



# Mark Scheme (Results)

Summer 2024

Pearson Edexcel  
In 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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Summer 2024

Question Paper P74304A

Publications Code 9HI0\_36\_2406\_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.

## How to award marks when level descriptions are used

### 1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a '**best-fit**' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

### 2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

#### Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

#### Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

## 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>
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> <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>
5	17–20	<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><b>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.</b></p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the reasons for working class demands for reform in the years 1816-17 and the significance of the Hampden Clubs. The author is not named on the specification, but candidates can be expected to know about issues relating to reform at this time.</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 directly involved in the activities that he is discussing, so has personal insights into them</li> <li>The arrest of the author suggests that he was an important member of the radical movement and validates his experiences</li> <li>The language and tone of the source indicate that the author has taken a moderate position on reform at the time of its publication.</li> </ul> </li> <li>The following inferences and significant points of information could be drawn and supported from the source: <p>The reasons for working class demands for reform in the years 1816-17:</p> <ul style="list-style-type: none"> <li>It indicates that there was a range of social and economic problems affecting the working class that contributed to their demands for reform, <b>e.g. 'high price of bread', unemployment and 'reduction of wages.'</b></li> <li>It implies <b>that the popularity ('widely read') and the ease of access ('cheap form') of the writings of radical reformers, such as William Cobbett, influenced working class demands for reform</b></li> <li>It argues that the working class demanded political reform in order to achieve social and economic reform</li> <li>It suggests that increased literacy <b>among the working class</b> ('Sunday Schools ...enabled many working men to read') <b>promoted an interest in discussing issues around reforms.</b></li> </ul> <p>The significance of the Hampden Clubs:</p> <ul style="list-style-type: none"> <li>It claims that the establishment of the Hampden Clubs offered an alternative response to working class problems <b>('instead of riots and destruction of property')</b></li> <li>It provides evidence that the Hampden Clubs were well supported in the <b>locality ('number of men increased', 'meetings...Monday and Saturday')</b></li> <li>It claims that the Hampden Clubs were successful in extending support <b>for their demands ('missionaries...Yorkshire...awakened our cause')</b></li> <li>It suggests that the Hampden Clubs were seen as posing a significant threat to the established order as it claims that they were infiltrated by spies.</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 reasons for working class demands for reform in the years 1816-17 and the significance of the Hampden Clubs. Relevant points may include:</li> </ol>

Question	Indicative content
	<ul style="list-style-type: none"><li>• There were significant problems with food supplies in 1816, caused by the aftermath of war and the climate problems. This fuelled demands for reform</li><li>• In 1816, Cobbett produced a single page edition of the <i>Political Register</i> in order to avoid the newspaper tax, reducing its cost and increasing its circulation (200,000 in 1817) and its influence</li><li>• There were significant actions in support of working-class reform at this time, e.g. Spa Fields (1816), Pentridge Rising (1817)</li><li>• From 1816, John Cartwright encouraged the establishment of regional Hampden Clubs. These were less exclusive than the original London Club.</li></ul>



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

Question	Indicative content
2	<p><b>Answers will be credited according to candidates' deployment of material</b> 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 causes of poor living standards in Dublin in the years 1907-13 and possible solutions for the problems. Charles Cameron is not named in the specification, but candidates can be expected to know about the living conditions of unskilled urban workers.</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>As an account by the Chief Medical Officer of Health, it can be viewed as being an accurate statement of his observations</li> <li>The observations are supported by specific statistical evidence, drawn from the census, giving validity to the evidence</li> <li>The tone of the piece indicates that the author feels sympathy for the plight of the Dublin working class.</li> </ul> </li> <li>The following inferences and significant points of information could be drawn and supported from the source: <p>The causes of poor living standards in Dublin in the years 1907-13:</p> <ul style="list-style-type: none"> <li>It suggests that there is a cyclical relationship between poverty, poor <b>health and poor living standards</b> ('Unsanitary homes cause illness and consequent poverty, and poverty causes the death rate ... to <b>rise</b>.')</li> <li><b>It argues that men's wages are too low to support a family</b> ('Even when the labourer is a hard-working man...he cannot enjoy much comfort.'), suggesting that this is a cause of poor living standards</li> <li>It suggests that the structure of employment in Dublin is flawed, <b>contributing to low incomes and creating poor living standards</b> ('uncertain employment', 'There is little manufacturing work in Dublin.')</li> <li>It argues that it is not possible to earn a <b>family wage as there is a 'lack of employment for women'</b>.</li> </ul> <p>Possible solutions for the problems:</p> <ul style="list-style-type: none"> <li>It argues that ratepayers should contribute to the costs of better housing for the poor, suggesting that an appeal to the self-interest of improved public health for the better-off would contribute to solving the problems</li> <li>It claims that charitable activities can have a positive impact ('The Police-Aided Society for Providing Clothes for Poor Children') <b>in dealing with the</b> worst elements of the problems, especially for children</li> <li>It implies that a more considered approach to the curriculum in schools <b>might lead to improvements in diet</b> ('Cooking is taught in very few of the primary schools for girls.')</li> <li>It indicates that focusing on the needs of children (clothing, education and meals) would bring benefits.</li> </ul> </li> </ol>

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 causes of poor living standards in Dublin in the years 1907-13 and possible methods of dealing with these problems. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Many unskilled workers in Dublin were employed on a casual basis, e.g. carters and dockers, so that wages were irregular, contributing to poverty and hence low standards of living</li> <li>• Poor quality slum housing had developed as the population grew rapidly. This was highlighted by the collapse of the tenement in Church Street in 1913</li> <li>• The various churches in Dublin offered charity to members of their own religion</li> <li>• <b>Liberal welfare legislation applied to Dublin, e.g. Children's Act (1908), Old Age Pensions (1908), National Insurance (1911).</b></li> </ul>

## Section B: indicative content

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

Question	Indicative content
3	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that poor leadership was the most significant reason for the failure of Chartism to achieve its aims by 1850.</p> <p>Arguments and evidence supporting the statement that poor leadership was the most significant reason for the failure of Chartism to achieve its aims by 1850 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There was antipathy between two of the key leaders, with Lovett highly <b>critical of O'Connor. This meant</b> that co-operation was difficult, contributing to failure</li> <li>• The inability of leaders to agree on tactics, e.g. moral force v physical force, undermined the unity of the movement</li> <li>• The inability of the leaders to curb some of the more violent activities linked to Chartism, e.g. the Newport Rising, alienated middle class support that would have helped the Chartists to pursue their aims</li> <li>• Chartist leaders were unable to attract certain parts of the working class to support them, e.g. skilled workers, agricultural workers</li> <li>• Many of the Chartist leaders became involved in other organisations that diverted their attention from the main focus of Chartism, e.g. Lovett and <b>education, O'Connor and the Land Plan</b>, Vincent and teetotalism</li> <li>• <b>O'Connor's actions in dealing with the third petition</b>, and the failure of the Kennington Common meeting organised by him, contributed to the failure of Chartism.</li> </ul> <p>Arguments and evidence challenging the statement that poor leadership was the most significant reason for the failure of Chartism to achieve its aims by 1850 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The arrest of some of the leaders at key points, e.g. Lovett 1839, <b>O'Connor</b> 1840, Harney 1842, suggests the government saw the movement as a threat, which does not indicate poor leadership</li> <li>• <b>O'Connor's contribution to</b> spreading information about Chartism through the <i>Northern Star</i> was very successful – selling 50,000 copies at its height</li> <li>• The government responded effectively to the challenge of Chartism, e.g. the judicious use of the army commanded by Napier, and this was a more significant reason for failure</li> <li>• The government implemented some social reform, which was designed to meet the needs for social improvement that underlay Chartist demands, e.g. Factory Act (1844), Public Health Act (1848)</li> <li>• As the economy began to improve, support for Chartism waned, and the leaders could do little to affect this process.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that working class militancy, in the years 1915-19, posed a genuine threat to the government.</p> <p>Arguments and evidence supporting the statement that working class militancy, in the years 1915-19, posed a genuine threat to the government should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The number of trades unionists doubled in these years, so that the size of any potential threat from militants was likely to be greater</li> <li>• Key individuals, such as Bevin and Thomas, promoted the unity of trade unionism through the Triple Alliance, ensuring that trade unions were able to exert influence on government by posing a combined threat</li> <li>• Militant action could pose a threat when it attracted significant support, e.g. the Glasgow Rent Strike (1915) involved 25,000 tenants, and was spreading to workers on the Clyde, before the government intervened</li> <li>• Some trade union members lost confidence in their leaders, resulting in unofficial strikes, e.g. Clydeside (1915), that posed an even greater threat because their lack of leadership made negotiating harder</li> <li>• Strike activity, e.g. South Wales miners (1916), threatened to undermine the war effort directly, and was therefore a significant threat to the government</li> <li>• Where militancy was used politically to impede government action directly, it could be seen as a clear threat, e.g. London dockers refusing to load a ship with munitions to be used against the Bolsheviks (1919).</li> </ul> <p>Arguments and evidence challenging the statement that working class militancy, in the years 1915-19, posed a genuine threat to the government should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Many trade unions were prepared to co-operate in their dealings with the government and secured better deals from the government than they would have done from the employers, e.g. railways strike (1919)</li> <li>• There was an exaggerated sense of threat from 1917 because of events in Russia but, in fact, many trade union leaders were actively part of the democratic process, e.g. Thomas had been an MP since 1910</li> <li>• The government responded effectively to strike activity that had an impact on the war effort, e.g. DORA was used to take over control of the coal mines</li> <li>• The government response sometimes incited a threat where its existence was actually limited, e.g. the actions of the police at George Square (1919) contributed to the rioting</li> <li>• The government was prepared to punish trade union leaders who it believed were in breach of the law, e.g. the imprisonment of Shinwell after the 40-hour strike.</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
5	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the role of leading individuals was crucial to the success of industrialisation in Ulster in the years 1825-55.</p> <p>Arguments and evidence supporting the statement that the role of leading individuals was crucial to the success 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 role of Charles Connell in <b>developing Belfast's reputation as a centre</b> of shipbuilding, which contributed to the development of heavy industry in Ulster</li> <li>• The ships built by Connell opened up new direct trading routes for both exports, e.g. linen to Italy, and imports, e.g. tea from Canton</li> <li>• The role of Robert Hickson in reaching an agreement with the Belfast Harbour Commission to maintain the depth of the river. This enabled larger shipping to access Belfast, benefiting both shipbuilding and trade</li> <li>• Hickson contributed to the development of Belfast as a centre for building iron ships by building a shipyard on Queens Island and employing Edward Harland to manage his business</li> <li>• The role of Andrew Mulholland in exploiting new technology and opening <b>Ulster's first steam</b>-powered, wet flax-spinning mill. This led to a shift from cotton to flax production, contributing <b>to Ulster's industrial success</b></li> <li>• Mulholland developed the use of a large-scale factory system to work the new technology, leading to economies of scale. By 1850, his original mill employed 800 people.</li> </ul> <p>Arguments and evidence challenging the statement that the role of leading individuals was crucial to the success 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>• From 1828, the Belfast Chamber of Commerce encouraged the building of roads, canals and railways, creating a transport infrastructure that encouraged industries to locate in Ulster</li> <li>• The work of the Belfast Harbour Commission in improving the facilities of the port of Belfast to support the continuing development of industry had begun before Hickson, e.g. opening up the river Lagan in the late 1830s</li> <li>• The basis of industrialisation was coal, which had to be imported from Britain. Without the range of transport improvements, that were not exclusively the work of individuals, this would not have been possible</li> <li>• Flax was available in Ireland to supply the linen factories. This meant there was less reliance on an imported commodity, as was the case in the cotton industry</li> <li>• There was population growth in Ulster in this period, so that there was a sufficient labour force on which the developing industries could draw.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the Land Acts of 1870 and 1881 made significant improvements to the position of tenant farmers in Ireland.</p> <p>Arguments and evidence supporting the statement that the Land Acts of 1870 and 1881 made significant improvements to the position of tenant farmers in Ireland should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1870 Act set the precedent for government action on the Irish land problem; this would be developed and built on in subsequent legislation to make significant change to the position of tenant farmers</li> <li>• The 1870 Land Act made provision for tenants who were evicted to be compensated for any improvements they had made; this marked significant progress</li> <li>• <b>The 'Bright' clauses of the 1870 Land Act made government loans</b> available to tenants to buy their land and the 1881 Land Act made free sale available to tenants, marking a significant improvement</li> <li>• Both the Land Acts of 1870 and 1881 made significant improvements in the regulation of rents</li> <li>• The 1881 Land Act provided security of tenure to tenant farmers. This was a significant improvement because it did appear to remove the threat of eviction.</li> </ul> <p>Arguments and evidence challenging the statement that the Land Acts of 1870 and 1881 made significant improvements to the position of tenant farmers in Ireland should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The extent of improvement achieved by the 1870 Land Act was limited, as was demonstrated by the economic depression that began in 1873 and the subsequent development of the Land Wars</li> <li>• The 1870 Land Act was limited in the concessions that were made, e.g. it did not prevent unfair evictions and rent rises</li> <li>• The 1881 Land Act was limited as it did not address the issue of rent arrears that was a significant problem in parts of Ireland, e.g. County Mayo</li> <li>• Landlords were able to exploit loopholes in the legislation to undermine its effectiveness, e.g. the 1870 Act excluded leases longer than 31 years</li> <li>• Had the improvements made by the Land Acts been sufficient, there would have been no need for the changes that were part of the Kilmainham Treaty in 1882</li> <li>• The continued need for further Land Acts beyond 1881 shows that the position of the tenant farmers still needed improvement.</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><b>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.</b></p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the Representation of the People Act of 1832 brought about the most significant change in parliamentary representation in the years c1815-1928.</p> <p>Arguments and evidence supporting the statement that the Representation of the People Act of 1832 brought about the most significant change in parliamentary representation in the years c1815-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1832 Act implemented the uniform system of the £10 householder qualification for voting in the boroughs, rather than the range of qualifications that had previously existed, marking a clear change</li> <li>• The 1832 Act extended the qualification for voting in the counties through the Chandos amendment, the first significant change in the system</li> <li>• The 1832 Act began the process of removing rotten and pocket boroughs and transferring representation to cities, thus beginning changes to make the distribution of seats more reflective of the distribution of population</li> <li>• The impact of the changes to the franchise and distribution of seats was to increase the size of the electorate considerably – it more than doubled, a significant change</li> <li>• The 1832 Act marked the first significant change to the system of representation that had been in place since the start of the period and set a precedent that would be built upon by subsequent legislation.</li> </ul> <p>Arguments and evidence challenging the statement that the Representation of the People Act of 1832 brought about the most significant change in parliamentary representation in the years c1815-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1867 Act was significant as it enfranchised many urban working-class voters. As a result, for the first time, the working class became the majority of the electorate in some constituencies, e.g. Sheffield</li> <li>• The 1872 Ballot Act was significant as it enabled workers and tenants to vote in future elections without worrying about the influence of their employers and landlords</li> <li>• The 1884 Act was significant as it established the principle of a uniform franchise for both county and borough seats. It also led to the enfranchisement of many rural working-class voters</li> <li>• Further changes to the distribution of seats were needed more closely to reflect the distribution of population, e.g. the 1885 Redistribution Act equalised the population in constituencies and so was more significant</li> <li>• The 1918 Act was significant as it completed the process of male enfranchisement and was the first act to enfranchise women</li> <li>• The 1928 Act was significant as it completed the process of universal suffrage.</li> </ul> <p>Other relevant material must be credited.</p>

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8	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the introduction of the payment of MPs (1911) was the decisive turning point in changing the social makeup of the House of Commons in the years c1815-1928.</p> <p>Arguments and evidence supporting the statement that the introduction of the payment of MPs (1911) was the decisive turning point in changing the social makeup of the House of Commons in the years c1815-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• By removing the need for a private income, patronage or sponsorship, which was a feature of the system throughout the 19<sup>th</sup> century, this legislation meant people of all social backgrounds could seek election</li> <li>• Trade union sponsorship of working-class candidates had been limited by the Osborne Judgement (1909); this legislation countered the impact of this and was thus decisive in its effects</li> <li>• By providing a guaranteed income of £400pa to MPs, financial obstacles that had prevented many potential working-class candidates from standing for Parliament were removed</li> <li>• The number of Labour MPs, the majority of whom were working class, rose – from 41 in 1910 to 191 in 1924</li> <li>• The ability of the Labour party to form a minority government in 1924 – partly as a consequence of the decision to pay MPs - shows how dramatically the composition of the House of Commons had changed.</li> </ul> <p>Arguments and evidence challenging the statement that the introduction of the payment of MPs (1911) was the decisive turning point in changing the social makeup of the House of Commons in the years c1815-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The social composition of the House of Commons had already undergone some significant changes by 1911; this legislation merely confirmed these changes</li> <li>• Changes in the electorate, starting from 1832, contributed to an increase in the number of MPs with an industrial, commercial and professional background</li> <li>• The abolition of the property qualification (1858) weakened the influence of the landed gentry in the selection of MPs and broadened the social base from which MPs could be selected</li> <li>• The role of trade unions at the end of the 19<sup>th</sup> century, in providing financial and campaign support, broadened the social composition to include working class candidates</li> <li>• From 1918, women were able to stand as MPs and by 1928, 11 women had been elected.</li> </ul> <p>Other relevant material must be credited.</p>



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

Question	Indicative content
9	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the rebellion of 1798 posed a greater threat to the British government than the threat posed by any other rebellion by Irish nationalists in the years 1798-1916.</p> <p>Arguments and evidence supporting the statement that the rebellion of 1798 posed a greater threat to the British government than the threat posed by any other rebellion by Irish nationalists in the years 1798-1916 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The rebellion crossed the sectarian divide, making it a greater threat than subsequent rebellions. The leaders of the rebellion were largely Protestants, e.g. Wolfe Tone, but many Catholics were also involved</li> <li>• The scale of support for the United Irishmen and their programme for political change and Catholic rights was impressive. Many of its members became involved in the 1798 rebellion</li> <li>• The rebellion was widespread, with the potential for making it difficult for the British to contain</li> <li>• There was French support for the rebellion</li> <li>• The British dealt extremely harshly with the rebels of 1798, including a number of massacres, e.g. at New Ross. This suggests that the British saw this rebellion as a significant threat</li> <li>• Some of the rebels continued to operate on a guerrilla basis for a considerable time after the rebellion, forming a possible core for future rebellion, e.g. Dwyer in the Wicklow mountains until 1803</li> <li>• The British government passed the Act of Union (1801) in response to the rebellion in order to increase British control of Ireland – this shows what a threat the rebellion was perceived to be by the government.</li> </ul> <p>Arguments and evidence challenging the statement that the rebellion of 1798 posed a greater threat to the British government than the threat posed by any other rebellion by Irish nationalists in the years 1798-1916 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1798 rebellion was not well-organised and co-ordinated, enabling the British to put it down one area at a time</li> <li>• The 1803 Emmet rebellion posed a significant threat because it could have linked with the remaining rebels from 1798 who had experience in challenging the British</li> <li>• The 1848 Young Ireland Rising promoted Irish nationalism and acted as an inspiration to future movements for both independence and land reform, thus establishing an ongoing threat</li> <li>• The 1867 Fenian Rising was a threat because the rebels understood the need for effective organisation, and they were the first group to explicitly demand the independence of the whole of Ireland</li> <li>• The aftermath of the Easter Rising (1916) posed a great threat because the executions of the leading rebels alienated many previously loyal Irish people from the British state.</li> </ul> <p>Other relevant material must be credited.</p>

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10	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the Act of Union (1801) was the most significant development in British government policies towards Ireland in the years 1782-1922.</p> <p>Arguments and evidence supporting the statement the Act of Union (1801) was the most significant development in British government policies towards Ireland in the years 1782-1922 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Act of Union was passed as a response to the rebellion of 1798 and amidst fears of the possibility of a French invasion. It was significant because its purpose was to ensure continued British control over Ireland</li> <li>• By the Act of Union, the separate Irish parliament was removed, and Irish affairs would henceforward be governed by the British parliament, although 100 Irish MPs would now sit at Westminster</li> <li>• The Act of Union demonstrates a belief that Ireland was better off under British rule and a determination to maintain close relations with Ireland, a belief that persisted throughout the period</li> <li>• The Act of Union established a constitutional framework that was the basis of the relationship between Ireland and Britain, and that continued, with only very limited changes, to 1920.</li> </ul> <p>Arguments and evidence challenging the statement that the Act of Union (1801) was the most significant development in British government policies towards Ireland in the years 1782-1922 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Pitt had wanted to pass Catholic emancipation alongside the Act of Union, but this was opposed by King George III, and its omission undermined the overall significance of the Act of Union</li> <li>• The short-lived constitution of 1782 enabled the Irish to pass laws without the consent of the British government, and indicated a divergence from usual government policy, suggesting it was a significant development</li> <li>• Government legislation aimed at undermining Irish nationalism was developed as part of its policy towards Ireland, e.g. Peel tried to conciliate moderate Catholics through the Maynooth Grant (1845)</li> <li>• A significant development in government policies towards Ireland was the decision by Gladstone to introduce two Home Rule bills</li> <li>• The development of policies always involved more than one method, so coercion would be used on occasion, e.g. 1881 Irish Coercion Act</li> <li>• The successful passage of the Third Home Rule bill (1912) marked a significant change in British government policies towards Ireland, even though it would not be formally enacted until 1920</li> <li>• The Irish Free State Constitution Act (1922) suggested that the British government was moving towards acceptance that part of Ireland would become a sovereign nation.</li> </ul> <p>Other relevant material must be credited.</p>