



# Mark Scheme

Summer 2025

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 2025

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## 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>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 views of the Chartists in 1839 and reactions to the Chartist movement. The Kettering Radical Association is not named in the specification, but candidates can be expected to know about the views of the Chartists and how contemporaries saw them.</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 letter written by a Chartist group to the local clergyman, it can be viewed as being an accurate account of their views</li> <li>• As it was written by Chartists in Kettering, it does not necessarily reflect Chartist views elsewhere</li> <li>• Written before the submission of the first petition to Parliament, the source reflects early thinking by, and towards, the Chartists</li> <li>• The tone of the piece indicates that the author feels some frustration at the attitude of the local clergyman and the position of the working class in society.</li> </ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>The views of the Chartists in 1839:</p> <ul style="list-style-type: none"> <li>• It suggests that the Chartists in Kettering see themselves as part of a larger movement that is promoting the principles of the People's Charter and the National Petition</li> <li>• It suggests that the Chartists believe that this may be a lengthy campaign to achieve their goals ('pursue our claims until')</li> <li>• It claims that the preferred tactics used by Chartists are constitutional and non-violent. However, it also implies that, in the event of such tactics failing, the Kettering Chartists are prepared to use force</li> <li>• It suggests that the Kettering Chartists see the achievement of the People's Charter as a method for achieving wider social change ('we seek to build a social and political system').</li> </ul> <p>Reactions to the Chartist movement:</p> <ul style="list-style-type: none"> <li>• It implies that the local clergyman, to whom the letter is addressed, has not been interested in what Chartism represents ('for seven months, you have not taken the trouble to enquire into the nature of the claims.')</li> <li>• It claims that there is widespread support for the demands of Chartism locally in Kettering ('many of your parishioners have publicly supported')</li> <li>• It suggests that there is opposition to Chartism on the grounds of a range of criticisms ('we have demanded', 'trivial or insignificant')</li> <li>• It indicates that there are fears about the possible use of physical force by the Chartists ('fearful that we are about to resort to physical power').</li> </ul> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|          | <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source regarding the views of the Chartists in 1839 and reactions to the Chartist movement. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The People's Charter consisted of six points that dealt with demands for political change</li><li>• Chartism was based on well-organised local associations that campaigned for the common purpose of achieving the People's Charter</li><li>• Many Chartists were supporters of the view expressed at the first Chartist Convention in February 1839 'peaceably if we may, forcibly if we must'</li><li>• Chartist violence and threats of violence alienated potential supporters of the movement.</li></ul> |

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

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| 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 condition of the Irish people in 1846 and the problems faced by the authorities in dealing with this. <i>The Pictorial Times</i> is not named in the specification, but candidates can be expected to know about the Irish Famine and its impact on the populace.</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>It provides a summary from a range of local sources at the time, and appears to find some common themes across the country</li> <li>It provides specific data that tend to indicate that it is also using official sources as the basis of the reporting</li> <li>There is some commentary on the reporting, which indicates some sympathy for the plight of the Irish.</li> </ul> </li> <li>The following inferences and significant points of information could be drawn and supported from the source: <p>The condition of the Irish people in 1846:</p> <ul style="list-style-type: none"> <li>It indicates that the number of paupers seeking poor relief in the workhouses was high and was rising daily ('250 persons made application for admission')</li> <li>It suggests that there is widespread debt that is increasing in extent ('1200 petitions ... irregular payment'), also implying that there are problems for some of the better-off Irish</li> <li>It suggests that criminality is rising as a means of dealing with hunger ('Sheep are most often singled out to be stolen')</li> <li>It claims that the people have been demoralised by the work to which they have been put by the Board of Works.</li> </ul> <p>The problems faced by the authorities in dealing with this:</p> <ul style="list-style-type: none"> <li>It claims that the workhouses do not have sufficient funds to deal with the large numbers who are seeking relief ('£6000 in debt')</li> <li>It implies that there is a potential threat of armed uprising that the authorities may need to address ('Reports of gunshots')</li> <li>It suggests that the authorities are overwhelmed by the scale of the problems that they face ('No amount of work could be sufficient')</li> <li>It claims that the authorities do not understand the problems facing the people ('is not sufficiently aware').</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 impact of the Famine on the people of Ireland and the problems faced by the authorities in dealing with this. Relevant points may include: <ul style="list-style-type: none"> <li>The Famine began with a potato blight in the autumn of 1845 and, by 1846, was clearly having an impact on the condition of the Irish people</li> </ul> </li> </ol> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|          | <ul style="list-style-type: none"><li data-bbox="359 136 1331 232">• A programme of public relief work was established by Robert Peel in 1845, which was effective in providing food and employment for 140,000 people in its first year of operation</li><li data-bbox="359 232 1278 295">• Amendments needed to be made to the Irish Poor Law as it was failing to cope with the demands that were being placed on it.</li></ul> |

## Section B: indicative content

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

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| 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 the main reason for the failure of radical reformers to achieve parliamentary reform, in the years c1790-1819, was the effectiveness of the government's response.</p> <p>Arguments and evidence supporting the statement that the main reason for the failure of radical reformers to achieve parliamentary reform, in the years c1790-1819, was the effectiveness of the government's response should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The governments of both Pitt and Liverpool implemented legislation to limit the actions of the radical reformers, e.g. Treason Act (1795), Gagging Acts (1817)</li> <li>• Duties levied on newspapers, especially during the French Wars, limited the ability of the radical reformers to disseminate their ideas</li> <li>• Spies were used to infiltrate organisations and keep the government informed, e.g. the Corresponding Societies (1790s) and Spa Fields (1816)</li> <li>• The army was used, where necessary, to put down potential threats, e.g. the Pentridge Rising (1817)</li> <li>• By arresting key leadership figures (e.g. Thomas Hardy 1794, Henry Hunt 1819), the government deprived the radical reformers of their influence for a time, even where the cases did not lead to conviction.</li> </ul> <p>Arguments and evidence challenging the statement that the main reason for the failure of radical reformers to achieve parliamentary reform, in the years c1790-1819, was the effectiveness of the government's response should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Support for radical reform movements during the French Wars could be seen as a lack of patriotism and discouraged wider support for their demands</li> <li>• Disagreements between the leadership of radical reformers as to whether to focus on reform or revolution weakened the impact of their campaigns</li> <li>• The level of support was inconsistent, e.g. the state of the economy often impacted on the state of support for the campaigns of the radical reformers</li> <li>• The government response was often reactive, rather than considered, e.g. Peterloo and the Six Acts (1819), often having a counterproductive impact</li> <li>• Spies were paid by results and often became <i>agents provocateurs</i>, encouraging reckless behaviour by radical reformers, e.g. the role played by 'Oliver' in the Pentridge Rising (1817).</li> </ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| 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 it is accurate to say that the WSPU hindered rather than helped the campaign for votes for women in the years 1905-14.</p> <p>Arguments and evidence supporting the statement that it is accurate to say that the WSPU hindered the campaign for votes for women in the years 1905-14 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The more extreme militancy, pursued from 1908, alienated many erstwhile supporters</li> <li>• The impact of extreme militancy on MPs hindered the campaign, e.g. the violence provided MPs with a justification to reject the Third Conciliation Bill (1912)</li> <li>• Emmeline Pankhurst's tactics and approach often alienated other leading members of the WSPU, leading to divisions that hindered the campaign, e.g. the Women's Freedom League (1907)</li> <li>• WSPU violence undermined the claims of the NUWSS that women should receive the vote because they were morally superior to men</li> <li>• The violence of the WSPU encouraged the creation of anti-suffrage organisations to counter the message of votes for women, e.g. the National League for Opposing Women's Suffrage (1910).</li> </ul> <p>Arguments and evidence supporting the statement that it is accurate to say that the WSPU helped the campaign for votes for women in the years 1905-14 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The WSPU drew attention to the demand for votes for women by adopting moderate militant tactics from 1905, e.g. disrupting meetings and heckling politicians, which generated support for their campaign</li> <li>• WSPU meetings in the early stages were attended by as many as 300,000, indicating that the tactics that they used generated huge support for their aims</li> <li>• The arrest of middle-class women for participating in moderate militancy shocked polite society and increased support for the idea of votes for women. This was later amplified by forcible feeding</li> <li>• The WSPU were able to disseminate information that promoted their aims via their journal <i>Votes for Women</i>, which had a circulation of 33,000 in 1910</li> <li>• Even when the WSPU alienated supporters through their violence, many who had been galvanised by the WSPU remained in the broader movement, transferring their support to the NUWSS.</li> </ul> <p>Other relevant material must be credited.</p> |

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

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 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, in the years 1774-1829, the most significant contribution to the campaign for Roman Catholic emancipation was made by Daniel O'Connell.</p> <p>Arguments and evidence supporting the statement that, in the years 1774-1829, the most significant contribution to the campaign for Roman Catholic emancipation was made by Daniel O'Connell should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• O'Connell was involved in the campaign for emancipation from 1805, when he was one of the framers of a petition for emancipation that was presented to Parliament</li> <li>• O'Connell was involved in organised agitation for Roman Catholic emancipation from 1811 with his involvement in the establishment of the Catholic Board</li> <li>• O'Connell formed the Catholic Association in 1823 with his supporters as a constitutional organisation to achieve emancipation with no veto of Church appointments attached</li> <li>• The idea of the 'Catholic rent' of one penny a month was O'Connell's; this put the Catholic Association on a stronger financial basis than higher subscriptions and turned it into a national mass organisation</li> <li>• O'Connell was an outstanding public speaker who toured the country, speaking at mass open-air public meetings and encouraging support for the campaign</li> <li>• O'Connell was clearly seen as a threat by the British government, e.g. he was arrested in 1824 on a charge of inciting rebellion, although he was acquitted</li> <li>• O'Connell engaged skilfully in a policy of brinkmanship that encouraged the British government to concede full Catholic emancipation in 1829 as a result of the events surrounding the County Clare by-election.</li> </ul> <p>Arguments and evidence challenging the statement that, in the years 1774-1829, the most significant contribution to the campaign for Roman Catholic emancipation was made by Daniel O'Connell should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• O'Connell was involved in the failure of the Catholic Board over divisions on whether there should be a veto on Church appointments, as proposed in the 1813 emancipation bill</li> <li>• The Catholic Relief Acts of the late 18<sup>th</sup> century were significant in that they had removed many inequalities, thereby providing the foundation for future developments and progress</li> <li>• Henry Grattan was significant in keeping the issue of Catholic emancipation on the agenda when there was no active agitation being pursued by others, e.g. bills introduced to Parliament 1808 and 1819</li> <li>• The House of Commons was receptive to the consideration of greater rights, e.g. emancipation bills were passed in the House of Commons in 1821, 1825</li> <li>• The leadership of Wellington and Peel was significant in steering the Roman Catholic Relief Act successfully through both houses of Parliament in 1829, despite continued opposition from parts of the Tory party.</li> </ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| 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 how significant the impact of the 'long depression' on Irish agriculture was in the passing of land legislation in the years 1881-82.</p> <p>Arguments and evidence supporting the statement that the impact of the 'long depression' on Irish agriculture was significant in the passing of land legislation in the years 1881-82 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 'long depression' was responsible for a fall in the incomes to be earned from both farming and the land. This created a range of problems that could only be resolved through legislation</li> <li>• The 'long depression' was responsible for the inability of tenant farmers on smallholdings to pay their rents, which led to increasing numbers of evictions (1000 families in 1879) and prompted calls for change</li> <li>• Landowners increased rents to mitigate the falling value of their land and the increasing costs of relief, thus worsening the plight of small tenant farmers, leading to calls for legislation</li> <li>• The impact of the 'long depression' was exacerbated by poor weather that impacted on harvests from 1877, contributing to <i>an Gorta Beag</i> of 1879, which required action to mitigate its impact in the west of Ireland</li> <li>• The longer-term impact of rent arrears precipitated by the 'long depression' required the Arrears of Rent Act to be implemented in 1882 to deal with the issue.</li> </ul> <p>Arguments and evidence challenging the statement that the impact of the 'long depression' on Irish agriculture was significant in the passing of land legislation in the years 1881-82 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The limited nature of the 1870 Land Act meant that further legislation was required to deal with the outstanding issues linked to the '3 Fs'</li> <li>• The problems generated by the 'long depression' were the focus of the discontent manifested in the Land Wars (1879-82); it was the strength of this agitation that was responsible for legislation</li> <li>• Pressure for change to the land legislation was organised effectively by the Land League and their role in the process was very significant in influencing the passage of land legislation</li> <li>• The role of Michael Davitt and Charles Stewart Parnell in organising the protests of the Land League were of crucial importance in exerting the pressure that was directly responsible for legislation</li> <li>• The role of Forster and Gladstone in the passing of the 1881 Land Act</li> <li>• The role of Parnell and Gladstone in reaching agreement in the Kilmainham Treaty, leading to the passage of the Arrears of Rent Act.</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| 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 the 1867 Representation of the People Act was the key turning point in the extension of the franchise in the years c1815-1928.</p> <p>Arguments and evidence supporting the statement that the 1867 Representation of the People Act was the key turning point in the extension of the franchise in the years c1815-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It disproved the claims made that the changes made by the 1832 Reform Act would be final; it marked the beginning of ongoing extensions to the franchise until most people had acquired the vote</li> <li>• Disraeli was prepared to accept radical amendments to the Reform bill, as long as they were not proposed by Gladstone. This led to some dramatic changes, e.g. Hodgkinson's amendment added 400,000 voters</li> <li>• The 1867 Reform Act enfranchised about 1 in 3 of all men, nearly doubling the size of the electorate to about two million voters, by reducing the demands of the qualifications to vote in both borough and county seats</li> <li>• Working class men were enfranchised in urban constituencies, with the number of voters rising from about half a million to 1.2 million</li> <li>• In some urban constituencies, e.g. Sheffield, working class voters were now in the majority for the first time.</li> </ul> <p>Arguments and evidence challenging the statement that the 1867 Representation of the People Act was the key turning point in the extension of the franchise in the years c1815-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The impact of the 1867 Reform Act was limited as two-thirds of adult men and all women remained excluded from the franchise and urban areas remained underrepresented</li> <li>• The 1832 Reform Act created a uniform system for the franchise for the boroughs and another for the counties to replace the confusing system that had existed before 1832</li> <li>• The 1832 Reform Act increased the size of the electorate to about 1 in 5 men and marked the first clear change from the system that existed previously</li> <li>• The 1884 Act extended the franchise to householders in the counties and lodgers paying £10 pa in rent. This enfranchised a further 2.5 million voters, mostly in rural areas, so that about 4 in 5 men now had the vote</li> <li>• The 1918 Act completed the enfranchisement of men and, for the first time, enfranchised women, on a more limited basis than men</li> <li>• The 1928 Act completed the process of enfranchising the adult population over the age of 21 by granting the vote to women on the same terms as men.</li> </ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| 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 it is accurate to state that the aristocracy maintained considerable influence in Parliament in the years c1780-1918.</p> <p>Arguments and evidence that it is accurate to state that the aristocracy maintained considerable influence in Parliament in the years c1780-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Aristocratic landlords retained direct influence over the voting patterns of their tenants until the introduction of the secret ballot (1872), and hence over who was elected to the House of Commons, especially in the counties</li> <li>• Aristocratic families retained indirect influence beyond 1872 in the choice of candidates, especially in the county seats, e.g. the Lonsdales in Cumbria</li> <li>• MPs with aristocratic links remained important throughout the period. It was only in 1885 that the number of these MPs was first outnumbered by those linked to industry and commerce</li> <li>• The House of Lords retained significant powers throughout the period to oppose legislation, e.g. blocking proposed reforms of the Liberal governments 1906-14</li> <li>• Most prime ministers and many Cabinet ministers were drawn from the aristocracy throughout the period. As late as 1902, Lord Salisbury was prime minister with half his Cabinet drawn from the aristocracy</li> <li>• Salisbury's ability to influence redistribution in 1885, to benefit the Conservative party, demonstrates the ongoing influence of the aristocracy.</li> </ul> <p>Arguments and evidence that it is not accurate to state that the aristocracy maintained considerable influence in Parliament in the years c1780-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 'Economical reform' in the 1780s removed some of the worst examples of control of government offices, indicating some undermining of aristocratic influence</li> <li>• The growth of party-political organisations undermined the influence that the aristocracy had previously exerted on the political parties in the 18<sup>th</sup> and early 19<sup>th</sup> centuries</li> <li>• The growing electorate of the 19<sup>th</sup> century made it increasingly difficult for the aristocracy to retain some degree of its influence over how people voted</li> <li>• The power of the House of Lords was undermined when monarchs threatened the creation of new peers to get legislation passed (1832 Reform Act, 1911 Parliament Act)</li> <li>• Declining land values in the later 19<sup>th</sup> century and the impact of the First World War both contributed to undermining the influence of the aristocracy in society and hence in the political system</li> <li>• The passage of the 1911 Parliament Act restricted the influence of the House of Lords by restricting its ability to indefinitely delay government legislation, prompted by the People's Budget to finance welfare.</li> </ul> <p>Other relevant material must be credited.</p> |

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

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| 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 it is accurate to say that Irish nationalists experienced more success in the years 1870-1923 than they did in the years 1782-1867.</p> <p>Arguments and evidence supporting the statement that Irish nationalists experienced more success in the years 1870-1923 than they did in the years 1782-1867 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Irish Parliamentary Party, on occasion, held the balance of power in the British parliament (e.g. 1886, 1912) and was able to use this to good effect to promote Irish interests</li> <li>• The campaign for Home Rule united Irish nationalists and ultimately resulted in the passage of the Government of Ireland Act in 1920, the end result that nationalists had been pursuing</li> <li>• The impact of the British response to the Easter Rising (1916) resulted in an increase of support for the demands of the Irish nationalists</li> <li>• The establishment of the Irish Free State by the legislation of 1922 marked the triumph of nationalist ideas for greater self-government</li> <li>• Rebellions in the years 1782-1867 had limited support and impact, e.g. 1798, 1848, 1867)</li> <li>• The implementation of the Act of Union marked a backwards step for Irish nationalists.</li> </ul> <p>Arguments and evidence supporting the statement that Irish nationalists experienced more success in the years 1782-1867 than they did in the years 1870-1923 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The achievements of the later period could not have been achieved without the foundations that were laid in the earlier period</li> <li>• The introduction of the Constitution of 1782 provided greater political freedom for the Irish parliament in principle</li> <li>• There was greater co-operation between Catholic and Protestant nationalists in organising opposition in the earlier period; the later period saw the development of greater sectarianism in Ulster</li> <li>• Home Rule took about 50 years from the start of the campaign to the enactment of legislation and excluded the counties of Ulster – hardly a success</li> <li>• Irish nationalists were divided by the Anglo-Irish Treaty, resulting in a bloody civil war.</li> </ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| 10       | <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 it is accurate to say that, in the years 1801-1923, British approaches to the government of Ireland remained largely unchanged.</p> <p>Arguments and evidence supporting the statement that it is accurate to say that, in the years 1801-1923, British approaches to the government of Ireland remained largely unchanged should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Act of Union (1801) underpinned British government policy for almost the whole period</li> <li>• The underlying aim of the British approach was to maintain its links with Ireland, from the Act of Union to the terms of the Anglo-Irish Treaty</li> <li>• British governments used a mixture of methods to achieve their aims – both concession and repression were used throughout the period as a method of dealing with problems</li> <li>• The response to rebellions throughout the period was to repress them harshly, e.g. 1867, 1916, arresting participants and executing leaders</li> <li>• Attempts were made to conciliate the population through legislation that impacted on religious bodies, e.g. Peel and the Maynooth Grant (1845), Gladstone and the Irish Church Act (1869).</li> </ul> <p>Arguments and evidence challenging the statement that it is accurate to say that, in the years 1801-1923, British approaches to the government of Ireland remained largely unchanged should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The approach that British governments took over time changed from resisting calls for changes to an acceptance that changes were coming</li> <li>• Gladstone's commitment to Ireland ('My mission is to pacify Ireland') from 1868 put Ireland at the centre of British politics</li> <li>• Gladstone's conversion to Home Rule (1885) marked a clear change in approach for the British government in the later part of the period</li> <li>• The specifics of what Home Rule should entail changed over time, so that by the time of its enactment, it did not include the whole of Ireland</li> <li>• When faced with direct opposition from the Irish, government policy changed in order to maintain control of the situation, e.g. the conscription crisis.</li> </ul> <p>Other relevant material must be credited.</p> |