

GCE

History A

Y316/01: Britain and Ireland 1791-1921

Advanced GCE

2021 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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
P	Provenance
SC	Simple comment
	Unclear
V	View
S	Synthesis
C	Continuity/Change

Subject Specific Marking Instructions

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 tactics of the Ulster Unionists in opposing Home Rule in the years from 1912 to 1914.</p> <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A emphasises violent tactics, suggesting that the UVF was a military force which gave the Unionists the ability to use threat of violence.</p> <ul style="list-style-type: none"> • In evaluating Interpretation A, answers might argue it is valid because the UVF gave the appearance of structure and strength to the Unionist movement. • Answers might argue that the Interpretation is valid because by 1914, with the Larne gun-running, the UVF had become a formidable force, even in comparison to the Irish Volunteers. • Answers might argue that the Interpretation is valid because the British government, after the Curragh Mutiny, had a genuine worry of the military threat posed. • Answers might argue that the Interpretation is valid because the UVF gave the power of threat to MPs like Carson. • Answers might argue that the Interpretation is not valid because the UVF was not as strong as it appeared, especially prior to 1914. • Answers might argue that the Interpretation is not valid because of the lack of actual violence by the 	30	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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

		<p>UVF, and that they initially were an illegal organisation.</p> <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B suggests that constitutional parliamentary tactics were more important to the Ulster Unionists.</p> <ul style="list-style-type: none"> • In evaluating Interpretation B, answers might argue that it is valid because Ulster’s Solemn League and Declaration was an important tactic. • Answers might argue that it is valid because the Blenheim speech shows constitutional tactics. • Answers might argue that the Interpretation is valid due to the attempt at compromise in the Buckingham Palace conference. • Answers might argue that the Interpretation is not valid because constitutional arguments had made little headway with the Government by 1914. • Answers might argue that the Interpretation is not valid because political wrangling took place over a backdrop of threat of violence which forced such debate. 		
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Section B Mark Scheme

Question	Answer	Mark	Guidance
2*	<p>‘O’Connell was the most effective Irish nationalist leader in the years from 1791to 1921.’ How far do you agree?’</p> <p>In supporting the hypothesis in the question, it might be argued that O’Connell achieved unprecedented reform and set the tone for future tactics.</p> <ul style="list-style-type: none"> • Answers might consider examples of O’Connell’s leadership decisions, such as the handling of the Clare election 1828. • Answers might consider the pressure tactics of the Catholic Association and Repeal Association. • Answers might consider the successes of the reforms with emancipation. • Answers might consider subsequent minor reforms under Peel. • Answers might consider O’Connell’s role within Westminster, such as the Litchfield House Compact. <p>In challenging the hypothesis in the question, answers might argue that there were other notable leaders in the period, and that O’Connell himself had failures.</p> <ul style="list-style-type: none"> • Answers might consider the failures of O’Connell’s role, such as increasing the sectarian divide between Catholic and Protestant and the collapse of the Repeal campaign. • Answers might consider O’Connell’s break with Young Ireland over tactics and the divisive effect of 	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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.

		<p>his alliance with the Whigs.</p> <ul style="list-style-type: none"> • Answers might consider the importance of Parnell, in making Home Rule a realistic political aim • Answers might consider the importance of Wolfe Tone as an early leader in the formation of an Irish nationalist sentiment. • Answers might consider the importance of Redmond in the Irish Parliamentary support for Liberal Home Rule policies 		
3*		<p>‘Support for the Protestant Ascendancy was the main motivation for British governments supporting the Union in the years from 1791 to 1921.’ How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that religion was a key motivator of support for the Union in the Government.</p> <ul style="list-style-type: none"> • Answers might consider the concerns for the position of the Anglican Church created by the Roman Catholic Emancipation Act. • Answers might consider the role of the Anglican and Presbyterian Churches in supporting the Union and their influence on Parliament. • Answers might consider the significance of religion in opposition to social reforms of education, for example Maynooth College. • Answers might consider the fears of Ulster Unionists of a Catholic dominated, Dublin parliament. <p>In challenging the hypothesis in the question, answers might argue that other factors were important as reasons for support of the Union.</p>	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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 increasingly ideological and political aims of Conservative and Ulster Unionist support for the Union. • Answers might consider the Liberal party policy of Home Rule as an effort to maintain a form of Union. • Answers might consider the impact of individuals, for example the southern Unionism of Carson or the Conservative Unionism of Bonar Law. • Answers might consider the role of financial concerns, for example fears of the impact on trade and tariffs with an independent Irish parliament, or the demands of the Land League. • Answers might consider the fear of Revolution, such as the association with early nationalism with the French Revolution, or the threat of Fenianism • Answers might consider the impact of warfare, such as the, or the Irish nationalist threat during the First World War. 		
4*		<p>‘The main economic grievance of Irish nationalists in the years from 1791 to 1921 was the issue of regional economic differences.’ How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that the difference between an industrialised North, benefitting from British rule, and the more rural South, which did not, was at the heart of many nationalist economic grievances.</p> <ul style="list-style-type: none"> • Answers might consider that the relative underdevelopment of the South compared to the North fed nationalist concerns that English rule did not benefit the majority of the population of Ireland. • Answers might consider that the North benefitted 	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <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

		<p>from industrial trade with Britain, whereas the South did not.</p> <ul style="list-style-type: none"> • Answers might consider the differing social experience in the more rural South compared to the urbanised North, and the connection between agrarianism and nationalism. • Answers might consider the grievance of landlord-tenant relations in the less developed rural areas of the South. • Answers might consider how regional economic issues and grievances intersected with cultural, religious and political ones. <p>In challenging the hypothesis in the question, answers might argue that there were other economic factors that caused nationalist grievances.</p> <ul style="list-style-type: none"> • Answers might consider the grievance of agrarian under-development and population pressures. • Answers might consider the impact of the Great Famine on landownership and population. • Answers might consider emigration and its impact as a grievance of nationalists. • Answers might consider nationalist concerns about social conditions caused by economic pressures in the southern counties, e.g. tenant’s rights movement • Answers might consider the significant issue of land ownership and land law, as it developed across the period. 	<p>relevant and accurate material.</p> <ul style="list-style-type: none"> • 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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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.

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