



GCE

History A

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

A Level

Mark Scheme for June 2024

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor 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 RM Assessor 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 RM Assessor 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 RM Assessor **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 RM Assessor 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:
- 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
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

Y316/01

Mark Scheme

June 2024

Annotation	Meaning
S	Synthesis
E	Continuity/Change

Question			Answer	Mark	Guidance
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. In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A presents the view that the Liberal Party was consistently and ideologically committed to Home Rule in Ireland. • In evaluating Interpretation A, answers might argue that the Liberal Party had a long history of supporting Home Rule, going back to Gladstone and emphasising the similarities between the terms of the 1893 and 1912 bills • Answers might argue that even after the 1910 election, the Liberals retained a 16 vote advantage over the Conservatives, so they were not dependent on Irish support in Parliament • Answers might argue that the ease with which the 1912 bill passed through the Commons supports the claim that the Liberals were convinced that Home Rule was the right solution	30	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> 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. • 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.

Question			Answer	Mark	Guidance
			• Answers might argue that during both the 1906 and 1910 elections, the Liberal Party downplayed the Home Rule issue • Answers might argue that a Home Rule bill was not presented until 1912; in contrast, several pieces of social legislation were passed prior to 1912 In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B presents the view that the Liberal Party was not overly interested in Home Rule for Ireland, but needed Irish support in Parliament to achieve their social and budgetary policies. • In evaluating Interpretation B, answers might consider the other issues that were the focus of Liberal attention in the years 1908 to 1912 • Answers might argue that that the 1911 Parliament Act, which made Home Rule a possibility, was passed over the rejected 1909 budget, not the Irish issue • Answers might consider John Redmond, before the 1910 election, had stated that the Irish nationalists could not support the Liberals without a show of support for Home Rule • Answers might argue the reliance of the Liberals on the Irish nationalists is overemphasised, since the Liberals were		

Y316/01

Mark Scheme

June 2024

Question			Answer	Mark	Guidance
			often supported by Labour MPs over social legislation • Answers might argue that there was Irish influence in Liberal policy, since Redmond's refusal to consider a division of Ulster influenced Asquith's failure to debate the issue • Answers might argue, however, that Asquith, the Cabinet and the Liberal Press also failed to debate this possibility, so it was not only Irish nationalist influence		

Question			Answer	Mark	Guidance
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? Answers might consider some of the following themes: constitutional movements, attempts at rebellion, the role of individuals, impact on Parliament and parliamentary legislation In supporting the hypothesis in the question, • Answers might argue that the Society of United Irishmen failed to achieve independence through rebellion in 1798, as did the later Fenian movement • Answers might consider that Daniel O’Connell achieved Catholic Emancipation through constitutional campaigning. • Answers might argue that non-constitutional tactics, like those of Young Ireland, divided Irish nationalism in the 1840s and 1850s • Answers might consider the role of Irish nationalist MPs in parliament on Gladstone’s land legislation and Home Rule policy • Answers might consider the influence of the constitutional actions of Redmond and the Irish nationalists in Asquith’s policy for Home Rule in 1912 In challenging the hypothesis in the question, • Answers might consider that the constitutional Repeal campaign of the 1840s failed to achieve its goals, despite constitutional tactics	25	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected • At higher levels answers might establish criteria against which to judge the validity of the interpretation. • 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.

Question			Answer	Mark	Guidance
			• Answers might consider that constitutional tactics by Irish MPs failed to lead to a Home Rule bill, despite Gladstone's support for it • Answers might consider the impact of the Land League and their protest tactics in pressuring British landlords to leave the land • Answers might consider the role of the Fenians and their non-constitutional nationalism in broadening support for nationalists • Answers might consider the significance of the Anglo-Irish War in pressuring the British government to establish an Irish Free State • Answers might consider cultural nationalism as a way that nationalism had successes, for example by the re-establishment of Gaelic sports		

Question			Answer	Mark	Guidance
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? Answers might consider some of the following themes: impact of the Act, other issues that threatened the Union, role of parliamentary legislation In supporting the hypothesis in the question, • It might be argued that the Catholic Emancipation Act established a legal basis for Irish Catholics to participate in Parliament as part of the Union • Answers might argue that it showed the success of constitutional tactics and working within the parliamentary system of the Union • Answers might consider the significance of the victory in establishing Daniel O’Connell as a figurehead who was willing to work for reform within the Union • Answers might argue that the reform was significant in establishing an Irish Party in the British parliament, which could campaign for future reforms to the Union In challenging the hypothesis in the question, • It might be argued that, at the time of the Emancipation Act, there were little chance of the Union dividing, minimising its significance in preserving the union • Answers could consider the importance of the 1800 Act of Union, which established a union that was not reformed until 1921	25	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected • At higher levels answers might establish criteria against which to judge the validity of the interpretation. • 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.

Question			Answer	Mark	Guidance
			• Answers could argue that the 1869 act to disestablish the Irish Church resolved some religious tensions • Answers could consider the importance of the 1870 Land Act in relieving some of the tensions which had been growing, and the subsequent legislation to help farmers buy their land • Answers could argue that the repeated Home Rule bills, despite rejection by the House of Lords, and failure to achieve change, allowed a continued relationship between the Liberals and Irish nationalists • Answers could argue that the 1911 Parliament Act protected the Union, by making Home Rule by 1914 a possibility		

Question			Answer	Mark	Guidance
4*			‘Regional differences were the main economic influence on Irish nationalism in the period from 1791 to 1921.’ How far do you agree? Answers might consider some of the following themes: north and south, urban and rural, agricultural and industrial, migration and emigration, population growth and famine. In supporting the hypothesis in the question, • It might be argued that there were significant differences in the economic experience of different areas of Ireland • Answers might consider that the north had a textile industry, which gave it greater economic strength and more reason to remain in the Union • Answers might consider the different experience of rural areas, especially in the south, where they provided raw materials for British industry and were more affected by changes to demand for their raw products, and the east, where selling to a British market was easier and cheaper • Answers might consider the impact of internal and external migration on nationalism; internal movement to cities like Dublin and Belfast, and two thirds of emigrants to America in the mid-1800s went from Ulster and Munster • Answers might consider the greater natural population growth in the west of Ireland, and its impact on increasing poverty and the appeal of nationalism	25	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. <u>Neither significance nor relative importance are attributed to the features listed.</u> 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. • No set answer is expected • At higher levels answers might establish criteria against which to judge the issue. • 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.

Question			Answer	Mark	Guidance
			• Answers might consider the impact of northern industry on the Ulster issue, since nationalists did not want to lose this wealthy region in a divided settlement In challenging the hypothesis in the question, • It might be argued that there were other economic influences on Irish nationalism • Answers might consider the general level of poverty across Ireland which stood in stark contrast to that of many British landowners, which encouraged membership of groups like the Catholic Association • Answers might consider the role of the Great Famine in exacerbating existing poverty and starvation, thus motivating radical nationalism • Answers might consider the problems faced by tenant farmers under existing legislation which led to the Land Wars of the 1870s as an economic motivation for revitalising Irish Nationalism, with direction from the Irish National Land League • Answers might consider the economic imbalance between Britain, as an industrialised nation, and Ireland, as a primarily rural nation, which made Ireland dependent on trade with Britain and created nationalist resentment • Answers might consider the failure of Gladstone's land legislation to address nationalist concerns, and the passing of land legislation in the 1900s as a way of helping farmers to buy land, creating a strengthened economic base with which to support independence arguments		

APPENDIX 1 – this contains a generic mark scheme grid

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

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]
Level 6 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

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