



## Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE History (9HI0/36)  
Advanced

Paper 3: Themes in breadth with aspects  
in depth

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

Option 36.2: Ireland and the Union,  
c1774–1923

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## General Marking Guidance

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

## 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</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 nature of support for the 1915 Glasgow rent strike and the reasons why the strike continued throughout 1915. Andrew McBride, the author of the source, is not named in the specification, but candidates can be expected to be aware of the issues that he is discussing.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: <ul style="list-style-type: none"> <li>• The author was involved in local Glasgow politics at the time of the rent strike and was likely to be knowledgeable about the context of events</li> <li>• The author was involved in the organisation of the rent strike and this may impact on the way in which he presents it in a political pamphlet</li> <li>• The language of the source presents the role played by participants in a <b>positive light, e.g. 'dramatic' 'unprecedented' 'daring'</b>, and is sarcastic in <b>relation to the landlords, e.g. 'great patriots'</b></li> <li>• The source downplays the role of central government in bringing the rent strike to an end.</li> </ul> </li> <li>2. The following inferences and significant points of information could be drawn and supported from the source: <p>The nature of support for the 1915 Glasgow rent strike:</p> <ul style="list-style-type: none"> <li>• <b>It provides evidence of the changing nature of the government's support for the rent strike from 'no attention was paid' to 'the government introduced an Act'</b></li> <li>• It provides evidence of the changing nature of tenant support from <b>'failed to attract' to 'prepared to fight'</b></li> <li>• It suggests that tenants were prepared to do whatever was necessary to <b>support the rent strike, e.g. 'houses were fortified'</b></li> <li>• It indicates that the strike was supported by a range of different groups in Glasgow, e.g. women, ILP, munitions workers, men employed along the Clyde.</li> </ul> <p>Reasons why the strike continued throughout 1915:</p> <ul style="list-style-type: none"> <li>• It indicates that there was a housing shortage that enabled landlords to continue charging high rents</li> <li>• It suggests that there was anger that nothing was being done to help those households where the men were away fighting</li> <li>• It suggests that there was a degree of organisation and planning that helped to <b>maintain momentum, e.g. 'decided to fight the landlords', 'men in war work along the Clyde stopped working'</b></li> <li>• It suggests that the intervention of the government was ultimately crucial to ending the strike. In the earlier stages, it was not prepared to <b>get involved, e.g. 'the committee reported against us'</b>.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source regarding the nature of support for the 1915 Glasgow rent strike and the reasons why the strike continued throughout 1915. Relevant points may include: <ul style="list-style-type: none"> <li>• There had been an influx of workers into the city to meet the wartime needs of the economy – this had created extra pressure on demand for housing, enabling rent increases</li> </ul> </li> </ol>

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="363 136 1385 203">• <b>The strike was organised by the Glasgow Women's Housing Association</b>, which had been co-founded by the Labour Party Housing Committee</li><li data-bbox="363 203 1385 264">• The support of the workers was crucial as it led to the intervention by Lloyd George in order to protect key wartime industries.</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 impact of the Famine on Ireland and the Irish attitude to the role of Britain in dealing with it. John Mitchel, the author of the source, is named on the specification, so candidates can be expected to be aware of his ideas and attitudes on the Famine.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: <ul style="list-style-type: none"> <li>• The author had direct experience of the Famine and this would inform his comments about its impact; he takes a very anti-British position</li> <li>• The language and tone of the source makes it clear that the author <b>resents the role of the British, e.g. 'artificial', 'fraud', 'blasphemy'</b></li> <li>• The author was writing for an American audience in a newspaper and this was likely to impact on what he wrote</li> <li>• The author cites statistical data from the 1851 Census to support some of his arguments.</li> </ul> </li> <li>2. The following inferences and significant points of information could be drawn and supported from the source: <ul style="list-style-type: none"> <li>• The impact of the Famine on Ireland: <ul style="list-style-type: none"> <li>• It provides evidence that the Famine led to death and emigration, citing statistical data from the 1851 Census to prove this</li> <li>• It claims that the Famine was responsible for an increase in disease, e.g. typhus fever</li> <li>• It acknowledges that the decline in population brought benefits in terms of greater job opportunities and higher wages</li> <li>• It suggests that the Famine affected all classes in Ireland.</li> </ul> </li> <li>• The Irish attitude to the role of Britain in dealing with the Famine: <ul style="list-style-type: none"> <li>• It suggests that the Irish did not trust the motives of the British when dealing with the Famine, e.g. <b>'their real purpose ...casting them forth to perish'</b></li> <li>• It argues that the systems put in place by the British were inadequate to deal with the effects of the Famine</li> <li>• It suggests that the Irish resented the degree of control that the <b>British exercised, e.g. 'can crush it again'</b></li> <li>• It implies that the Famine could have been avoided, as it was elsewhere in Europe, and presents it as <b>'artificial' arguing that the Famine was directly caused by the British.</b></li> </ul> </li> </ul> </li> <li>3. 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 Ireland and the Irish attitude to the role of Britain in dealing with it. Relevant points may include: <ul style="list-style-type: none"> <li>• The Famine effectively destroyed the cottier class who were most vulnerable to its impact</li> <li>• Emigration had existed before the Famine but was accelerated by it and established a tradition that continued well beyond the end of the Famine</li> </ul> </li> </ol>



Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="371 141 1356 230">• Peel was responsible for various measures aimed at ameliorating the situation, e.g. purchase of Indian corn, public works schemes, repeal of the Corn Laws</li><li data-bbox="371 241 1332 309">• The impact of the passing of the Irish Poor Law Extension Act 1847 attempted to deal with issues of Irish poverty.</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 whether the nature of support for Chartism changed dramatically in the years c1838-50.</p> <p>Arguments and evidence supporting the statement that the nature of support for Chartism changed dramatically in the years c1838-50 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• National support was at its height in 1838-39 and although there was something of a resurgence in 1842 and 1848, it never again reached the levels it had achieved at the start, despite signatures claimed for petitions</li> <li>• Chartism had some middle-class support at the start, but many were alienated by the violence that they associated with Chartism and turned to other forms of organisation</li> <li>• Women played a key role in Chartism in 1838-9, e.g. through fundraising and exclusive dealing, but this role declined in the 1840s</li> <li>• Chartism was weaker in London than other urban areas at the start, but from 1841 onwards support in the capital grew significantly</li> <li>• Skilled workers increasingly looked towards the development of trade unions during the course of the 1840s rather than expressing their discontent through Chartism.</li> </ul> <p>Arguments and evidence challenging the statement that the nature of support for Chartism changed dramatically in the years c1838-50 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Support for Chartism remained strong throughout the period in urban areas such as Manchester, Birmingham, Scotland and South Wales, especially in new industrial centres</li> <li>• Support for Chartism remained strong amongst particular groups of workers, e.g. workers who were threatened by mechanisation, such as handloom weavers and nail makers</li> <li>• Tradesmen subject to the vagaries of the market continued to support Chartism throughout the period, e.g. shoemakers, tailors, silversmiths, watchmakers</li> <li>• Support for Chartism remained weak throughout the period both in rural areas and amongst unskilled and casual workers in urban areas</li> <li>• Support for Chartism fluctuated throughout the period, rather than changing dramatically, and can be linked to the state of the economy, being weaker in times of prosperity.</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 whether it is accurate to say that Josephine Butler was responsible for the success of the campaign to repeal the Contagious Diseases Acts in 1886.</p> <p>Arguments and evidence supporting the statement that it is accurate to say that Josephine Butler was responsible for the success of the campaign to repeal the Contagious Diseases Acts in 1886 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Butler had achieved national prominence as a feminist and moral reformer by the time she took over the leadership of the LNA and used this experience to good effect</li> <li>• Butler provided the campaign with a charismatic and morally acceptable leader. She dominated the LNA and guided its strategy. She captured the popular imagination</li> <li>• Butler was prepared to use startling evidence to impact on public and official attitudes, e.g. describing the use of the speculum as instrumental rape</li> <li>• Butler was an excellent and energetic public speaker. In her first year as leader she travelled 3,700 miles and attended 99 public meetings. She was able to convince opponents to change their minds</li> <li>• Butler had aristocratic connections – <b>her father was Earl Grey's cousin</b> – which gave her access to influential individuals.</li> </ul> <p>Arguments and evidence challenging the statement that it is accurate to say that Josephine Butler was responsible for the success of the campaign to repeal the Contagious Diseases Acts in 1886 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Butler refused any compromises and this led to delays in the easing of the Acts, which would have been possible at an earlier date</li> <li>• Butler was only one of a number of female campaigners who were involved in the LNA, the most notable of whom was Elizabeth Wolstenholme, who was actually responsible for its creation and the appointment of Butler to head it</li> <li>• The campaign received support from a range of influential individuals who saw the acts as an attack on civil liberties. Without this extensive support, it is unlikely that the campaign would have been successful</li> <li>• The involvement of James Stansfeld and Henry Wilson in the LNA was of crucial importance to its success because of the political access they had as Liberal MPs</li> <li>• The highly effective strategies pursued by the LNA, such as the organisation of petitions and the pressure on prospective MPs, required a large group to engage in them – not just one woman.</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 how far the living and working conditions experienced by urban workers in Ireland, in the years 1907-14, were substantially the same as those experienced by urban workers in industrialised Ulster in the years 1825-55.</p> <p>Arguments and evidence supporting the statement that the living and working conditions experienced by urban workers in Ireland, in the years 1907-14, were substantially the same as those experienced by urban workers in industrialised Ulster in the years 1825-55 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Low wages were widespread in both periods, although these varied according to skills and external economic factors</li> <li>• The need to employ women and children in order to supplement the low level of household wages</li> <li>• Long working hours and dangerous working conditions, although there was slightly more regulation by 1907 than was the case in the earlier period</li> <li>• Poor quality housing. Rapid increases in population led to back-to-backs built by employers in Belfast in both periods, whilst poor quality tenements led to the Dublin tenement collapse in Church Street, 1913</li> <li>• Poor health conditions experienced as the result of overcrowding and poor sanitation, e.g. cholera in Belfast, 1832 and 1848; Dublin had the highest infant mortality rate in the UK – 153 per 1000 in 1911.</li> </ul> <p>Arguments and evidence that the living and working conditions experienced by urban workers in Ireland, in the years 1907-14, were not substantially the same as those experienced by urban workers in industrialised Ulster in the years 1825-55 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In industrialised Ulster, Belfast had a mixture of skilled and unskilled employment opportunities; in the later period in other urban areas, e.g. Dublin, opportunities tended to be more for the unskilled</li> <li>• There were some successful attempts to unionise and organise unskilled workers in the later period, e.g. NUDL and ITGWU, but nothing comparable in industrialised Ulster in the earlier period</li> <li>• There was some successful strike action taken to improve wages 1907-14, <b>e.g. strikes by Belfast dockers 1907, and Dublin carters' 1908, but this was not a feature of the earlier period</b></li> <li>• Much of the employment established in industrialised Ulster was in large-scale industrial enterprises, e.g. flax mills; there was little comparable to this for other urban workers elsewhere in Ireland 1907-14, e.g. Dublin</li> <li>• By 1907, there were some philanthropic attempts being made to provide affordable and good quality housing, e.g. the Iveagh Trust in Dublin.</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 whether it is accurate to say that Irish tenant farmers experienced no genuine improvement in their position in the years 1870-81.</p> <p>Arguments and evidence supporting the statement that it is accurate is it to say that Irish tenant farmers experienced no genuine improvement in their position in the years 1870-81 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Land Act of 1870 had many omissions in its terms, which meant that its impact was very limited, e.g. it gave no protection against eviction, it did not prevent unfair rent rises</li> <li>• Landlords exploited loopholes in the legislation to prevent its full implementation, e.g. the 1870 Act excluded those with leases longer than 31 years, so landlords increased the length of leases to more than 31 years</li> <li>• The issue of rent arrears was not addressed by the 1881 Act and in certain areas of Ireland, e.g. County Mayo in western Ireland, this was a significant issue as many small tenant farmers could not meet their debts</li> <li>• <b>The 'long depression' contributed to a lowering of agricultural prices and the value of land, both of which impacted negatively on tenant farmers.</b></li> </ul> <p>Arguments and evidence challenging the statement that it is accurate to say that Irish tenant farmers experienced no genuine improvement in their position in the years 1870-81 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The precedent had been set for government intervention by the 1870 Act and this would be developed and built on in the future to provide genuine improvements</li> <li>• <b>The 'Bright' clauses of the 1870 Land Act made government loans available to tenants to buy their land from the landlord and by the 1881 Land Act, free sale was available to tenants</b></li> <li>• The 1870 Land Act enabled evicted tenants to be compensated for the costs of any improvements made</li> <li>• The 1870 and 1881 Land Acts moved towards a position of ensuring that the cost of rent was regulated</li> <li>• The 1881 Land Act also enabled security of tenure to be available to tenants, thus apparently removing the threat of eviction.</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 whether the passing of the 1884 Representation of the People Act brought about the most significant change in the composition of the electorate in the years c1828-1928.</p> <p>Arguments and evidence supporting the statement that the passing of the 1884 Representation of the People Act brought about the most significant change in the composition of the electorate in the years c1828-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There was no longer to be a distinction between the qualifications to vote in county and borough constituencies, so there was now uniformity across the country with all householders being enfranchised</li> <li>• More new voters were enfranchised than in either 1832 or 1867, so that about two thirds of all adult men could now vote</li> <li>• Amongst those newly enfranchised by this legislation were agricultural labourers, rural craftsmen and miners, thus the legislation extended the social basis of the electorate considerably beyond what it had been</li> <li>• The majority of the electorate after the changes made by the 1884 Act were working class and this would be of real significance in shaping the political system in the future</li> <li>• Other legislation had limited significance because it restricted the development of the composition of the franchise, e.g. 1832 Reform Act had restrictions on the borough franchise.</li> </ul> <p>Arguments and evidence challenging the statement that the passing of the 1884 Representation of the People Act brought about the most significant change in the composition of the electorate in the years c1828-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The qualifying regulations for the franchise in 1884 still excluded about one third of men, largely young and/or unskilled workers, and all women</li> <li>• The increase in the numbers qualified to vote and the introduction of a uniform system by the 1832 Reform Act paved the way for all subsequent changes, meaning this legislation was of greater significance</li> <li>• The number of urban working-class men with the vote increased dramatically as a result of changes made by the 1867 Reform Act, becoming the majority of the electorate in some constituencies, e.g. Sheffield</li> <li>• The 1918 Reform Act was more significant because it marked the start of universal male suffrage</li> <li>• Women were enfranchised for the first time in 1918, and, in 1928, the franchise was extended to all women, so both of these pieces of legislation are more significant in changing the composition of the electorate.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
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 how accurate it is to say that the influence of the crown on elections and in parliament declined steadily in the years c1780-1911.</p> <p>Arguments and evidence supporting the statement that the influence of the crown on elections and in parliament declined steadily in the years c1780-1911 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>Pitt's reforms eroded the ability of monarchs to make use of sinecures and pensions to gain support for the government of their choice amongst MPs</b></li> <li>• Successive parliamentary reforms impacted on the power of patronage and thus undermined the role of monarchs in influencing elections</li> <li>• Monarchs found their powers to appoint and dismiss ministers increasingly restricted through the period, e.g. George III and Pitt, but Victoria had to appoint Gladstone as prime minister in 1880 against her wishes</li> <li>• After the 1832 Reform Act, elections tended to present electors with a clear choice, which made it harder for the crown to select a prime minister who did not represent the result</li> <li>• The growth of organised political parties, especially after 1867, restricted the influence that monarchs could exercise over the appointment of party leaders, and hence, prime ministers.</li> </ul> <p>Arguments and evidence challenging the statement that the influence of the crown on elections and in parliament declined steadily in the years c1780-1911 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The decline in the influence of the crown was rapid rather than steady, falling dramatically in the period after 1832</li> <li>• Monarchs continued to involve themselves in parliamentary affairs throughout the period, e.g. George V was considering vetoing the Home Rule bill and <b>dismissing Asquith's government to avert civil war in Ireland</b></li> <li>• The monarch had the power to create new peers, the threat of which could be used to undermine opposition in the House of Lords to government legislation, e.g. William IV (1832), George V (1911)</li> <li>• Throughout the period, the monarch could expect their advice to a prime minister to be taken seriously, even if not always acted on.</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 how accurate it is to say that rebellions by Irish nationalists never posed a significant challenge to the control of Ireland by British governments in the years 1798-1916.</p> <p>Arguments and evidence supporting the statement that rebellions by Irish nationalists never posed a significant challenge to the control of Ireland by British governments in the years 1798-1916 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Many of the rebellions were poorly planned and executed, thus reducing genuine challenge, e.g. the uprising of 1798</li> <li>• Some of the rebellions were triggered early because of external factors, e.g. 1803 rebellion, 1848 rebellion, and were therefore not fully prepared to challenge British control</li> <li>• Many of the rebellions lacked substantial support from the population and as such were unlikely to pose a challenge to the control of Ireland by British governments, e.g. the Fenian Rising</li> <li>• Rebellions were put down by British governments with relative ease because of their military superiority throughout the period, e.g. 1848 rebellion</li> <li>• Leaders of rebellions were punished harshly, with many of them being executed, thus removing the immediate challenge, e.g. Robert Emmet, the Manchester Martyrs.</li> </ul> <p>Arguments and evidence challenging the statement that rebellions by Irish nationalists never posed a significant challenge to the control of Ireland by British governments in the years 1798-1916 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The scale of support for some of the rebellions was considerable, e.g. 200,000 supported the United Irishmen in 1798, and this scale of support had the potential to be a threat</li> <li>• There were changes to British policy following some acts of rebellion, e.g. the 1801 Act of Union followed the 1798 rebellion, implying Britain was acting to avert a potential challenge to their control</li> <li>• Support for rebellion by foreign belligerents had the potential to be a very real challenge to British governments, e.g. France (1798) and Germany (1916)</li> <li>• The harsh British response to rebellion galvanised more support for opposition and created a further challenge, e.g. Easter Rising.</li> </ul> <p>Other relevant material must be credited.</p>



Question	Indicative content
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 whether the passage of the 1914 Home Rule bill was the most important turning point in the development of British government policy towards Ireland in the years 1801-1922.</p> <p>Arguments and evidence supporting the statement that the passage of the 1914 Home Rule bill was the most important turning point in the development of British government policy towards Ireland in the years 1801-1922 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It marked a complete change in British policy in relation to Ireland, conceding to the Irish what moderate nationalists had been demanding since the 1830s</li> <li>• The government was committed to the policy and prepared to face a political crisis at home by over-riding the opposition of the House of Lords by passing the bill three years in succession</li> <li>• Asquith was prepared to endure the possibility of civil war in Ireland in order to pass the Home Rule bill, showing his commitment to ensuring the success of the policy</li> <li>• By incorporating the policy of exclusion, it established the principle of partition; this led to the ultimate exclusion of the six counties from a self-governing Ireland.</li> </ul> <p>Arguments and evidence challenging the statement that the passage of the 1914 Home Rule bill was the most important turning point in the development of British government policy towards Ireland in the years 1801-1922 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The powers granted to the Irish parliament in 1914 were more limited than those proposed in 1893</li> <li>• It was replaced by Lloyd George in 1920 by the Government of Ireland Act</li> <li>• The 1801 Act of Union brought Ireland into the British parliamentary system and established the constitutional framework that would last with only minor changes until 1920</li> <li>• <b>Peel's passing of the Maynooth</b> Grant in 1845 demonstrated a desire by the British to conciliate the Irish to British rule and not always to be seen to engage in coercion</li> <li>• <b>Gladstone's conversion to Home Rule (1885)</b> and the introduction of the First Home Rule bill (1886) marked a major change of direction in policy by one of the major parties; without this the 1914 Act would not have been possible</li> <li>• The majority for the passing of the 1893 Second Home Rule bill in the House of Commons showed a growing acceptance of the importance of the principle of Home Rule</li> <li>• The 1922 Irish Free State Constitution Act marked the establishment of an independent state within the British Empire.</li> </ul> <p>Other relevant material must be credited.</p>