Court between 1558 and 1603, and whether this helped to destabilize the government of Elizabeth I, or not. In this essay question QWC is assessed so it is unhelpful that a small number of candidates use abbreviations (eg. MQS) or they used shorter versions of proper names such as Liz and Phil in their essays on a frequent basis.

Option 2 Ireland 1685-1714

This year there were 101 candidates entered for this option. It was pleasing to note that the level of response continues to improve, with most candidates demonstrating good knowledge and skills.

- Q1 (a)** This answer produced some very good responses. The best responses dealt fully with the content and were explicit in outlining its value. This was supported with relevant contextual knowledge. Strong responses also evaluated the source in terms of provenance. The authorship and date were obvious strengths of the source, but so too was the audience. Some candidates wasted time providing lengthy descriptions of what was missing from the source. While it is good to point out the source's limitations, candidates would be better advised to critique what is in the source or some aspect of its provenance.
- (b)** Most candidates produced very good responses to this question. It is vital to use both sources comprehensively and to address the proposition using own knowledge. It is pleasing that most candidates did this, although some struggled to find evidence in the source that disagreed with the proposition.
- Q2** This question produced a wide variety of responses, but the majority of responses were good. The best responses provided a detailed analysis of both interpretations, supported by relevant precise, contextual knowledge. In terms of challenges, candidates are advised to challenge arguments made by the authors in one or both interpretations. Merely pointing out that one interpretation fails to include information mentioned in the other is not a valid challenge. The best responses were those in which candidates challenged arguments made by an author on the basis that they were misleading, exaggerated or incorrect. This allowed the candidates to display their knowledge and understanding. Candidates are also advised to provide a developed conclusion to justify their preference for one interpretation over the other. This need not necessarily be done at the end of the question, but it is important that it form part of the answer.
- Q3 (a)** This was the less popular essay question in this option. Most responses were good or very good, although a significant number showed lapses in organization. Most candidates provided an excellent analysis of the proposition, but many struggled to develop a strong counter-argument. The limits to the Protestant Ascendancy were often not analyzed, or given cursory attention. A number of candidates also digressed by providing lengthy analysis of the Treaty of Limerick, which was outside the purview of the question.
- (b)** This question was handled very well by the majority of candidates. There were a large number of excellent responses, which provided detailed analysis of Jacobite weakness along with a developed counter-argument. Good responses analysed other factors contributing to Jacobite defeat, such as Williamite strengths or outside intervention. As with Question 3(a), a number of candidates failed to provide any counter-argument at all.

Option 3 Ireland 1778-1803

A total of 54 candidates sat this option. There was a wide range of marks, with a number of outstanding scripts which demonstrated excellent levels of knowledge, understanding and analysis. In the lower range of scripts, episodic knowledge and lapses in the technique applied to each question made it more difficult for these candidates to access the higher levels in the mark scheme. The sources and interpretations in Questions 1 and 2 enabled candidates to combine evaluation of the sources with their wider knowledge. The number of candidates attempting each essay question was broadly even, with some excellent responses for both Question 3(a) and 3(b).

Q1 (a) This question asked candidates to assess the value of Source 1 as evidence in a study of the recall of Fitzwilliam, the lord lieutenant, in early 1795. The question was, in general, handled well. The value of Source 1's content needed to be given full treatment and the best responses exploited the full value of the information contained in the source, along with contextual knowledge of the period. While most candidates also discussed the value of Source 1 in terms of its provenance, some answers contained long, generalised considerations (of authorship, date, motive and the intended audience) which made no specific link to the source being assessed. Candidates are advised to consider meaningful and relevant limitations of the source in order to achieve the highest marks.

Q1 (b) This question invited candidates to use the sources and wider knowledge to assess how far the sources supported the view that the most important aspect of the recall of Fitzwilliam was anger among Irish Catholics. The best candidates produced very good answers which exhibited a good knowledge of the impact of Fitzwilliam's recall and the technique to blend this information with relevant content drawn from both sources. In responding to questions of this type, candidates should demonstrate the extent to which each source agrees or disagrees with the proposition in the question by focusing on the content of the sources. Catholic disappointment and anger was one impact of Fitzwilliam's recall evident in the sources, but so too was the impetus this gave to greater co-operation between many Catholics and the United Irishmen. The best responses employed wider knowledge to highlight other outcomes of Fitzwilliam's recall, such as increasing separatist sentiments within sections of the United Irishmen, greater militancy (including the cultivation of links between the United Irishmen and the Defenders) and the replacement of Fitzwilliam by the more coercive Lord Camden, with the subsequent impact this had on Irish politics.

Q2 This question required candidates to assess which of the different interpretations of the aims and activities of the Defenders they found more convincing.

The best candidates demonstrated a good understanding of the different interpretations, citing the emphasis in Interpretation 1 on the economic and sectarian aims and activities of the Defenders. The emphasis in Interpretation 2 was that the Defenders reflected a more sophisticated and politicised tendency. In the very many good answers, candidates used their wider knowledge to support and challenge each interpretation before reaching a substantiated conclusion. Candidates are advised to signpost the 'more convincing' instruction throughout their response in order to maintain relevance to the question. In more limited responses, it was noticed that there was a greater focus on one interpretation at the expense of the other. Both interpretations should be considered fully in order to access higher levels.

- Q3 (a)** This question invited candidates to consider the extent to which Patriot successes 1775-82 were attributable to the longstanding influences of William Molyneux and Jonathan Swift. There were some excellent responses to this question. The best answers analysed the influences and ideas of Molyneux and Swift on the Patriot faction in the Irish Parliament, assessing their economic and political critique of the Anglo-Irish relationship many years before the reforms of 1775 and 1782 were introduced. Better answers discussed the sense of historic grievance produced by both Poyning's Law and the Declaratory Act. Challenges to the proposition in the question took the form of a discussion of the shorter term explanations for Patriot successes. These included the impact of the American Revolution on Irish political and economic life, and in particular the emergence of the Volunteers as an extra-parliamentary pressure group that gave an 'out of doors' voice to the previously ineffectual opposition in the Irish Parliament and propelling MPs like Flood and Grattan to the centre of the political stage. Less convincing responses lacked balance and either summarised the ideas of Molyneux and Swift without linking these to the successes of 1775-82 or ignored their influence altogether.
- (b)** This question asked candidates to assess the verdict that the weak leadership provided by Robert Emmet in the Rising of 1803 was the main reason for its failure. While there were some excellent answers to this question, the overall standard was lower than that for Question 3 (a). In the weakest responses, candidates provided a biography of the life and death of Robert Emmet or an account of the Rising that was not linked to the question focus. Better answers provided a substantiated analysis of the extent to which weak leadership was the main reason for the Rising's failure before challenging the premise in the question and exploring other causal factors such as bad fortune, ambiguity about French assistance and the secrecy surrounding the enterprise (which was considered to be a strength, given the prevalence of informers in 1798).

Option 4 Partition of Ireland 1900-1925

This year there were 1,731 entries from a wide variety of centres. There was a high standard as usual from some candidates in this option, with some very good responses to all questions.

- Q1 (a)** This question was generally answered well by most candidates. Candidates were required to assess the value of a speech by Sir Edward Carson. Candidates were for the most part able to focus on the value of the providence of the source and there was a strong focus on the content of the source. Most candidates were able to evaluate the content in terms of value. As a result, many students achieved Level 3 marks. To achieve Level 4 candidates, need to bring contextual knowledge and limitations to the response. Most candidates were able to bring in worthwhile contextual knowledge but for some struggled to identify limitations. Too many candidates simply listed items of knowledge that were absent from the source, rather than provide a meaningful critique within the terms of the question. The best responses pointed out limitations relating to the author, date, audience or motive.

- (b)** This question saw more mixed response. Candidates were asked to address two sources and to engage on how far the sources supported the view that Unionist opposition to Home Rule was responsible for the Third Home Rule Bill crisis. Marks were distributed based on a candidate's use of the sources to agree or disagree with the proposition and their ability to use their own knowledge. While there were clear examples of candidates achieving highly in both requirements in this section, there are issues that need to be addressed. With regards to the use of sources, candidates must link to source to the proposition and advance a reason why it agrees or disagrees. On occasion, candidates quote the source and move directly on to their own knowledge, without developing their point. Use of knowledge was generally good, but some candidates used their own knowledge to a very limited extent.
- Q2** Candidates were required to answer one question based on two interpretations focusing on the reasons for the truce in the Anglo-Irish War 1919-1921. The general level of response to this question was very mixed with some candidates achieving very highly while others struggled with the demands of the question. The marking of the question was judged on four key criteria.
- (I)** Understanding – Most students were able to accomplish this part of the question successfully, showing an understanding of the two interpretations key arguments. Many students refer to this understanding in the introduction and conclusion and more references could be made throughout the responses to advance the response.
 - (II)** Judgement – Another area where most candidates excelled was in their ability to give reasons as to why they found one Interpretation more convincing. Again, judgement was most often made in introductions and conclusions, with many candidates making only fleeting reference throughout their response.
 - (III)** Analysis – While top level candidates often provided superb analysis of the interpretation's content, many paraphrased the interpretation and used it as an avenue to discuss their contextual knowledge. Candidates must attempt to highlight why sections of the interpretation are convincing in relation to the period of study.
 - (IV)** Contextual Knowledge – This was an area of real strength. The level of contextual knowledge displayed by most candidates was very high. Candidates were able to highlight a wide range of contextual knowledge relating to the reasons for the Truce in the Anglo-Irish War.
- Q3 (a)** This was the more popular of the two questions, with well over 90% of candidates choosing it. As well as being the most popular choice it was also the question that the candidates performed most highly in across the whole paper. Most candidates achieved at least a Level 3 mark, with a sizeable percentage achieving Level 4 responses. Candidates were able to argue the proposition well while also displaying detailed knowledge on the role played by the Irish Parliamentary Party and Sinn Fein themselves. Very few responses were in the lower level.

- (b)** This was an unpopular choice and generally was poorly answered. A small minority of candidates achieved Level 4 marks with most gaining Level 2 or low Level 3 marks. Candidates often wrote extensively on the causes of the Irish Civil War without developing the key reasons as to why the Civil War ended so badly for the Irregulars. Very few candidates explored the actions of General Daly in Kerry towards the end of the conflict and the impact this had on the anti-Treaty forces.

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