



## **Mark scheme**

Summer 2018

Pearson Edexcel  
GCE History (9HI0/36)  
Advanced

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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## 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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## 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.
<b>1</b>	<b>1–3</b>	<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>
<b>2</b>	<b>4–7</b>	<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>
<b>3</b>	<b>8–12</b>	<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>
<b>4</b>	<b>13–16</b>	<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>
<b>5</b>	<b>17–20</b>	<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.
<b>1</b>	<b>1-3</b>	<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>
<b>2</b>	<b>4-7</b>	<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>
<b>3</b>	<b>8-12</b>	<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>
<b>4</b>	<b>13-16</b>	<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> <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>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<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 nature of the support for the meeting at St Peter's Fields and the role of the forces of law and order in the events at Peterloo. John Tyas, the author of this source, is not named in the specification. Peterloo, which is discussed in the source, is named in the specification and candidates can be expected to be aware of it.</p> <ol style="list-style-type: none"><li>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>The author was an eyewitness to the events that he is describing and was in a good position to observe what was going on as he was viewing events from an elevated position on the wagon/platform</li><li>The account is written very close to the time of the events and might be expected to accurately recall what the journalist saw</li><li>The language of the piece varies in the way it describes the crowd (positive language) and the actions of the Yeomanry (negative language)</li><li>Although <i>The Times</i> was normally anti-reform, the approach of this piece suggests that the newspaper viewed the actions of the Yeomanry in a very poor light.</li></ul></li><li>The following inferences and significant points of information could be drawn and supported from the source:<p><b>The nature of the support for the meeting at St Peter's Fields:</b></p><ul style="list-style-type: none"><li>It provides evidence that this was a large meeting ('80,000 people') with support from both Manchester and the surrounding districts</li><li>It provides evidence that both men and women were attending the meeting</li><li>It suggests that the support was well disciplined ('regular marching order'), and indicates that the response to the arrival of the police and the initial response to the arrival of the Yeomanry was peaceful</li><li>It provides evidence that not all local people supported the meeting, e.g. the criticisms voiced by some Manchester women of the female participants</li><li>It suggests that the support for the meeting did not come from the lowest level of the working class ('go home ... lower order in life').</li></ul><p><b>The role of the forces of law and order in the events at Peterloo:</b></p><ul style="list-style-type: none"><li>It suggests that the police patrolled the meeting areas and took no further action</li><li>It provides evidence that the Yeomanry were acting within the law at the outset as they claimed they had a warrant for Hunt's arrest</li><li>It provides evidence that the Yeomanry were behaving in a threatening manner ('swords ... brandished ... fiercely')</li><li>It suggests that the Yeomanry were not under control, ('cutting most indiscriminately', 'lost all command of their temper').</li></ul></li><li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source regarding the support for the meeting at St Peter's Fields and the role of the forces of law and order in the events at Peterloo. Relevant points may include:<ul style="list-style-type: none"><li>There was a tradition of radical activity in Manchester and the meeting at St Peter's Fields was another example of this activity</li></ul></li></ol>

Question	Indicative content
	<ul style="list-style-type: none"><li>• The Manchester magistrates were concerned that there was the possibility of a riot and they arranged for a number of soldiers to be available in Manchester on the day of the meeting</li><li>• The magistrates did not make the decision to arrest Henry Hunt until after the meeting had started</li><li>• The crowd did not want Hunt to be arrested and tried to stop this happening by blocking the forces of law and order</li><li>• The regular army joined the Yeomanry after it appeared that the crowd were attacking the Yeomanry.</li></ul> <p>Other relevant material must be credited.</p>



## 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 reasons for Daniel O'Connell's victory in the 1828 County Clare election and the implications of that result. Neither Vesey Fitzgerald nor Robert Peel are named in the specification, but candidates are likely to be aware of them based on their study of the County Clare election.</p> <ol style="list-style-type: none"><li>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>This letter was written by one of the two candidates in the election and is therefore likely to be well-informed about the events surrounding the election</li><li>This was an immediate response to the result as it was written the evening that Vesey Fitzgerald lost the election</li><li>The tone of the piece, with personal references, suggests that Vesey Fitzgerald was on good terms with Peel, and is therefore likely to be reflecting honestly on events</li><li>At times in the letter, Vesey Fitzgerald does seem to be justifying his defeat, e.g. 'everything was against me'.</li></ul></li><li>The following inferences and significant points of information could be drawn and supported from the source:<p><b>The reasons for Daniel O'Connell's victory:</b></p><ul style="list-style-type: none"><li>It provides evidence that most of the peasants voted for O'Connell as Vesey Fitzgerald states 'I have received the votes of a few tenants only: my own, and not much beyond that'</li><li>It suggests that the Catholic clergy had encouraged the peasants to support O'Connell ('the conduct of the Catholic priests has been even more extreme')</li><li>It argues that the Catholic Association was very well organised ('Catholic organisation is so complete and so formidable')</li><li>It suggests that Vesey Fitzgerald wanted to prevent disorder during the election ('keep down the feelings of my excited friends').</li></ul><p><b>The implications of O'Connell's victory:</b></p><ul style="list-style-type: none"><li>It provides evidence that Parliament could no longer ignore the issue of Catholic Emancipation ('it will force Parliament instantly to look into the result')</li><li>It suggests that the Irish authorities did not know how to deal with the outcome of O'Connell's victory and rather than declaring a winner 'It states only the number of votes for each candidate'</li><li>It suggests that there were likely to be far-reaching consequences in Ireland 'no man can contemplate without alarm what is to follow in this wretched country'.</li></ul></li></ol> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source regarding the reasons for Daniel O'Connell's victory in the 1828 County Clare election and the implications of that result. Relevant points may include:</p> <ul style="list-style-type: none"><li>It was customary that when awarded a cabinet position that carried some financial gain the MP should seek re-election; Vesey Fitzgerald</li></ul>

Question	Indicative content
	<p>had become President of the Board of Trade</p> <ul style="list-style-type: none"><li>• Vesey Fitzgerald was an MP who was popular with Catholics in County Clare because he was not opposed to the idea of Catholic emancipation; he was however joining an anti-emancipation government</li><li>• O'Connell was exploiting a loophole in the law that allowed Catholics to stand for election, but they could not then take their seats if elected as Catholics could not swear the Oath of Supremacy</li><li>• The Catholic Association supported O'Connell and mobilised the Catholic electorate, including transporting them to the polling station</li><li>• The response of the government to the election result was to pass the Roman Catholic Relief Act in 1829.</li></ul> <p>Other relevant material must be credited.</p>

## Section B: Indicative content

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

Question	Indicative content
<b>3</b>	<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 principal reason the Chartists failed to secure the terms of the Charter, in the years 1838–48, was that their campaign was damaged by violence.</p> <p>Arguments and evidence that the principal reason the Chartists failed to secure the terms of the Charter, in the years 1838–48, was that their campaign was damaged by violence should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Many middle-class supporters of Chartism renounced their support during 1839 in response to outbreaks of violence, e.g. Attwood renounced the movement, thus limiting the influence this group had been able to exercise</li><li>• Chartist violence in 1842 was directed against the effects of industrialisation (the 'plug plots') and this alienated those Chartist supporters who were in favour of industrial progress, damaging their campaign</li><li>• Involvement in violence damaged the movement by leading to imprisonment for key leaders who were then unable to lead the movement from prison, e.g. William Lovett after the Birmingham Bull Ring Riots and Frost after Newport</li><li>• The use of violence was linked by many contemporary observers to the idea of rule by the mob and this ensured a firm government response to the Chartists</li><li>• The use of violence was linked to the divisions within the Chartist movement of physical force v moral force and undermined the unity of the campaign.</li></ul> <p>Arguments and evidence to counter the statement that the principal reason the Chartists failed to secure the terms of the Charter, in the years 1838–48, was that their campaign was damaged by violence should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The nature of the government response to the Chartist demands in fully using the forces of law and order to counter their challenge, e.g. the use of Napier to lead the army</li><li>• The changing economic circumstances and the tendency for Chartist support to wane in times of economic prosperity</li><li>• The manner in which the government implemented social reform to contribute to the changing social and economic position of the working classes in these years</li><li>• It was the personalities of the leading Chartists (O'Connor and Lovett) that caused conflict and division; the physical force v moral force debate was only of secondary importance.</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 militant action did more harm than good in attempting to advance the cause of women's suffrage in the years 1908–14.</p> <p>Arguments and evidence supporting the statement that militant action did more harm than good in attempting to advance the cause of women's suffrage in the years 1908–14 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The imprisonment of key leaders at various points in the campaign deprived the movement of its driving force; this was exacerbated after the passage of the 'Cat and Mouse' Act</li> <li>• Militant action made it impossible for many MPs to support women's suffrage as they were not prepared to be seen as being influenced by such tactics</li> <li>• Militant tactics encouraged something of a backlash, so that organisations began to mobilise against the campaign for women's suffrage, e.g. 1910 the National League for Opposing Women's Suffrage</li> <li>• There were internal divisions in the WSPU over the use of violence, e.g. with the Pethick-Lawrences in 1912.</li> </ul> <p>Arguments and evidence opposing the statement that militant action did more good than harm in attempting to advance the cause of women's suffrage in the years 1908–14 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Militant tactics drew the government's attention to the demand for women's suffrage more effectively than the previous non-militant tactics, even where meetings had massive turn-outs</li> <li>• Government attention to the demand for women's suffrage resulted in the introduction of Conciliation bills in 1910, 1911 and 1912</li> <li>• Militant tactics were an effective mechanism for attracting publicity for the campaign and the organisation enjoyed increased support in this period; the number of branches rose from three in 1906 to 122 by 1911</li> <li>• The NUWSS also benefited from the increased interest in the campaign with their membership rising to 50,000 by 1914</li> <li>• The impact of the 'Cat and Mouse' Act was a propaganda victory for the militant tactics.</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 the main reason for the development of industry in Ulster, in the years 1825–55, was the improvements made in the transport system.</p> <p>Arguments and evidence supporting the view that the main reason for the development of industry in Ulster, in the years 1825–55, was the improvements made in the transport system should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• From 1828, the Belfast Chamber of Commerce raised investment money for roads, canals and railways so that advances were made in all of these transport methods</li><li>• Strong internal trade links were developed as a result of an effective transport infrastructure and this encouraged industries to locate in Ulster</li><li>• The development of a railway network from 1839 linked the port of Belfast to inland areas and enabled the development of the entire region</li><li>• In the late 1830s, the river Lagan was opened up, enabling larger ships to move in and out of Belfast and thus increasing the movement of goods</li><li>• The work of the Belfast Harbour Commission in maintaining and improving the facilities of the port of Belfast to support the continuing development of industry</li><li>• The transport improvements enabled coal to be imported from Britain which contributed to the development of industry.</li></ul> <p>Arguments and evidence that the main reason for the development of industry in Ulster, in the years 1825–55, was not the improvements made in the transport system and/or other factors were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The mechanisation of wet spinning techniques with steam power led to the expansion of the linen industry centred on Belfast</li><li>• The development of a large-scale factory system to work the new technology, e.g. Mulholland employed 5,000 people, led to economies of scale</li><li>• Flax, the key element of the linen industry, was available locally, so did not need to be imported in the way that raw cotton needed to be, which meant greater reliability in supplies</li><li>• The role played by leading individuals in the development of a range of industries, e.g. Hickson, Mulholland.</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, in the years 1845–51, the social and economic effects of depopulation were a disaster for Ireland.</p> <p>Arguments and evidence supporting the statement that, in the years 1845–51, the social and economic effects of depopulation were a disaster for Ireland should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The numbers involved in the depopulation were massive – estimated at one million dead and, in the short term, 1.5 million emigrated – which had an impact on the morale of the people</li> <li>• The psychological effects of emigration and evictions on the cottiers, whose choices were limited</li> <li>• The decline in the numbers of Gaelic speakers (about one million in six years) who had been more heavily concentrated in the areas most affected by the famine impacted negatively on Irish identity</li> <li>• The numbers of cottiers and small farmers saw a significant decline, which impacted on the social structure of the countryside</li> <li>• The creation of larger landholdings had social impacts of varying significance, e.g. age of marriage was delayed, change in the nature of Catholicism</li> <li>• The implementation of the Gregory Clause as part of the Irish Poor Law Extension Act, 1847, which was passed in response to the increased needs of the poor as a result of the famine.</li> </ul> <p>Arguments and evidence challenging the statement that, in the years 1845–51, the social and economic effects of depopulation were a disaster for Ireland should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The decline in the numbers of small farmers resulted in the creation of larger farms that were economically more viable</li> <li>• The shortage of agricultural labourers caused by depopulation forced a change in emphasis from tillage to grazing and this created a stronger agricultural base</li> <li>• The result of the shortage of agricultural labourers was a rise in both real wages and living standards</li> <li>• Many of the cultural changes linked to the impact of depopulation were in progress prior to the famine and were not a consequence of depopulation.</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
<b>7</b>	<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 changes to the system of representation, in the years 1815–1928, were mainly driven by government fear of revolution.</p> <p>Arguments and evidence supporting the statement that changes to the system of representation, in the years 1815–1928, were mainly driven by government fear of revolution should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The development of pressure groups that combined different interests and threatened the possibility of direct action and possibly revolution, e.g. 1830 the Birmingham Political Union, 1864–65 the Reform Union and Reform League</li><li>• The impact of riots in, e.g. Nottingham, Bristol and London, in creating fear of revolution and driving forward the changes to the system in the 1832 Representation of the People Act</li><li>• The impact of the Hyde Park riots in encouraging the government to seriously consider changes to the system of representation in 1867</li><li>• The impact of revolution abroad, e.g. in France 1830, in affecting the decision by governments to implement changes to the system of representation.</li></ul> <p>Arguments and evidence supporting the statement that changes to the system of representation, in the years 1815–1928, were not mainly driven by government fear of revolution and/or were mainly driven by other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Despite fear of revolution in the years 1815–1819 and in the Chartist years, there were no changes made to the system of representation as a result of this fear</li><li>• Divisions in the Tory party in 1830 enabled the Whigs to take office and they were amenable to the implementation of changes to the representative system</li><li>• The impact of war, e.g. the First World War, in affecting the decision by governments to implement changes to the system of representation</li><li>• The role played by the search for political advantage by leading politicians in driving changes to the system, e.g. the rivalry between Gladstone and Disraeli in 1867, Salisbury and the redistribution of seats in 1885</li><li>• Some changes were the logical extension of previous changes, e.g. 1884 extended 1867 for men and 1928 extended 1918 for women.</li></ul> <p>Other relevant material must be credited.</p>

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 influence of the aristocracy on parliament declined substantially during the years c1780–1911.</p> <p>Arguments and evidence supporting the statement that the influence of the aristocracy on parliament declined substantially during the years c1780–1911 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The process of economical reform in the 1780s and 1790s challenged Old Corruption, making it more difficult for the aristocracy to sustain their control of parliament through government office</li> <li>• The increasing size of the electorate through the period made it more difficult for the aristocracy to influence who was elected to the House of Commons, thus limiting their influence</li> <li>• The 1872 Ballot Act and the 1883 Corrupt Practices Act massively reduced corruption in elections so that aristocratic influence on voters, and hence on parliament, declined</li> <li>• The growth of party political organisations affected the control that the aristocracy had once had over parliament</li> <li>• Economic shifts in the later 19<sup>th</sup> century, especially the decline in agricultural land values, undermined the position of the aristocracy in both society and parliament</li> <li>• The passage of the 1911 Parliament Act restricted the power of the House of Lords to influence the passage of legislation in the House of Commons on a permanent basis.</li> </ul> <p>Arguments and evidence supporting the statement that the influence of the aristocracy on parliament did not decline substantially during the years c1780–1911 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Although the size of the electorate increased after the 1832 Representation of the People Act, the nature of aristocratic control of parliament did not fundamentally change, indeed it may even have been strengthened temporarily</li> <li>• The control of the aristocracy over the electorate, especially in the counties, was largely retained for much of the period, and hence meant their influence on parliament continued to exist</li> <li>• Most Prime Ministers for much of the period were members of the aristocracy, e.g. Salisbury, and often had fellow members of the aristocracy in their cabinets (10 peers – more than half – in 1895–1900 cabinet).</li> </ul> <p>Other relevant material must be credited.</p>



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

Question	Indicative content
<b>9</b>	<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 1867 Fenian Rising was the key turning point in the development of Irish nationalism in the years c1774–1885.</p> <p>Arguments and evidence that the 1867 Fenian Rising was the key turning point in the development of Irish nationalism in the years c1774–1885 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The 1867 Fenian Rising was based on a fundamental shift in the aims of Irish nationalism; they were the first group to explicitly demand the independence of the whole of Ireland</li><li>• The Fenians were prepared to wait for an appropriate moment to stage the rising when British attention might be distracted; this demonstrates a growing awareness of the need to organise effectively</li><li>• Although membership of the organisation was secret, Fenianism was a mass movement with sufficient members to draw on for a rising, e.g. possibly as many as 8,000 were involved in the attack on Dublin</li><li>• The creation of the 'Manchester Martyrs' increased support for Fenian ideals, most notably softening the attitude of the Catholic Church and bringing its support into the nationalist movement</li><li>• The popularisation of Fenianism led to a blurring of the lines between constitutional and revolutionary nationalist action.</li></ul> <p>Arguments and evidence against the 1867 Fenian Rising being the key turning point in the development of Irish nationalism in the years c1774–1885 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The British were aware of the plotting by the Fenians 1865–67 and took countermeasures against them, e.g. the suspension of Habeas Corpus 1866 was accompanied by mass arrests</li><li>• Attempts at a rising in February 1867 were frustrated by the preparedness of the British at Chester and Cahirciveen because of informants</li><li>• The development of the Irish Volunteers from 1778 provided an organisation that would become the basis for challenging British rule</li><li>• The rising of 1798 mobilised more supporters and marked the beginning of militant republicanism in Ireland</li><li>• The Act of Union 1801 stimulated support for Irish nationalism in a way that violence did not and so was more important</li><li>• Fenianism had its roots in the Young Ireland movement of 1848, so that this was more important as a turning point as it marked the starting point for the Fenian Rising</li><li>• The creation of the Home Rule League attracted more support and was, in the longer term, a more critical mechanism for the development of Irish nationalism, especially following Gladstone's conversion in 1885.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
<b>10</b>	<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 played a greater role than any other British politician in the development of government policies to deal with the Irish Question in the years c1774–1922.</p> <p>Arguments and evidence that Gladstone played a greater role than any other British politician in the development of government policies to deal with the Irish Question in the years c1774–1922 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Gladstone was interested in Irish affairs from the time of his first government – 'my mission is to pacify Ireland'</li> <li>• Gladstone was prepared to implement policies that would meet the interests of the Irish, even where that ran counter to British opinion, e.g. 1869 Church Act</li> <li>• Gladstone was responsible for beginning the process of land legislation with the 1870 Land Act</li> <li>• Gladstone became interested in Home Rule in 1885 for both personal and political reasons and was committed to steering a bill through parliament. He established the principle of Home Rule as Liberal party policy.</li> </ul> <p>Arguments and evidence against Gladstone playing a greater role than any other British politician in the development of government policies to deal with the Irish Question in the years c1774–1922 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Gladstone did experience failures in his attempts to pass legislation to deal with the Irish Question, e.g. 1873 University bill and the first and second Home Rule bills</li> <li>• William Pitt the Younger removed some of the discrimination experienced by Irish Catholics, e.g. the right to vote, by the 1793 Catholic Relief Act</li> <li>• The role played by Peel, e.g. increasing the Maynooth Grant</li> <li>• Asquith was responsible for the successful passage of the third Home Rule bill, in the face of considerable opposition from the Ulster Unionists</li> <li>• Asquith prevented the complete breakdown of law and order and the onset of a widespread civil war in Ireland in the years 1912–14</li> <li>• Lloyd George's role in the passing of the 1920 Government of Ireland Act which completed the process of Home Rule</li> <li>• Lloyd George's role in negotiating the 1921 Anglo-Irish Treaty and retaining Ireland within the British Empire.</li> </ul> <p>Other relevant material must be credited.</p>