



## Mark Scheme (Results)

October 2020

Pearson Edexcel  
in GCE History (9HI0/36)

Paper 3: Themes in breadth with aspects  
in depth

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

Option 36.2: Ireland and the Union,  
c1774–1923

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## 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.   |
| <b>1</b> | <b>1-3</b>  | <ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li> </ul>  |
| <b>2</b> | <b>4-7</b>  | <ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>  |
| <b>3</b> | <b>8-12</b> | <ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.</li> </ul> |

| Level | Mark  | Descriptor   |
|-------|-------|--|
| 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> </ul>                       |

| Level    | Mark         | Descriptor  |
|----------|--------------|---|
|          |              | <ul style="list-style-type: none"> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>   |
| <b>3</b> | <b>8-12</b>  | <ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| <b>4</b> | <b>13-16</b> | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |
| <b>5</b> | <b>17-20</b> | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>  |

## Section A: indicative content

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

| Question | Indicative content  |
|----------|---|
| 1.       | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the tactics used by the WSPU and the responses to those tactics. Emmeline Pankhurst who delivered this speech from the dock is named in the specification and candidates can therefore be expected to know about her work.</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 Pankhurst was the leader of the WSPU, she would be knowledgeable about the organisation</li> <li>• She was using the speech from the dock as a platform to promote her ideas and this would influence the way in which she presented the information</li> <li>• The source presents the actions of the WSPU in a positive way and the response to those actions in a negative way</li> <li>• The WSPU used their weekly newspaper <i>Votes for Women</i> to provide wide dissemination of the speech to their readers in the first edition, after the ending of the trial.</li> </ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p><b>The tactics used by the WSPU:</b></p> <ul style="list-style-type: none"> <li>• It suggests that the tactics of the WSPU evolved over time, e.g. 'We have tried ... we have seen'</li> <li>• It argues that the WSPU are prepared to use whatever tactics that will achieve their aims</li> <li>• It provides evidence of the types of tactics used by the WSPU, e.g. 'petitions', 'public meetings'</li> <li>• It provides evidence that members of the WSPU were prepared to go to prison rather than being bound over to keep the peace</li> <li>• It implies that the purpose of the tactics was to attract attention to the campaign, e.g. 'We are here today and we shall be here over and over again.'</li> </ul> <p><b>The responses to those tactics:</b></p> <ul style="list-style-type: none"> <li>• It argues that the use of constitutional tactics has had no impact and thus suggests that it has elicited no positive responses</li> </ul> |

| Question | Indicative content   |
|----------|--|
|          | <ul style="list-style-type: none"> <li>• It claims that the press have not been accurate in reporting the actions of the WSPU, e.g. 'we have been misrepresented'</li> <li>• It provides evidence of the violent treatment that has taken place against the WSPU when it campaigns</li> <li>• It claims that the Government has not treated members of the WSPU who have been arrested in line with its own recommendations.</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source regarding the tactics used by the WSPU and the responses those tactics. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The WSPU increased its use of militant tactics from the autumn of 1908 as a response to the failure of its constitutional tactics</li> <li>• The WSPU used a range of tactics to promote its cause during 1908, e.g. the Hyde Park meeting, the window breaking campaign</li> <li>• Pankhurst was arrested before the 'rush' took place, but it still went ahead, although the 60,000 participants were unable to breach the police cordon and 37 were arrested</li> <li>• In 1906, some prisoners, e.g. Sylvia Pankhurst, had been treated as political prisoners, but this was not always the case. Emmeline Pankhurst was not treated as a political prisoner after this trial.</li> </ul> <p>Other relevant material must be credited.</p> |



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

| Question | Indicative content   |
|----------|--|
| 2        | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the aims and tactics of the Land League. Michael Davitt is named in the specification, so candidates can be expected to be aware of his involvement with the Land League.</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 newspaper reports Davitt's words at some length, implying it is letting his words speak for themselves</li> <li>• The article only comments on the speech at the end of the report, when it reveals the extent of support for Davitt at the meeting</li> <li>• The language and tone of the speech is designed to identify issues that will appeal to its audience</li> <li>• The speech was made at the start of the campaign and is the initial view of aims and tactics.</li> </ul> </li> <li>2. The following inferences and significant points of information could be drawn and supported from the source: <p><b>The aims of the Land League:</b></p> <ul style="list-style-type: none"> <li>• It provides evidence that its aims are to promote the interests of the tenant farmers that it represents</li> <li>• It argues that it aims to reveal all the problems that faced the Irish</li> <li>• It suggests that wider social changes were an aim as it implies that these would be achieved as a consequence of changes to the land laws</li> <li>• It suggests that Ireland could support a larger population with land reform, which would prevent the fear of any future famine</li> <li>• It suggests that its aims are linked to nationalism, e.g. 'this will be the end to Ireland.'</li> </ul> <p><b>The tactics of the Land League:</b></p> <ul style="list-style-type: none"> <li>• It argues that the tactics employed will conform to the law as laid down by the British</li> <li>• It provides evidence that it would create as much publicity as possible to make people aware of the problems caused by landlords</li> <li>• It suggests that the tactics depended on the creation of the support of a mass movement all acting in the same way, e.g. 'unanimously'</li> </ul> </li> </ol> |

| Question | Indicative content  |
|----------|---|
|          | <ul style="list-style-type: none"> <li>• It implies that it will not use violence to achieve its aims.</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source regarding the aims and tactics of the Land League. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A series of poor harvests 1877-79 had created significant economic problems in Irish agriculture</li> <li>• Davitt had been organising in County Mayo since April 1879 in response to evictions that had taken place</li> <li>• Davitt had successfully organised mass meetings in County Mayo in the summer of 1879</li> <li>• The Land League aimed to achieve immediate relief for tenants via rent reductions as well as longer term changes to the land laws</li> <li>• The Land League was part of the <i>New Departure</i> policy that linked the land question with Home Rule from 1879.</li> </ul> <p>Other relevant material must be credited.</p> |

## Section B: indicative content

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

| Question | Indicative content   |
|----------|--|
| 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 failures of extra-parliamentary protest in the years 1816-19 were the consequence of effective government action.</p> <p>Arguments and evidence supporting the statement that the failures of extra-parliamentary protest in the years 1816-19 were the consequence of effective government action should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The suspension of habeas corpus (1817) for those suspected of treason enabled the arrest of leading radicals, taking them out of circulation for a time, e.g. Samuel Bamford</li> <li>• There was effective use of spies who infiltrated political organisations and kept the government informed of their plans, e.g. WJ Richards ('Oliver')</li> <li>• The government was able to direct the use of magistrates, e.g. the reading of the Riot Act to the Blanketeers</li> <li>• The government was able to use the army to good effect on occasion, e.g. in putting down the Pentridge Rising</li> </ul> |

- The lack of radical activities immediately after Peterloo can be seen as testament to the effectiveness of government repression, such as the Six Acts
- Repression was only enacted as a short-term measure, being alleviated once the situation returned to normal, thereby reducing the possibility of protest against the repression.

Arguments and evidence challenging the statement that the failures of extra-parliamentary protest in the years 1816-1819 were the consequence of effective government action should be analysed and evaluated. Relevant points may include:

- Government action was often reactive – the passing of repressive acts after protests, e.g. Spa Fields and the Gagging Acts, Peterloo and the Six Acts
- Spies were paid by results, so sometimes became agents provocateurs, e.g. 'Oliver' and the Pentridge Rising
- Extra-parliamentary protest was often linked to economic circumstances and was weakened at times of economic prosperity
- Divisions amongst radicals as to what the focus of protest should be, e.g. reform or revolution, was a more significant reason for failures.

Other relevant material must be credited.

| Question | Indicative content  |
|----------|---|
| 4        | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether it is accurate to say that the position of trade unions was significantly strengthened in the years 1919-21.</p> <p>Arguments and evidence supporting the view that the position of trade unions was significantly strengthened in the years 1919-21 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The post-war boom of 1919-20 enabled trade unions to exert effective pressure on the government and employers to achieve significant concessions</li> <li>• Negotiations with the government by the nationalised industries had achieved wage protection and improvements in the railways and mines in 1919</li> <li>• Trade unions were perceived by the government as an effective means of preventing revolution as they were prepared to negotiate; this strengthened their bargaining position</li> <li>• The General Council of the TUC was founded in 1921 in order to broaden its role and provide a central organisation for trade union co-operation.</li> </ul> <p>Arguments and evidence challenging the view that the position of trade unions was significantly strengthened in the years 1919-21 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Trade unions were building on a position that had already been significantly strengthened during the First World War when trade union membership had risen sharply</li> <li>• Government and business both believed that nationalisation should be reversed and industry should return to private ownership, undermining the trade union position</li> <li>• By 1920, the post-war economic boom was coming to an end and this undermined the position of the trade unions, as is demonstrated by the collapse in membership after 1920</li> <li>• When the employers took back ownership of the coal mines in 1921 they immediately cut wages</li> <li>• There was a failure by the large trade unions to co-operate to protect their position, e.g. Black Friday</li> <li>• The government was establishing a range of mechanisms to deal with strikes, which would enable them to limit the effectiveness of trade unions, e.g. Industrial Unrest Committee (1919), Emergency Powers Act (1920).</li> </ul> <p>Other relevant material must be credited.</p> |

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

| Question | Indicative content  |
|----------|---|
| 5        | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the role of the Catholic Association was crucial in bringing about the decision to emancipate Catholics in 1829.</p> <p>Arguments and evidence supporting the view that the role of the Catholic Association was crucial in bringing about the decision to emancipate Catholics in 1829 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It was a mass movement that had support from across the social divide and represented the views of Irish Catholics</li> <li>• The support of the Catholic clergy for the demands of the Catholic Association, e.g. by allowing the subscription to be collected at Mass, strengthened the support of Catholics for it</li> <li>• The financial support for the Catholic Association from the Catholic Rent enabled it to run a campaign that publicised the issues and led to even greater support</li> <li>• Its role in supporting Daniel O'Connell in the 1828 County Clare by-election, by canvassing and transporting electors to vote, contributed to putting pressure on the government for change.</li> <li>• The actions of the Catholic Association contributed to Wellington's fear of possible rebellion in Ireland and encouraged him to act to put pressure on the House of Lords and the King to agree to Catholic Emancipation.</li> </ul> <p>Arguments and evidence challenging the view that the role of the Catholic Association was crucial in bringing about the decision to emancipate Catholics in 1829 and/or other factors were more crucial should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It had been Pitt's intention that Catholic Emancipation would accompany the Act of Union</li> <li>• The Act of Union set the context in which emancipation became a genuine possibility, because Catholic MPs would clearly be outnumbered at Westminster</li> <li>• The role of Grattan in supporting emancipation proposals in Parliament, in the years 1805-20, kept the issue on the political agenda</li> <li>• Many of the Irish MPs elected in elections 1802-26 supported the implementation of Catholic Emancipation, including Vesey Fitzgerald</li> <li>• There was bi-partisan support for Catholic Emancipation in the</li> </ul> |

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|  | <p>House of Commons after the 1828 County Clare election.</p> <p>Other relevant material must be credited.</p> |
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| Question | Indicative content   |
|----------|--|
| 6        | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how significant the role played by Jim Larkin was in the development of trade unionism in Ireland in the years 1907-14.</p> <p>Arguments and evidence supporting the statement that the role played by Jim Larkin was significant in the development of trade unionism in Ireland in the years 1907-14 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Larkin was responsible for changing attitudes towards the role of trade unions; earlier unions were mainly for skilled workers and were moderate. Larkin was significant in moving Irish trade unions to a more militant position</li> <li>• Larkin was an organiser for the NUDL and responsible for the unionisation of Belfast's dockers from 1907, bridging the sectarian divide in that city, and then moving on to unionise workers in other Irish ports</li> <li>• Larkin was the founder of the ITGWU, which had become the largest trade union in Ireland by 1913, with a membership of 14,000, predominantly of unskilled and casual workers, who were previously not unionised</li> <li>• Larkin was significant in introducing new methods of trade union action, e.g. the 'sympathetic strike', and organised a number of strikes which had some degree of success, e.g. Belfast dockers (1907), Sligo dockers (1913)</li> <li>• Larkin was able to rally the support of the working class of Dublin for a general strike called by the ITGWU that lasted for more than 4 months, showing his organisational ability and the support for his ideas.</li> </ul> <p>Arguments and evidence challenging the statement that the role played by Jim Larkin was significant in the development of trade unionism in Ireland in the years 1907-14 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Larkin had disagreements with other members of the Irish trade union movement, which led to him leaving the NUDL and founding the ITGWU, which divided the trade union movement</li> <li>• Larkin had disagreements with the British trade union movement over his syndicalist ideas, which undermined their support for the ITGWU</li> <li>• James Connolly was also significant in increasing trade union membership within the ITGWU, e.g. he was responsible for the establishment of the Irish Textile Workers Union for women employed in the linen industry</li> <li>• The main Irish trade unions had been co-operating since 1894 in the Irish Trades Union Congress; this continued to play a significant role in determining trade union action, e.g. the 1912 decision to create a political wing.</li> </ul> <p>Other relevant material must be credited.</p> |



## Section C: indicative content

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

| Question | Indicative content  |
|----------|---|
| 7        | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the Ballot Act (1872) can be seen as the key turning point in creating a more representative political system in the years c1780-1928.</p> <p>Arguments and evidence supporting the statement that the Ballot Act (1872) can be seen as the key turning point in creating a more representative political system in the years c1780-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The secret ballot was seen as crucial to the implementation of a representative political system</li> <li>• The Act undermined the impact of corrupt practices and bribery on the electorate</li> <li>• The Act was the first crucial step in eliminating corruption from the political system</li> <li>• The Act enabled workers and tenants to cast their votes without needing to worry about intimidation resulting from the preferences of their employers and landlords</li> <li>• The secret ballot was seen by its opponents, such as Lord John Russell, as the prelude to universal suffrage and the ending of aristocratic influence.</li> </ul> <p>Arguments and evidence challenging the statement that the Ballot Act (1872) can be seen as the key turning point in creating a more representative political system in the years c1780-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1880 election was extremely corrupt, so it is clear that the Ballot Act had failed to address this issue effectively; it actually enabled voters to take bribes from all parties</li> <li>• The 1883 Corrupt Practices Act was required to bring a clear end to bribery and corruption in elections, thus bringing limits to the influence of the wealthy in elections and making the system more representative</li> <li>• By making changes to the system of representation that had been in place from c1780, the 1832 Reform Act was more significant as it undermined the prevalent view of the perfection of the British political system</li> <li>• Further successive Representation of the People Acts, in the years 1867-1928, extended the franchise to new groups of voters, thus making the political system more representative with each new change</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Changes to the distribution of seats (1832, 1867, 1885, 1918) contributed to opening up the political system to areas of increasing economic importance, and hence were more significant.</li> </ul> <p>Other relevant material must be credited.</p> |
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| Question | Indicative content   |
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| <b>8</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the social makeup of the House of Commons changed dramatically in the years c1780-1928.</p> <p>Arguments and evidence supporting the statement that the social makeup of the House of Commons changed dramatically in the years c1780-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In c1780, the aristocratic influence was strong, with about 20% of MPs directly related to the peerage; this was reduced by successive legislation in the period, which limited aristocratic involvement</li> <li>• Changes in the electorate from 1832 onwards contributed to a growing number of MPs coming from an industrial and commercial background</li> <li>• The abolition of the property qualification in 1858 meant that candidates no longer needed an income from land to stand as MPs and weakened the influence of the landed gentry in the selection of MPs</li> <li>• The role of trade unions at the end of the 19<sup>th</sup> century, combined with the payment of MPs from 1911, broadened the social composition to include working class MPs</li> <li>• From 1918, women were able to be elected and take their seats as MPs.</li> </ul> <p>Arguments and evidence challenging the statement that the social makeup of the House of Commons changed dramatically in the years c1780-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The increase in the number of county seats following parliamentary reform strengthened the position of MPs from the landed gentry in the House of Commons</li> <li>• The continuance of plural voting throughout the period benefitted middle-class MPs, e.g. the university seats were still in place in 1928</li> <li>• Change throughout the period was slow and any changes that took place were gradual, not dramatic</li> <li>• The aristocratic influence was still evident at the end of the period, e.g. Nancy Astor became a candidate for election in 1919 because her husband resigned his seat on inheriting a peerage.</li> </ul> <p>Other relevant material must be credited.</p> |

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

| Question | Indicative content  |
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| <b>9</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether it is accurate to say that the Easter Rising was the most significant armed uprising against British rule in Ireland in the years 1798-1921.</p> <p>Arguments and evidence supporting the statement that it is accurate to say that the Easter Rising was the most significant armed uprising against British rule in Ireland in the years 1798-1921, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Easter Rising took control of a number of key strategic points in Dublin, e.g. the Post Office, and held them for a week</li> <li>• The proclamation of an Irish Republic by Pearse whilst Britain was at war made a significant statement about Irish nationalism</li> <li>• The harshness of the measures carried out under martial law, e.g. intimidation of civilians in Dublin, caused resentment amongst all classes in southern Ireland, including those who had opposed the Rising</li> <li>• The execution of 15 rebels, including Connolly, who could not stand, caused further outrage and consolidated changing perceptions in Ireland towards Sinn Féin and also encouraged international condemnation, e.g. United States</li> <li>• As a result of the Irish and American reactions, Asquith started to examine ways to reach a new Irish settlement.</li> </ul> <p>Arguments and evidence challenging the statement that it is accurate to say that the Easter Rising was the most significant armed uprising against British rule in Ireland in the years 1798-1921, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Easter Rising never posed a serious threat to British control as the rebels were outnumbered, lacked significant support and were condemned by both Redmond and the Catholic church</li> <li>• It was not the Easter Rising that was significant, but the British government's response to it</li> <li>• The rebellion of 1798 was supported in greater numbers than the Easter Rising and therefore had greater potential to be successful in achieving its aims</li> <li>• The 1848 Young Ireland Rising promoted Irish nationalism and acted as an inspiration to many to support future movements for both independence and land reform</li> <li>• The 1867 Fenian Rising was the first by a group that explicitly demanded</li> </ul> |

independence for the whole of Ireland

- The aftermath of the Fenian Rising, carried out in Manchester and Clerkenwell, was credited with making Gladstone more aware of the need to undertake Irish reform
- The 1919-21 War of Independence was more significant in undermining British authority and encouraging support for the IRA through the actions of the Black and Tans.

Other relevant material must be credited.

| Question         | Indicative content  |
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| <p><b>10</b></p> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether British policy in Ireland, in the years 1801-1922, was consistently based on the desire to maintain British control.</p> <p>Arguments and evidence supporting the statement that British policy in Ireland, in the years 1801-1922, was consistently based on the desire to maintain British control should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The key purpose of the Act of Union (1801) was to tie Ireland more closely to Britain to ensure that control and stability was maintained</li> <li>• Concessions were often seen by the government as a way of preventing moderates in Ireland from supporting nationalist groups, e.g. the Maynooth Grant</li> <li>• Where necessary, the government was prepared to repress the Irish in order to maintain control, e.g. the banning of the Clontarf meeting (1843), the use of the 1881 Coercion Act</li> <li>• Nationalist rebellions would be put down with imprisonments and executions in order to maintain control, e.g. the Fenian Rising, the Easter Rising</li> <li>• British policy could be changed when faced with significant Irish opposition, which posed a threat to their control, e.g. the conscription crisis.</li> </ul> <p>Arguments and evidence challenging the statement that British policy in Ireland, in the years 1801-1922, was consistently based on the desire to maintain British control should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Gladstone's reforms in his first ministry were designed to improve the lives of Irish Catholics with no real reference to British control, e.g. the Irish Church Act, 1869</li> <li>• Gladstone's conversion to Home Rule was, at least in part, the consequence of a personal morality and desire to do what the Irish wished</li> <li>• The Liberals introduced the 1912 Home Rule Bill to ensure that the Irish Party voted with them after the results of the December 1910 election</li> <li>• The Anglo-Irish Treaty (1921) was an acceptance of failure by the British to maintain complete control, leading to a change in policy</li> <li>• Britain's policies towards Ireland were often pragmatic and based on what was needed at a specific point to best meet Britain's interests – and this was not always simply control.</li> </ul> |

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|  | Other relevant material must be credited. |
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