



Oxford Cambridge and RSA

# A Level History A

## Unit Y316

### Britain and Ireland 1791–1921

Sample Question Paper

Version 0.14

## Date – Morning/Afternoon

Time allowed: 2 hours 30 minutes



**OCR supplied materials:**

- 12 page Answer Booklet

**Other materials required:**

- None



<b>First name</b>											
<b>Last name</b>											
<b>Centre number</b>							<b>Candidate number</b>				

### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer Question 1 in Section A and any 2 questions in Section B.
- Write your answer to each question on the Answer Booklet.
- Do **not** write in the bar codes.

### INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [ ].
- Quality of extended responses will be assessed in questions marked with an asterisk (\*).
- This document consists of **4** pages.

## Section A

Read the two passages and then answer Question 1.

- 1 Evaluate the interpretations in both of the two passages and explain which you think is the more convincing explanation of Ulster's position during the Home Rule crisis of 1912–1914.

[30]

### Passage A

The immediate exclusion of part of the north from the operation of the Home Rule Bill might have defused Unionist opposition and opened the way to successful enactment. The senior Tory and Unionist politician Walter Long wrote in his memoirs: 'To this day I marvel that the government did not take some steps in this direction'. Yet the third reading of the Bill was carried by 367 votes to 257 in January 1913. The language of threat in mainstream politics, embodied in the Ulster Volunteer Force, was just an extreme form of the politics of theatre and the danger of civil war was always more apparent than real. Asquith gave his consent to a plan proposed by Churchill and Seely to overawe the Ulster Volunteers by swift and decisive military action. Not intended to be a direct attack, military manoeuvres were employed to emphasize a crackdown was possible. Carson was nervous, aware that some in the government favoured decisive action. General Paget, although wrong on this, declared that if ordered north, the British army would act without question. The outbreak of war with Germany showed Redmond keen to support the British war effort and he hoped to lessen unionist–nationalist divisions in Ireland and prevent Ulster Unionists gaining all the benefits of their professed loyalty to Britain. Despite angry Unionist objections, Home Rule became law in September 1914, suspended until the end of the war with an undertaking to bring in an amending bill before implementation. Redmond hoped that common wartime effort would create emotional unity in Ireland with an acceptance of Home Rule for all Ireland.

Adapted from: Bew, P. (2009) *Ireland: The Politics of Enmity 1789–2006*. Reproduced by permission of Oxford University Press, UK. Reproduced with permission from Oxford University Press through PLS Clear.

### Passage B

The third Home Rule Bill had conjured up rival military formations and brought Ireland to the brink of civil war. For Ulster the proposed Bill was a 'threatening and fearful spectacle' that presaged catastrophe for them. Ulster's interpretations of Home Rule necessitated the creation of an army to resist them. The very term 'Home Rule' was deemed by the vast majority of Ulster Protestants to be quite simply an engine for their destruction that must be resisted at any price. One solution was partition but no one was enthusiastic. Even Ulster Unionists were cool on the idea as it brought to light their guilty secret: there was no such thing as a completely 'Protestant province of Ulster'. Yet by 1913 it seems clear that some idea of exclusion had been accepted reluctantly by both Carson and Redmond with only the details to be addressed. By 1914 there was no alternative: the British army was not about to coerce the Ulster Protestants; the Irish Volunteers were incapable of doing so; and, crucially, the Ulster Volunteers were not bluffing – their gunrunning had effectively decided the matter. Partition would be permanent and 6 counties, where Protestants were in a majority, would be hived off. Southern Unionists and Ulster outliers would have to fend for themselves.

Adapted from: T. Bartlett, *Ireland: A History*, published in 2010

**Section B**

Answer **TWO** of the following three questions.

- 2\*** 'Governments up to 1867 were more successful in pacifying Ireland than those from 1868 to 1921.' How far do you agree with this view of the period from 1798 to 1921? **[25]**
- 3\*** How effective was the leadership of Irish constitutional nationalism in the period from 1798 to 1921? **[25]**
- 4\*** How far was land reform the most important factor in the decline of the Protestant Ascendancy in the period from 1798 to 1921? **[25]**

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**Passage B:** Thomas Bartlett, Ireland, A History © Thomas Bartlett 2010, published by Cambridge University Press. Reproduced with permission from Cambridge University Press.

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Oxford Cambridge and RSA

**...day June 20XX – Morning/Afternoon**

**A Level History A**

**Unit Y316 Britain and Ireland 1791–1921**

**MARK SCHEME**

**Duration:** 2 hour 30 minutes

**MAXIMUM MARK      80**

**This document consists of 20 pages**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

<b>Descriptor</b>	<b>Award mark</b>
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

**11. Annotations**

<b>Annotation</b>	<b>Meaning</b>

## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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.

## Section A

Question	Answer	Marks	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is the more convincing explanation of Ulster's position during the Home Rule crisis of 1912–1914.</b></p> <ul style="list-style-type: none"> <li>• <b>Passage A</b> argues that Ulster's position was not as strong as it may seem and had largely failed in its attempt to prevent Home Rule. <b>Passage B</b>, in contrast, points to the strengths of its position, arguing it had far from failed and was indeed considering partition and separation.</li> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation A argues that, by 1914, Ulster had failed to halt the progress of the Home Rule Bill. This is supported by the references to government reluctance to concede exclusion, its loss of patience and the decision to coerce an Ulster that was seen as bluffing in its violent language and actions, and to Redmond's outmanoeuvring of Ulster's loyalist position on the outbreak of world war in 1914.</li> </ul> <p><b>In evaluating Interpretation A</b>, answers might argue this is valid given Carson and Craig's fears; the continuance of negotiations at the Buckingham Palace Conference; government dependence on Redmond's Irish Nationalists and thus no compromise on Home Rule and Conservative cold feet on Ulster following the rash comments of Bonar Law in his Blenheim Palace speech.</p>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• 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.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <b>Answers might point out that Interpretation A</b> is not necessarily valid given the success of Ulster gun running at Larne; official connivance at that; the weakness of the government clampdown in the context of the ‘Curragh’ mutiny and the reality of Ulster’s political and military mobilisation via the Unionist Council; and the reality of an Ulster Volunteer Force.</li> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B that Ulster strongly objected and that civil war threatened. Its fears defied logic and envisaged catastrophic loss for the Protestant cause in Ireland. Ulster took definitive measures to prevent this that were not bluff. Neither the British government, the British Army nor the Irish Volunteers could have imposed Home Rule on an Ulster that was already thinking in terms of selfish partition and separation from the rest of Protestant Ireland. <b>In evaluating Interpretation B</b>, answers might argue that the points about government weakness are valid through knowledge of uncertainty over implementation policy and the confusion over the Curragh mutiny. Similarly Ulster action can be validated through knowledge of the UVF; the success of the Larne gunrunning and the effectiveness of the Solemn League and Covenant in mobilising Protestant opinion in Ulster.</li> </ul>		

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <b>Answers might point out that Interpretation B</b> is not necessarily valid given that some of the assertions over Ulster separatism are not backed by evidence. Neither Carson nor Redmond publicly accepted exclusion, yet alone partition, along the lines of 6 counties before 1914. It remained to be seen whether the British Army would refuse to impose Home Rule on Ulster. It might be pointed out that Carson was having second thoughts on violent resistance.</li> <li>• <b>Answers might argue</b> that Interpretation A does nevertheless acknowledge that Ulster's position would have to be taken into account, as it refers to a future undertaking to bring in an amending bill before implementation; whilst Interpretation B's speculations are borne out by later events.</li> </ul>		

## Section B

Question	Answer	Marks	Guidance
2*	<p><b>‘Governments up to 1867 were more successful in pacifying Ireland than those from 1868 to 1921’. How far do you agree with this view of the period from 1798 to 1921?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that earlier governments were more successful in pacifying Ireland through their use of coercion, being more prepared to use this than later governments.</li> <li>• Answers might consider that the use of the Union was more successful in the earlier than later period when governments were faced with the challenge of Home Rule and more militant Unionism.</li> <li>• Answers might consider the use of concessions was more successful in the early period and discuss the 1820s.</li> <li>• Answers might consider the use of reforms and patronage to be more successful in the early period, and discuss the Whigs in the 1830s and compare that with the problems of dealing with the land issue later.</li> <li>• Answers might consider that governments were more successful in winning support in the early period and compare that with the later period when there was unrest in the form of the Easter Rising or the Anglo-Irish war.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that there was continuity through the period as all governments had some measures of success and failure.</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Answers might consider that governments solved some of the problems in the later period, which had not been solved earlier, for example land.</li> <li>• Answers might consider that there was much failure in the earlier period in dealing with rebellion and it was only put down by force.</li> <li>• Answers might argue that there was continuity as Gladstone's pacification was similar to Peel's but both faced intractable problems.</li> <li>• Answers might argue that the later period was more successful and compare the land reform and decentralisation of Salisbury and Lloyd George's handling of unrest with the earlier period.</li> </ul>		
3*	<p><b>How effective was the leadership of Irish constitutional nationalism in the period from 1798 to 1921?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that in achieving the ends of constitutional nationalism, O'Connell was effective in achieving Emancipation.</li> <li>• Answers might consider that the leadership was effective in mobilising large numbers with the Catholic Association, the NRA, the Irish Nationalist Party and co-operation with the IRB.</li> <li>• Answers might consider that they were effective over Home Rule, with Parnell gaining a Liberal commitment, Redmond securing Home Rule (although not implementation).</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Answers might consider that they had some effectiveness in gaining the support of the Whigs/Liberals for measures.</li> <li>• Answers might consider their effectiveness in bringing about reforms, although the emphasis on the area varied from leader to leader.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that it was not effective in achieving Repeal and Home Rule.</li> <li>• Answers might consider that constitutional nationalism become over-reliant on the Catholic Church, which was a blow to non-sectarianism and a united Ireland.</li> <li>• Answers might consider that they were not effective as they were too closely associated with the Westminster process.</li> <li>• Answers might consider they were not effective as they became divorced from Ireland over moderate tactics, smears over the O'Shea case, splitting the party in 1846 and 1890.</li> <li>• Answers might consider that the main leaders were not effective as they were all broken: O'Connell by imprisonment; Parnell by divorce; and Redmond by the war and the Easter Rising.</li> </ul>		

Question	Answer	Marks	Guidance
4*	<p><b>How far was land reform the most important factor in the decline of the Protestant Ascendancy in the period from 1798 to 1921?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that land reform after 1830, which had been the basis of the Protestant Ascendancy gradually undermined their position.</li> <li>• Answers might consider the continual process of land reform from the Tithe Act to the Land Reform under Gladstone.</li> <li>• Answers might argue that land reform aided landowners economically as enabled buy-out at subsidised rates and therefore retirement to England, which undermined the ascendancy.</li> <li>• Answers might consider the impact of the Famine where the poor rate crippled some and their inability to adapt to a pastoral economy.</li> <li>• Answers might consider the economic decline of the Protestant Ascendancy and inability to exploit industry and minerals.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that political reform was more important as they lost their parliament in 1800, and therefore a base as many transferred to England.</li> <li>• Answers might consider the impact of parliamentary reform on the decline of the Ascendancy.</li> <li>• Answers might consider the role of governments in undermining the ascendancy when faced with Catholic or Ulster protest.</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"><li>• Answers might consider local government reform, particularly at the end of the 19<sup>th</sup> Century undermined control of the localities.</li><li>• Answers might consider religious emancipation and the loss of office and patronage, as well as the challenge of Dissenting Ulster Nationalism.</li></ul>		

## Assessment Objectives (AO) Grid

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1</b>			30	<b>30</b>
<b>2/3/4</b>	50			<b>50</b>
<b>Totals</b>	<b>50</b>		<b>30</b>	<b>80</b>

## Summary of updates

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Date	Version	Change
November 2020	0.14	Updated copyright acknowledgements.

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