



Oxford Cambridge and RSA

GCE

History A

Y316/01: Britain and Ireland 1791-1921

Advanced GCE

Mark Scheme for November 2020

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
SC	Simple comment
	Unclear
V	View
S	Synthesis
C	Continuity/Change

Subject Specific Marking Instructions

Section A Mark Scheme

Question	Answer	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the impact of the Roman Catholic Emancipation Act in the period from its passing in 1829 to 1841.</p> <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A suggests that the Act mobilised a political movement which led to further reforms, whilst damaging the Tory Party and Protestant Ascendancy.</p> <ul style="list-style-type: none"> • In evaluating Interpretation A, answers might argue that it is valid because the Emancipation Act was an acceptance by the British government that reform was needed, and that this instigated subsequent reforms being considered that previously would have been seen as unacceptable. • Answers might argue that the Interpretation is valid because the Act directly contributed to damaging Peel's reputation as a leader, leading to the Whig success in the 1830 election and subsequently to the 1832 Representation of the People Act. • Answers might argue that the Interpretation is valid because the damage to the Protestant Ascendancy led to the revival of the Catholic Church in Ireland which in turn fed nationalist demand which became the Repeal Campaign. 	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme

		<ul style="list-style-type: none"> • Answers might argue that the Interpretation is valid because other reforms, including the Great Reform Bill, but also reforms connected directly to Ireland, including reforms to education with national schools, rent reform, appointment of Catholics in the Irish judiciary and police force, and the Irish Church Act resulted. • Answers might argue that the Interpretation is valid because O'Connell pioneered a new way of lobbying for reform through his tactics. • Answers might argue the Interpretation is valid because the Irish and Whig alliance led to the Litchfield Compact which was a key step in the creation of the Liberal Party. • Answers might argue that the interpretation is not valid because Irish reforms were limited. <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B suggests that there was limited genuine reform and emancipation acted more to limit Irish Nationalism in Westminster.</p> <ul style="list-style-type: none"> • In evaluating Interpretation B, answers might argue it is valid because the Emancipation Act was borne of political necessity, not a change of attitude to Catholic emancipation, and so was not part of a wider acceptance of reform. The Coercion Act 1833 is evidence of the continued fear of Irish nationalism. • Answers might argue that it is valid as there was a lack of economic or land reform following emancipation as shown in the impact of the Great Famine 1846-49. • Answers might argue that the Interpretation is valid because the Irish MPs' alliance with the 		
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		<p>Whigs was shortlived and over by 1840, and that Peel's government from 1841 did not require the support of Irish MPs.</p> <ul style="list-style-type: none"> • Answers might argue that it is valid because the lack of governmental interest in Irish reform is shown in the failure to apply the 1835 Poor Law system successfully in Ireland. • Answers might argue that it is valid because the limitations of the franchise reduced the Irish electorate to 1/6th of previous size, disenfranchising many. • Answers might argue that the interpretation is not valid because O'Connell's Irish MPs became a force in Parliament. 		
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Section B Mark Scheme

Question	Answer	Mark	Guidance
2*	<p>'The achievements of Irish nationalist movements were greater in the years from 1880 to 1921 than the years from 1791 to 1880.' How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that the significant advances for the Irish Nationalist movement are found in the early C20th.</p> <ul style="list-style-type: none"> • Answers might consider the introduction of Home Rule with Gladstone and Parnell as a topic of political debate, as well as Parnell's unifying of the Irish Parliamentary Party. • Answers might consider the significance of the Home Rule Bills. • Answers might consider the cultural movement in the later eighteenth century. 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

		<ul style="list-style-type: none"> • Answers might consider the importance of the Anglo-Irish War, the subsequent treaty and the creation of an Irish Free State. • Answers might consider the attainment of support for political compromise from parts of the Liberal Party. <p>In challenging the hypothesis in the question, answers might argue that there were notable achievements of the reform movement prior to the twentieth century.</p> <ul style="list-style-type: none"> • Answers might consider the importance of the Roman Catholic Emancipation Act as an earlier example of progress. • Answers might consider Peel's Irish reforms. • Answers might consider the importance of Gladstone's pre-1880 Irish reforms for Church and land. • Answers might consider the importance of early challenges to British rule, such as by Wolf Tone. • Answers might also challenge the hypothesis by addressing limitations to nationalist achievements after 1800, such as the limits to the 1921 Anglo-Irish Treaty. 		
3*		<p>How far did the strategies used by supporters of the Union remain consistent through the period from 1791 to 1921?</p> <p>In supporting the hypothesis in the question, it might be argued that there were some consistent strategies through the period.</p> <ul style="list-style-type: none"> • Answers might consider the use of magistrates and force through the period, e.g. in relation to Wolf Tone, or the response to the Easter Rising. 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

		<ul style="list-style-type: none"> • Answers might consider the use of acts passed to maintain British control, e.g. the Coercion Act. • Answers might consider the role of negotiation with nationalist leaders, e.g. Gladstone's negotiations with Parnell. • Answers might consider the consistent approach of the Anglican and Presbyterian Churches in supporting unionism. • Answers might consider the strategies of Unionist organisations, like the Orange Order. • Answers might consider the consistent nature of political support of Unionists amongst the Whigs, Liberal and Conservative parties for the Union, e.g. Unionist opposition to the Home Rule Bills or devolution. <p>In challenging the hypothesis in the question, answers might argue that new tactics emerged during the period.</p> <ul style="list-style-type: none"> • Answers might consider the increased compromise in Unionist negotiations following the Catholic Emancipation Act, e.g. the proposal of Home Rule Bills. • Answers might consider the emergence of Ulster Unionism from 1886 as a new tactic. • Answers might consider the decline of the Protestant Ascendancy from the 1870s. • Answers might consider the increased militarisation of supporters of the Union from 1900, e.g. the UVF. • Answers might consider the emergence of policies of exclusion over Home Rule and Ulster. 		
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4*		<p>‘The Great Famine of 1845 to 1849 was the most significant issue in the Irish economy to influence the development of Irish nationalism in the period from 1791 to 1921.’ How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that the Great Famine caused significant economic problems and as such had a notable impact on Irish nationalism.</p> <ul style="list-style-type: none"> • Answers might consider the impact of the Famine on land ownership and population, e.g. the Encumbered Estates Act, 1849. • Answers might consider the subsequent emigration from Ireland and the impact on nationalism. • Answers might consider the impact on social conditions and how this related to the development of nationalism. • Answers might consider the impact of the Famine in creating a more urban and literate society with the subsequent impact on Irish nationalism. • Answers might consider the impact of the Famine on the popular Irish view of England, contributing the later emergence of the Fenian movement. <p>In challenging the hypothesis in the question, answers might argue that there were other economic issues that affected Irish nationalism throughout the period.</p> <ul style="list-style-type: none"> • Answers might consider the farming and population pressures through the period rather than just the Famine. 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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		<ul style="list-style-type: none">• Answers might consider the regional differences, particularly North/South, in the Irish economy and the impact on Nationalism and Unionism.• Answers might consider industrialisation and Ulster and the extent of its influence on nationalism.• Answers might consider the Land War and the Land League with their effects on Irish Nationalism.• Answers might consider the concerns over economic implications of the various Home Rule Bills.		
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section A, Question 1: Interpretation [30]
Level 6 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
Level 5 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
Level 4 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
Level 3 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
Level 2 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
Level 1 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]
Level 6 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.

Level 1 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

APPENDIX 2 – this section contains additional subject specific information

Use this space if you have extensive subject specific information that is inappropriate to include elsewhere.

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