



# **Examiners' Report**

## **June 2022**

**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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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](http://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](http://www.pearson.com/uk).

June 2022

Publications Code 9HI0\_36\_2206\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2022

## Introduction

It was pleasing to see candidates able to engage effectively across the ability range in this first post-Covid set of exams with A Level paper 36 that deals with Protest, agitation and parliamentary reform in Britain, c1780-1928 (9HI036.1) and Ireland and the Union, c1774-1923 (9HI036.2).

The paper is divided into three sections. Section A contains a compulsory question that 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. In this examination series, where Advance Information had been provided, it was very disappointing to note that some candidates had a very limited pool of contextual knowledge on which to draw. In some cases, this led to incorrect assumptions being made by candidates.

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 and shaped their responses appropriately to meet the demands of the question. Candidates did use the Advance Information appropriately to support their revision and many of them used wide-ranging and detailed contextual knowledge to support their arguments. 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.

Section C requires candidates to answer a breadth question. The questions in this section are set to encompass a minimum of 100 years. Candidates are reminded that, as has been pointed out in previous Principal Examiner reports, 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. It was observed that in some responses, candidates were trying to fit the material that was in the Advance Notice for Sections A and B to the demands of the questions in Section C. In many cases, this was not done very successfully as candidates failed to link much of the material to the question posed in a meaningful way.

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.

The candidates' performance on individual questions is considered in the next section.

## Question 1

Candidates at all levels were able to access this Source. The best candidates were able to interrogate the Source in relation to the two enquiries – the beliefs of the London Corresponding Society and the response of the government to radical reformers in 1794 – and develop their analysis and evaluation linked to their contextual knowledge of the period. Some candidates substituted their own synonym for beliefs, and although there was often some overlap between the synonym and beliefs, it did mean that often not all of what was written was clearly addressed to the focus of the question. Most candidates picked up on the critical tone of the Source towards the government and were able to exploit this with varying degrees of success when evaluating the Source. A minority of candidates appeared to think that Thomas Hardy had written the Source. It was disappointing to note that, despite Advance Information, a significant minority of candidates did not have a secure grasp on the contextual knowledge that applied to this topic. Many relied on references to events more than twenty years later. Many candidates appeared not to be aware that Hardy was acquitted of all charges. Whilst abbreviating the London Corresponding Society to LCS is acceptable, a significant minority of candidates abbreviated other words where it is not acceptable in academic writing, eg government to gov.

The source reveals that that period of the London Corresponding Society (LCS) was not revolutionary. This is clearly seen as the main pamphlet states that 'it is a groundless lie that the purpose of this convention was to overthrow the government - in defence of calling these meetings a convention. This was because convention was the name given by the revolutionaries in France to the French parliament which aroused suspicion. Therefore, despite fear of revolution partly owing to <sup>ideas from</sup> the French revolution spreading to Britain, the source reveals that the LCS did not intend to revolt. However this is limited as the LCS was known to correspond with ~~a~~ radical groups in France thus suggesting to some extent they supported

some revolutionary ideas.

Additionally the source reveals that LW believed in reforming parliament. This can be seen as the ~~source~~ LW states that there intent was to achieve 'a complete representative body' which through universal suffrage, equal representation and annual general elections. This therefore this displays how the LW wanted to created a democracy in Britain as during this time there was a considerably limited franchise which meant that the working class and the middle class did not have representation as the aristocracy dominated the common and the passed law in their own interest. The source therefore the source reveals that the LW believed in parliamentary democracy. The fact that the LW itself wrote the pamphlet add more value to the source as they used pamphlets to spread these ideas which it further emphasised as it was 'free of charge', therefore they would of aimed to spread these

believed to many working people.

The source reveals that in 1799 the government responded to the radical reformers by arresting prominent figures in the movement. This can be seen as a warning to many radicals who played a large role in the emergence of the radical reformers who were arrested. The source also adds that other citizens have been put in jail by the same unconditional means, suggesting that government was not really permitted to arrest the radical reformers. The arrest of many radical reformers can be said to display how the government viewed them as a threat perhaps heightened by fear of revolution. However this is whited as the source is written by those the LW which may would be against the arrest of the radical reformers and the claim it is unconstitutional <sup>this is because</sup> they believe these actions are acceptable and may be attempting to defend them in the pamphlet.



In addition the source reveals that the government intended to suppress the radical reformer. This is seen in the phrasing 'how the government acted quickly; 'the speed of government action'. Therefore the ~~frustrated~~ rebels they aimed to contain the movement. Additionally the suspension of habeas corpus also allowed the government to detain the radical reformer indefinitely without trial. This further displays how the government aimed to suppress by highlighting the ability to arrest an ~~many~~ considerable amount of reformer despite little evidence. ~~The government can also be said over~~ the government can be seen to have aimed to contain the movement. ~~to prevent anger it grows its support~~

The source also suggests that the government best wanted to prevent further increase in radical reformer activity. This is seen in the statement 'to prevent the

government issued harsh punishments to  
even a transportation and hanging  
shown as a runner said "there  
is enough to transport him abroad if  
not hang him". This ~~was~~ the use of  
harsh punishments can be said to be  
aimed to deter people from  
engaging in radical activity. Additionally  
the source reveals how letters addressed  
to citizens Hardy and every other active  
member were opened at the post office.  
This suggests that the government aimed  
to keep informed of the radical reformers  
engaging in order to be able to  
respond quickly before a demonstration  
or meeting occurs. Overall the ~~source~~  
pamphlet suggests the government wanted  
to prevent any further activity in 1791.  
As the ~~source~~ pamphlet was written by  
the LW so it is able to give a  
detailed account of the government  
response because ~~it was there~~ they  
would have witnessed and experienced  
the government's response ~~therefore~~  
and making it more valuable.

XTO

ultimately the source is highly valuable for revealing the beliefs of the Ls as it highlights how they intended to reform parliament not overthrow it. Additionally, the source is also valuable for revealing the response of the government in 1791 as it does display the various methods used to counter the threat of the radical reformers. ~~It~~ <sup>the</sup> can be said that the source is not valuable for revealing the government response.



**ResultsPlus**  
Examiners Comments

Notice how this response opens immediately with an inference related to the first enquiry and supported by reference to the content of the source and then further developed and challenged on the basis of contextual knowledge. These are the qualities that are required to access the higher levels. The response is strongest when interrogating the source and less strong in dealing with its evaluation. Overall it does sufficient to access level 5.

## Question 2

Candidates at all levels were able to access this Source. The best candidates were able to interrogate the Source in relation to the two enquiries – the aims of the Dublin general strike and the key features of the strike – and develop their analysis and evaluation linked to their contextual knowledge of the period. There was some impressive conceptual development of the role played by syndicalism and other elements of the politics of the time. The vast majority of candidates recognised Larkin and the role he played in the Dublin general strike. Thus, discussion of the provenance of the Source was generally well handled. Enquiry one was largely dealt with well by all candidates. Enquiry two was more problematic for a significant minority of candidates, who dismissed the use of the Source to tackle the ‘key features’ of the strike on the grounds that it was written too early in the event to be of any use. Such responses often discussed what was not in the Source, rather than looking at what was in the Source.

The source, we are told, ~~was written~~ <sup>is a speech</sup> by Jim Larkin, and was published in 1913 in the newspaper he founded, the Irish Worker. This provenance is ~~of~~ useful to the historian in a number of ways. For example, the fact that the newspaper's target demographic is the working man, ~~the~~ Larkin's speech being featured in it is clearly to spread his message to as many workers as possible. Had Larkin delivered his speech ~~in private~~ ~~it was~~ without such publicity his message would have been less widespread. Thus we may deduct from this that a feature of the Dublin General Strike was that it sought to include as many workers as possible. The fact that Larkin delivered this having been sentenced for 'seditious language' is important too. Not only does it show that the aims of the Dublin General ~~Strike~~ Strike were seen by the authorities as a threat, which we know was the case and can be evidenced by the harsh police response, but it also shows that Larkin, at least ostensibly, believed that the ITGWU could survive without him, and ~~that~~ thus a feature of the General Strike was that it became a true social movement, or that Larkin wanted to make people think it was. Overall the provenance of the source is certainly useful to the historian, and the content itself, when combined with ~~the~~ deductions one can

make from the provenance will only add value to the source for investigating the aims and features of the Dublin General Strike.

It is clear from Larkin's speech that he wants to portray the aims of the strike as far more than 'a question of shorter hours or better wages'. He describes the strike as 'a great fight for human liberty of action', showing the ideological basis which the ITGWU had taken on. We know that the ITGWU followed a syndicalist ideology, which Larkin is keen to reinforce here - a feature of the strike is that it is part of a larger ideological struggle.

Larkin also reinforces in his speech the altruistic aims of the strike more than the personal gains he and the other strikers may ~~feel~~ benefit from. He states that an aim of the strike is to build up Ireland for 'those that come after [them]', ~~what~~ while one may take this at face value and appreciate the generosity of Larkin's character it is important to ~~contextualise~~ contextualise this view. The ITGWU struggled for legitimacy and would only continue to do so after their leader was imprisoned. Therefore, Larkin would be keen to prime both his supporters and his opponents before being incarcerated. Thus by framing <sup>the strike</sup> ~~the~~ as more than an attempt to solve the immediate issue of 50% of Dublin being in poverty and ~~in~~ poor conditions rather as an altruistic struggle for the benefit of all Irishmen, Larkin would ~~of~~ hope to gain legitimacy for his actions and the actions of the ITGWU, gain new members, and cause sympathetic strikes elsewhere, which we know he succeeded in in Liverpool and South Wales. Therefore one may say that ~~an~~ aims of the Dublin General Strike ~~were~~ <sup>were</sup> ~~was~~ a desire to expand the

movement further afield as well as in Ireland, and ~~or fear~~ ~~of~~ ~~contrast~~ to achieve more legitimacy and just cause ~~of~~ for their actions ~~down the road~~ through shifting their aims from selfish to altruistic.

Finally, it is clear that a feature of the strike is the ends ~~to~~ to which the strikers will go - Larkin here is clearly unwilling to passively surrender, even after his sentencing, showing significant tenacity. We know that the ITGWU were unlike the NUDL that had gone before them in their willingness to use violence. This idea is clearly pushed here by Larkin, too, as he says there will be 'no compromise' and that the strike is part of a 'class struggle' which has 'struck terror' into employers. Larkin clearly doesn't hide the aggression of his union, showing it is unapologetically a key aspect of the ITGWU, and one that he continues even after his arrest.

In conclusion, the source is highly valuable in revealing the aims of the Dublin General Strike and its features. Its provenance sets a hugely useful context from which much can be deduced, and the content of the source aptly covers both aspects of the investigation. ~~Furthermore~~ ~~the source is~~ From the source we can see the background of the strikes, its motivation, which we can make deductions from regarding its true motivations which serves to enrich our understanding; and we can see several of its ~~for~~ features, as well as their functions within Larkin's speech and wider struggle.



This is a secure level 5 response. The candidate has a very firm grasp on the content of the source and uses it to draw out inferences that are developed and supported by appropriate contextual knowledge that shows an awareness of the values and concerns of the society from which it is drawn.



### Question 3

This was the more popular of the two questions in Section B for 36.1 Protest, agitation and parliamentary reform in Britain, c1780-1928. The best answers were impressive, demonstrating a strong understanding of the conceptual focus of the question and using detailed contextual knowledge to support the analysis of how economic grievances contributed to driving Chartism within the chronology of the question. However, a number of the weaker answers were characterised by a lack of specific contextual knowledge and/or errors in the knowledge used. In light of the Advance Information provided, this was disappointing to see. Weaker candidates also might engage in responses that described in some depth some of the key events of the Chartist period, but that made only limited links to the question focus.

Throughout the period 1830-1840, economic issues swept the most vulnerable in Britain, pushing the working class towards Chartism. However, there were also political and external factors which drove Chartism forwards. This essay will argue that it was political issues which were the key factor driving Chartism at this time.

Economic grievances meant that the working class in particular wanted reform in order to help and assist them. Many members of the working class were struggling to purchase food at this time, as the 1815 Corn Laws had led to an increase in the price of bread - a staple food of the working class at the time. Due to this, many working class people saw Chartism as an answer to their problems, and attended protests and meetings to support the movement. The Chartists protested for parliamentary reform, and aimed to have working class MPs who would ~~the~~ pass economic legislation to help the working class, which further attracted support. Therefore, it could be

Somewhat accurate to say that economic grievances were the key factor driving Chartism at this time.

However, political issues were a key ~~factor~~<sup>reason</sup> for the growth of the Chartists, and potentially the key factor driving Chartism. The Chartists protested and petitioned for the implementation of their 6 point charter into law; ~~the~~ all 6 points on this charter were based on political issues, for example the lack of a secret ballot, and the wish for annual parliaments. Furthermore, constituencies were not of equal population sizes, and the existence of pocket and rotten boroughs was a key concern of the Chartists. Because of this, the Chartists were protesting for political reform and amendments, meaning it was a political movement. Therefore, economic grievances were not the key ~~driving~~ factor driving Chartism in this period, as it was arguably political issues.

Finally, foreign events may have been a driving force for Chartism, as events such as the French Revolution may have spread ideas of protest and equality to Britain, further encouraging the Chartists. This means that it may have been ideas spread from

abroad which were the driving force for Chartism, as it showed that protest was an effective way of achieving change. Because of this, it may be somewhat inaccurate to say that economic grievances were the driving factor for Chartism in the years 1838-1848.

In conclusion it is inaccurate to say that economic grievances were the key driving factor for Chartism at this time, as the Chartists were a politically motivated group, which is evidenced by their political 6 point charter. This means that the key driving factors for Chartism were political issues, such as the existence of rotten boroughs, as well as the unequal population sizes seen across the constituencies. Therefore, it is inaccurate to say that economic grievances were the driving force behind Chartism.



**ResultsPlus**  
Examiner Comments

This is a level 3 response. The candidate examines economic grievances and then moves on to identify two further factors that might be deemed to have driven Chartism. Both the extent of specific knowledge and the links made to the question lack sufficient development to move beyond this level.



Ensure you develop your analysis fully and support your argument with specific knowledge.

## Question 4

This was the less popular of the two questions in Section B for 36.1 Protest, agitation and parliamentary reform in Britain, c1780-1928. There were a number of excellent responses seen to this question, where candidates had fully discussed the role of government and weighed it against a range of other factors. Conclusions, although they varied as to the significance of the role of government, were well supported in such answers. Weaker responses tended to engage in a narrative of events, often in great detail, linked to key topic 5, with some responses stretching back as far as the Glasgow rent strike. Many of these answers did not explain how or why the events described helped to confirm or challenge the view in the question.

It is undeniable that the role of the government was a significant factor in causing the general strike of 1926; However, other factors such as the decisions of mine owners and miners and too the economic context of 1910 - 1926 also plays a significant role in the causing the general strike.

Perhaps the most significant decision made by the government was the decision to return to the gold standard in 1925. This decision directly impacts on miners as it increases the cost of exports and therefore leads to a 10% pay cut for mine workers. This decision worsens the conditions of the miners and therefore increases the likelihood of strike action. Too, the unwillingness to implement the Samuel report which conclusions ~~were~~ ~~set~~ ~~to~~ be aimed to improve the situation of the mining industry. The unwillingness to engage with this plays a role in the strike. Another factor is the government's unwillingness

to engage with the TUC. The TUC was the most moderate ~~for~~ union structure so if the government had engaged properly with the Congress they may have been able to prevent the solidarity strikes of much of the British labour ~~force~~ and prevent a general strike. The unwillingness to engage may have been linked to the 1970 Emergency powers act which granted the government power to counter and undermine strikes, perhaps suggesting that the government preferred to defeat a general strike rather than reach a compromise that would prevent one and in this way they are ~~responsible~~ significantly responsible ~~in the~~ <sup>for the</sup> cause of the strike. Despite this, ~~for~~ the decision to return to the gold standard aimed to rebuild the pound in comparison to the dollar ~~is~~ <sup>was</sup> and was not intended to worsen the position of British industry. Too, the decision to not engage with the Samuel report is not entirely <sup>the</sup> government's responsibility as both the miners and the mine owners had made it clear that it was an intolerable compromise.



Another significant factor in the ~~start~~ the 1926 general strike is the decision of mine owners, miners and the TUC. The mining industry was fractured and archaic with 80% of coal being picked by 1926. The unwillingness of mine bosses to reinvest their profits in order to modernise the industry put British mining at a significant disadvantage to global competitors. This left the only option for owners to ~~keep~~ remain competitive was to suppress worker's ~~salary~~ pay, which in turn increases the likelihood of strikes and militant union activity. Too, the actions of the miners can be seen to play a role in the cause of the strikes. Miners had radical and uncompromising demands such as 6 hour days, as ~~is~~ shown in their slogan 'not a penny off the pay, not a minute on the clock'. This uncompromising, radical demands made a solution or agreement less likely and is perhaps what contributed to government and bosses' ~~aim~~ decision to take on and defeat the strikes. Finally, the role of the TUC ~~is~~ contributed to the strikes as their involvement makes ~~start~~ the general strike impossible, if the TUC had not got involved the a general strike would

likely have impossible and only the miners would have struck. In comparison to <sup>the</sup> government roles, the actions of miners and mine owners is less significant. The government could have promoted greater modernisation within the industry that would have created the high wages that would prevent strikes and too, the government's unwillingness to compromise or discuss with the TUC is likely more significant in the strike's cause than its decision to get involved. Therefore, government decisions are more significant.

Another significant factor in the cause of the general strike was the wider context of the period. In 1914, coal made up 70% of industrial output in Britain, meaning the economy was heavily dependent on it. The growth of other coal producers such as Germany, Poland and the United States leads to a significant decline in demand for British coal. This worsened the ~~ee~~ economic conditions for mine workers making strikes more likely and too the massive role of coal across British industry makes a general strike more likely. Too, the post war financial reparation owed by

Germany further reduced demand for British coal exports and too the end of the German occupation of the Ruhr in 1923 and the end of American strikes, ~~interest~~<sup>events</sup> which had improved the mining industry, means that by 1925 strikes begin to re-emerge. Too, the experience of nationalisation of WW1 and the radical period following the 1917 Russian revolution and 1919 socialist rising contributed to a climate in which workers felt empowered to demand more and this certainly contributed to the 1926 general strike. In ~~contrast~~ comparison to the actions of the government this international context is less important, this is due to the government's role in such economic decline, if the government had kept the mines nationalised for example the chance of a general strike would be much less likely as it was one of the most important demands of the strike. Too, the government had made little effort to address the decline of British mining and decisions such as the return to the gold standard only worsen the conditions.

Overall then, the ~~dominant~~ role of the government is the most significant factor

in causing the 1926 general strike due to its unwillingness to engage with workers' needs, its ~~was~~ failure to address the decline of ~~the~~ the industry and for its decision to create anti-union measures that deinstitutionalise arbitration. These factors are more significant than the decisions of miners and owners and for the wider international context.



This is a secure level 5 response. The candidate understands the focus of the question and develops a clear line of argument in which the relationship between key features is well developed.

## Question 5

This was the less popular of the two questions in Section B for 36.2 Ireland and the Union, c1774-1923. It was generally very well handled, and candidates clearly possessed sufficient material to support their analysis. Stronger candidates had a secure grasp of the conceptual focus of the question and were able to discuss a range of consequences of industrialisation with confidence and reach a judgement on whether economic improvement was the most significant of these. Such answers impressed with their ability to weigh the relative significance of the issues that were discussed. There was an impressive display of knowledge on the growth of the linen industry, shipbuilding and the social conditions that were experienced by the urban poor. Weaker candidates tended to describe aspects of these issues, rather than explicitly tying them to the focus of the question.

Ulster saw an enormous transformation during the ~~the~~ years 1825-55, with industrialisation transforming the region into a leading hub for export and production. Some may say that the worsening living <sup>working</sup> conditions were the biggest effects of industrialisation, yet this essay will argue why it was the economic improvements in industries like ~~the~~ textiles <sup>and</sup> shipbuilding which were the greatest effects of industrialisation.

The Textile industry was amongst the most prosperous in Ulster during the period. Mechanisation of looms had made the linen producing cottage industry obsolete, bringing water into enormous mills and massively increasing output from 2 million yards to 40 million yards in ~~the~~ 30 years.

Industrialists like John Mitchell transitioned from the outdated cotton industry in 1825 and ~~built~~ ~~grew~~ ~~the~~ ~~largest~~ ~~in~~ ~~the~~ ~~world~~ built enormous steam powered mills that employed 5,000 workers, making them the largest in the world. This boom in the industry created enormous economic prosperity with workers flocking to Ulster to participate in work that was paid higher than that in Rural Ireland. By 1850 40% of Ulster's population worked in industry, with a significant portion of that being in the textile industry. The linen triangle became a leading source of economic prosperity combining the efficiency of Rail with the production of the mechanised mills. ~~This~~ This economic effect of industrialisation made Ireland accountable for 10% of all UK exports.

Another industry that fostered massive economic improvements was the ship building being done in Belfast. The dredging of the Belfast port

by the Belfast harbour commission had allowed the passage of deep water ships and greatly improved the ship building capabilities in the city. Companies like Connell and sons ~~by~~ were able to utilise industrialism to greatly improve Ulster's economy. Ships like the Chieftan and Aurora were revolutionary at the time utilising new technologies like steam power and iron hull construction. By 1948 Connell and sons had built 32 ships providing employment for thousands of skilled <sup>and unskilled</sup> labourers. An argument ~~used~~ ~~by~~ proposed by opponents of this ~~the~~ consequence of industrialism is that it put workers in difficult financial positions where they would be unable to sustain their families. Yet it is important to remember that during this time (1840s-50s) rural, unindustrialised Ireland was experiencing the famine and cities in Ulster, were amongst the only places that managed to avoid starvation due to their economic contributions to Britain and non-reliance on agriculture.



The ~~off~~ negative effect of industrialisation on living and working conditions is clearly documented. Industrial centres like Belfast were notorious for their high infant mortality, which was ~~highest~~ <sup>largest</sup> in the entire UK. Despite the economic prosperity ~~caused~~ by the booming Textile and shipbuilding industries, workers often died in workplace accidents and long ~~14~~ <sup>16</sup> hour days were required to feed families. This overworking of the population led to the average working life expectancy being 16 years, with few making it past the age of ~~30~~ 40. The Cholera outbreaks of 1848 killed 25,000 in Ulster and were attributed to poor irrigation and industrial Back to Back housing. Whilst this is certainly ~~a factor~~ a significant ~~fact~~ consequence of industrialisation, the economic benefits caused ~~by~~ ~~it~~ <sup>by</sup> ~~it~~ cannot be denied. In general people

traveled to industrial centers for employment in spite of the poor conditions that it caused, therefore making the economic benefits more significant than the poor conditions.

When evaluating the overall consequences of industrialism in Ulster it is clear that the economic ~~benefits~~ improvements were by far the most significant. Despite conditions being poor in cities like Belfast people ~~traveled~~ ~~from~~ emigrated there increasing its population from 20,000 to 75,000 in these years. People could obtain jobs in new industries like linen and shipbuilding, not having to rely on insecure agricultural harvests that were affected by a long depression and crop illnesses.



This is a secure level 4 response. The candidate has discussed ways in which the most significant consequence of industrialisation in Ulster was economic improvement, but they also present a convincing counter argument and reach a clear judgment.



To build on this secure level 4 answer, the candidate would have needed to develop the analysis at greater depth.

## Question 6

This was the more popular of the two questions in Section B for 36.2 Ireland and the Union, c1774-1923. Most responses displayed a very good understanding around the Irish land issue. Many candidates commented on the role of Parnell in particular, although some candidates used his individual influence as a separate factor. Strong answers were seen that discussed the 1881 Land Act and the Kilmainham Treaty. Counter arguments were largely based on the role of Gladstone and the impact of the 1870 Land Act. Relatively few candidates considered the economic context of the period. Weaker candidates tended to describe aspects of the land issue without making explicit links between their description and the question, so that there was only limited analysis.

The work of the Land League was the most significant factor in shaping the Irish Land Issue in the years 1870-82 as the work of the Land League impacted both political and social aspects of the Irish Land Issue.

The 1870 Dublin Land Conference was the springboard for Irish people, especially farmers, to voice their disdain and grievances about the Land Issue, and the beginning of the attempt to find a solution. The Land Conference created a social culture where the oppression faced at the hand of landlords was no longer acceptable, and ~~instilled~~ a desire for the abolition of landlordism. ~~Organised by~~ Whilst it could be argued that this was the most significant factor shaping the Irish Land Issue, these ideas of the abolition of landlordism were enshrined by leaders like Parnell Davitt, and what they brought to fruition by the Land League. Its formation in 1876 allowed for the social disdain of the Irish people to be turned into political organised action to try and effectively fight the oppressive dogma of landlordism. The Land League took an idea and gave it attainable goals. The rent strikes organised by the Land League shifted the balance of

power away from landlords and towards tenants, and the creation of 3 simple goals; Fair Rent, Fixity of Tenure, and free sale gave the 'land issue' structure and goals, shifting it from an abstract issue to a tangible one. Ultimately without the organization of the Land League the work of leaders like Parnell & Davitt the abstract ~~issues~~ <sup>land issues</sup> presented in the Land Conference would not have been tackled effectively. The Land League turned a social issue into a political one, with methods & tactics of resistance.

Furthermore, the Land League exerted pressure on the British government through their political organization and pressured ~~the British~~ leaders like PM Gladstone to tackle the issue through legislative power. The failures of the 1st Land Act 1870 in enshrining the 'Ulster custom' meant that landlord abuse of power was legislated against but not their exercise of power. As a result of this, the loophole within the Land Act meant that tenants could still be unfairly evicted and didn't have fair rent or fixity of tenure. The pressure exerted upon ~~the~~ Gladstone from ~~the~~ 1876 onwards meant that the second Land Act fixed these problems and ensured fixity of tenure, fair rent and free sale by limiting the power of the landlords. The Land League ultimately presented as <sup>the</sup> major factor in securing these rights from Westminster.

Finally, the Land League & the leaders of the Land League, represent the 'New Departure', a unification ~~issues~~ in the Irish fight as a result of the Land Issue. This New Departure between Swift & Larkin acted as a turning point in the Irish fight against oppression, revealing a larger significance of the Land League in the fight for Irish nationhood.

In conclusion, the Land League were the most significant factor in shaping the Land Issue because they cemented political action and as a result secured legislative protection against landlord abuse of power.



**ResultsPlus**  
Examiner Comments

This is a level 3 response. The response clearly has relevant knowledge for this question. However, the approach taken, although it does provide some analysis, is not securely focused on the demands of the question.



**ResultsPlus**  
Examiner Tip

Think carefully about what the question requires you to do and ensure that you plan your response so that you are able to link your knowledge fully to the demands of the question.

## Question 7

This was the more popular of the two questions in Section C for 36.1 Protest, agitation and parliamentary reform in Britain, c1780-1928. The specification anticipates that candidates can answer questions in this section successfully by only drawing on the material in the themes. This summer, there was a new development in this section that has not been seen previously. Many candidates referenced unsuccessful extra-parliamentary pressure drawn from the key topics, rather than the themes, such as Peterloo, going into great detail describing the main events. Whilst reference to such protests could have potentially been made relevant to this question this only rarely happened. Rather, the majority of candidates using such material saw a direct line from these earlier failed protests to the reform of parliament. There were also weaker answers that provided a list-like commentary of parliamentary reform over the years with limited consideration of the question. However, there were also a number of very impressive responses that were seen, where candidates considered the role of riots, pressure groups, foreign policy and overseas events as all being examples of pressure from outside parliament. The focus of most candidates for their counter argument was the search for party political advantage and personal rivalries within parliament.



I Agree with the statement that extra Parliamentary reform was the most significant reason in causing reform. Although this wasn't the main reason for each reform act, it was the biggest reason in causing reform overall.

The 1832 Reform Act was caused heavily by pressure from outside of Parliament. Due to the reform bill being rejected 3 times, there was extra Parliamentary agitation. This led to some ministers houses being burnt down and riots taking place. This was the biggest reason in causing reform in 1832.

The reform Act of 1872 was also caused by extra Parliamentary pressure. This is because of the Hyde Park railings affair. This was due to ~~the~~ a meeting taking place in the Park and the Police stopped people going in which caused them to pull the fences down. This also led to some thinking about charging government buildings with weapons.

The reform act of 1888 was caused by political self interest and how the conservatives wanted to gain more votes. The 1888 reform act was Gladstones attempt in trying to cause the working class in counties to vote for them in order to keep power.

The 1918 reform act was caused by extra parliamentary pressure. This was caused by the war and how most of the people who served in WWI couldn't vote. This led to the biggest reform act as the rest of the working class could now vote and women over 30 could.

Lastly the 1928 reform act was caused by the 1918 reform act. This is due to the 1918 reform act not enfranchising everyone. This led to Stanley Baldwin enfranchising the rest of the women.

In conclusion, extra parliamentary pressure was the biggest factor in causing reform. There were other reasons in causing reform but the threat of revolution and pressure from outside of parliament outweighed the other reasons.



This is a borderline level 2/3 response. The candidate makes a basic point about a number of relevant pieces of legislation, although not all are correctly dated. The analysis is very limited.



It is important to develop your analysis and to make links between the points that you are raising.

## Question 8

This was the less popular of the two questions in Section C for 36.1 Protest, agitation and parliamentary reform in Britain, c1780-1928. A significant minority of candidates were not familiar with the terms of the 1911 Parliament Act and/or did not apply the terms to the main thrust of the question. Weaker candidates also struggled with the concept of a turning point; this led to some answers that simply developed a chronological narrative of some key changes, with limited reference to the demands of the question. Many candidates were able to discuss the powers of the aristocracy pre-1800, for example, the corrupt practices and bribery that was rife within the system and a minority were able to discuss the 'economical reform' of the 1780s. However, a significant minority of responses to this question only began in 1832, thus missing a considerable portion of the chronology. There were also some candidates who did not go beyond 1911. However, there were some impressive answers seen to this question, where candidates clearly understood the conceptual focus of the question and were able to fully engage with it, demonstrating a strong breadth of knowledge on which to base some sophisticated analysis.

The Parliament Act (1911) was the key piece of legislation which reduced aristocratic influence on parliament and government policy. This essay will analyse the impact of the Parliament Act as well as other factors such as the reduction in corruption and the impact of the early representation of the People Acts and will conclude that the 1911 Parliament Act was the most key turning point.

The Parliament Act (1911) massively reduced the power that the House of Lords has over the House of Commons. Whilst aristocratic influence in the Commons had declined by this point the Lords was still dominated by the aristocracy. The Act was introduced in response to a constitutional crisis which emphasised the problem of the Lords being able to block any legislation presented to it by the Commons. This can lead to deadlock where key pieces of legislation, such as budgets, are unable to pass through parliament. The Act removed this problem as it meant that if a bill was blocked by the Lords in 2 years time the Commons could simply force it through without the approval of the Lords. This massively weakened the power of the aristocracy in parliament because it meant that the House of Commons holds political sovereignty over the House of Lords. Ultimately the 1911 Parliament

Act was the key turning point in the declining influence of the aristocracy because it removed the majority of their political power.

Another factor which reduced the aristocracy's influence over Parliament were the Acts to reduce electoral corruption in the 1870s and 1880s. The first was the Ballot Act of 1872 which introduced a secret ballot (where voters vote in private) in general elections for the first time. Before this, landlords would control many seats as they would force the electorate to vote for them or a candidate of their choice. This is due to them owning the houses of the elector electorate and employing them therefore placing aristocrats (or candidates they had heavy influence over) in parliament. Another act, the 1883 Corrupt Practices Act, further limited the aristocracy's influence over elections and parliament by introducing spending caps in elections. This was intended to stop voters being bribed with sums of money or gifts as before the wealthiest people could essentially buy seats in parliament. Whilst both these acts impacted the influence the aristocracy had within parliament, they didn't impact their political power to the extent of the Parliament Act did and therefore they were not key turning points in the declining influence.

The early Representation of the People Acts, 1832 and 1867 also impacted the influence of the aristocracy in parliament. The 1832 Act saw a huge reduction in the number of rotten boroughs and gave representation to cities

such as Birmingham and Liverpool. This was significant as rotten boroughs were controlled by aristocrats and therefore gave them direct access to an MP and political power. Furthermore working-class seats in large ~~seats~~ cities are much less likely to be under aristocratic influence. The 1867 Act further accelerated the process of seat redistribution which, as established, took some power and influence away from the aristocracy. ~~And~~ The expansion of the franchise, which doubled to 2 million because of the Act, also decreased aristocratic power as more people of lower classes could vote thus having the potential to take seats away from them. However, these acts only marginally reduced the aristocrats' influence in parliament and therefore can't be considered as key turning points.

In conclusion, the 1911 Parliament Act was the key turning point in the decline of aristocratic influence in Parliament from 1780-1928 because it decreased the ~~power~~ power of the House of Lords so much that <sup>it</sup> no longer had major political influence as the Commons could use the Act to bypass it and pass any legislation they wanted.



This response is level 3/4 borderline. The candidate does show some awareness of the terms of the 1911 Parliament Act and links that to the question. It understands that it needs to consider the impact of legislation and does examine other legislation from this perspective, without developing the analysis fully. It is not in level 4 for bullet point 2 because it has not met 'most of the demands' of the question in terms of its chronological range. The only reference that might be considered as dealing with the pre-1832 period is a brief comment on rotten boroughs. At the other end of the chronology, the response stops in 1911.



Ensure as you plan, that you build in chronological range for Section C questions.



## Question 9

This was the more popular of the two questions in Section C for 36.2 Ireland and the Union, c1774-1923. Candidates made use of a wide range of knowledge in answering this question. They were often more effective in their discussion of nationalist weakness than with the strength of the opposition. Generally, the strength of the opposition was defined by most candidates as the strengths of the British, and few went beyond this. Candidates tended to be stronger in dealing with the earlier part of the chronology than with the later. Given that many candidates wrote this response chronologically, it may be that they ran out of time.

The objectives and means of Irish nationalism changed and evolved throughout the period, from constitutional nationalism to violence and home rule to complete separation. Nationalism was across the period evolving and suppressed by British politics broadly as different political parties and people had differing perspectives on how to best handle the growing demand for autonomy in Ireland. Undoubtedly the failure of Nationalism across the period can be seen somewhat to be because of the strength of GB opposition and commitment to the Union, yet their one instance of success against this power and alternative reasons for failure like lack of planning. But to credit this as a main failure would be unsubstantial and the failure of both violent and constitutional nationalism can be credited to British political strength, defiance and attitude to the Union.

The primary instance of British strength and intent causing the failure of Irish Nationalism can be seen following the United Irishmen uprising in 1798 following this came Pitt's Act of Union in 1801, a direct contradiction to the causes and desires of the Nationalists. This set a precedent for further instances in the period, whilst it wasn't the failure of the uprising that damaged nationalism the most it was the subsequent strength of reaction from Pitt's government that was the epitome of their failure. This sort of reaction of oppression to Irish Nationalist violent uprising can be seen right across the period in the Young Ireland 1848 uprising and the Fenian uprising in 1867, it wasn't the failure of the rebellion that best

characterised the Nationalists' failure but the subsequent reaction of the British, making amends of those that led the opposition. Additionally, the military superiority over the period does also contribute to British success in the suppression of Nationalism, as it wasn't the failure or strength of policy, such as the Fenians, that caused it to fail but the extent and scale of opposition it faced, hence British strength as opposed to rebel weakness. The essence of superiority can be reflected in the failure of constitutional Nationalists best exemplified by the overall failure of the repeal committee lead by Daniel O'Connell. Despite its large membership and attendance of 100-120 thousand members the strength of British resolve and commitment defeated it, pressuring it to disband despite the strength of feeling and explicit mass support, the political dominance of those in Britain committed to the union defeated the aspirations of the Nationalists. This trend can be seen again in defeat of the first Home Rule bill and the second, despite liberal support it wanted the failure of Home rules in their proposals of Home rule but the conservative strength in both the Commons and the House of Lords that lead to the failure of the first two bills, the strength of British resolve and commitment were the cause for failure in every instance rather than the failure of the Nationalist movement. Overall both the military strength and political dominance assured a well-protected strength of opposition to Nationalists not that resulted in failure to achieve its aims in these instances, rather than their own failure as a movement or an idea.

Conversely their are instances of British weakness and the cause of failure to be credited to other instances. For example the failure of multiple violent uprisings, over the period from 1798 to 1916 can be seen as

a failure to successfully and secretly co-ordinate an opposition to the military strength of the British. The interception of communication in 1848 and with the Germans in 1916 are instances of failures to provide secret and a substantial opposition, consequently it can be perceived that the failure of these events, and Nationalism can be seen to be a result of the internal failings of the movement rather than the military strength of the British opposition, even in the case structure of the IRB 1857. This failure is evident. Furthermore there are instances of Nationalism success both politically and militarily which would imply it wasn't the strength of the British that caused failure. The success of the IRA in the Anglo-Irish War 1921 exemplifies this. There are instances of co-ordinated guerrilla tactics across the period resulted in widespread sympathy, from events like the bloody Sunday, and overall resulted in the Anglo-Irish Treaty 1922 an evident success for Nationalists. This shows the instance of one co-ordinated attack resulting in success despite Britain's perceived military dominance. This result shows that it wasn't the size & strength of opposition but the ingenuity of Nationalists that had caused these failures in the period. As well as this politically the success of Sinn Féin obstructive methods leading to a Westminster resulting in the Government of Ireland Act 1920 shows the political dominance of Britain wasn't as all-encompassing as first perceived. Again this lack of political dominance is further seen by Asquith's reliance on the IPP due to a hung parliament that resulted in the Home Rule bill being passed again demonstrating the political dominance of Britain could have been the only cause of failure over the period overall by overcoming both the political and military power later in the period Nationalists showed that the earlier failure of the movement, may have been influenced by power of Britain.

but could not be seen solely responsible for its failure, as if it had why were they able to overcome it in these instances.

On balance both facets of British opposition to nationalism can be seen as a main reason for the failure of nationalism politically and militarily. Despite the incidents of poor planning and violence and the British we cannot accuse success for Nationalism as failure of British the success of the Home rule bill can be seen as a sign of British strength as it conceals rather than face the Nationalism opposition. Also, in spite of correct planning instances of failure into the repeal association of the 1848 Young Ireland uprising still weren't strong enough to overcome the British opposition at the time. Therefore I agree with the statement that it was the strength of opposition that overall resulted in Nationalist failure across the period despite instances of internal failure and weakness contributing to it.



**ResultsPlus**  
Examiner Comments

This response is a secure level 5. It ranges widely across the period in a sustained analysis that demonstrates a real confidence in the material and the arguments.

## Question 10

This was the less popular of the two questions in Section C for 36.2 Ireland and the Union, c1774-1923. Weaker candidates struggled with the concept of a turning point; this led to some answers that simply developed a chronological narrative of some key events, with limited reference to the demands of the question or the development of an answer focusing on the reasons for Home Rule. Most candidates were secure in the knowledge around Gladstone and Home Rule. However, a significant minority did not consider events before 1801 and/or after 1893 or 1912. The latter may have been the result of timing issues.

1774 - 1922 . Reasons for approach, methods, long term.

① Home Rule : moral reasons, collab with IPP, repeated attempts,  
long term = independence home rule by act  
BUT IPP support, Land issue, rebellion - I.R.B. conservative resistance

② hard

BUT IPP support

③ Act of Union - Pitt. hope show benefits. lead to  
Cath emancip. constitutional approach.  
But - United Irishmen. allow more say.  
③ Catholic Emancip - constitutional. concessions. listen to demands.

But

④ Treaty - negotiate with Irish. Lloyd George keep in empire. → aim changes.

Between 1774 and 1922, the British government took many different approaches to Ireland. Gladstone pursued Home Rule as a way to give Ireland greater freedom from Britain from 1855 in parliament. This was a turning point in terms of it having notable long term consequences for Britain's relationship with Ireland, Gladstone's reason for addressing it and his conciliatory rather than coercive methods. However, the Act of Union was a more significant turning point because it paved the way to Gladstone's pursuit of Home Rule being passed, and was a significant turning point in terms of a more

peaceful approach to dealing with nationalism. Therefore Pitt's aims and methods were more of a departure from before than Gladstone's. Lastly, the signing of the Anglo-Irish Treaty could be seen as a turning point in that Britain significantly changed its aims for the relationship with Ireland; although it was less significant than Home Rule because like most other British actions from 1774 to 1922, it was not mostly motivated by the force of nationalists and threat of violence, rather than a dramatic change in attitudes. Consequently, whilst Gladstone's activism for Home Rule was an important turning point, it was not the key one.

Gladstone's support for Home Rule was significant because no <sup>English</sup> politician since the Act of Union had ever considered trying to grant Ireland home rule: it was considered to be a betrayal of the empire. However, the Prime Minister Gladstone believed it was the morally correct thing to do, especially seeing as the Irish Parliamentary Party held over half of Irish seats by this point. This represents a significant shift in attitudes, especially because Gladstone collaborated with



the IPP's Charles Stewart Parnell, and Gladstone also shows commitment by attempting to pass the Home Rule again in 1893, after the 1886 one got rejected by the Commons. Nevertheless, it could also be argued that Gladstone's attitude was not a key turning point because he had already passed two Land Acts in 1870 and 1881, as well as the Kilmainham Treaty in 1882 - these conciliatory actions show how his support of Home Rule was not the most significant turning point in terms of attitudes. Furthermore, ~~the~~ Gladstone relied on IPP support and feared rebellion unless action was taken, as shown by the 1867 Fenian Uprising. ~~As~~ Nevertheless, Gladstone's introduction of Home Rule to parliament set in motion the events leading to its eventual passing in 1914: the delay of which precipitated the events leading to the Anglo-Irish Treaty being signed. Therefore Gladstone's attitude to Ireland's Home Rule was not necessarily a particularly significant change, but it was a turning point in terms of the longer term effects.

On the other hand, the Act of Union, passed by William Pitt in 1801 represented more of a significant turning point. By bringing

Ireland fully under British power, removing legislative independence, Pitt hoped to reduce the threat of nationalist groups such as the United Irishmen who uprose in 1798.

This represents more of a constitutional approach to dealing with discontent. By allowing Irish MPs to sit in the House of Commons, Pitt hoped ~~for~~ for Ireland to receive greater investments and see the benefits of the Union. This was a turning point compared to previous British leaders who preferred the use of force and did not aim for good relations with Ireland. Furthermore, Pitt was genuinely motivated by a desire to improve the position of Catholics: with Catholics now a minority, Pitt hoped Protestants would be less adverse to Catholic Emancipation. Indeed, the Act of Union was vital for Catholics to force Catholic Emancipation through in 1829. Likewise, the Act of Union allowed for the IPP to influence Gladstone in 1885. If the IPP did not hold Irish seats in parliament, it could be argued that Gladstone would not have been compelled to introduce Home Rule Bills. For instance Parnell used obstructionism to great success in parliament. Therefore, the Act of Union not only marked a turning point due to

Pitt's different attitude, but also due to the longer term consequences. The Home Rule Bills of Gladstone were not introduced during his time, so Pitt's actions were also more <sup>impactful</sup> successful in the short term. Likewise, Gladstone's consideration of Home Rule was only possible due to the Act of Union, so it is clearly a less significant turning point.

Finally, the other turning point could be the signing of the Anglo-Irish Treaty by David Lloyd George, the British Prime Minister at the time in 1921. Lloyd George's approach was a turning point in that he met with both unionist and nationalist plenipotentiaries to discuss the Treaty. Furthermore, this was the first time that a British government had considered dominion status as a favourable outcome: the Treaty was considered by Lloyd George as a success because it established the Irish Free State, but retained it in the empire. This shows a departure from the aims of Gladstone, who only sought Home Rule. However compared to Gladstone, Lloyd George was not motivated by a sympathetic attitude or moral duty. Instead, the Treaty was more seen as the only option to end the violence caused by the War of Independence.

ce : by this point, it was seen as inevitable for some form of independence to follow. Therefore, compared to the attitude of Gladstone, Lloyd George's approach was far less of a turning point: like most other prime ministers during the period, Lloyd George was compelled to act due to the threat of violence. Furthermore, Gladstone's consideration of Home Rule had more significant long term impacts because it gave confidence to the nationalists, which gave them the momentum necessary to call for independence by 1916. Therefore Gladstone's Home Rule bills were more of a turning point.

To conclude, Gladstone's Home Rule bills did represent an important turning point in terms of a change in reasons for considering ~~home~~ change to the relationship with Ireland and the long term effects. However it was not a key turning point because this attitude and more conciliatory constitutional approach had already been displayed by Gladstone during the Land Wars. Also, the Act of Union was the key turning point because it allowed for the Home Rule campaign and showed an earlier change in approach and goals of the government



This response has a very secure understanding of the focus of the question and the quality of the analysis and the judgements reached is clear. It is a secure level 5 response.

## 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; there will be material in the Sources to support 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 read the caption carefully so they do not mistake its intent
- Candidates should make use of relevant contextual knowledge to support inferences and evaluation.

### 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 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:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

