

**GCE**

**History A**

**Unit : Y316/01 Britain and Ireland 1791 - 1921**

Advanced GCE

**Mark Scheme for June 2017**

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Continuity/Change
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Synthesis
	Unclear
	View

## MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the failure of the 1798 Wolfe Tone Rising.</b></p> <p><b>In locating the Interpretations within the wider historical debate,</b> answers might argue that <b>Interpretation A</b> suggests that the rising failed due to the determination and strength of the authorities in dealing with it and the lateness of the French in providing support</p> <p><b>In evaluating Interpretation A,</b></p> <ul style="list-style-type: none"> <li>• Answers might argue that before the rebellion took place the authorities were already repressing ‘troublemakers’ through house burnings, torture of captives and pitchcapping (especially in Ulster)</li> <li>• Answers might argue that the imposition of martial law (2 March 1798) gave indication of the authorities to deal harshly with the rebels</li> <li>• Answers might argue that General Lake’s victory at Vinegar gave indication of the strength of the authorities</li> <li>• Answers might argue that captured rebels were dealt with in a brutal manner (for example, at New Ross and Enniscorthy they were burnt alive)</li> <li>• Answers might argue that considerable force and brutality (including rape) was used against non-combatant rebel sympathisers</li> <li>• Answers might argue that the French arrived in August 1798 when the rebellion had petered out</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme</li> </ul>

		<p><b>In locating the Interpretations within the wider historical debate</b>, answers might argue that <b>Interpretation B</b> emphasizes the relative weakness of rebel leadership and organization, reasons why French support would have been crucial and the support the government had from Catholics</p> <p><b>In evaluating Interpretation B</b>,</p> <ul style="list-style-type: none"> <li>• Answers might argue that divisions in the Society of United Irishmen meant that it was difficult to coordinate the rebellion</li> <li>• Answers might argue that interpretation B is valid as the rebellion actually consisted of a number of separate, local disputes; there was no overall aim or strategy for an Irish rebellion</li> <li>• Answers might argue that the late arrival of French help (August 1798) was indeed pivotal</li> <li>• Answers might argue that interpretation B is valid as there was confusion over what the rebellion was about (Catholicism versus Protestantism or Jacobinism?)</li> <li>• Answers might argue that interpretation B is valid as strong Catholic support for rebellion only seemed apparent in Wexford</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation; it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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2*		<p><b>Mark Scheme Section B</b></p> <p><b>Assess the view that, from 1791 to 1921, the success of revolutionary nationalism depended on the quality of its leadership</b></p> <p><b>In supporting the hypothesis in the question,</b> it might be argued that the level of success depended on how well leaders could gather support</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider the</b> aims of revolutionary leaders (especially Tone, Emmet, O'Brien, Davitt, Griffith, DeValera, and Collins)</li> <li>• <b>Answers might consider the</b> methods leaders used to achieve their aims: negative and untargeted before c1870, more focused on guerilla warfare post 1916)</li> <li>• <b>Answers might consider</b> how early leaders (Tone, Emmet and those of Young Ireland) seemed fixated on enlightenment ideals (rather than 'local' issues)</li> <li>• <b>Answers might consider the</b> relative success of Davitt's land campaign</li> </ul> <p><b>In challenging the hypothesis in the question,</b> answers might argue that it was the strength of opposition to revolutionary nationalism that affected its success</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider the</b> growth of constitutional nationalism as an alternative</li> <li>• <b>Answers might consider how</b> separate risings such as in 1798 and 1916 were easily put down</li> <li>• <b>Answers might consider</b> the influence of cultural nationalism</li> <li>• <b>Answers might consider</b> associations with America (through Fenianism) and how this influenced the course of revolutionary nationalism</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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<p>3*</p>	<p><b>'Tory and Conservative governments were the most effective British administrations in dealing with Irish issues from 1791 to 1921.' How far do you agree?</b></p> <p><b>In supporting the hypothesis in the question,</b> answers might consider how Tory and Conservative regimes perceived Irish issues and whether their perceptions changed</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> how far the governments were committed to maintain the Union</li> <li>• <b>Answers might consider the</b> methods used by the governments to maintain the Union (coercion and economic, social and political reform)</li> <li>• <b>Answers might consider</b> Pitt's Tory government which tried to balance a new dispensation in Ireland with hopes on the economy and on reform, although little of the latter survived royal and parliamentary disapproval</li> <li>• <b>Answers might suggest that</b> Peel, was effective, balancing concession (Emancipation and a political strategy aimed at defusing political opposition) with coercion (the Catholic and Repeal Associations were wound up and Freeholders removed from the electorate).</li> <li>• <b>Answers might argue that</b> Conservative governments after 1886 were very effective in granting political patronage to Catholics ( for example, local government reforms in the later 1880's) and granting some very effective Land Purchase Acts culminating in Wyndham's Act.</li> </ul> <p><b>In challenging the hypothesis in the question,</b> it might be argued that Gladstone's Liberal governments (1868 – 95) were the most effective.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Whig governments in the 1830's were very effective in granting political</li> </ul>	<p>25</p>	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>
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4*		<p>patronage to Catholics</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that later (post-1890s) Liberal governments were less effective</li> <li>• <b>Answers might consider</b> that the Coalition governments of 1915 – 21 achieved a solution of sorts on political issues (Partition and Home Rule).</li> </ul> <p><b>‘Land reforms were the most important reforms in preserving the Union in the period from 1791 to 1921.’ How far do you agree?</b></p> <p><b>In supporting the hypothesis in the question,</b> answers might consider the issue of land distribution and ownership in the period before the Great Famine</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the impact of the Great Famine on the debate over land reform</li> <li>• <b>Answers might consider</b> the consequences of the Encumbered Estates Act (1849)</li> <li>• <b>Answers might consider</b> land reforms, starting in 1870 and culminating in Wyndham’s Land Act of 1903</li> </ul> <p><b>In challenging the hypothesis in the question,</b> answers might argue for the relative importance of other areas of reform (administration, education, religion and local government)</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> more general political reforms such as partition</li> </ul>		
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APPENDIX 1 – this contains the generic mark scheme grids

	<i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
<b>Level 5</b> 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
<b>Level 4</b> 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
<b>Level 3</b> 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
<b>Level 2</b> 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
<b>Level 1</b> 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.

<b>Level 1</b> 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

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