



Mark Scheme (Results)

November 2021

Pearson Edexcel GCE
In History (9HI0)

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"> • 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • 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. |
| 2 | 4–7 | <ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • 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. |
| 3 | 8–12 | <ul style="list-style-type: none"> • 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 • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • 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. |
| 4 | 13–16 | <ul style="list-style-type: none"> • 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. • 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. • 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. |
| 5 | 17–20 | <ul style="list-style-type: none"> • 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, • 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. • 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. |

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"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision. |
| 2 | 4–7 | <ul style="list-style-type: none"> • 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. • 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. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision. |
| 3 | 8–12 | <ul style="list-style-type: none"> • 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision. |
| 4 | 13–16 | <ul style="list-style-type: none"> • 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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. |
| 5 | 17–20 | <ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • 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. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision. |

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 Chartists in 1839 and the threat that Chartism posed to the authorities. Neither individual is named on the specification, but candidates can be expected to be aware of Chartism in 1839.</p> <ol style="list-style-type: none"> 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"> The letter is an official document that has been sent to the Home Secretary from a local magistrate, thus representing the view of the local authorities The author states that he has direct personal knowledge of what he is discussing The author presents his opinion at times. The following inferences and significant points of information could be drawn and supported from the source: <p>Tactics used by the Chartists in 1839</p> <ul style="list-style-type: none"> It provides evidence that Chartist missionaries are collecting signatures for the Chartist petition It suggests that the Chartists will travel to wherever they are likely to be able to spread their ideas and messages ('public houses and beer shops') It suggests that the message relayed at Chartist meetings was tailored to reflect local concerns ('great men around them') It implies that the Chartist missionaries were inciting local people to take up arms ('The missionaries say ...they will be justified in resorting to force'). <p>The threat that Chartism posed to the authorities</p> <ul style="list-style-type: none"> It provides evidence that the working classes are discontented with the status quo ('loathing and dislike') It implies that the working classes are being manipulated by the Chartists to create a threat ('appeal ... to the ignorant') It argues that the longer-term plan of the Chartists is to use physical force against the government It provides evidence that there is no army in the area, suggesting that there is no defence against a Chartist threat. 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 Chartists in 1839 and the threat that Chartism posed to the authorities. Relevant points may include: <ul style="list-style-type: none"> Signatures for the first petition started being gathered from the autumn of 1838 Missionaries were appointed by the National Convention to travel the country spreading the ideas of Chartism and gathering support for the movement |

| Question | Indicative content |
|----------|---|
| | <ul style="list-style-type: none">• Physical force Chartism was a key element of the Chartist threat• Later in 1839 an abortive Chartist rising took place in Newport. |

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 reasons for the success of industrialisation in Ulster and the consequences of that industrialisation in the 1830s. Mr Mulholland who is quoted in the source is a named individual on the specification and candidates can be expected to be aware of his role in the process of industrialisation.</p> <ol style="list-style-type: none"> 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"> This is an official government report and can be expected to represent the official view It presents industrialisation in largely positive terms It relies heavily on information provided by Andrew Mulholland The focus of the report is the 'poorer classes' so it may not deal with all aspects of the impact of industrialisation. The following inferences and significant points of information could be drawn and supported from the source: <p>The reasons for the success of industrialisation in Ulster</p> <ul style="list-style-type: none"> It provides evidence of the size ('more than 4,000') and mobility ('60 or 70 or 80 miles') of the workforce, which suggests that there was a sufficient supply of labour for industrialisation to be successful It provides evidence of the 'great ease which steam shipping enables travel', implying goods as well as people, and thereby contributing to the success of industrialisation It provides evidence of the availability of imported goods ('French and Belgian flax') to be used in the manufacturing process, suggesting that manufacturers are using the best quality raw materials available. <p>The consequences of industrialisation in the 1830s</p> <ul style="list-style-type: none"> It suggests that the economic consequences of industrialisation are mixed ('depressed economically from 1825 ... last three months ... decided improvement') It presents the factories as a force for good ('substantial source of comfort and employment') It implies that social control is exercised in the factories ('not ... deteriorated their morals ...provides properly for') It provides evidence of the extensive use of child labour and suggests that this is a positive development as it creates a family wage and reduces the need for charitable support to those in need. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source regarding the reasons for the success of industrialisation in Ulster and the consequences of that industrialisation in the 1830s. Relevant points may include: <ul style="list-style-type: none"> Steam shipping connecting Belfast to Scotland and to Liverpool had begun in the 1820s The population of Belfast began to rise rapidly in the 1830s Working conditions in the factories were generally poor – low |

| Question | Indicative content |
|----------|--|
| | <p>wages, long hours and dangerous conditions</p> <ul style="list-style-type: none">• Mulholland started as a cotton manufacturer but after a fire in his factory in 1828, he moved over to flax-spinning, using the new technology. |

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 it is accurate to say that the Contagious Diseases Acts were passed principally to enable Britain's armed forces to operate more efficiently.</p> <p>Arguments and evidence supporting the statement that the Contagious Diseases Acts were passed principally to enable Britain's armed forces to operate more efficiently should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The considerable death rate of the Crimean War due to all types of sickness made the authorities aware of the importance of a fit and healthy army, which contributed to the subsequent passage of the Acts • The compulsory examination of men in the armed forces for venereal disease was ended in 1859 because of their hostility to it; the focus thus shifted to dealing with venereal disease in prostitutes • By the mid-19th century, venereal disease was the most serious remaining major infectious disease threatening the armed forces; it was responsible for 1 in every 3 sick cases in the army in 1864 • The loss of man hours through venereal disease was a significant problem for the armed forces, e.g. in Portsmouth, ships were unable to set sail because so many sailors were affected when ashore • The terms of successive acts in 1864, 1866 and 1869 applied to ports and garrison towns and the areas immediately adjacent to these in order to ensure efficient operation. <p>Arguments and evidence challenging the statement that the Contagious Diseases Acts were passed principally to enable Britain's armed forces to operate more efficiently should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Colonial precedents, e.g. in Malta, suggested that regulation of prostitutes limited the spread of venereal disease • The erosion of <i>laissez faire</i> beliefs contributed to the creation of an environment in which regulation was possible • The medical profession shaped public opinion in favour of implementing the legislation by supporting its purpose using scientific evidence, e.g. William Acton • There was a moral imperative that it was the duty of the state to act • The success of earlier health reforms, e.g. 1853 compulsory smallpox vaccination for babies, demonstrated that direct government intervention could bring health improvements • The legislation reflects the double standard of the Victorian moral code; it was inspired by a belief that male use of prostitutes was a dangerous activity that needed to be made safe for the men. <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 whether it is accurate to say that the WSPU had achieved significant successes by 1914.</p> <p>Arguments and evidence supporting the statement that it is accurate to say that the WSPU had achieved significant successes by 1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • It had turned the campaign for votes for women into a national issue that was firmly on the political agenda • Rapid growth in the size of the organisation, so that by 1908 it was staging rallies with over 300,000 in attendance • Support for its agenda ensured that the Liberal government responded to the campaign, e.g. the introduction of three Conciliation Bills in the years 1910-12 • It engaged in a highly effective marketing strategy to promote its message, e.g. Votes for Women had a circulation of 33,000 in 1910 • The publicity generated by the WSPU's campaign resulted in an increased number of women directly supporting and campaigning for votes for women. <p>Arguments and evidence challenging the statement that it is accurate to say that the WSPU had achieved significant successes by 1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The WSPU had failed to achieve its main objective of votes for women by 1914 • The organisation had fractured and alienated many of its supporters as a consequence of its tactics and the structure of its organisation • The violence used by the WSPU had alienated sections of the public who had been in support of the idea of votes for women • WSPU violence caused concern among some leading politicians who had been supporters of votes for women, e.g. Lloyd George, Ramsay MacDonald • WSPU tactics provided many MPs with a legitimate reason to reject the call for votes for women when legislation was proposed in Parliament, e.g. the failure of the Third Conciliation Bill. <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 about whether the most significant reason for the changes to the Penal Laws, in the years 1774-93, was British concern for the security of Ireland.</p> <p>Arguments and evidence supporting the statement that the most significant reason for the changes to the Penal Laws, in the years 1774-93, was British concern for the security of Ireland should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There were concerns about the growth of Protestant nationalism in Ireland, and a more sympathetic attitude towards Catholics was seen as one way of limiting this • The Irish Volunteers (founded in 1778) caused the British government growing concern, and the 1782 Catholic Relief Act was seen as a mechanism for gaining Catholic support against them • There were concerns that Ireland might copy the example of another British colony, America, that was breaking away in the American War of Independence; this contributed to the 1778 and 1782 Catholic Relief Acts • There were concerns that Irish Catholics might ally with their fellow Catholics in France during the Anglo-French War; this also contributed to the passing of the 1778 and 1782 Catholic Relief Acts • The impact of events in France at the start of the French Revolution was seen as a challenge to the established order and contributed to the passing of two further Catholic Relief Acts (1791 and 1793). <p>Arguments and evidence challenging the statement that the most significant reason for the changes to the Penal Laws, in the years 1774-93, was British concern for the security of Ireland should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Anti-Catholic views were being eroded by Catholics agreeing to the oath of allegiance to George III (1774) and demonstrating their loyalty • The Catholic Committee was seeking further improvements in the position of Catholics from 1791 • It was hoped Irish Catholics might be encouraged to volunteer to join the British army against America and France, e.g. it was hoped to raise 10,000 Irish Catholic troops (1770s) and 20,000 (1790s) • The impact of the Enlightenment contributed to a changing intellectual climate, which was more favourable to changes to the Penal Laws • Once improvements had started, with the 1778 Catholic Relief Act, and it was seen that no serious repercussions had occurred, it was easier to pass subsequent laws. <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 whether the response of the British government to the Irish Famine in the 1840s was timely and effective.</p> <p>Arguments and evidence supporting the statement that the response of the British government to the Irish Famine in the 1840s was timely and effective should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Peel set up a scientific commission to investigate the blight and to seek ways to prevent its spread within a month of the first reports of the arrival of the blight • Peel spent £100,000 on purchasing Indian corn to be distributed to feed the Irish within two months of the blight • A programme of public relief work was established, which was effective in providing food and employment for 140,000 people in 1845 • The establishment of government sponsored soup kitchens by Russell's government in 1847, following the ending of the public relief work, were effective in providing direct aid • Amendments were made to the Irish Poor Law to enable the system to deal more effectively with the problems created by the famine, e.g. providing a legal right to relief (1847). <p>Arguments and evidence challenging the statement that the response of the British government to the Irish Famine in the 1840s was timely and effective should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The negative impact of <i>laissez faire</i> ideology on the effectiveness of attempts to deal with the famine, e.g. the failure to restrict the export of food from Ireland, the role of Trevelyan • The provision of Indian corn was neither timely nor effective as the Irish did not know how to cook it and it lacked essential vitamins that potatoes contained • The repeal of the Corn Laws failed to relieve the famine in the ways in which Peel had anticipated • Private charity was required to alleviate some of the worse effects of the famine, e.g. Quaker soup kitchens • The response was neither in view of the decimation of the Irish population as a consequence of the famine. <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 principal reason for parliamentary reform, in the years c1780-1928, was to eliminate corruption.</p> <p>Arguments and evidence supporting the statement that the principal reason for parliamentary reform, in the years c1780-1928, was to eliminate corruption should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Pitt proposed parliamentary reform in 1783 and 1785 that would have entailed a redistribution of seats through the disenfranchisement of corrupt boroughs, indicating a desire to reduce and punish corruption • The substantial reduction of pocket and rotten boroughs by the 1832 Reform Act was a method of restricting corrupt influence on the voters in the borough constituencies • The Ballot Act (1872) was designed to limit the widespread corruption that had characterised the 1868 election by ending open voting and introducing the secret ballot • The Corrupt Practices Act (1883) was passed to deal with the widespread bribery and corruption that had characterised the 1880 election. <p>Arguments and evidence challenging the statement that the principal reason for parliamentary reform, in the years c1780-1928, was to eliminate corruption should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Parliamentary reform was carried out in order to reflect the changing economic realities of an industrialising society with its population shifts over time • There was significant external pressure on governments, sometimes amounting to a fear of revolution, to implement parliamentary reform legislation in 1832, 1867 and 1918 • Once reform had started in 1832, in order to remove the worst excesses of the old system, it was likely that further reform would be generated • A desire to change the composition of the electorate for party advantage, e.g. granting the vote to rural voters (1884) awarding women the vote (1918 and 1928) • A desire to redistribute seats in a way that would provide some party advantage (e.g. 1867, 1885). <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 whether there were dramatic changes in the organisation of political parties in the years c1780-1928.</p> <p>Arguments and evidence supporting the statement that there were dramatic changes in the organisation of political parties in the years c1780-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Voter registration in 1832 led to the use of the Carlton Club to directly organise this for the Tories and was matched by the Whig Reform Club, thus marking a more formal approach to organisation • Local party organisations became the basis for the development of party political conferences, e.g. through the founding of the National Union of Conservative and Constitutional Association by Disraeli (1867) • The development of the National Liberal Federation and the Conservative Constituency Associations demonstrated the significant involvement of far more people at grass roots level • The new importance of party political organisation was demonstrated by the rise of populist politics, e.g. Chamberlain's use of the caucus • Party political organisation became more professionalised with the employment of paid local agents and increasing recognition from the 1860s onwards of the necessity to promote positive publicity • The link between the emergent Labour Party and the trade unions marked a further crucial development in party political organisation • The creation of a mass electorate, which included women, required a mass party membership – and this was a significant change. <p>Arguments and evidence challenging the statement that there were dramatic changes in the organisation of political parties in the years c1780-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The change from the loose coalitions at the start of the period to the organised political parties at the end was developmental rather than dramatic • There was often a social, rather than a political purpose to organisation, which was evident throughout the period, e.g. original purpose of the Carlton Club, Working Men's Associations at the end of the period • The ruling elites continued to have considerable influence on the organisation of political parties throughout the period and limited the influence of the rank and file in political decision-making. <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 whether it is accurate to say that, in the years 1798-1922, Irish nationalists completely failed to achieve their aims.</p> <p>Arguments and evidence supporting the statement that it is accurate to say that, in the years 1798-1922, Irish nationalists completely failed to achieve their aims should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The United Irishmen aimed to achieve greater political rights for Catholics, escalating to violence and armed uprising, and failed to achieve their stated aims through the 1798 Rising • The impact of the 1798 Rising was to tie Ireland even more firmly to Britain through the Act of Union and can therefore be seen to have failed completely • The legal methods espoused by O'Connell in the Repeal Association failed to achieve the repeal of the Act of Union and declined after the failed meeting at Clontarf • Young Ireland and the Irish Republican Brotherhood aimed at more than just achieving repeal of the Act of Union, but the campaign by both groups culminated in unsuccessful risings • The partition of Ireland meant that the nationalist ambition for a fully-independent state had not been fully achieved. <p>Arguments and evidence that it is not accurate to say that, in the years 1798-1922, Irish nationalists completely failed to achieve their aims should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Tenant farmer opposition to the payment of tithes in the 1830s, through a campaign of largely passive resistance, was entirely successful • Although the Home Rule League was not immediately successful in achieving Home Rule, in the longer term its aim was achieved • Many of the campaigns (e.g. Repeal Association) and risings (e.g. 1867) throughout the period influenced subsequent campaigns and nationalist organisations and, in this sense, had not failed completely • The British response to the 1916 Easter Rising contributed to the achievement of the nationalist aim of an independent Ireland. <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 whether concession was always a more effective method than coercion in pursuing British government policy in Ireland in the years 1798-1922.</p> <p>Arguments and evidence supporting the statement that concession was always a more effective method than coercion in pursuing British government policy in Ireland in the years 1798-1922 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Concession could be used to undermine the support of moderate Catholics for organisations such as the Repeal Association, e.g. by the Maynooth Grant • Gladstone's Home Rule bills showed a commitment to change and were seen as a starting point for negotiation and change by the Irish Parliamentary Party • The 1914 Third Home Rule bill completed the process that had been started by Gladstone and had the support of Redmond when it finally passed • The Irish Free State Constitution Act was a reasonable compromise that offered something to all the parties involved • The impact of the Act of Union was seen as coercive and encouraged Irish opposition to British control at various points over the next century • Coercion often proved unsuccessful – imprisonment and executions following rebellions often alienated more than it reconciled, e.g. the response to the 1916 Rising. <p>Arguments and evidence challenging the statement that concession was always a more effective method than coercion in pursuing British government policy in Ireland in the years 1798-1922 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The threat of coercion could work where government policy was facing opposition groups who wished to act legally, e.g. after the banning of the Clontarf meeting 1843 • Coercion was used to restore law and order after insurrection, e.g. in 1798 and 1916 • The 1881 Coercion Act was implemented because attempts at concession were not working • Where concessions were made, their impact was often limited, meaning that concessions were not effective, e.g. the reforms of Gladstone's first ministry did not 'pacify Ireland'. <p>Other relevant material must be credited.</p> |