

Examiners' Report
June 2018

GCE History 9HI0 36

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2018

Publications Code 9HI0_36_1806_ER

All the material in this publication is copyright
© Pearson Education Ltd 2018

Introduction

It was pleasing to see candidates able to engage effectively across the ability range with A Level paper 36 which deals with Protest, agitation and parliamentary reform in Britain, c1780-1928 (36.1) and Ireland and the Union, c1774-1923 (36.2).

The paper is divided into three sections. Section A contains a compulsory question which is based on two enquiries linked to one source. It assesses source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting five second order concepts - cause, consequence, change and continuity, similarity and difference, and significance. Section C comprises a choice of essays that relate to aspects of the process of change over a period of at least 100 years (AO1). Most candidates appeared to organise their time effectively and there was little evidence of candidates being unable to attempt all three sections of the paper within the time allocated. Examiners continue to note that there are a number of scripts that pose problems with the legibility of handwriting. Examiners can only give credit for what they can read.

In Section A, the strongest answers demonstrated an ability to draw out and develop reasoned inferences from the source for both enquiries and to evaluate the source thoroughly in relation to the demands of the two enquiries on the basis of both contextual knowledge and the nature, origin and purpose of the source. It should be reiterated that weight is not necessarily established by a discussion of what is missing from a source. If the author of the source has omitted something intentionally in order to modify its meaning or to distort the message of the source, then it will be relevant to discuss that omission in reaching a conclusion regarding the use that a historian might make of the source. However, commentary on all the things that the source might have contained, but failed to do so is unlikely to contribute to establishing weight.

In Section B, examiners were impressed by the number of responses that clearly understood the importance of identifying the appropriate second order concept that was being targeted by the question. However, as was noted in last summer's report, weaker candidates often wanted to turn questions into a main factor/other factors approach, even where this was not appropriate to the focus of the question. The generic mark scheme clearly indicates the four bullet-pointed strands which are the focus for awarding marks and centres should note how these strands progress through the levels. Candidates should be aware of key dates, as identified in the specification, and ensure that they draw their evidence in responses from the appropriate time period.

In Section C, candidates were better prepared this year to engage with the elements of the process of change that are central in this section of the examination. This is a breadth question and the questions that are set encompass a minimum of 100 years. Candidates are reminded that, as pointed out in last summer's report, this has important implications for the higher levels in bullet point 2 of the mark scheme. To access bullet point 2 at Level 5 candidates are expected to have responded 'fully' to the demands of the question. The requirements of questions will vary and key developments relating to the question may be more specific to the entire chronological range in some questions and options than in others. However, it was judged not possible for candidates to have 'fully met' the demands of any Section C question unless at least 75% of the chronological range of the question was addressed. To access bullet point 2 at Level 4 candidates need to meet most of the demands of the question. It was unlikely that most of the demands of the question would be met if the answer had a restricted range that covered less than 60% of its chronology.

In both Sections B and C when dealing with AO1, not all candidates demonstrated a secure understanding of what is meant by 'criteria' in terms of bullet point 3 of the mark scheme. Some candidates explicitly state in the introduction to the essay that they are naming the criteria that they plan to use, when in actual fact they are referring to the issues or the factors that will be

discussed in the response. 'Criteria' in bullet point 3 of the mark scheme refers to the basis on which candidates reach their judgement, not the issues that are discussed in the process of reaching that judgement.

Question 1

On the whole, candidates demonstrated a good understanding of the source material for both enquiries and most candidates were able to make valid inferences from the source. Some candidates dealt with the second enquiry regarding the role of the forces of law and order more effectively than the first enquiry because they lacked a secure understanding of what the nature of the support for the meeting entailed. Many candidates were also able to discuss and evaluate the nature, origin and purpose of the source effectively and reach well supported judgements. However, weaker candidates merely reasserted what was provided in the caption and did not develop this very far. Weaker answers often either demonstrated little contextual knowledge of the period to add or expand on what was in the source and relied on quoting the source without explaining points fully or produced responses which relied on detailed descriptions about Peterloo with limited reference to the source.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 1** **Question 2**

~~St.~~ The meeting at St. Peter's Fields in August 1819, which became known as the Peterloo massacre was led by radical Orator Henry Hunt. The source tackles both the nature of the support from the masses ~~at this~~ ^{at this} meeting as well as the role of the forces of law and order. The source carries weight in addressing both of these enquiries, more so the latter of the two due to its level of detail regarding the Yeomanry's actions.

The report was written by John Tyas who attended the meeting. Being an ~~ex~~ close eyewitness to the events improves the value of the source due to its increased reliability shown through the level of detail in the source. In addition the report was published just three days after the events took place in St. Peter's Fields. This enhances the reliability further as the experience of the event was fresh and ~~could~~ could therefore be recounted accurately adding weight to the source for both of the enquiries at hand. The publisher reporting for the Times newspaper on the surface may incline a historian to view the source's opinion towards radical leaders such as Orator Hunt. The Times was a generally right-wing paper that had previously been critical of the radical movement.

Nonetheless the source very much sides with the radicals and their mass support. Although we may not expect the author to sympathise with the radicals to his aristocratic audience, perhaps the fact Tyas was caught up in the event, being arrested himself, influenced this thus significantly increasing its value.

The nature of the support can be inferred throughout the source as peaceful and a mass support. For example, the report cites 'many carrying flags' and 'carrying banners' to emphasise this peaceful, non-agitating nature, painting the event to be somewhat noble. In addition the reporter refers to the 80,000 people who were assembled. While perhaps this overplays the mass of the people to a certain extent, it nonetheless shows the widespread nature of the support even to 'Female Reformers'. This is of great use because the radical movement in its nature was not a mass one. The London Corresponding Society at its peak only had 3000 members and generally people saw its calls for annual parliaments and universal suffrage highly ambitious and somewhat revolutionary. Therefore it can be determined much of the support that turned out were working and middle class who turned out to be a part of a mass event. This historical verification furthers the value of the sources claims that

Support was peaceful in its nature. Moreover this helps to further the reporters suggestion that the law and order ~~was~~ over-reacted without any cause, increasing the value of the source for investigating how the two enquiries interact.

In addition to this the source proves to be of great value, even more so, ~~when~~^{to} investigate the role of the forces of law and order at Peterloo. The source stresses as the report goes on the unprovoking nature of the crowd as 'nothing was thrown at them' and there were 'people drawing back in every direction when the Yeomanry did aggressively confront the wagon and the crowd by brandishing their swords 'fiercely'. The source goes on to address the Yeomanry attacking the crowd themselves adding great value to the source. While it is not expected that a Times report was suggest those campaigning for universal suffrage (decreasing middle- and higher- class power) to its Right wing audience, the brutal manner in which the Yeomanry acted can be seen as 18 people were murdered and many hundred injured, many of which had been innocent bystanders showing no level of trouble while this makes the source of extremely valuable and reliable perhaps it somewhat understates the role of the crowd. There were reports of the crowd joining arms to protect Orator Hunt and stones being thrown

towards the military that Tyas, in siding with the crowd, fails to mention suggesting a limitation to the source. Nonetheless, such actions do not justify the reaction of the Yeomanry thus making the reports primary suggestion that the Yeomanry 'lost control all command of their value' very accurate and indeed increasing the value of the source.

To conclude, the source addresses both the nature of the crowd and role of the military in great detail ~~more~~ making it hugely valuable. While the former has to be inferred to a greater extent the role of the Yeomanry is directly addressed with a historically accurate and therefore valuable conclusion, the power of the state force and order over-reacted brutally towards a peaceful and innocent crowd.



ResultsPlus
Examiner Comments

This response gets into Level 4. There is evidence of some inferences which are supported and explained. Contextual knowledge is added to challenge some of the detail of the source. The response is more effective on enquiry 1 than it is on enquiry 2.



ResultsPlus
Examiner Tip

Ensure you spend sufficient time on each enquiry.

Question 2

Most candidates demonstrated understanding of the source, but generally speaking candidates were less confident on the second enquiry which dealt with the implications of O'Connell's victory. Most candidates were able to make inferences related to both the enquiries, but a number of weaker answers were fairly descriptive in approach and relied on summarising the content of the source. Most candidates were able to make valid comments in relation to how the nature, origin and purpose of the source influenced its value. Stronger responses considered the significance of a personal letter to Robert Peel and commented on the tone of writing in relation to this. Weaker answers made generic comments which were not developed and which were, on occasion, confined to an introductory paragraph. Weaker answers also often demonstrated little contextual knowledge of the period to add or expand on what was in the source.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 1 ☒ Question 2 ~~☒~~

~~Source 2 is incredibly valuable~~

Source 2 is considerably more valuable for revealing the implications of the victory that Daniel O'Connell gained in the County Clare election however less valuable for revealing the reasons why this victory occurred. In the form of a letter, we are able to gain first person insight to O'Connell's main competition for the election and the ^{personal} opinions of Fitzgerald in the aftermath.

Firstly, the reasons for O'Connell's victory are revealed to a lesser extent. This could be ~~because~~ understandably because having just lost the election, Fitzgerald would not have wanted to go into detail about his opponent's success perhaps. Additionally, as the letter is produced 'on this day' means that the author would not have been able to allow time to determine the key reasons for success upon reflection. Be that as it may, Fitzgerald accurately recounts 'the conduct of Catholic Priests' revealing not only that O'Connell's main driving force in support was his dedication to his Catholic religion

and also suggesting support of church 'priests' meaning fundamental strength as Ireland being a catholic majority and the priests of course having major influence on voters therefore. In addition, Fitzgerald notes that 'everything was against me' which reinforces the idea of mass support in O'Connell's favouring, therefore a key reason for his ultimate success, a landslide victory. This can be considered accurate because O'Connell in fact received over 2000 votes against Fitzgerald with around 90; epitomising this wide support base, ^{showing 'desertion' to be 'universal'} Furthermore, Fitzgerald identifies that O'Connell 'intended to continue as a Roman catholic' after the success was achieved which suggests that another main reason for his victory was the promise to continue and was forward towards Catholic Emancipation which many people supported. In stating that the 'Catholic Organisation is so complete' reveals the ultimate reason for O'Connell's victory because of the 'complete' organisation he was able to establish. For example through the Catholic Board in 1811 and Catholic Association by 1826 having over 2 million members. Overall, the more reserved and defeated tone of the letter is important for understanding limitations ~~exists~~ evident in

revealing reasons for O'Connell's victory as Fitzgerald was ultimately an opponent and perhaps because of his failure to mention his own previous support for Catholic emancipation which is evidently a key and ultimate reason for O'Connell's victory.

Source 2 is much more valuable in revealing the implications of the victory because of the nature being a 'letter' written 'at this day' reveals the immediacy of Fitzgerald's desire to communicate and the overall tone suggestive of 'a ~~the~~ fear through 'alarm' and 'shame' as to what will happen next. Being 'a friend' to Peel allows us to understand the more emotive approach and less formal phrases address which reveals Fitzgerald's personal views significantly. It is revealed that 'all of the gentry' voted for Fitzgerald suggestive of defiance against O'Connell and the implication that his victory goes against high class authoritative views which lie in favour of the Protestant Ascendancy. This is reinforced by the 'protest made by electors' against O'Connell further revealing the split in opinion and the implication that his victory was divisive

within Irish authority. Fitzgerald accurately identifies that as a cause of O'Connell's victory, 'Parliament' will be forced 'instantly to look at the result' which is typical of the time as growing concern for Catholic support had been rising and accurate because of the later repeal made to coincide with his victory. Furthermore, the author identifies the 'great feeling of shame brought on the county' as a result and refers to the 'wretched country' in the after math implying the victory was left many ashamed and shocked. However, it must be taken into consideration Fitzgerald's bitter outlook having recently 'conceded' as stated by the prevalence of the source and of course not wholly representative of the implications of his victory as we see much Catholic support increase and 'excited friends'.

In conclusion source 2 is evidently more valuable as revealing implications that are left after O'Connell's victory because of the interesting perspective provided however less valuable and useful for understanding reasons why O'Connell succeeded because of the viewpoint.



This response achieves Level 5. The candidate interrogates the source with confidence, drawing out inferences and using contextual knowledge to support their analysis. The conclusion is a little disappointing in view of the overall response.



If possible, try to leave sufficient time for a rounded conclusion to complete the answer.

Question 3

This was slightly the less popular question in Section B for 36.1. It was an accessible question with candidates across the ability range being able to discuss some of the elements of violence in the Chartist campaign as well as other factors that contributed to their failure to achieve the Charter. Weaker responses tended to list and describe reasons for failure without fully developing the links between those reasons and the focus of the question. Stronger answers adeptly linked incidents of violence to other factors of failure and were able to establish clearly the relative importance of the various factors.

The Chartist ~~campaign~~ ^{movement} between 1838 and 1848 was heavily damaged by violence, but the principle reason why the Chartists failed to secure the terms of the Charter was the efficiency of the government to shut down any actions they took out of desperation to avoid the need to reform any further after the Great Reform Act of 1832, made easier by the ~~split~~ ^{split} or divisions of leadership of the Chartists, making them easier to suppress.

Violence, ~~for a number of reasons~~ aided in the failure of the Chartists to secure the Charter of their six points because it scared off potential supporters and gave the government a reason to increase restrictions against reform movements. Before the French Revolution, William Pitt had ~~so~~ been in support of gradual reforms, but after this, the government rapidly began to oppose any form of reform ideas. This meant that having not only radical ideas of reform, but adding violence to this made the government even less likely to pay attention as they saw this as an immediate threat for revolutions. This led to masses of pieces of legislation being put in place to avoid this, for

example the Six Acts, including the Seditious Meetings Act and the Act against Unlawful Drilling. Violence ^{used by the Chartists} therefore made it much harder for any reform group to be successful. This was especially ~~damaging~~ even though it was only a minority who were violent and the rest of the Chartists still suffered the consequence of having the Charter denied three times. Because of this, the government's job of suppression was made easier, but the movement would've failed ~~due~~ due to the paranoia of the government ~~and~~ regardless of the small ~~amount~~ number of Chartists carrying out violence.

The most important factor in the failure of the Chartists was the government's preparation for opposition out of fear of revolution and after the humiliation they had faced after events where they had responded badly such as the Peterloo massacre of 1819. The government took a number of precautions to enable them to easily face and suppress opposition including the introduction of suppressive legislation aimed at revolutionaries e.g. the suppression of Habeas Corpus and the Treason Act. The French Revolution also worked in their favour as they could use

it to gain support for them through increasing patriotism and lurch over the middle classes by convincing them that the Chartists were after a similar result, scaring people away from Chartists, taking advantage of the violence that some of them were displaying. Industrialisation also greatly benefitted the government in bringing down the Chartists because after they'd got locations of meetings etc. from their spies and agent provocateurs, trains could be used to ~~travel~~ transport forces directly to these places to suppress uprisings before they could even occur - ~~which~~ preventing disastrous events that were able to happen during the earlier radical movements. The organisation displayed by the government made it impossible for the Chartist movement to be a success - even if there was no violence.

~~But~~ Making the government's job even easier was the multiple divisions in the leadership and reasons for the Chartist movement. Early on, many of the middle class citizens who'd previously supported reform had now refrained from this due to the 1832 Reform Act granting some of them the vote, making the movement

now pointless to them, as well as the governments work to scare ~~the~~ Chartist support away with the rumours of a revolutionary atmosphere. The differences between William Lovett, leading the more peaceful movement and Feargus O'Connor with the saying 'Peaceably if we may, Forceably if we must' led to a lack of unity within the movement - making it even easier for the government to dissolve. This lack of unity was further magnified by the disagreements on the aim of the movement, with some wanting the Six Points and others just after universal suffrage. The ideological and physical split in the party, along with the violence that came from O'Connor and his supporters made them an easy target for the government.

Overall, the government's organisation was impossible for the Chartists to match, even without all of the weaknesses evident in the movement. Therefore, adding these weaknesses of violence, scaring off support and groups within the movement supporting different aims and methods, made the government's job of suppressing the movement ~~even~~ easier and catalysed their complete failure by 1848.



The key issue with this response is that it has not got an entirely secure grasp on what happens within the chronological parameters of the question and seems to be conflating material from several key topics. However, when the material that is relevant to the question is considered, there is sufficient here for the candidate to achieve Level 3.



Make sure that key dates are securely embedded in order to ensure all material used in an answer is relevant.

Question 4

This was slightly the more popular question in Section B for 36.1. There were some very strong responses seen to this question. Candidates were able to examine how the changing nature of militancy moved the impact from one of relatively positive publicity to that of open hostility. Most candidates were able to present both an argument and a counter argument. However there were responses where the candidates were clearly very well informed on the topic but had not fully appreciated the focus of this question. Discussions of divisions in leadership, the dictatorial style of the Pankhursts or the Ireland crisis were all present in some responses. This was not necessarily information that would not have been relevant, but it often was not sufficiently tied in to the central question of militancy. Weaker responses had quite a limited knowledge base and some sought to argue through very general points.

The Women's Social and Political Union was formed in 1903 by the Pankhursts - its aim was suffrage for women on the same basis as men - by 1906, the WSPU had ~~to~~ become militant, and militancy only increased within the organisation after 1908. Militancy ~~to~~ ~~was~~ had varying impacts ~~to~~ - within the WSPU itself and in terms of wider society, it ~~to~~ often generated greater sympathy and empowered ^{the} women. However, it also ~~often~~ ^{alienate otherwise sympathetic} was seen to ~~only~~ ~~increase~~ ~~opposition~~ ~~to~~ ~~the~~ ~~cause~~ ~~of~~ ~~women's~~ ~~suffrage~~ ~~and~~ ~~Asquith's~~ ~~obstinance~~. Indeed, however, there were additional factors outside of militancy that harmed the cause of women's suffrage from 1909-14, such as leadership issues and Asquith's obstinance.

~~The~~ ^{do more harm than good.} militant actions of the WSPU did, in many ways. After the Hyde Park rally of ~~the~~ June 1908, the WSPU's violence increased. As a result of ~~being~~ women's suffrage being dismissed yet again, despite a 500,000-strong turnout,

Christabel orchestrated a mass window smashing campaign. ~~The~~ The WSPU took to Regent Street and Oxford Street with the aim of overwhelming insurance companies with claims, thus forcing them to place pressure on the government to give way to women's suffrage. However, this was not wholly effective; ~~and to an extent could be blamed for increasing~~ The ~~WSPU~~ increased militancy of the WSPU did, ~~even~~ in many ways, indeed do more harm than good. It did not have the desired effect and the damage ~~to~~ ^{to} what Emmeline called 'the secret idol' of property - in many cases only raised opposition to women's suffrage. This is evident through the change in support for Conciliation Bills - whilst in 1911, 255 MPs voted in favour of suffrage, and just 88 voted against, by 1912 the Third Conciliation Bill did not receive a majority of votes in its favour, as many MPs had been alienated by the WSPU's militancy. ~~There was~~ In addition, militant action did more harm than good for the cause of women's suffrage in that it

It made women appear ~~unreliable~~ irresponsible in 1911, suffragettes attacked ~~fat~~ women's art in the Tate and British Museum that depicted women in asexual fashion. As a result, women had to be accompanied by a man or have a written letter from a male ~~to~~ in order to enter museums. It raised the question, if women cannot be trusted to ~~enter~~^{visit} a museum alone, how could they be trusted with the vote? Thus, ~~women's~~ militant actions ~~did~~ often do more harm than good in the years 1908-14.

However, militant actions did have their benefits for the WSPU and the cause of women's suffrage, too. When, in 1913, Emily Davison died after throwing herself in front of the King's horse at Epsom Derby, she was hailed as a martyr, and it proved to the public and politicians how dedicated women were to their cause. Indeed, her ~~funeral~~^{vast} widely attended funeral proved that support still remained even in the latter years of the period. The purpose of WSPU militancy, it should be noted,

was not necessarily to gain the cause of women's suffrage support. Rather, its purpose was to show that life could not return to normal until an Act granting female suffrage was passed. Therefore, regardless of whether or not acts such as the 1912 burning of the arson attack on the Dublin Theatre Royal or the bombing campaigns ~~were~~ increased support ^{for} and the popularity of the cause, they still propelled the women's suffrage movement forward. ~~It~~ Therefore, militant actions did not do more harm than good for the WSPU.

Indeed, much of what limited the female suffrage movement's success was out of their hands. Prime Minister Asquith was a major obstacle to reform and whilst militancy may have impacted the decline in support ~~but~~ ^{seen in the} ~~the~~ 1912 Conciliation Bill, it was Asquith who made a deal with the Irish Unionists to vote against it. Indeed, an notorious misogynist, he too ~~was~~

allowed the 1910 Conciliation Bill & and 1909 Private Member's Bill on women's suffrage to run out of time. Whilst militant actions such as the assault on Asquith on his golf course, in which suffragettes tore his clothes off, may have done more harm than good, Asquith was ^{seen to be highly} ~~highly~~ obstinate anyway, and was perhaps the greatest obstacle in the way of women's suffrage. Thus, the militant actions of the WSPU had a diminished impact - good or bad - ~~and~~ ~~they were~~ ~~at they were~~ thanks to Asquith's power.

Finally, ~~the~~ the militant actions of the WSPU were also dampened by issues ~~within the~~ within leadership within the WSPU. ~~The impact of Christabel's dictatorial style often~~ There were a number of issues in leadership that limited the WSPU's success - (Christabel's dictatorial leadership style left little room for debate, whilst the almost entirely middle class leadership ~~style~~ (with the exception of Annie Kenney) alienated working

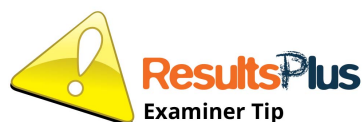
class women, damaging the internal cohesion of the WSPU. ~~It~~ ~~add~~ most notably, ~~Emmeline's~~ ~~arrest~~ Christabel's departure to Paris and Emmeline's arrest in 1913 left the WSPU without a clear leader, ~~again~~ and the passing of the Cat and Mouse Act in 1913 only prolonged this period of ~~confusion~~ ^{confusion} ~~confused~~ ~~militancy~~, lacking direction. In W, it was the lack of internal cohesion and loss of ^{strong leadership} ~~membership~~ that was more responsible for harming ~~the~~ the advancement of the cause of women's suffrage than militancy in the period 1908-14.

In conclusion, militant actions did harm the cause of women's suffrage to an extent, ~~but~~ ~~the~~ as militancy ostracised ~~WSPU~~ sympathetic MPs - ~~and~~ however, militancy also did increase ~~the~~ public support to an extent, as seen with Danson's death. Moreover, it served its purpose, which was to make life ~~impossible~~ ~~for~~

difficult, and other factors such as Asquith's obstinacy and the lack of leadership post-1913 were ~~what~~ the real obstacles to women's suffrage, ~~regardless of militancy~~ as they limited the impact of militancy, positive or negative.



This response achieves Level 4. Although there is some apparent drift away from the question focus, in fact the response largely maintains a secure focus in which they discuss a number of issues relevant to the question.



Ensure that the focus on the question is maintained throughout so that valuable time is not lost by discussing issues that do not gain any credit.

Question 5

Both questions in Section B of 36.2 were equally popular. This was a question that allowed candidates at all levels to access it and tended to encourage analytical debate. Most candidates were able to use key information and statistics to help answer the question and most linked transport to improved trade. Stronger responses made explicit links between shipbuilding and improved transport networks. Weaker responses were able to access facts and statistics to find agreement with the question focus but found developing counter arguments more challenging. Even answers that were rather thin in terms of depth seemed to understand the analytical focus of the question.

In the years between 1825 and 1855 Ulster underwent a significant period of industrialisation through both linen and ship building, seeing a rise from 3 to 50 ship companies e.g. Hickson and Co and to production of linen rising from 4 million to 20 million yards. The transport system developments were key to the development of both industries, with the completion of the linen triangle and the dredging of the river Lagan to create Dargan's Island. However these improvements only occurred due to the increased production and demand for produce, enabled by the development of technology. This boom was helped by the rise in population from 2 to 2.6 million and caused it with increased work availability causing economic migration.

The improvements were key to the industrialisation of Ulster, enabling industry to boom and grow as they allowed ease of production. The improvements to transport of linen were key to the industry, although less important than those in shipping. The

1837 Royal Commission proposed the connection of the linen triangle in order to improve ease of trade and production. This resulted in the chamber of commerce using private funds to build 1000 miles of train tracks, subsequently connecting 90% of Ulster. This was important in the development of linen as it meant that it was more efficient to trade and produce, where as the previous cloth staple of cotton and wool remained more difficult to trade. This helped industry by encouraging a shift towards linen which was a industry in the 35 mills created by ~~the state~~ during this period. The development in transport were key to the industrialisation of Ulster through shipping as they enabled large ships to access the port and resulted in the creation of Dargory Island (later named Queen's island following her visit to the 17 acre natural park in 1845). This development was the result of the Ballast Commission's suggestion to make 2 straight cuts, 12 feet deep costing £180,000. This was critical to industrialisation of Ulster as it enabled a increase in goods handled by the ports from 91,000 to 291,000. Furthermore, Dargory's island, stretching 59 acres, became the home to new companies e.g. Hickson and Co ~~and~~, which enabled

further industrialisation in 1861 as it saw the rise of Harland and Wolff who built both the Oceanic and Titania. Also the 1847 Harbour Act later improved ^{trade} development as more ~~the~~ land was brought up on Donegal's island so more quay developed, reducing pressure on the Belfast Quays so reducing congestion. However they improvements would not have occurred without original industrialisation from the improved technology as they would not have been necessary.

The development in ~~text~~ technology during this period was the key reason that Ulster industrialised. Linen was industrialised in Ulster due to James Kay's 1826 wet spinning machine, causing a shift away from both the domestic system and cotton and wool. Wet spinning was criticised as it not only did it improve the efficiency of production, it lowered production costs as local flax could be used. This is important in industrialisation as it saw the conversion of small cotton mills to industrial linen mills, with only 4 of 19 original mills remaining. The most famous example of this was Andrew Mulholland in 1828. This was criticised as he employed 5000 workers, becoming the largest linen factory in the world. This means that with the mechanisation of linen ~~&~~ came the development of industry. Furthermore

Steam played a critical role in the development of ship building with the first steam ship in 1826 built by Pritchard and Melaine, later absorbed into the larger Cunell and Sons. This helped to develop industry, especially combined with the shift to iron ships in 1828 with Coates and Co, because it provided new opportunities for ship building and therefore new companies were able to develop e.g. Hickson and Co, although this came at the expense of the wooden industry, seeing the closure of Thompson and Kurian. This means that development in technology was critical in the development of the ship industry as it enabled new opportunities leading to more ~~opportunities~~ companies and investment.

Another reason the industry developed was a greater demand for both iron and steam and iron ships. The Napoleonic wars aided the development of iron as they needed iron for sails, resulting in 13 new mills to cope with demand. Furthermore, development in technology and ~~use~~ with steam ships ~~enabled~~ allowed the Ulster to attract overseas demand with 40% of exports going to the ~~the~~ America. This subsequently helped to develop ship building as more vessels were needed and there was even greater investment in them, with Cunell and Sons building

32 vessels in this period. Also this huge demand for ships aided the development of Belfast because it meant Liverpool had left over work which needed to be completed so Belfast were able to take on the work. However the ability to cope with the growing demand was only due to mechanisation allowing more efficient linen production and the new demand for ships. It was further enabled by the massive population in Ulster towns, rising from 10% to 40% as this provided an adequate work force to cope with demand.

In conclusion, ~~while~~ transport improvements were crucial to the development of industry, though as they enabled ease of linen trade, ~~now~~ but more significantly enabled access to Belfast ports and so the ability to build large vessels desired so making Belfast competitive in the ship industry. However these improvements resulted from the technological improvements that stimulated the growth of industry and ~~and~~ allowed them to cope with the ever increasing demand for produce. For this reason, the technological advancements were the most crucial reason for the development of industry and although the other factors like transport allowed these developments to be maximised.



This is a well-informed response which uses the material to engage in a debate about the issues that are raised by the question. It achieves Level 5.

Question 6

Both questions in Section B of 36.2 were equally popular. This question tended to invite analytical debate from candidates at all levels. Most candidates were able to talk about the impact of depopulation on the cottier system. Whilst many responses did offer some depth in analysis, there were also some weaker assertive responses. Stronger responses tended to discuss the extent to which depopulation exposed the economic and social deficiencies in Ireland leading to improvement. On occasion, some strong responses drifted from the focus on social and economic impacts to discuss political activity. If done well this could be linked back to the question, but too often it became a distraction.

The great famine of 1845-51 saw a decline in the Irish population of around two million from which it has never recovered. The arrival of *Phytophthora infestans* (commonly known as 'blight') in September 1845 saw one million Irish people die ~~at~~ between 1845-51 and a further million fleeing the country, many to America and some to places like Liverpool in England. The Famine is regarded as a tragedy however the depopulation certainly was not as disastrous for the economy as it was on society.

The growing population of Ireland before 1845 and the role of absentee landlords and middle-men had resulted in a system of monoculture in Ireland, where ~~the~~ plots of land were so small the only crop worth growing was theumper potato, and so when famine struck many people were left with nothing to sustain themselves. Moreover, the Cottiers (the poorest class of people in Ireland) were the hardest

hit. In 1845 their population had been 300,000 but by the end of the famine only 62,000 remained. The impact of this was the huge decline of Irish culture. The Cottiers had been the main speakers of the Gaelic language and so the loss of nearly the entire class resulted in a huge loss of Irish identity. The famine also placed nearly one million people in workhouses during the famine, separated from their families and ~~ex~~ ridden with disease, exacerbating the level of death and causing discontent towards British policy. It could be argued therefore that the depopulation experienced in the years 1845-51 was indeed a disaster for society as it massively undermined the Irish identity and caused massive agitation towards the British Government as a result of the reaction which has been described as woefully inadequate.

The economy, however, arguably benefited from the famine. Due to the now acute awareness of the dangers of monoculture and the subdivision of land, many landlords moved to grazing and land was kept in much larger plots. In this sense, the

famine ensured that ~~tenants~~^{landlords} would be less eager to subdivide land in the future. The famine also resulted in increasing wages of skilled workers such as weavers. Due to the depopulation, there were less people who were skilled in their industries and so the depopulation saw less competition for jobs and thus an increase in wages. Moreover it can irrefutably be argued that the depopulation in Ireland between 1845 and 1851 was much less than a disaster, and resulted in a much better system of landownership across Ireland's countryside and financial gains to skilled workers.

However, the new ~~to~~ landownership system resulted in a shortage of housing. ~~It~~ Coupled with industrialisation, urbanisation was forced upon the Irish with people moving from the countryside into towns and cities which quickly became overpopulated. By 1851 Belfast had a population of around 98,000 and the result of urbanisation was that housing was built as quickly and inexpensively as possible resulting in back-to-backs throughout Belfast in particular.

The overcrowding in towns and cities resulted in two epidemics of Cholera (1832 and 1848) and claimed a total of 60,000 lives.

Moreover, as a result of the new landownership system, urbanisation had been forced on ~~an~~ a traditionally rural population and created living and working conditions which would cause antagonization until the 20th century at least. Furthermore the social and economic hardships here, arguably outweigh any economic benefits.

In conclusion, the depopulation of 1845-51 was certainly a social disaster, severely undermining the Irish identity and the tragedy of the extent of loss of life in itself was a disaster. However, although the famine was an horrific event, it certainly brought about economic gains in Ireland. The move from ~~the~~ tillage farming to grazing saw a rise in the income of ~~land~~ farmers and also reduced the risk of the disaster repeating itself, but this did result in more urbanisation, arguably resulting in even more hardship. Overall, the famine ~~itself~~ itself was ~~certainly~~ undoubtedly a disaster, however it ~~was~~ had a much

more negative social impact than economic,



ResultsPlus
Examiner Comments

This response engages with both social and economic effects and links them to the focus of the question, understanding that even apparent benefits sometimes also contain drawbacks. The response achieves Level 4/5 borderline.

Question 7

This was slightly the more popular question in Section C for 36.1. On the whole this question was well handled by candidates across the ability range. Whilst the chronological range was generally good, it was not always tied effectively to the question, for example, the events of 1815-19 were seen as examples of revolutionary activity, but many candidates then suggested that these events led directly to the 1832 Reform Act. It was also quite notable that many candidates missed obvious issues linked to the 1832 Reform Act, such as the Bristol and Nottingham Riots. Stronger responses were able to identify a shift in focus in the later period, arguing that rather than a fear of revolution, it was party interest that played the key role. Disraeli's handling of 1867 and his tactical shift was often cited as evidence of this and some candidates were able to point out that Salisbury similarly acted out of party interest in 1884/5. It was surprising that a minority of candidates did not know the dates of the Reform Acts.

In the years 1815 - 1928, there were significant changes to the system of representation and the distribution of seats. One reason for this was because of the governments fear of revolution due to the exertion of extra-parliamentary pressure. However, former reasons include ~~party~~ attempts to gain party advantage and changing the willingness for an ~~adequate~~ ^{political} adequate reflection of Britain's economic landscape ^{views}. Ultimately, party advantage was more important than the fear of revolution because the threat caused by extra-parliamentary pressure ~~presented~~ ^{rarely} presented a threat of revolution, and thus, the main ~~driving~~ driving force behind changes in representation was to win a party advantage.

Fear of revolution in 1815-1928 was slim, however, extra-parliamentary pressure did ^{help} bring about changes to the system of representation. In 1832, the emergence of the BPU presented a

Threat to the government because they held mass meetings of numbers reaching 15,000. This scared the government because big meetings like these could lead to the spread of revolutionary ideas. Furthermore, another reason why the government was pushed to change the system of representation in 1832 was due to riots in Bristol, Derby and Nottingham in 1831, particularly in Bristol where the Bishop's palace was burnt down, ~~threatening~~ and was seen by the government to be potentially a rise in revolutionary tactics. Finally, the "Go For Gold" Campaign, led by Francis Place, caused many members of the public to take out gold from the bank and essentially led to an economic crisis, as the banks no longer had any material wealth.* Thus, threat of revolution was prominent in changes to the system of representation in 1832. In ~~1867~~, The 1867 Act was also partially due to fear of revolution. The creation of the Reform Union and the Reform League saw the middle and lower classes working together, something that would

* Such a crisis was viewed by the government to be potentially revolutionary

threaten the government, as a mass base as big as this could form, successful revolution. Furthermore, the tearing down of the Hyde Park railings in 1866 ~~and~~ also pushed the state into passing the reform act and changing the system of representation because ~~there was the possibility~~ it displayed slightly revolutionary tactics.

Finally, in 1918, & extra-parliamentary pressure pushed the government into ~~an~~ extending the vote to women due to pressure from the NUWSS and the WSPU. Therefore, the fear of revolution was an essential factor in causing changes to the system of representation. ~~because~~

However, the absence of such a factor in the passing of the 1832 Act, ~~and~~ the 1867 & Parliamentary Act and the 1928 Act suggests this was not an overwhelming factor.

Party advantage

Efforts to seek party advantage was the main cause for changes to the system of redistribution, because ~~if~~ ^{had} the parties did not want to change the system, reform would not have been possible. In 1832, the Whigs wanted to increase their share in the vote, having been out of office for many years,

and believed ~~that~~ they could gain a significant advantage by including the working class in the franchise, as they would ~~more~~ be more likely to vote Whig than Tory. Furthermore, in 1867, the vote of Disraeli further showed that party advantage was the main reason politicians allowed reform. Disraeli was willing to accept Gladstone's amendments and make the bill more liberal because he believed this would gain the Conservatives more votes because of public gratefulness at the passing of a radical bill. Moreover, again in 1884-5, party rivalry was ended. The Arlington Street Compact demonstrated that Gladstone wanted to include agricultural labourers in the electorate to increase the Liberal share of the vote, but Salisbury would only allow this with a concurrent redistribution of seats, to ~~gain~~ increase the amount of suburban ~~constituencies~~ and single member constituencies, so towns and cities were not swamped with working class voters for the Liberals, so essentially increasing the vote share of the Conservatives. Finally, in 1918 and 1928, the Conservatives wanted to add

and increase female suffrage because women would be more likely to vote conservative. Thus, ultimately politicians were only willing to change the system of representation to benefit their parties, and because politicians had the power of introducing reform, this was ultimately the main reason for changes to the system.

Finally, changes in political principle also had an impact on changing the system of representation. The growing belief that the public should be allowed a say in politics created an environment where reform was able to happen. In 1867, there was an increase in the idea of working class respectability, following Gladstone's move to reform in 1864. The fact that the working class supported Lincoln ~~and~~ in the American Civil War and believed in the abolition of slavery, despite the cotton famine caused by this, gave way to the idea that the working class were respectable enough to be allowed to vote. Furthermore, the 1832-5 Acts passed partly due to changing beliefs about who should vote. The education

Act 1870 meant that everyone was entitled to education and therefore, led to the growing belief that many of those who were ~~not~~ unfranchised were educated enough to be allowed to vote. Furthermore, the passing of the Secret Ballot Act 1872 and the Corrupt and Illegal Practices Act 1883 removed the possibility of the working class being influenced by landowners or bribes, thus ~~adding~~ increasing the belief that they should be given the vote. ~~Finally~~, The 1918 Act was passed with the belief that men who had served in the war deserved the vote, an idea called "patriotic consensus." Finally, the belief that the limited ~~enfranchisement~~ of women in 1918 meant that allowing full female suffrage would not have serious consequences. Therefore changing political beliefs had a heavy influence on how the system of representation changed, but ultimately, these beliefs would not be put into practice without the support of politicians, who only supported reform to increase party advantage.

Overall, whilst the threat of revolution did

influence the governments timing of changing the system of representation, ultimately reform would have happened anyway because politicians realised its electoral advantages for them. Furthermore, ~~although~~ although changing political opinions influenced politicians, their primary focus was to increase the strength of their party, and therefore party advantage was the main driving force behind changes in the system of representation 1815-1928.



ResultsPlus
Examiner Comments

This response demonstrates an awareness of the stated factor and also discusses other factors. It ranges across the period and starts to consider the basis on which judgements have been made. It achieves Level 4/5 borderline.

Question 8

This was slightly the less popular question in Section C for 36.1. Chronological range was sometimes lacking on this question. Candidates clearly felt more comfortable in the period after 1832. However some strong responses were able to consider Pitt's attempted reforms to suggest that things had begun to change earlier. Stronger candidates were able to argue that the degree of influence declined markedly as the century progressed and to consider the impact of a range of parliamentary legislation in the second half of the 19th century on the position of the aristocracy. The 1911 Parliament Act was clearly understood by virtually all candidates and they saw this as marking a major shift in the relationship with the Commons. Weaker candidates were less secure on the links between reform and the position of the aristocracy, either making generalised statements or describing legislation with limited links to the question.

Question 9

This was the more popular question in Section C for 36.2, although it was often attempted with less success. The majority of candidates were secure on the Fenian Rising and recognised the key role of the Manchester Martyrs and the re-focusing of Irish nationalism brought about by Fenianism. Unfortunately, many weaker candidates focused exclusively on the Fenian Rising, which really limited them in terms of covering the breadth in the question, or rejected the Fenian Rising as a turning point and then focused on one other event, most commonly the 1801 Act of Union. Stronger responses considered both the strengths and the limitations of the Fenian Rising as a turning point and went on to investigate alternatives with some chronological range offered, often exploring the links between the Fenians and the Young Ireland movement. Some candidates spent a considerable amount of time discussing the Easter Rising which was beyond the chronological range of this question. It could be valid if it was used to place prior events into context, but for the majority of responses that included reference to it, this was not the case.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 7 Question 8

Question 9 Question 10

The Fenian rising in 1867 led by ~~Robert Emmet~~ can be seen as a key turning point in the development of Irish nationalism in the years 1774-1885. However on the other hand you could argue that that the rebellion in 1848 was more of a key turning or you could argue ~~it was~~ it was ^{Robert Emmet's Rebellion} ~~the~~ that was the key turning point for Irish nationalism in the years 1774-1885. In my opinion I do not agree it was the 1867 Fenian rising but the ~~1848~~ ¹⁹⁴⁸ ~~Rebellion~~ that was the key turning point for Irish nationalism due to what it achieved.

The Fenian rising in 1867 can be seen as a key turning point. This is because it allowed the movement to spread through the country. For example it brought thousands more to the cause of Irish nationalism. However it was less of a turning point than the 1848 Rebellion as it was actually inspired by it. The 1848 Rebellion had more of a long

lasting impact on Ireland as it led to the Easter rising and therefore the Anglo-Irish treaty.

However it is arguable that young Irelander Rebellion of 1848 was more of a turning point.

This is because of what it inspired. The Rebellion overall is known as a failure which resulted in its leaders leaving the country. It was led by two men, one was called James Stephens. The Rebellion was otherwise known as "^{The battle of} or ^{or} Widow McCormack's cabbage patch". This was meant to mock the rebellion as it had been a very big failure. It involved the rebels barricading themselves in Widow McCormack's house with her children. This led to a stand off with the police, resulting James Stephens getting shot. Overall the rebels gave up and were forced to flee. Of course on the surface the rebellion was a complete failure. However if you look underneath you can see how in the long term it was a success. The rebels inspired further rebellions, such as the 1867 Fenian Rising and the Easter Rising in 1916. Furthermore it inspired many key figures such as Michael Collins and Eamon De Valera who consequently had their own rebellion.

and managed to get home rule. 1848 was known as the year for uprising as the French Revolution was taking place and the American's war for independence. Amongst this list many have included the 1848 Rebellion. Therefore showing how 1848 young Irelander rebellion was a key turning point due to what it inspired rather than what it itself achieved.

However it is clear that the ^{Rebellion Robert Emmet} ~~Easter Rising~~ in ^{organised in 1798} ~~1848~~ is ~~the~~ another key turning point in the development of Irish nationalism in the years 1774-1885. Again this rebellion was a failure like the 1848 one however again it inspired many people. Robert Emmett had gone over to France in order to ask for help for his rebellion. Due to his persuasiveness the French agreed to help him. However when they got to Ireland half the fleet ^{were} missing as they were needed elsewhere and they went to wrong place. This meant they were unable to land. This resulted in Robert Emmett's death where he killed himself. Although it was a massive failure, Robert Emmett himself inspired so many people e.g. Charles Stuart Parnell, Daniel O'Connell, Michael Collins, Eamon

De vclera, young Irelanders and many more.
The legacy he left paved the way for the
Start of true Irish nationalism.

In conclusion it is clear that the 1848- young
Ireland rebellion led by James Stevens was
the clear turning point for the Irish nationalism.
This is because of what it inspired. For example
it inspired the 1916 easter rising. The easter
rising in turn caused the Anglo-Irish War
which resulted in the Anglo-Irish treaty
which achieved Ireland home Rule. Therefore
Showing how the 1848 Rebellion
really kicked off the nationalist movement
for years to come, making it a key
turning point.



This response achieves Level 3. It identifies alternative turning points, but does not develop the stated turning point very far. It is descriptive in places rather than analytical.

Question 10

This was the less popular question in Section C for 36.2 although answers to this question tended to be more secure in terms of debating the representation. The vast majority of responses were able to elaborate on Gladstone's interest in Irish affairs with particular reference to Home Rule and the legislation of his first government. There were some weaker responses seen that misattributed key events and legislation to Gladstone, leading to anachronism. Most responses were able to debate the representation with discussion of Lloyd George's role in Home Rule, even if Asquith was neglected. Some very strong responses were seen that connected the work of politicians across the entire period. However, even some stronger candidates found themselves limiting the breadth of their coverage through overly descriptive passages.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

Section A

- Candidates should ensure that they deal with both enquiries
- Candidates should not simply paraphrase the content of the source; they should develop valid inferences supported by the arguments raised in the source
- Candidates should avoid stock evaluation, e.g. it is a newspaper report so it is exaggerated because it is designed to sell papers
- There is no requirement to argue that the source is better suited to one enquiry than the other; any comments made in relation to this will be rewarded according to how they fit with the three strands of the mark scheme.

Sections B and C

- Candidates should avoid a narrative/descriptive approach; this undermines the analysis that is required for the higher levels
- Planning of essays will help candidates develop an analytical approach
- Candidates must be aware of key dates, as identified in the specification, so that they can address questions with chronological precision
- Candidates should aim to range across the required breadth of the chronology in Section C questions.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

