

Mark scheme

Sample assessment materials for  
first teaching September 2015

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

## 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 in revealing the methods used by the government to control the Chartists and the attitudes of the Chartists to the government. The author is not named in the specification; candidates cannot therefore be expected to know about him, but should be aware of the context, namely the Chartist rally on Kennington Common.</p> <ol style="list-style-type: none"> <li>The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: <ul style="list-style-type: none"> <li>The author was a Chartist and could be expected to be authoritative</li> <li>The source is from an account published for popular consumption and concerns events within most people's memory, and should therefore resonate with the public mind</li> <li>The source could be coloured by hindsight as the author was writing after the collapse of the Chartist movement</li> <li>It is not clear whether the author was present at the Kennington Common rally; his report could be based on hearsay and so not necessarily accurate.</li> </ul> </li> <li>The following inferences and significant points of information could be drawn and supported from the source: <p><b>Methods used by the government to control the Chartists:</b></p> <ul style="list-style-type: none"> <li>It provides evidence that the government was well prepared for an insurrection by the Chartists</li> <li>It provides evidence that the government first tried persuasion, accompanied by threats, keeping an armed response in reserve</li> <li>It provides evidence that the government used the police to implement their directives.</li> </ul> <p><b>Attitudes of the Chartists to the government:</b></p> <ul style="list-style-type: none"> <li>It suggests that the Chartists on Kennington Common were peaceful (music and banners) and did not seem to fear government violence</li> <li>It provides evidence that some Chartists had been planning an armed demonstration against the government as represented by the forces of law and order</li> <li>It provides evidence that O'Connor was anxious to agree to the government's conditions insofar as presenting the Petition was concerned, suggesting that that the presentation of the Petition to parliament took priority for him over the march.</li> </ul> </li> <li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the methods used by the government to control the Chartists and the attitudes of the Chartists to the government. Relevant points may include: <ul style="list-style-type: none"> <li>Government awareness of 1848 revolutions in Europe would have led them to be fearful of the Chartist rally on Kennington Common</li> <li>The rally was in support of the third petition to be presented to parliament; the government, in the face of a huge rally, could be expected to be nervous</li> </ul> </li> </ol>

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="379 136 1414 264">• The first two petitions having been unsuccessful, the Chartists would have high expectations of this one as far greater effort had gone into obtaining signatures and support for this petition, including support from MPs; tensions would have been high at the Kennington Common rally</li><li data-bbox="379 275 1414 367">• Throughout the years 1838–48, when the government did respond to the Chartists, it was usually with violence – to attempt to negotiate first was a departure from established practice</li><li data-bbox="379 378 1414 439">• O'Connor, by agreeing to government demands, was departing from his normal approach, which was violence.</li></ul>

### 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 in revealing tensions in Ireland over land and the part played by Charles Stewart Parnell in attempting to deal with these tensions. Charles Stewart Parnell, who wrote and delivered the speech, is named in the specification, and candidates can therefore be expected to know about his work.</p> <ol style="list-style-type: none"> <li>The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: <ul style="list-style-type: none"> <li>As Parnell was an MP at Westminster, he would presumably have been knowledgeable and influential</li> <li>Parnell, as President of the National Land League of Ireland, had detailed knowledge and understanding of Irish land issues</li> <li>It is a speech designed to persuade, making a case through argument and rhetoric</li> <li>The fact that it is being reported in <i>The Times</i> newspaper provides evidence that the Irish land issue is of interest beyond Ireland.</li> </ul> </li> <li>The following inferences and significant points of information could be drawn and supported from the source: <p><b>Tensions over land issues in Ireland:</b></p> <ul style="list-style-type: none"> <li>It suggests tenant evictions are widespread</li> <li>It suggests that tensions are running very high ('I heard someone say "shoot him"')</li> <li>It provides evidence that tensions are caused, in part, by the willingness of some to take over farms from those who have been evicted</li> <li>It suggests there are customs and practices amongst tenant farmers that are well-known, although unwritten, and that these are being violated.</li> </ul> <p><b>The part played by Charles Stewart Parnell in dealing with these:</b></p> <ul style="list-style-type: none"> <li>It provides evidence of Parnell's determination to encourage direct action by tenant farmers</li> <li>It suggests this is part of Parnell's strategy to effect the passage of the Land Bill through parliament</li> <li>It suggests that Parnell was anxious to avoid physical violence by appealing to the community's sense of solidarity</li> <li>It provides evidence that Parnell tries to persuade people to take a non-violent approach by referring to Christian teachings.</li> </ul> </li> </ol> <ol style="list-style-type: none"> <li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing tensions in Ireland over land and the part played by Parnell in attempting to resolve them. Relevant points may include: <ul style="list-style-type: none"> <li>The founding of the National Land League 1879, with the aim of abolishing landlordism and enabling tenant farmers to own the land they worked</li> <li>The campaign following the founding of the National Land League under Parnell, which combined Home Rule with agrarian issues</li> <li>The impact of Parnell's speech on the Land Wars</li> <li>Gladstone's attitude to the Land Wars</li> <li>The aims of the 1881 Land Bill.</li> </ul> </li> </ol>

## 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 on the suggestion that effective leadership was key to the success of the campaign for the repeal of the Contagious Diseases Acts in 1886 and the failure of the WSPU to obtain votes for women by 1914.</p> <p>Arguments and evidence that effective leadership was responsible for the success of the campaign for the repeal of the Contagious Diseases Acts should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The work of Josephine Butler and Elizabeth Wolstenholme in forming the Ladies' National Association for the Repeal of the Contagious Diseases Acts</li> <li>• Its efficient leadership and management in publicising and driving the campaign nationwide</li> <li>• The unity of the leadership team.</li> </ul> <p>Other factors may include:</p> <ul style="list-style-type: none"> <li>• The nature of the problem – a single-issue campaign that that did not have wider social implications</li> <li>• The support of many influential people – moralists, feminists and those who perceived the Acts as being an attack on civil liberties</li> <li>• The nature of the opposition, primarily the Association for the Extension of the Contagious Diseases Acts, which was perceived as being reactionary.</li> </ul> <p>Arguments and evidence that ineffective leadership of the WSPU did <i>not</i> account for the lack of success of the campaign for women's suffrage by 1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The work of Emmeline Pankhurst and her daughters in founding the WSPU and turning it into a national movement</li> <li>• The organisational skills of the leadership 'team'</li> <li>• The divisions in their leadership and the impact of these on the movement</li> <li>• The perception by many, and many potential supporters, that the movement was too middle class and that this was encouraged by the leaders.</li> </ul> <p>Other factors may include:</p> <ul style="list-style-type: none"> <li>• The nature of the problem: although appearing to be a single-issue campaign, it had far-reaching social and political implications</li> <li>• The increasing militancy of the campaign, including criminal acts, alienated many</li> <li>• The onset of war.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the significance of the report of the Samuel Commission (1926) in bringing about the General Strike of that year.</p> <p>Arguments and evidence that for the significance of the Samuel Commission's report in bringing about the strike should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The significance of the specific recommendation of the Samuel Commission that miners' pay be reduced by 13.5 per cent</li> <li>• The reasons why the mine owners proposed a reduction of 10 to 25 per cent and accompanied it with the threat of a lock-out</li> <li>• The significance of the MFGB refusal of both wage reduction and regional negotiation</li> <li>• The role of the TUC in attempting to effect a compromise</li> <li>• The attitude of the Labour Party leaders to the Commission and its impact.</li> </ul> <p>Arguments and evidence that the Samuel Commission's report was not significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The heavy domestic use of coal during the First World War led to a loss of overseas markets</li> <li>• The desire of mine owners to maintain profits, leading to longer working hours and lower pay for miners</li> <li>• The reintroduction of the gold standard in 1925, making the pound too strong for the profitable exporting of coal</li> <li>• The Dawes Plan (1924) allowing Germany to export coal</li> <li>• The fall in coal output per man accompanied by falling coal prices.</li> </ul> <p>Other relevant material must be credited.</p>



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

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the suggestion that the British government's response to the Irish Famine of the 1840s was totally inadequate.</p> <p>Arguments and evidence that the British government's response to the Irish Famine was totally inadequate should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• No attempts were made to stop the exporting of food from Ireland, with the government arguing the efficacy of non-intervention and laissez faire</li> <li>• The imported maize (Peel's brimstone) was unsuitable, needing grinding in a country where there were few mills and becoming virtually inedible</li> <li>• The public work schemes were badly set up and administered, and were ineffective in providing relief to a starving people</li> <li>• The soup kitchen initiative, on which thousands depended, lasted for only six months</li> <li>• Poor relief, from 1847 onwards, was virtually the only form of public assistance, and its administration was cumbersome and restrictive</li> <li>• Nothing was done to stop ruthless eviction of tenants.</li> </ul> <p>Arguments and evidence that the British government's response to the Irish Famine was <i>not</i> totally inadequate should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A Relief Commission was set up to advise the government and to direct support and coordinate the work of local relief committees (1845–46)</li> <li>• The government ordered £100,000 of American corn (maize) to be imported into Ireland</li> <li>• Public work schemes were created that paid labourers in cash</li> <li>• Irish workhouses were given additional funding to help cope with the thousands of new paupers</li> <li>• Soup kitchens were introduced in 1847 following the ending of the public works programme.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which trade union militancy in Northern Ireland in the years 1907–14 was largely unsuccessful.</p> <p>Arguments and evidence that support the view that trade union militancy was unsuccessful in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The demands of the NUDL strikers in the 1907 Belfast dock strike were not met by the employers and a negotiated settlement amounted to capitulation by the NUDL</li> <li>• In 1913, militancy on the part of the ITGWU led to a lock-out by Dublin employers, lasting from August 1913 to January 1914, which ended in failure for the employees</li> <li>• Lack of sufficient union funds resulted in genuine hardship for many of the 20,000 workers locked out from their workplaces</li> <li>• The collapse of the dispute with Dublin employers after five months, when most workers returned to work on the same or reduced pay with no improvement in working conditions.</li> </ul> <p>Arguments and evidence that support the view that trade union militancy had success in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In 1907, successful militancy by the NUDL demanding union recognition, an increase in wages and better working conditions brought all the workers out in the Belfast dock strike</li> <li>• The strike created Catholic/Protestant solidarity and resulted in a significant increase in trade union membership with the establishment of the ITGWU in 1908</li> <li>• The principle of union action and workers' solidarity had been firmly established</li> <li>• Longer-term successes – no future employer in the period covered by the specification would attempt to 'break' a union as Murphy had tried to do by spearheading the Dublin lock-out.</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 how far the reform of parliamentary representation was driven by pressure, in the years 1815–1928, from those excluded from the franchise.</p> <p>Arguments and evidence that support the proposition that parliamentary representation was driven by pressure from those excluded from the franchise should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Riots in Nottingham and Bristol in September 1831 helped push through the Great Reform Bill</li> <li>• The pressure for reform from manufacturing/industrial areas 1830–31</li> <li>• The impact of the Reform Union (formed 1864) and Reform League (founded 1865), with rallies demanding reform</li> <li>• The militancy of the suffragettes, gaining momentum 1910–14.</li> </ul> <p>Arguments and evidence to counter the proposition that parliamentary representation was driven by pressure from those excluded from the franchise should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Real pressure from those outside the franchise in the years 1815–28 did not produce reform in those years</li> <li>• The impact of deep divisions among the Tories over parliamentary reform following the death of George IV and the accession of William IV, who favoured reform, enabled Whigs to focus on parliamentary reform</li> <li>• Political manoeuvrings of Gladstone and Disraeli, and the desire of Disraeli to outwit Gladstone being his main reason for supporting parliamentary reform in 1867</li> <li>• The peaceful campaign of suffragists 1897–1914, possibly gaining more credibility than the militancy of the suffragettes, though boundaries blurred</li> <li>• The impact of the First World War on the decision to grant limited female suffrage.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the Representation of the People Act 1867 was the key turning point in the development of political parties in the years 1790–1928.</p> <p>Arguments and evidence that support the significance of the 1867 Act as being the key turning point should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Party caucuses on the model created in Birmingham by Joseph Chamberlain were developed</li> <li>• Clubs and associations were founded, e.g. the National Liberal Foundation, the Conservative and Constitutional Associations; the Primrose League</li> <li>• Neither Conservative nor Liberal parties were familiar with the urban working class, and so new philosophies and policies had to be developed</li> <li>• The development of the role of party leader and the greater public focus on the leader.</li> </ul> <p>Arguments and evidence to counter the proposition that the 1867 Act was the key turning point should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Continued influence of the landed elite throughout the period, with decisions made in country houses as well as exclusive clubs</li> <li>• Party leaders still managed to keep rank and file party members out of the decision-making process throughout the period</li> <li>• The 1832 Parliamentary Reform Act, by requiring voter registration, marked the beginning of a change in party organisation exploited by, e.g., Bonham and the Tories</li> <li>• The Redistribution Act 1885 destroyed local party structure, giving more power to the centre.</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
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 how far the Easter Rising can be seen as the key turning point in the development of Irish nationalism in the years 1801–1923.</p> <p>Arguments and evidence that the Easter Rising was the key turning point in the development in this period should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The handling of the Rising by the British authorities generated support for Irish nationalism and increased anti-British sentiment</li> <li>• It marked a significant change in Irish nationalist politics, launching the careers of Éamon de Valera and Michael Collins as leaders of the Irish nationalists</li> <li>• It provided physical evidence that the aim of some influential nationalists had changed from Home Rule to independence</li> <li>• It was a political event of emotional power, which succeeded in changing the focus of many of the Irish from the First World War to nationalism.</li> </ul> <p>Arguments and evidence against the Easter Rising being the key turning point should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There was mixed support within Ireland for the Easter Rising, so it is doubtful that it was generally accepted as a key turning point</li> <li>• The Act of Union 1801 could be seen as a key turning point, as it abolished the Dublin parliament – Ireland was to be represented at Westminster and it was this that ultimately stimulated Irish nationalism</li> <li>• The Young Ireland Rebellion of 1848 could be seen as a key turning point as it heralded the founding of the Fenian Brotherhood, 10 years later</li> <li>• The Ulster Covenant of 1912 could be seen as a key turning point – it was signed by nearly half a million men and women pledged to oppose Irish nationalism, and this polarised opinion in Ireland stimulating a more militant nationalism in the south.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
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 how far the most significant change in British governments' reaction to Irish nationalism in the years c1774–1922 was Gladstone's decision in 1885 to support Home Rule for Ireland.</p> <p>Arguments and evidence that support the view that it marked the most significant change in British governments' reaction to Irish nationalism should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• One of the two major political parties was now committed to Home Rule (despite internal splits) which had not been the case previously</li> <li>• The first ever Home Rule bill introduced into the Commons in April was in 1886 and attempted to harness the support of Parnell's Irish party by acknowledging some of its demands, thus marking an acceptance of some nationalist demands</li> <li>• A second attempt to obtain Home Rule for Ireland received a clear majority in the Commons but not the Lords. Despite the fall of Parnell, Gladstone again made concessions to the Irish Home Rulers</li> <li>• The 1912 Home Rule Bill, very similar to the second one in its concessions to Irish Home Rulers, led to bitter constitutional crises, but became law in September 1914, although was suspended because of the outbreak of war.</li> </ul> <p>Arguments and evidence that counter the view that it marked the most significant change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Gladstone's conversion to Home Rule consolidated opposition to it from the Conservative Party, led by Salisbury, and elements within the Liberal Party, led by Hartington and Chamberlain, so could not be regarded as a significant change</li> <li>• The constitution of 1782 was a significant change. Granted by the British government, it freed the Irish parliament from legal restrictions on the scope of its jurisdiction, resulting in Grattan's Parliament</li> <li>• The impact of Daniel O'Connell and the Repeal Organisation on the British government, whose 'Monster Meetings' throughout Ireland demanding the repeal of the Act of Union led to his imprisonment and the quashing of his conviction by the Lords</li> <li>• Catholic emancipation in 1829 permitted members of the Catholic Church to sit in parliament at Westminster for the first time, marking a significant change</li> <li>• The impact made by Charles Stewart Parnell and the Irish Parliamentary Party at Westminster, formed in 1882.</li> </ul> <p>Other relevant material must be credited.</p>