Qualification Accredited



A LEVEL

Examiners' report

HISTORY A

H505

For first teaching in 2015

Y316/01 Summer 2024 series

Contents

Introduction	3
Paper Y316/01 series overview	
Section A overview	
Question 1	5
Section B overview	12
Question 2*	
Question 3*	
Question 4*	20

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on File > Export to and select Microsoft Word

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as...** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

Paper Y316/01 series overview

Y316 is one of twenty-one units for Paper 3 of the A Level examination for GCE History. This unit tests an extended period of History of at least one hundred years through an interpretation question on a named in-depth topic and through two essays.

The paper is divided into two sections. In Section A candidates are required to use contextual knowledge to test the views of two historians about one of the three named in-depth topics or an aspect of one. The question does not require them to comment on the style of writing or the provenance of the interpretation.

In Section B candidates are required to answer two essay questions from a choice of three.

Candidates who did well on this paper Candidates who did less well on this paper generally: generally: showed a clear understanding of the views of showed a limited understanding of one or both the two interpretations in relation to the of the interpretations question did not go beyond a basic explanation of part of the interpretation were able to use contextual knowledge to test the interpretations, linking that knowledge did not link any contextual knowledge directly directly to the interpretations through to the interpretation evaluative words adopted a chronological rather than a thematic were able to consider both the strengths and approach in the essay questions the limitations of the interpretations using evaluative words did not make links or comparisons even if events from different parts of the period were covered the whole period in a balanced way in discussed in the same paragraph the essay questions did not cover the whole period adopted a thematic approach did not focus on the precise wording of the made links and comparisons between aspects question of the topic made unsupported comments about issues supported their arguments with precise and which were no more than assertions. relevant examples reached a supported judgement about the issue in the question.

[30]

Section A overview

There is one compulsory question in this section. This question requires candidates to explain the view of each interpretation in relation to the question and then evaluate the interpretation by the application of contextual knowledge. Responses should show an understanding of the wider debate connected to the issue.

Section A in Paper Y316 is focused on the Liberal government's attitude to Home Rule 1908-12.

Question 1

1 Evaluate the interpretations in **both** of the two passages.

Explain which you think is more convincing as an explanation of the attitude of the Liberal government to Home Rule in the years from 1908 to 1912.

The interpretation question was on the whole answered well and the majority of candidates were able to access the higher levels by clearly using their own knowledge to evaluate the views in the two passages. Candidates recognised that Passage A argues that the Liberal Party were consistently and ideologically committed to Home Rule in Ireland while Passage B argues that the Liberal Party needed Irish support in Parliament to achieve their social reform agenda. More successful responses provided relevant examples to both support and challenge the arguments in the passages and often referred to key events such as the rising militarism in Ireland in this period and the crisis over the 1909 budget which led to two elections in 1910 and the passing of the Parliament Act in 1911 with its important implications for passing Home Rule through the House of Lords. The key differentiator is that in the more successful answers candidates clearly used their own knowledge to evaluate the views in the passages using language such as 'supported by' and 'challenged by'. Less successful responses were often confused about the events of 1908-12 and downloaded knowledge from Gladstone's attempts to pass Home Rule without linking it to the Liberal government in the period 1908-12. They also just explained the view in the passages and used phrases such as 'fails to mention', i.e. evaluating by omission rather than engaging with the arguments that the historians were making.

Exemplar 1 below shows a Level 6 response with a good understanding of the arguments in both passages in relation to the question and detailed own knowledge used effectively to evaluate the passages and reach a judgement.

Exemplar 1

1		Passage A argues that Home Rule was an
		intrinsic conviction of the Liberal government - Liberal
	i	policy was "a the logical consequence of a long-standing
		commitment to Ireland." Passage B, in contrast,
		suggests that "the best policy was a gradualist
		approach " for the liberals: they were not committed
,		to Home Rule; instead, the IPP balance of power
		and personal influence of Redmond meant that
-		Irish nationalists were directing Liberal policies.
	ļ. <u>.</u>	This essay will argue that Passage B affers the
		more realistic interpretation.
		Passage A claims that "Liberal policy
	: 1.	commitment to Ireland. This is unconvingcing:
:	<u>;</u>	Asquith did not share Gladstone's Messianic
		Jerrous for Home Rule. He was lukewarm on
		the subject, which had lost its Gladstonian
		centrality. This construed of Asquith as
	, , , , , , , , , , , , , , , , , , ,	reluctant is corroborated by the extremely mild
		terms of the bill in April 1912: the Irish
		administration had no power over taxation
		except the ability to add 10%; the westminster
·		parliament sould amend or repeal any
	, , ,	legislation passed by the Irish parliament.
ž.	,	The watered-down version of Home Rule
		suggests the liberals were not as keen as
	; 	Passage A insinuates. Passage A's assertion
		that "Only an overwhelming belief can
		explain. Home Rule Crisis" is also doubtful.
		The People's Budget Crisis of 1909 was the

		real reason for the Liberals' pursuit of a
	٠. ٠	Home Rule agenda. After the Asquith lost his
		areall majority in the seconder 1910 election,
	" ,"	Redmond was the arbiter at Westminster with
	,	"It seats: the liberals were compelled to follow
	. **	as Home Rule agendes in return for IPP
	\$.*	backing so that they might secure a mandate.
,		Nevertheless, the nation that earthe Liberals must
		have been intent on securing Home Rule otherwise
		it would not have endured "the storms and
	, ,, ,	stresses" is compelling. Ulster militancy
		increased as the crisis suppurated from 1912 to
	٧:	1914. For example, the UVF (est 1913) had
	. , :	· · · · · · · · · · · · · · · · · · ·
	, ,	attracted over 10,0,000 to enroll by December
		1913; it was organised into plateons and
		·

	h Iblian MA a south assert as as free
	batallions with a country regimental structure.
	Such keynotes of organisation were replicated
	during the do complex drafting process of
,	the Ulster Comenant, involving a special commission.
	That c.450,000 signed in September 1912,
	offer in blood, signalled the vehemence of
	Ulster Unionism, a wan signal reinforced by
	the importing of 25,000 gurs at the larne
	guaruning in April 1914. Therefore,
	the Liberals' determination and resolve does
	countrer the idea that they did not care
	at all about the IPP's clamous for Home
	Rule. **
	Passage B argues that " the Liberals!
<u> </u>	main priority "was social reform and how to
	deal with an obstructionist House of Lords."
12 1 2 1	This interpretation of the Liberals' priorities is
	convincing: their tenacious endeavours to jorce
* *	through the budget, first appealing to king
5 m 's . A	George V, who said he was willing to stack
	the lords if the Liberals gained another majority
	and the hideat agreed into stable second
·	and the budget proved intractable, second
	holding a second general election in 1910,
	show how resolved they be committed they
2	were to Moyd-George's People's Budget.
	Further, the Parliament Act of 1911, which
	reduced the Lords' reto to a delaying power,
	highlights their determination to erode to
	obstructionist House of Lords . The idea that

	the ferrow of nationalists. had been increased by
	the Parliament Act of 1911 is also a perceptive
	ane. The Parliament Act - which Ronar Laws
	styled the "Home - Rule - in-disquise act" - made
	Home Rule or viable prospect by removing the
	impediment of the House of Lords: the Unionists
1 1	could no longer rely on the Lords as a buffer. As
	the potential of Home Rule increased, Irish
	nationalists became increasingly ardent. Further,
	Passage B suggests that Redmond "had
	personal influence of with the Liberal government".
	This interpretation is supported by the Tories!
	endersement of the Unionists' extra-partiamentary
	and unconstitutional tactics due to their
	belief that the Liberals had been hijacked into a
	corrupt bargain with red mand: the call for
	Home Rule was an insincere bluff. Evidently, there
	was a close personal relationship between Rodmond
	and the Liberals, which drove the Conservatives
	to such extreme measures of opposition.
	Passage B offers a far more convincing
	interpretation of the attitude of the Liberal
	government to Home Rule between 1908 and 1912.
	Firstly, Passage B more accurately construes the
	Liberals' reliance on redmond following the
	general election of December 1910: It is not the case,
	as Passage A claims; that "the Liberal government
	was not reliant on Irish votes." given
	Red mond won 74 seats and Asquith had lost
	•

Γ.		
! 		his overall majority. Secondly, Passage B ma
		represents the Liberal attitude towards Home Rule
		more convincingly. Passage A's assertion that
		"Abotableaders the liberal government jet "it must
		attempt to secure. Home Rule for Ireland"
		overlooks the fact that, during negotiations
	1	over partition, the Liberals were not committed
		to 32-county Home Rule; when the Lords
ø-	, 1	amended the bill in May 1914 to exclude the whole
		of Ulster indefinitely and an Ulster Provisional
2		Government was set up Redmond was faced with
	5	liberal bedetraching. Passage A lacks nuance,
		overstating the Liberals' whole-hearted, overwhelming
	, ,	support for Home Rule; and misapplying Gladstone's
	1	messianic Jervour to Asquith. Ressage A atro
	٠.	averstates the diberals largestanding commitment
		the Incland" Passage B's argument that the
		Liberals coured for less & for Home Rule is more
	l	plausible given the limited terms of the Third Home
		Rule Bill and Asquith's lukewarm attitude.
		. Asquith's "Micamberism throughout 1912-14-
·		he did not attempt to engage in compromise regarding
	, ,	partition, and allowed the crisis to escalate to
	ة <u>.</u> و	minatory proportions - supports the idea that his
		the overtures to the Irish nationalists in the
		election: campaign "was nothing more than a tactic
	.*3	used to maximise the support of the Irish M
		England." However, Passage A's claim that the
	. ,	Liberals' persistence throughout the protracted
		The state of the s

process reflects the strength of their convictions has
 some merit. For example, in March 1914, the
govern Cabinet's attempts to forestall UVF
 endeavours to occupy armodepots in Ulster - a
 precontionary and defensive measure, despite the
 ensuing tracco due to MIX communication from Paget -
indicate that they did want to preclude Ulster
 militaricy: though they were not prepared to
 enforce Home Rule on Vister, they did attempt to
 protect the rest of Ireland. Therefore, Passage
B is the more convincing in explaining the Liberals,
 reliance on the IPP following December 1910
general election, and in explaining the Liberals'
 attitude towards Home Rule. However, it perhaps
fails to coupture the idea that Passage A arguably
overstates: that the Liberals were determined
 that Home Rule be enacted.

Assessment for learning



Candidates should take an overview of the two passages. What is the main view of each passage about the issue in the question?

Section B overview

Candidates are required to answer two questions from a choice of three. To do well on Section B candidates need to make connections and links across the whole period of their study. They should explain similarities and differences between the events they are discussing to show an awareness of continuity and change across the whole period, unless instructed otherwise. The comparisons may be made across the period within the topic or between regions, depending on the topic. It is also important that the comparisons are explained – what is similar or different between the periods or regions.

The most successful responses will test a hypothesis and reach a supported judgement.

Question 2*

2* 'Opponents of the Union achieved their goals only when they used constitutional nationalism.'

How far do you agree with this view of the period from 1791 to 1921?

[25]

This was the most popular of the essay questions and was generally well understood. More successful responses established themes such as constitutional movements, attempts at rebellion and influence on parliamentary legislation, although it was also effective to look at themes such as whether they achieved their main goals and won mass support or to focus on constitutional, revolutionary and cultural nationalism across the period. Some very impressive essays came to the conclusion that it was only when constitutional and revolutionary nationalists worked together that they made real progress. Less successful essays either adopted a chronological approach which often stopped by the end of the 1880s or focused only on constitutional methods as they had not recognised that the question was comparative.

Exemplar 2 below is a Level 5 response which is focused and has a thematic approach but its synthesis is not developed enough for Level 6.

Assessment for learning



Remind candidates to provide evidence to support any comparisons or contrasts made, otherwise their argument becomes assertion and is unlikely to reach the higher levels.

Exemplar 2

2)	. `	opponents of the union achieved their goals only
		opponents of the union achieved their goals only when they used constitutional nationalism.
		The wash and of the appropriate of the Art of thisis
		The main goal of the opponents of the Act of thich
		(1800) un to repeal it and achieve self-government
		Jer Ireland While conflictional nationalist
		fluties such as the Irish Parliamentary larg
	•	Under Charles Stewart Parnell and John
	,	hedrand made significant progress in courting
		the Brain garenment to support their
	. ,	Home Rule macmones, it was in fact the
	:	work of sinn tein and the revolutionary IRA
		that managed to either an Ivish free
		State therefore, it cannot be said that apponents
		of the wien achieved their gouls conly when
-		they wed constitutional notionalym, However,
		the goal of producing pasitive legislation
	•	for Ireland was achieved more significantly
		through an the contitutional with of
		Charles steware Pamell and Saminer Baniel
- ,		O'connell, but it was the combinational
	1	constitutional and resolutionary neverthalite
		grups that allowed opponents of the union to
	. ,	Kake an impact on the British garrimene
		and leave an hirenc nationalist legacy.
		The state of the s
		The mark inavolation and at amplicant of the
		1300 10 Call a star and a star and
		The most impurant goal of oppenents of the Union was Self agovernment for treland, and in the resolutionary sense, Lepublican
		and in the revivous any sense, republican

	separatism. This god (was effectively achieved in 1921 by the bail, the demandation ung of
	in 1921 by the pail, the democratic wing of
	the IRA Although they did not a chievra 32
	carry republic, they did achieve a 26 canty
<u> </u>	Ine state, the most significant and successful
	achievement of any conflictive and
	resolutionary dartidative groups. They achieved
	this goal through the combined political
	and milicary pressure of the movement. Micheal
	colins grevilla nanjavotactics as leader of
	the IRA gured scheenful and impactful when
· · · · ·	in combat with Breish siddless, infamiliar
	With the Iruh carryide, targeted assassinations
	dehellying columns being one of Collins'
	must suchly tactics. The combination of
	this military pressure with the pail a self-
	prodained holliamene headed by Barran
, ,	de calera, acompanyel conformation and assignment
	booting was enough to face the British
	againment to aunting them concessions
	While Cellins space of the Anglo-Frish Freeze
	of 1921 as "Not the freedom we had all
	dreamt of and leight for, "it was take
· ·	while cellins space of the Anglo-Frish freezy of 1921 as "Not the freedom we had all dreamt of and feight for," it was taken arguebly the gricitest a chievement of appenents of the men and was not purple above by contitutional means. What constitution a l
	of the knien and was not purybe about by
	constitutional means. What constitution a (
	their goal of achieving self-garenment. The halance of power held by the IPP:n 1885
	their goal of achieving self-garmment.
	The halance of newer held by the IPP:n 1885
	, () 1

fallowing their sucess in the general election
why ha so seats are all, produced the
centerson of the (iberal prime MiniHer,
Gladscene to Home Rule This led to the
Just Home byle Bill (1886), plebergh this
has weed down in the Horse of Commons, it
did set a significant precedent. The growth
of the IPP following it's veun-fication by
cartitutiqua (nutionalire leador John Redmind
in 1900, Idlamy Pamell sdeath, mobbed
the new liberal Prime Minister Henry
Asquith to express his support for Home Rile
The 1910 election gave the IPP the
balance of power at westminster and pulsed
the liberal gavernment further to Home R1e.
the constitutional next of John Redmind in
his alliance with the liberal purey, neiteralised
in Home Rile actually getting onto the
Statute bockin 1964, however, usen the
expectation that their upilel be partition
auch vister. This ages the against the goal
I enhantered of the chien to have a
United like nation the partition of 6
arch vister. This goes the against the goal of appendixes of the union to fix the have a united free nation. The partition of 6 countres in vister means that treland would
not be indied transmote Furnermore are
not be inited that white furner mare due to the ordinate of the first rend new, a Superiory Act we way flaved on this Home the bill and the TPP lest suppur maising in the 1919 election, sinn few winning 73
Sypensory Act un was placed on this Home
he but and the TPP left suppur havindy
in the 1918 election, sinn telm usuning 73

C-0161 - 11	2.01-00.00101
Sens. (ns illustra	reshoualthough constitutional
hatienounts made,	significant progressin
aeviewng their g	oal, it unithe spleig
verolutionary note	maism at the end of
the period Uthat	enabled self-garernhers
for sveland.	V O
In terms of achiev	ing positive legislation and
valerm leative cure	canother god for
	nien, Centervien al
	the more successful. The
	annell in the 1830s praced
1 1	entitutional nationalit
leader the achit	reprent of cortholic Grancipation
	O'Connell & contractional
	clare election (1828) news
a significant tuni	ng punt in the reform
the onity the camp	digning of O'connect and
the Cathelia Assoc:	ation (exablined in 1823)
arew the suppor for	nationalism in freland,
Especially church	the indementation of
the wenny amo	oth scheme (CISZY) abich
used the carpelia	the inflementation of oth scheme (CISZ4) which preses as a recycling
mechanism, buth	ringues smore of the
cathdie church	and appealing to a wider
Monoration 1 she	appletion who would
FAMOUR DOLL OF THE	Kand to the in local
acet and loss	thoughto their local
7100 12 (1011 - 1 0) (C)	nell's continueral
ine such y orce	mittle 3 constructional

· · · · · · · · · · · · · · · · · · ·	
	movement can be seen in the Justier reform
	he executed from the butch government,
	for example the 1838 tithes are which
	stopped the procedure of paying no in of
	yav income to the thien of weland of
	which must people were not a puncand
	instead you and pay this to you landlard.
	House, this did pudge publent meens
	d fand head -tenant volationships that
	the ducady intrable. Additionally the
1 1 1	18 to nuncipal corporations sor led to
	the parcialing of middle -class carchalics,
	10 councils vun by o connelline candidates,
	O' connell himself be cersing had hayard
	Dublin in 1841. There reforms illightate
	the success of contituenal increamación
	in improving conditions in Iroland, in
. ,	the teur fullocial and politica C
1 1 1	equality forehemore, the work of lamell
1 1 1	in the 1840s-80s pend the weber receil
1 1 1	contitutiona nationalum in Patienting
	puitulegislation for Incland larnetts
	with a musident of the Land Locaire
	ush as president of the Land Locagne usta) and his abilited to be tenian rherence
	Euprusus the garmment with the
	implice threat of redence produced
	daditione en four on Land reform, the
	1881 Land Act merting some of the aimed
	1881 Land Act meeting some of the airsof the bound league by addressing the 3 fis,

fair very, the sail and tricy of tenye. The four an hand grow with effective how of yuchare shows such as the stableware the 1885) and the wyndhan hand see (1903) illustrating the seem of contitiverace (Neticnally in very mon Indanol; In regards to the goal of making an imple on the breath garmment. Although contributional nationalism had the most significant repair mue, bounded manifer menter weetings arthough a the million newers, it was the reductionary marmones. There were hat receiff in the fing public apinion away from the Casish garmmene and in Septia for the received marmonement the 1916 Easter Rising and the afternorth was a significant turning punt in regards to the impose and attitude terrailly the south garmment. The exercise circumscare of the wing, evaluable to the limpose and attitude terrailly the significant through the king a more significant through the hing a more significant through than the perhaps until han been, the exercise of the wing, through than the perhaps until han been, the exercise of the product of the product of a rivel leader and the mueles of waller huncis sheethy. Skelfing ten by a suffer funcis sheethy. Skelfing ten by a suffer funcis sheethy.	
Jan an hand grun with effective ten an puchase sheres such at the establiance see [1855] and the wyndhan hand Acc (1903) illustrating the seein of contitivities of the seeing the union and establish in refunding the union and establish in refunding the union and establish for the most of the breath gaz rome nt. Although contitivitiend (not indicate had the most significant upper three, boardeds menter weetings aftered as I to millian newes, it was the readstancy movements that were have neverally in the ting public apinion and fine for the northway has a significant turning punt in regards to the impour and attende terrands the foreign are many that a significant turning punt in regards to the impour and attende terrands the bright are many that the king a more significant through the king a more significant through the king a more significant through the hand to perhaps and han been, the execution of the 12 relief leaders and the mudely of	fair vent five sall and fixing of tenure. The
inchase sheres such a the sinburne see [185] and the windhar hand see (1903) illutuating the seem of contitutional and seemals in refunding the unian and extensions the unian and extensions of the unian and extensions of the man and extensions of the material contitutional nationalism had the most significant repair have, beautiful menter westings aftered in in inting public apinion where it was the readstanding margnesses that were and in support for farther public apinion and for any for the light seates him and the afternoon the light seates him and the afternoon the being and attitude tenants the being a significant turning pure in regards to the import and attitude tenants the being a more of the wing, brown hocked in war was leaven, the determined the light of the wing, brown hocked in war was leaven, the execution of the land the perhaps and han been, the execution of the land the perhaps and han been, the execution of the land the perhaps and	
[185] and the wyndhan Land Acc (1903) illutiviting the Selevi of contitutional Notionally in refunding the union and letwing refund from Indund. In regards to the goal of making an implies on the breach gar unment, Although conflictional (nationally had the most Significan crypac true, formelds in monther Meetings afterationally margness. There were it was the real timent y margness. There were rest necessful in shifting public goinies away from the Critical garringene and in Sprin for the nortinalist margness the 1916 Easter Rising and the afternorth was a significant turning punt in regards to the impact and attitude remarks are courseway. A the impact and attitude remarks are courseway. The wing, Bracus hecked in was will been any though the King a more significant threat than it perhaps hadd han been, the execution of the 12 ripel leaders and the muster of	
illustration the Severil of contitutional (Nationally in refunding the using and leteruling refund from Inland. In regards to the goal of making an implies on the breath gazynment, Although contritutional (nationalism had the most Significane support mue, boundeds insented meetings attenting 3-4 millian viewers, it was the redistinated macromobes that were rate necessful in hitting public opinion and from the Butish darronnene and in Support for the nationalist macromoth was a significant turning punt in regenels to the inpose and attitude terrally—the Butish garmment. The received the Butish garmment. The received carentaries of the wing, Bracish felect in was will been any insule the King a more significant throat than to perhaps und han been, the execution of the letter of	
Precuelly in refunding the unity and lettwelves refund from Incland. In regards to the goal of making an implies on the breath gar unment. Although contributional nationalism had the most Significant repair truse, boundeds menter Meetings attraction of 3-4 million newers, it was the real timenty more more that were prote receiful in shifting public opinion away from the Butish darriment and in Suprit but the notionalist marment the 1916 Earter Rising and the afternorth was a significant turning punt in regards to the import and attricte terreally the Butish garymment. The exercise currences of the viney, Brown hydred in war was being the forest than it perhaps and han been, the executions of the 12 rebel leaders and the muder of	
In regards to the goal of making an impact on the breath gar unner the lithough contributional (not english had the most significant repeat more, bounded menter meetings attenden 3-4 million newers, it was the read timony more meter that were made in the receiff in this timo public opinion away from the Breish garunment and in Supply for the nortinative marment the 1916 Easter Rising and the aftermorth was a significant twing pure in regards to the impace and attitude terrally the bound of the wing, Brown hoper the way a leave the king a more of the wing, Brown hoper the king a more significant through the king a more significant through the king a more significant through than the perhaps would have been, the executions of the 12 miles and the mudeer of	
input on the butth gazunment, Although confictional nationalism had the most Significant repeat mure, bounded menter weetings aftereding 3-4 million viewers, it was the real timony marmones. That were hat relegif in hitting public opinion away from the Butish gazunment and in Syrur fur the nortionalise marmonement, the 1916 Easter Rising and the aftermorth was a significant twing pure in regenels to the impose and attitude tenantly the bring are mad attitude tenantly the bring a gazunment. The execution circustance of the wing, Bracin backerol in was used lewany inside the King a more significant throat than to perhaps unled han been, the executions of the 12	
impact on the both har unnert although conflictional (nationalism had the most significant repport true, boundeds menter meetings aftereting 3-4 million newers, it was the real visionary marmones that were never in the second in surprise and in Super further surprise and in Super further har notionally marmone and in Super further has a significant twining and the afternath was a significant twining punt in regards to the impose and attitude remarks the bounder of the wing portain har present course of the wing portain has been forced in war will be being a more significant throat than it perhaps and han been, the execution of the leaders and the muder of	
impact on the bresh garunment. Although conflictional (nationalism had the most significant report true, bounders menter meetings aftereting 3-4 million viewers, it was the vew viewary marmones that were referred in the time public apinion away from the Brish garunment and in Support by the notionalist marmonent the 1916 Earter Rising and the afternath was a significant turning punt in regards to the impose and attitude remarks circumstances of the wing, procumbation as a more significant the king a more significant throat than it perhaps and han been, the execution of the 12 repel leaders and the muder of	In regards to the goal of making an
conflicted (nationalism had the most Significant suppor truce, bounded menter Meetings aftereding 3-4 million newers, It was the real transport more present were Mare necessful in the ting public opinion away from the British downreness and in Support for the nortinative movement, the 1916 Easter Rising and the aftermorth was a significant turning punt in regards to the impose and attoticle terrally the Butish againment. The exercise circustances of the wing, British helped in was was Significant through the king a more Significant through than to perhaps und have been, the executions of the 12 rebel leaders and the mudely of	
it was the veul viencery movements. There were The receiff in the ting public opinion away from the Butish gazynment and in Syphe for the notionalist movement, the 1916 Easter Rising and the aftermorth was a significant turning punt in regards to the impose and attitude tenantly the Butish gazyment. The gazener circustance of the vine, Breain helecal in was will bewayny made the King a more Significant threat than it perhaps und have been, the Executions of the 12 rebel leaders and the made's al	
it was the veul viencery movements. There were The receiff in the ting public opinion away from the Butish gazynment and in Syphe for the notionalist movement, the 1916 Easter Rising and the aftermorth was a significant turning punt in regards to the impose and attitude tenantly the Butish gazyment. The gazener circustance of the vine, Breain helecal in was will bewayny made the King a more Significant threat than it perhaps und have been, the Executions of the 12 rebel leaders and the made's al	significant rypar truce, boarnels menter
it was the rend tiendly morements there were made in shifting public apinion and from the Butish darronnent and in Sypur for the notionalise movement, the 1916 Easter Rising and the afternath was a significant twoing punt in regards to the impore and attitude tenantly the busing a grownent. The exercit circustance of the wing, Brown hacked in was used being a more significant throat than to perhaps and have been, the executions of the 12 miles leaders and the mudely of	meetings aftialting 3-4 million viewers,
references if in shifting public opinion away from the British garunners and in Support for the northerative margines the 19th Easter Rising and the afternorth was a significant turning pure in regards to the inpowe and attotide tenantly—the British garunners. The greater circustances of the rying, British heired in was with being a more Significant threat than to perhaps under han been, the executions of the 12 repel leaders and the muder of	it was the rendrisandly movements that were
avery from the British darronstine and in Syrve for the notionalist movement, the 1916 Easter Rising and the afternorth was a significant turning point in regards to the inpose and attracte remailing the British garmment. The exercit circustomes of the wing, Brown hacked in was will being inade the King a more Significant throat than it perhaps undel have been, the executions of the 12 repel leaders and the mueler of	references y l'in shifting public apinien
1916 Easter Rising and the afternath was a significant turning punt in regards to the impose and attitude remarks the Butish garmners. The exercise circustances of the rying, Bracin hackerd in war with Cemany inside the kising a more significant throat than it perhaps under han been, the executions of the 12 repel leaders and the mudler of	augy from the Buish darunmene and in
a significant two shop punt in regenels to the impose and attitude remarks the Books in a grewnels. The reserves circumstances of the vying, Brown hacked in war with bewany inade the King a more significant throw than it perhaps had have been, the execution of the lize rebel leaders and the mude'r of	Syphi fur the notionalist movement the
the impose and attotide terrailly the Butish accumulate the secretic circustances of the vying, Butain heixed in war with bewayny inade the king a more Significant than it perhaps and have been, the executions of the 12 rebel leaders and the muder of	
bytish accument. The greeness circustances of the vying, Brown hocked in war with bewayny in all the King a more Significant throat than it perhaps unled have been, the executions of the 12 rebel leaders and the muder of	
have been, the execution of the 12 rebel leaders and the muder of	the inpowe and attotide reneally the
have been, the execution of the 12 rebel leaders and the muder of	16Migh garmment. The greater civen startes
have been, the execution of the 12 rebel leaders and the muder of	the wing, Brown helcel in war une
have been, the execution of the 12 rebel leaders and the muder of	beingny hade the Kling a move
have been, the execution of the 12 rebel leaders and the mueler of parties thereis thereby - skeppingreen by captain bowen-colthure caused artiage	Significant throat man it perhaps und
pacifit Funers (heeting-skeffingreen by Capterin bowen-Colthere bassed outrage	have been the execution of the 12
tapeun bowen-Colthye caused attage	repet leaders and the mueler of
Captain bower-coltnire caused attage	pacyet runers (neeling - skeffingeon by
	Captain bowen-colthyte tailed attage
in intune reading to the action of	I waland reading to the text in of

2)	43 sun fein candidates in the 1918 gener	ial_
	election the impact of 1916 on the	
	butish garenment unstinevedibly signifi	Cane
	as it renck then are a time of great	<u> </u>
	invalously It birround from the	
		<u></u>
	fenien saying, 'England's difficulty: Treland's apparency'. 'Fenian fence'	
	being a concern fu the Breish garron	ene_
	in the 1860s du to the scale of the	
	werent Prairies the rebellion in 1967 i	aiting.
	ded not leave a significant inperor. Haves	24
	The 1998 United Inhmen vebellien left	
1	a large input on the British government	ne
	du to the Glordy rectainen element of	
,	ie. Leiderceraig novements hurisiectif	/
	V	
	than contitucional in achieving the aco	1(
	than constitutioned in achieving the good whoppenemes of union of leaving inpact on British garenneme.	×
-	on British garennent	
	In Condinen, resonant amoneros dus	es:
	The Condition, Exerge appenents of unit vergraved a combinentien of contextues and her besing hattenaution to achieve their goals.	enal
	and her besenary Mattenaction to	
	achieve their goals	
	.0	
		1

Question 3*

3* 'The Catholic Emancipation Act (1829) did more to preserve the Union than any other reform.'

How far do you agree with this view of the period from 1791 to 1921?

[25]

This question elicited responses across the whole mark range with a surprising number not including the attempts to pass Home Rule through the Westminster parliament in their answers, perhaps because they were confused about whether it would have preserved the Union. More successful responses established themes such as political, religious and economic reform and then made comparisons across the period often including the Act of Union, Gladstone's reforms and the 1911 Parliament Act as comparisons to the Catholic Emancipation Act. There were a few exceptional answers which managed to effectively refer to electoral reform and local government changes in wide-ranging essays. Less successful responses showed a limited coverage of the period and often a tendency to over-focus on Catholic Emancipation and the role of Daniel O'Connell at the expense of a more balanced coverage, perhaps because of the depth study focused on him.

Question 4*

4* 'Regional differences were the main economic influence on Irish nationalism in the period from 1791 to 1921.'

How far do you agree?

[25]

This was the least popular of the essay questions and there were some impressive answers which showed a good range of knowledge over the whole period. More successful responses compared regional differences to other economic influences such as the famine and land and closely linked their evidence to the influence on Irish nationalism. Some top level responses made links to support for Irish nationalism in America and to the impact of Northern industrial success on the Ulster issue in the early twentieth century. In less successful responses candidates sometimes seemed confused about what the regional differences were and often bunched their evidence in the period from 1845 to the 1880s which led to a very unbalanced coverage of the period.

Supporting you

Teach Cambridge

Make sure you visit our secure website <u>Teach Cambridge</u> to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can <u>forward them this link</u> to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the OCR website.

Access to Scripts

We've made it easier for Exams Officers to download copies of your candidates' completed papers or 'scripts'. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our website.

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, sign up here.

OCR Professional Development

Attend one of our popular professional development courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

ExamBuilder is a free test-building platform, providing unlimited users exclusively for staff at OCR centres with an **Interchange** account.

Choose from a large bank of questions to build personalised tests and custom mark schemes, with the option to add custom cover pages to simulate real examinations. You can also edit and download complete past papers.

Find out more.

Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals (examined units only).

Find out more.

You will need an Interchange account to access our digital products. If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Online courses

Enhance your skills and confidence in internal assessment

What are our online courses?

Our online courses are self-paced eLearning courses designed to help you deliver, mark and administer internal assessment for our qualifications. They are suitable for both new and experienced teachers who want to refresh their knowledge and practice.

Why should you use our online courses?

With these online courses you will:

- learn about the key principles and processes of internal assessment and standardisation
- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately
- see examples of student work with commentary and feedback from OCR moderators
- have the opportunity to practise marking and compare your judgements with those of OCR moderators
- receive instant feedback and guidance on your marking and standardisation skills
- be able to track your progress and achievements through the courses.

How can you access our online courses?

Access courses from <u>Teach Cambridge</u>. Teach Cambridge is our secure teacher website, where you'll find all teacher support for your subject.

If you already have a Teach Cambridge account, you'll find available courses for your subject under Assessment - NEA/Coursework - Online courses. Click on the blue arrow to start the course.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this <u>link</u> and ask them to add you as a Teacher.

Access the courses **anytime**, **anywhere and at your own pace**. You can also revisit the courses as many times as you need.

Which courses are available?

There are **two types** of online course: an **introductory module** and **subject-specific** courses.

The introductory module, Building your Confidence in Internal Assessment, is designed for all teachers who are involved in internal assessment for our qualifications. It covers the following topics:

- · the purpose and benefits of internal assessment
- the roles and responsibilities of teachers, assessors, internal verifiers and moderators
- the principles and methods of standardisation
- the best practices for collecting, storing and submitting evidence
- the common issues and challenges in internal assessment and how to avoid them.

The subject-specific courses are tailored for each qualification that has non-exam assessment (NEA) units, except for AS Level and Entry Level. They cover the following topics:

- the structure and content of the NEA units
- the assessment objectives and marking criteria for the NEA units
- examples of student work with commentary and feedback for the NEA units
- interactive marking practice and feedback for the NEA units.

We are also developing courses for some of the examined units, which will be available soon.

How can you get support and feedback?

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

We welcome your feedback and suggestions on how to improve the online courses and make them more useful and relevant for you. You can share your views by completing the evaluation form at the end of each course.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on **support@ocr.org.uk**

For more information visit

- ocr.org.uk/qualifications/resource-finder
- ocr.org.uk
- facebook.com/ocrexams
- **y** twitter.com/ocrexams
- instagram.com/ocrexaminations
- inkedin.com/company/ocr
- youtube.com/ocrexams

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.





Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please contact us.

You can copy and distribute this resource in your centre, in line with any specific restrictions detailed in the resource. Resources intended for teacher use should not be shared with students. Resources should not be published on social media platforms or other websites.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our Expression of Interest form.

Please get in touch if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.