



GCE

History A

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

A Level

Mark Scheme for June 2025

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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 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following

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

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Mark Scheme

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Annotation	Meaning
S	Synthesis
C	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 causes and nature of Emmet's Rising (1803). In locating the interpretations with this wider historical debate, answers might argue that Interpretation A suggests that Emmet's Rising was a disaster for Britain, since it indicated that the Act of Union had not achieved peace in Ireland. • In evaluating Interpretation A, answers might argue that it is valid in identifying Emmet's background as crucial to the nature of the rising, as Westminster politicians had often interpreted Irish tensions as a Catholic issue. • Answers might argue that it is valid in identifying the rising as a failure for Britain, since the nationalists were able to gather weapons in Dublin. • Answers might argue that it is valid in seeing Emmet's Rising as different to 1798, since Pitt's government believed that the Act of Union had achieved a measure of peace. • Answers might argue that it overstates the British government's expectation of peace, since Pitt himself had resigned in 1801 over the failure of Catholic Emancipation. • Answers might argue that it overstates the significance of the threat posed to the	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 will reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid judgements they 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 sources, in line with the descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			government by both the ‘armed rebels’, and the ‘French invasion’. • Answers might argue that it overemphasises that the rising would deepen tensions with the government, as in the following twenty years Irish nationalist movements were weakened. In locating the interpretations with this wider historical debate, answers might argue that Interpretation B suggests that Emmet’s Rising not only failed to achieve its goals, but that it left the United Irishmen in no position to attempt a further uprising. • In evaluating Interpretation B, answers might argue that it is valid because it describes the rising as a ‘last gasp’, which is supported by the collapse of the movement within hours. • Answers might argue that it is valid in identifying the lack of French support as a ‘major problem’, since without French involvement, the population would not support the rebels. • Answers might argue that it is valid that Emmet had limited control over the movement, as shown by the contrast between his plan to use rockets and explosives with commanders who wanted pikes and clubs. • Answers might argue that it is valid in its consideration of the planning failures, since Emmet had expected mass support, yet only a few hundred marched to Dublin.		

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Question			Answer	Mark	Guidance
			• Answers might argue that it underestimates the significance of Emmet's Rising, since it acted as a rallying cry for nationalist groups. • Answers might argue that it overemphasises the disagreement over weaponry, since Emmet's men had limited numbers of firearms.		

Question			Answer	Mark	Guidance
2*			‘Irish revolutionary nationalism was unsuccessful throughout the period from 1791 to 1921.’ How far do you agree? Answers might consider some of the following themes: the achievement of nationalist goals; popular opinion in Ireland and Britain; pressure for change; government reaction to revolutionary nationalism. In arguing that Irish revolutionary nationalism was unsuccessful, • Answers might argue that revolutionary nationalism made limited progress in achieving its goals. • Answers might consider that the uprisings of 1798 and 1803 did not achieve significant reforms to the Union. • Answers might consider that the Young Ireland uprising (1848) failed within days, ending in a shootout with police. • Answers might consider the significance of Fenian violence in strengthening opposition to Irish nationalist demands. • Answers might consider that the Irish Volunteers failed to force the government to pass Home Rule. • Answers might consider that the Easter Rising (1916) failed and led to criticism of the revolutionaries’ methods by the Catholic Church and moderate nationalists.	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 • 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 strength of the British military and police, supported by coercion tactics and agents, in weakening revolutionary nationalist groups. In arguing that Irish revolutionary nationalism was successful, • Answers might argue that it forced governments to engage with nationalist demands. • Answers might consider that the revolutionary nationalism in the 1790s persuaded Pitt's government to give Irish MPs a role in the Westminster Parliament. • Answers might consider that the 1848 Young Ireland uprising established principles of an independent Irish Republic and land war against landowners for future nationalist groups. • Answers might consider the importance of the Land War tactics in persuading Gladstone to pass land reforms and support Home Rule. • Answers might consider the significance of tactics like the Land War in encouraging opposition to the Union. • Answers might consider that the existence of the Irish Volunteers put pressure on the King to try to make the parties find a solution to the Ulster issue.		

Question			Answer	Mark	Guidance
3*			‘The Anglican and Presbyterian Churches were the most significant source of support for the Union throughout the period from 1791 to 1921.’ How far do you agree? Answers might consider some of the following themes: pressure on political parties; role in popular support for the Union; repression of nationalist ideology; the significance of political leaders; the significance of reforms. In arguing that the Anglican and Presbyterian Churches were the most significant source of support for the Union in the years 1791 to 1921, • Answers might argue that they provided a strong unifying ideology for the Union. • Answers might consider the importance of the Protestant Ascendancy, especially before 1829, in restricting Catholic nationalists. • Answers might consider the significance of the formation of the United Church of England and Ireland in 1801 to consolidate the Union. • Answers might consider the importance of Anglican fears of Catholic influence in hindering Liberal attempts to pass a Home Rule Bill. • Answers might consider the association of the Tories and the Conservative Party with the established Churches which led them to oppose Catholic demands for reform.	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 key 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 significance of the 1859 Presbyterian Ulster Revival, which encouraged religious conservatism in the northern Irish counties. • Answers might consider the strong Protestant identification of Ulster Unionists. In arguing that there were other, more significant sources of support for the Union in the years 1791 to 1921, • Answers might argue that other sources of support, like political parties, were more significant than the Churches. • Answers might consider the weakening of the Protestant Ascendancy after 1829 and later from the 1870s which reduced the significance of Church support for the Union. • Answers might consider the growth of Unionism and Ulster Unionism as a source of support for the Union. • Answers might consider the personal views of political leaders like Peel and Gladstone in supporting the Union. • Answers might consider the significance of the party policies of the Liberal and Conservative Parties in supporting the Union. • Answers might consider the support of the British electorate for Union with Ireland. • Answers might consider the support of British and Irish landowners and industrialists.		

Question			Answer	Mark	Guidance
4*			‘Reforms to the Union were effective at maintaining stability throughout the period from 1791 to 1921.’ How far do you agree? Answers might consider some of the following themes: The creation of Union; Catholic emancipation; land and administrative reform; educational reform; Church reform; Home Rule and Partition. In arguing that reforms to the Union were effective at maintaining stability, • Answers might argue that reforms weakened nationalist demands for reform. • Answers might consider the significance of the 1801 Act of Union in meeting some of the demands of Irish nationalists for political reform. • Answers might consider that the Catholic Emancipation Act reduced opposition by allowing Irish MPs like O’Connell to work within the parliamentary system of the Union. • Answers might consider that Gladstone’s Land Acts reduced some of the tensions between tenants and landowners, which reduced the threat to the status quo. • Answers might consider the effectiveness of Gladstone’s Church Act for stabilising some of the religious tensions between Catholics and Protestants in Ireland. • Answers might consider the effectiveness of Partition in 1921 for reforming the Union.	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 key 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
			In arguing that reforms to the Union were not effective at maintaining stability, answers might argue that reforms did not resolve the demands of nationalists. • Answers might consider that whilst coercion acts gave short term stability, they caused resentment which generated opposition to the Union. • Answers might consider how Peel's Irish reforms failed to achieve stability due to opposition from both Irish Catholics (who opposed non-denominational colleges) and English conservatives (who opposed funding Maynooth College and Irish electoral reform). • Answers might consider how efforts to reform labour laws and the Poor Law system in Ireland failed to stabilise social problems during the Great Famine. • Answers might consider the failure of Home Rule bills to achieve a stable situation in Ireland. • Answers might consider the ineffectiveness of Liberal reforms for Ireland, 1906-1909, for resolving tensions over the Ulster Issue. • Answers might consider the ineffectiveness of the 1920 Government of Ireland Act, resulting in the Anglo-Irish War.		

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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