



Oxford Cambridge and RSA

GCE

History A

**Y316/01: Thematic study and historical interpretations:
Britain and Ireland 1791-1921**

A Level

Mark Scheme for June 2022

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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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**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 **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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 40% 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 or the scoris messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

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. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.





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: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
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

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
	View
	Synthesis
	Continuity/Change

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 leadership and tactics of O’Connell in the 1820s.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A suggests that O’Connell’s leadership and tactics were focused upon generating mass popular support. • In evaluating Interpretation A, answers might argue that the cultural language used by O’Connell and the Catholic Association was an important factor in generating united support. • Answers might argue that O’Connell did effectively link the concept of emancipation to economic and social improvement to generate support. • Answers might argue that the religious language was less important in motivating than economic concerns as the priests had limited influence over the people if they did not support the popular view. • Answers might argue that the reference to the expenditure of funds shows that O’Connell’s tactics could not rely solely on popular support but that conventional parliamentary tactics were necessary. O’Connell did not generally gain support from the rural working masses. He was more supported by the middle-classes who were more affected by economic arguments. • Answers might argue that Interpretation A is valid in the popular attitudes that O’Connell used but overlooks the strategies that led to actual change. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B suggests that O’Connell’s leadership was focused on his use of the Catholic Association to win elections. • In evaluating Interpretation B, answers might argue that the elections referred to at the end, the 1826 Waterford 	30	<p>The indicative content lists features of the period studied that relate to the question set.</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 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>and 1828 County Clare elections in particular, were crucial moments in O'Connell's leadership gaining results. These actions forced Wellington to accept the legal reform.</p> <ul style="list-style-type: none">• Answers might argue that O'Connell's tactics of motivating voters by using references to nationalistic history were effective in 1826 and 1828.• Answers might argue that O'Connell's speeches in defending farmers in court by rhetoric were more persuasive than the use of nationalistic imagery at the hustings by building his personal reputation.• Answers might argue that Interpretation B is accurate in presenting O'Connell's campaign for the masses as being against the Ascendency, which represented Anglican dominance to the masses.• Answers might argue that the military imagery presented by O'Connell was not a crucial part of his message, which was focused more on the economic benefits to the population.• Answers might argue that Interpretation B is not valid as it separates the role of the Catholic Association from the leadership of Daniel O'Connell whereas O'Connell operated through the Association.		
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<p>2*</p>	<p>How important was cultural nationalism as a force for opposition to the Union in the years 1791 to 1921?</p> <p>In supporting the hypothesis in the question, it might be argued that cultural nationalism was a strong force of opposition to the union in comparison to political and paramilitary opposition.</p> <ul style="list-style-type: none"> • Answers might consider the Enlightenment and its impact on generating early nationalist ideas. • Answers might consider the appeals of O’Connell to nationalist, religious sentiment in the 1820s to gain mass, popular support. • Answers might consider the impact of Young Ireland in bringing the use of force back into the nationalist tactics after O’Connell’s development of constitutional tactics. • Answers might consider the Gaelic Revival in generating support for nationalism in the late 1800s. • Answers might consider the role of the Catholic Church in opposition to the Union through the period as an aspect of cultural nationalism • Answers might consider the use of nationalist rhetoric during the Easter Rising 1916 and Anglo-Irish War 1919-21. <p>In challenging the hypothesis in the question, it might be argued that cultural nationalism only generated support, but it was not always effective in pushing for change, and it even led to divisions in the nationalist movement. Also, the answer might challenge the hypothesis by considering factors in opposition that were not based upon cultural nationalism.</p> <ul style="list-style-type: none"> • Answers might consider the divisive influence of some aspects of the cultural nationalism, such as the split in the 1840s caused by Young Ireland which weakened the nationalist movement. • Answers might consider the reduced impact of religious support for nationalism following the decline of the Ascendency and Peel and Gladstone engaging with Irish Catholicism. • Answers might focus on the political tactics used to achieve change, such as the Catholic Association in the 1820s and the Home Rule movement. 	<p>25</p>	<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 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 role of paramilitary opposition as a force for opposition, for example the Fenian Movement and the violence 1916-21.• Answers might consider the importance of economic concerns in driving opposition, such as the Great Famine and the Land League. | | |
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<p>3*</p>	<p>‘The Whigs and Liberals consistently supported the union throughout the period from 1790 to 1921.’ How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that the policies and approaches of the Whigs and Liberals remained consistent in favouring the protection of the Union whilst considering a moderate approach to the terms of the Union.</p> <ul style="list-style-type: none"> • Answers might consider the willingness of many Whigs to consider Catholic emancipation as part of the debates that led to the 1800 Act of Union. • Answers might consider that in the 1820s and 30s, the Whigs were generally open to Catholic emancipation whilst not considering an end to the Union, as shown by the Lichfield Compact 1834. • Answers might consider that in the 1840s, the Whigs favoured Peel’s economic and religious policies to Ireland whilst maintaining the Union. • Answers might consider that under Gladstone, his policies for land and religion were meant to pacify Ireland and protect the Union whilst improving conditions for Irish Catholics. • Answers might consider that Gladstone’s Home Rule bills were worded deliberately to not repeal the Union but to give a limited domestic control. • Answers might consider that in the years 1906 to 1912, the Liberal model of Home Rule was little changed from the overall aim of Gladstone in the late 1800s and was still aimed at maintaining the Union. <p>In challenging the hypothesis in the question, it might be argued that the policies and approaches of the Whigs and Liberals changed in their approach to supporting the Union during the period.</p> <ul style="list-style-type: none"> • Answers might consider that the Whigs at the start of the 1800s were not a unified group and did not have a clear party view. 	<p>25</p>	<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.
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	<ul style="list-style-type: none">• Answers might consider that in the 1820s, Catholic Emancipation was more accepted by Whigs than at the start of the period.• Answers might consider that the Liberal party, formed with Irish MPs, was open to Home Rule in a way that Whigs had not been willing to consider in the first half of the nineteenth century.• Answers might consider that the Liberal Party was not united over the Home Rule Bills and Gladstone faced internal opposition from Liberals.• Answers might consider that the emergence of Ulster Unionism changed the debate of the Union, so that the Liberals had to address the issue of Ulster which had not been a previous part of their policy on the Union.• Answers might consider the impact of the Anglo-Irish War 1919-21 in changing the Liberal view to accept independence of the Republic of Ireland.		
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<p>4*</p>	<p>‘Land issues were the main cause of economic concerns for Irish nationalists in the period from 1790 to 1921’. How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that the main economic concern of the nationalists was to do with land ownership.</p> <ul style="list-style-type: none"> • Answers might consider the economic condition of the rural Catholic labouring class as a result of rents and land ownership in the early nineteenth century. • Answers might consider the issue of the Protestant Ascendancy as a concern of Anglican dominance over land. • Answers might consider the use of rhetoric over fairer rents in the Catholic Association’s speeches to gain popular support. • Answers might consider the strength of the Land League over the issue of land rent prices and ownership. • Answers might consider the importance of Gladstone’s Land Acts in resolving concerns of Irish nationalists and weakening support for the movement. <p>In challenging the hypothesis in the question, it might be argued that there were other economic concerns which motivated Irish nationalists.</p> <ul style="list-style-type: none"> • Answers might consider the continuation of Irish nationalism after Gladstone’s Land Acts had resolved many of the land related issues. • Answers might consider the impact of agrarian underdevelopment as a cause of economic problems linked to nationalism. • Answers might consider population pressures as a cause of nationalism. • Answers might consider the Famine 1845-49 as a cause of Irish nationalism motivated by starvation. 	<p>25</p>	<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.
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| | <ul style="list-style-type: none">• It might be argued that industrialisation in the Ulster region contributed to the north-south divide in Irish nationalism.• Answers might consider regional economic differences as a factor in Irish nationalism. | | |
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>A03: 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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