



# Mark Scheme (Results)

Summer 2022

Pearson Edexcel  
In GCE History (9HI0/36)

Paper 3: Themes in breadth with aspects in depth

Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928

Option 36.2: Ireland and the Union, c1774–1923

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Summer 2022

Question Paper Log Number P69346

Publications Code 9HI0\_36\_2206\_MS

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Generic Level Descriptors: Section A

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li></ul>
2	4-7	<ul style="list-style-type: none"><li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li></ul>
3	8-12	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences</li><li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.</li></ul>
4	13-16	<ul style="list-style-type: none"><li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two enquiries may be uneven.</li><li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li><li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li></ul>

Level	Mark	Descriptor
5	17-20	<ul style="list-style-type: none"> <li>• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion,</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</li> </ul>

## Sections B and C

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	4-7	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	8-12	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	13-16	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> </ul>

Level	Mark	Descriptor
		<ul style="list-style-type: none"> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>
<b>5</b>	<b>17-20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section A: indicative content

### Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928

Question	Indicative content
1.	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the beliefs of the London Corresponding Society and the response of the government to radical reformers in 1794. The London Corresponding Society is named in the specification and candidates can therefore be expected to know about its beliefs and government responses to it.</p> <p>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:</p> <ul style="list-style-type: none"><li>• As a pamphlet issued by the London Corresponding Society, it should be expected to accurately reflect the beliefs of the organisation</li><li>• It is an immediate reaction to the arrest of a founding member of the London Corresponding Society and other members of the organisation</li><li>• Its language and tone indicate that it is highly critical of the government and its actions.</li></ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p><b>The beliefs of the London Corresponding Society:</b></p> <ul style="list-style-type: none"><li>• It suggests that it believes in political equality through the references to its members as 'Citizen'</li><li>• It suggests that the London Corresponding Society believes in peaceful cooperation in order to achieve its aims ('united efforts...constitutional means')</li><li>• It provides evidence of the core beliefs of the London Corresponding Society, such as their demand for 'universal suffrage, equal representation and annual elections.'</li><li>• It suggests their belief that the freedom of the press is of central importance in enabling the transmission of knowledge.</li></ul> <p><b>The response of the government to radical reformers in 1794:</b></p> <ul style="list-style-type: none"><li>• It claims that the government is prepared to use extreme measures to deal with radical reformers, including arrest, transportation and execution ('enough to transport him abroad, if not to hang him')</li><li>• It suggests that the government is exploiting events in order to restrict the ability of radical reformers to agitate ('seizing from the people some of their remaining rights')</li><li>• It indicates that the government is acting promptly to deal with the perceived threat ('speed of government action')</li><li>• It suggests that the government has a variety of techniques available to restrict the actions of radical reformers, e.g. 'letters addressed...often opened', 'restrict the liberty of the press'.</li></ul>

Question	Indicative content
	<p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source regarding the beliefs of the London Corresponding Society and the response of the government to radical reformers in 1794. Relevant points may include:</p> <ul style="list-style-type: none"><li data-bbox="363 309 1347 421">• The London Corresponding Society was founded in 1792 and adopted a political programme to deal with the social and economic grievances of the working classes</li><li data-bbox="363 434 1391 546">• Radical reform groups, including the London Corresponding Society and Cartwright's Society for Constitutional Information, called for a national reform convention in 1794</li><li data-bbox="363 560 1398 627">• Hardy was accused of treason following his arrest, but he was acquitted at trial, as were the other radical reformers accused at the same time, e.g. Thelwall.</li></ul>



## Option 36.2: Ireland and the Union, c1774–1923

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the aims of the Dublin general strike (1913-14) and the key features of the strike. Jim Larkin is named in the specification and candidates can therefore be expected to know about his involvement in the Dublin general strike.</p> <ol style="list-style-type: none"><li>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:<ul style="list-style-type: none"><li>• As a statement by one of the leaders of the Dublin general strike, it can be expected to represent both the aims and methods advocated by Larkin with some accuracy</li><li>• The aspirational tone of the aims may not have reflected the views of the rank and file who were participating in the general strike</li><li>• As a statement made <i>en route</i> to prison, it was designed to raise the morale of those participating in the general strike</li><li>• It was intended for public consumption, being circulated in a newspaper sympathetic to the strike within days of it being made.</li></ul></li><li>2. The following inferences and significant points of information could be drawn and supported from the source:<p><b>The aims of the Dublin general strike (1913-14):</b></p><ul style="list-style-type: none"><li>• It implies that improved conditions form part of the aims ('shorter hours' and 'better wages')</li><li>• It suggests that better living standards will be achieved as a consequence of the action ('liberty to live as human beings should live')</li><li>• It argues that, through participation in the action, every aspect of life will improve ('promised land', 'life, hope, joy')</li><li>• It argues that membership and support of the union is important ('Stand by the trade union'), suggesting that the aim is to unite the Dublin working class within it.</li></ul><p><b>The key features of the strike:</b></p><ul style="list-style-type: none"><li>• It suggests that the strikers are putting the common interest above their individual interest ('We should not...for our own individual betterment')</li><li>• It suggests the democratic nature of the trade union organisation in managing the general strike ('have faith in the men you have elected')</li><li>• It suggests that the strike is securely rooted in Ireland, arguing that the Dublin working class must rely on their own efforts for success ('this fight must be settled by the men here at home')</li><li>• It claims that the actions of the union have impacted on those who sought to exploit the working class ('the RED HAND that struck terror').</li></ul></li></ol>

Question	Indicative content
	<p data-bbox="312 138 1362 295">3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source regarding the aims of the Dublin general strike (1913-14) and the key features of the strike. Relevant points may include:</p> <ul data-bbox="363 331 1362 654" style="list-style-type: none"><li data-bbox="363 331 1362 398">• Jim Larkin and James Connolly were involved in building up the ITGWU from 1909</li><li data-bbox="363 407 1362 474">• William Martin Murphy had founded the Dublin Employers' Federation in 1911 to counteract the growing influence of trade unionism in Dublin</li><li data-bbox="363 483 1362 551">• In retaliation to the calling of the general strike, Dublin employers began a lockout of all workers, whether they were union members or not</li><li data-bbox="363 560 1362 654">• The ITGWU looked for support to the British TUC, but despite some sympathy, this failed to get support at the TUC Special Conference in December 1913.</li></ul>

## Section B: indicative content

### Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether economic grievances were the key factor driving Chartism in the years c1838-48.</p> <p>Arguments and evidence supporting the statement that economic grievances were the key factor driving Chartism in the years c1838-48 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The beginning of Chartism coincided with, and became linked with, agitation by the Anti-Poor Law Movement, a clear example of economic grievance by the working class</li><li>• The high points of Chartist activity (1839, 1842, 1848) all coincided with economic slump, indicating the significance of economic problems in driving Chartism throughout its course</li><li>• When there was economic recovery, e.g. the boom in railway building, support for Chartism was less enthusiastic and numerically smaller</li><li>• Support for Chartism waned when the government implemented reform designed to respond to working-class distress, suggesting that economic grievances remained the key driver throughout</li><li>• Some Chartist strategies reflected a concern for specific economic issues, signifying their importance to the Chartists, e.g. the notion of the Sacred Month, the Plug Plots, the Land Plan.</li></ul> <p>Arguments and evidence challenging the statement that economic grievances were the key factor driving Chartism in the years c1838-48 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• During the 1830s, the working classes were opposed to Whig policy that had restricted their rights (e.g. the attitude to unionism); Chartism was fundamentally a political response to circumstances</li><li>• Chartism emerged in the aftermath of the 1832 Reform Act and was a reaction to radical working-class hopes that were disappointed by its limitations</li><li>• The People's Charter of 1838 was a set of political demands, suggesting that political grievances were a central issue driving Chartism</li><li>• There was a widely-held belief amongst Chartists that working people needed political power first in order to be able to resolve social and economic issues and bring about a just society</li><li>• A commitment to moral improvement for the working classes drove many Chartist leaders to engage in a range of activities that were not directly linked to economic grievances, e.g. Lovett and Knowledge Chartism.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the role of government was the most significant factor in causing the General Strike of 1926.</p> <p>Arguments and evidence supporting the statement that the role of government was the most significant factor in causing the General Strike of 1926 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The miners lost trust in government promises after Lloyd George's rejection of nationalisation, despite his promise to abide by the decision of the Sankey Commission</li> <li>• The Emergency Powers Act was passed in 1920, demonstrating that the government was readying itself for a confrontation with the trade unions</li> <li>• The return to the Gold Standard by the government in 1925 led to a fall in wages and increased unemployment, thus increasing working-class demands for improvements</li> <li>• After 'Red Friday' (1925), the government started to make detailed preparations in the event of a general strike, demonstrating that they were planning for this</li> <li>• Some members of the Conservative government, e.g. Churchill, wanted an opportunity to have a showdown with the unions and used the breakdown of the Samuel Commission to justify this</li> <li>• The government refused to pressurise the mine owners into accepting the recommendations of the Samuel Commission or to extend the wage subsidy, making the General Strike more likely.</li> </ul> <p>Arguments and evidence challenging the statement that the role of government was the most significant factor in causing the General Strike of 1926 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The government did try to act to reconcile disagreement between mine owners and miners, e.g. the establishment of the Sankey Commission (1919), wage subsidies (1925)</li> <li>• There was a continuity of conflict between the mine owners and miners, e.g. the threatened strike of 1919</li> <li>• The economic environment of the 1920s resulted in British mines becoming less productive and less profitable. To remain competitive, miners' wages were cut, e.g. 1921 'Black Friday'</li> <li>• The TUC supported the position of the miners in 1925 and 1926, increasing the likelihood that the miners' dispute would become more general</li> <li>• The breakdown of the negotiations around the Samuel Commission with both the mine owners and the miners refusing to compromise or accept any of its recommendations.</li> </ul> <p>Other relevant material must be credited.</p>

### Option 36.2: Ireland and the Union, c1774–1923

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether economic improvement was the most significant consequence of industrialisation in Ulster in the years 1825-55.</p> <p>Arguments and evidence supporting the statement that economic improvement was the most significant consequence of industrialisation in Ulster in the years 1825-55 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The mechanisation of the linen industry contributed to the growth of Belfast, both as a centre for manufacture and as a port</li><li>• New markets for trade were opened up by the efficiency of the linen industry, e.g. by 1850, 40 per cent of linen was exported to the USA</li><li>• The development of a transport infrastructure to connect the hinterland of Ulster to Belfast was created, e.g. opening of the Belfast to Lisburn railway in 1837</li><li>• Engineering skills were effectively applied to extend the harbour facilities in Belfast, making it suitable for much larger ships and increasing its ability to trade widely, thus improving regional prosperity</li><li>• New industries were attracted to Ulster and enabled diversification, leading to greater economic stability in the region, e.g. the development of shipbuilding by Charles Connell and iron shipbuilding by Robert Hickson.</li></ul> <p>Arguments and evidence challenging the statement that economic improvement was the most significant consequence of industrialisation in Ulster in the years 1825-55 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Economic improvement did not apply to all industries, e.g. the woollen and cotton industries were in decline</li><li>• The impact of industrialisation on housing conditions was profound; the growth in population led to massive overcrowding and poor housing conditions</li><li>• The living conditions generated by the process of industrialisation made the spread of disease particularly virulent, e.g. the cholera epidemics of 1832 and 1848</li><li>• Working conditions that arose from industrialisation were poor for most of the period because there was competition for jobs – long hours, low wages, accidents and industrial diseases</li><li>• Sectarian divides were made clear by the structure of industry – and these had a long-term significance for Ulster.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the Irish Land League was the most significant factor shaping the Irish land issue in the years 1870-82.</p> <p>Arguments and evidence supporting the statement that the Irish Land League was the most significant factor shaping the Irish land issue in the years 1870-82 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Irish Land League made the opposition to the land system a national mass movement and, as such, it had considerable influence in shaping the land issue</li> <li>• The Irish Land League organised and coordinated the response of the tenant farmers to the agricultural depression through the Land Wars, thus shaping the land issue in the years 1879-82</li> <li>• The Irish Land League developed the strategy of rent strikes and boycotts that were central to the response to the land issue</li> <li>• It was the leadership of the Irish Land League (Davitt and Parnell) that was responsible for developing the 'new departure' that linked the land issue to Irish nationalism</li> <li>• It was the influence of the Irish Land League that contributed to the passage of the 1881 Land Act to meet a number of their demands</li> <li>• It was the fear of continued violence by members of the Irish Land League that led to the Kilmainham Treaty in 1882, resolving those issues that had not been resolved by the 1881 Land Act.</li> </ul> <p>Arguments and evidence that the Irish Land League was not the most significant factor shaping the Irish land issue in the years 1870-82 and/or other factors were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Irish Tenant League was involved in the 1870 Dublin Land Conference, which played a role in influencing Gladstone's approach to the land issue</li> <li>• The 1870 Land Act was significant because it set the precedent for British government involvement in the shaping of the land issue</li> <li>• The role of individuals was significant, e.g. Gladstone actively initiated legislation that shaped the land issue, Forster's involvement in the 1881 Land Act</li> <li>• The land issue was mainly shaped by the state of the economy; in the late 1870s, the impact of the 'long depression' was to drive down agricultural prices and land values.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

### Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether pressure from outside parliament was the most significant factor in bringing about parliamentary reform in the years 1815-1928.</p> <p>Arguments and evidence supporting the statement that pressure from outside parliament was the most significant factor in bringing about parliamentary reform in the years 1815-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• By highlighting abuses in the system, reformers were able to effect some change, e.g. in 1821, the Cornish rotten borough of Grampound was disenfranchised and its seats given to Yorkshire</li><li>• Reform organisations were a key factor in putting pressure on governments to make changes, e.g. BPU (1832 Act), Reform League (1867 Act)</li><li>• Rioting and discontent established an environment in which governments were prepared to consider reform, e.g. Swing riots, Bristol riots (1832 Act), Hyde Park riots (1867 Act)</li><li>• By gradual and peaceful means, reformers influenced thinking in Parliament, e.g. the work of the NUWSS</li><li>• Pressure from foreign policy and events overseas reinforced the decision to implement political reform, e.g. 1830 French Revolution (1832 Act), First World War (1918 Act).</li></ul> <p>Arguments and evidence challenging the statement that pressure from outside parliament was the most significant factor in bringing about parliamentary reform in the years 1815-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Divisions in the Tory party in 1830 enabled a Whig victory, opening up Parliament to a party prepared to begin the process of political reform</li><li>• Personal rivalries had an impact on the extent of political reform, e.g. Disraeli was prepared to accept amendments to the 1867 Act, as long as they did not come from Gladstone</li><li>• Not all legislation was prompted by outside pressure. Some was simply the natural extension of previous legislation, e.g. 1884 extended 1867 for men and 1928 extended 1918 for women</li><li>• The search for party political advantage within Parliament was significant, e.g. the Liberal party in the early 1860s wanting to extend the franchise, the redistribution of seats (1885)</li><li>• There were parties in government who were prepared to use the threat of creating new peers to enable their political reforms to pass, e.g. 1832 Reform Act, 1911 Parliament Act.</li></ul>

	Other relevant material must be credited.
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Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the Parliament Act (1911) was the key turning point in the declining influence of the aristocracy in Parliament in the years c1780-1928.</p> <p>Arguments and evidence supporting the statement that the Parliament Act (1911) was the key turning point in the declining influence of the aristocracy in Parliament in the years c1780-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Liberal Party had been working to reduce the powers of the House of Lords since they had rejected Home Rule in 1893. The achievement of this long-held aim was a significant turning point</li> <li>• The parliamentary power of the House of Lords was significantly reduced by the Parliament Act, e.g. the Lords could not prevent finance bills from passing and could only delay other legislation for two years</li> <li>• The Parliament Act effectively laid down the relationship between the House of Commons and the House of Lords, making the powers of the Lords secondary to those of the Commons</li> <li>• The perception of the need to diminish the power of the aristocracy was signalled by the January 1910 Election being represented as 'the Peers v the People', thus indicating the significance of the Act that followed.</li> </ul> <p>Arguments and evidence challenging the statement that the Parliament Act (1911) was the key turning point in the declining influence of the aristocracy in Parliament in the years c1780-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The process of declining influence had been in place since parliamentary reform had begun – the Parliament Act (1911) was merely the final stage of a process rather than the key turning point</li> <li>• The Parliament Act (1911) did not fundamentally alter the composition of the House of Lords, so it remained as a force within Parliament</li> <li>• The 'economical reform' in the 1780s made it more difficult for the aristocracy to maintain their control of parliament through government offices</li> <li>• The growth of the electorate through parliamentary reform acts (e.g. 1832 and 1867) limited the ability of the aristocracy to influence elections and thus reduced their influence over the House of Commons significantly</li> <li>• Legislation to restrict influence and corruption (e.g. 1872 and 1883) also limited the ability of the aristocracy to influence elections and hence their influence in the House of Commons</li> <li>• The social base of Parliament was broadened through the provision for payment of MPs (1911), making it easier for working men to become MPs. This represented a reduction in aristocratic influence in Parliament</li> <li>• The changing economic circumstances of the landed aristocracy, e.g. the fall in land values and rents, from the late 19<sup>th</sup> century onwards reduced both their social and their political influence inside and outside Parliament</li> <li>• After 1902, no prime minister came from the House of Lords, indicating the decreased importance of the aristocracy in Parliament.</li> </ul> <p>Other relevant material must be credited.</p>

### Option 36.2: Ireland and the Union, c1774–1923

Question	Indicative content
9	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the main reason for the failure of Irish nationalism to achieve its aims, in the years 1782-1923, was the strength of the opposition rather than its own weaknesses.</p> <p>Arguments and evidence supporting the statement that the main reason for the failure of Irish nationalism to achieve its aims, in the years 1782-1923, was the strength of the opposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• On some issues, the British opposition to Irish nationalism was strengthened by political agreement, e.g. Peel was supported in Parliament in resisting Ireland's demands for repeal of the Act of Union</li><li>• The British took pre-emptive measures to prevent Irish nationalists engaging in rebellion, e.g. the suspension of Habeas Corpus 1866 and the repression of the Fenians</li><li>• The British were prepared to make concessions to limit the demands of Irish nationalism, e.g. 1782 constitution, Maynooth College Grant (1845), Gladstone's first ministry and attempts to implement Home Rule</li><li>• The British were prepared to use force to suppress rebellion where it occurred, e.g. executing leaders of the 1798 Rising and the 1916 Easter Rising</li><li>• Where the Catholic Church expressed opposition to nationalist movements, it influenced the support of ordinary Irish people, e.g. Fenianism before the Rising, declining support for Parnell after his divorce</li><li>• The opposition of Edward Carson and the UVF in the years before the First World War was successful in undermining attempts to achieve Home Rule, and thereby established the basis for partition.</li></ul> <p>Arguments and evidence that the main reason for the failure of Irish nationalism to achieve its aims, in the years 1782-1923, was its own weaknesses should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• A reluctance to act against the law limited the ability of constitutional nationalist groups to take action, e.g. the Irish Volunteers 1783, Daniel O'Connell 1843, Butt and Home Rule</li><li>• The inadequacy of planning and preparation contributed to the failure of a number of rebellions in the period, e.g. the 1798 Rising, the 1867 Fenian Rising</li><li>• The failure to build up mass popular support contributed to failure, e.g. 1803 Emmet's rebellion, 1848 Young Ireland Rising</li><li>• Divisions in the nationalist movement contributed to failure, e.g. Young Ireland and O'Connell in the 1840s, the Irish civil war</li><li>• The role of individuals in contributing to failure, e.g. Parnell splitting the Irish Parliamentary Party over the Kitty O'Shea scandal.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
<p><b>10</b></p>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether Gladstone's conversion to Home Rule (1885) was the key turning point in the development of approaches to the government of Ireland by the British in the years c1774–1922.</p> <p>Arguments and evidence supporting the statement that Gladstone's conversion to Home Rule (1885) was the key turning point in the development of approaches to the government of Ireland by the British in the years c1774–1922 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Gladstone had made what had been a nationalist aim through the Home Rule League into an integral part of the policy of one of the major political parties</li> <li>• Gladstone established the basis of what became Liberal Party policy towards Ireland for over 30 years. Liberal leaders consistently supported Home Rule</li> <li>• Gladstone introduced Home Rule bills in 1886 and 1893 and Asquith introduced a third Home Rule bill in 1912</li> <li>• The Liberal Party pursued Home Rule, even when it caused political difficulties for them, e.g. 1886 the secession of the Liberal Unionists, 1912-14 Home Rule crisis</li> <li>• As part of the discussions regarding the third Home Rule bill, the principle of exclusion was discussed and broadly agreed – this evolution of Gladstone's policy was to impact on the post-war settlement.</li> </ul> <p>Arguments and evidence challenging the statement that Gladstone's conversion to Home Rule (1885) was the key turning point in the development of approaches to the government of Ireland by the British in the years c1774–1922 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1782 constitution was important because it reduced Britain's control over legislation in Ireland</li> <li>• The 1801 Act of Union was significant because it defined the framework for Anglo-Irish relations, with very limited modifications, until 1920</li> <li>• Attempts at conciliation were integral to British government policy, e.g. Maynooth College Grant (1845), Gladstone's first ministry (1868-74)</li> <li>• The use of coercion, when faced with the failure of other policies, was integral to British government policy, e.g. the 1866 suspension of habeas corpus, the 1881 Coercion Act</li> <li>• The Irish Free State Constitution Act (1922) passed the terms of the Anglo-Irish Treaty (1921) into law and was the key turning point as it marked the granting of self-government to Ireland.</li> </ul> <p>Other relevant material must be credited.</p>