

Mark Scheme

Summer 2017

Pearson Edexcel
GCE In History (9HI0/36)
Advanced

Unit 1: 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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

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.

Level	Mark	Descriptor
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.

Level	Mark	Descriptor
		<ul style="list-style-type: none"> • 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 reasons for the opposition to the Contagious Diseases Acts by the Ladies' Association for the Repeal of the Contagious Diseases Acts and the nature of the responses to the publication of its manifesto. Josephine Butler, who was recounting the events in this source, 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">• As Butler was a leading member of the Ladies' Association for the Repeal of the Contagious Diseases Acts she could be expected to be well informed about the organisation• Some parts of the information provided can be confirmed by reference to other public sources, e.g. the 'Women's Protest' was first published in the national press• Some parts of the information seem rather unsubstantiated, e.g. the references to well-known people who are not named – 'many well known in public life'• The source could be coloured with hindsight as it is written after the successful ending of the campaign.

Question	Indicative content
	<p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>Reasons for opposition to the Contagious Diseases Acts:</p> <ul style="list-style-type: none"> • It indicates that the Acts run counter to good legal practice • It argues that it was women who were punished, although they were the 'victims of a vice' • It provides evidence that the punishment of women was brutal • It suggests that the Acts made it hard to change behaviour. <p>Nature of responses:</p> <ul style="list-style-type: none"> • It provides evidence that there was some immediate support for the repeal of the Acts ('two thousand signatures') • It indicates that Parliament was unclear as to how to deal with the protest that the women had launched • It suggests that the opposition to the repeal of the Contagious Diseases Act became well organised, using the 'Conspiracy of Silence' as evidence of this. <p>3. 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 opposition to the Contagious Diseases Acts by the Ladies' Association for the Repeal of the Contagious Diseases Acts and the nature of the responses to the publication of their manifesto. Relevant points may include:</p> <ul style="list-style-type: none"> • The Contagious Diseases Act was passed in 1864 and extended in 1866 and 1869 as a means of maintaining military efficiency in garrison towns and naval ports • The implementation of the Act was crude and degrading and it was not always possible to establish whether a woman actually was a prostitute • Supporters of the campaign included Florence Nightingale, Harriet Martineau and Lydia Becker • Not all women supported the organisation, e.g. Elizabeth Garrett Anderson believed the Acts helped protect women against venereal disease • The diverse nature of supporters of the campaign (e.g. moral issues, feminist issues, opposition to the extension of state powers) made the organisation a broad coalition, which increased its effectiveness. <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 severity of the conditions experienced by unskilled urban workers in Ireland and the reasons for the 1913-14 Dublin general strike. Arnold Wright, the author of the extract, is not named in the specification. James Larkin who is referenced in the content of the source is named in the specification; candidates can therefore be expected to know about his role.</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"> • The book was written by an English journalist who carried out his research in Dublin in 1914 whilst the events being described were still recent • It would appear that the author was not offering an impartial account of the strike as he had reportedly been paid by the employers to write the book • The tone of the source when discussing the conditions of the urban unskilled workers suggests that Wright does have some sympathy for their plight • The source is specifically dealing with Dublin, so the comments on conditions cannot necessarily be extrapolated to Ireland • The tone of the source when discussing Larkin suggests that Wright has a distinct antipathy towards him. <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>The severity of the conditions experienced by unskilled urban workers:</p> <ul style="list-style-type: none"> • The source provides evidence of the poor conditions of the housing supply ('buildings – old, rotten') • The source provides evidence of the extent of overcrowding in the tenement housing • The source provides evidence that these conditions apply to approximately one-third of the population of Dublin • The source concludes that the consequences of the poor conditions are 'injurious to health and life'. <p>Reasons for the 1913-14 Dublin general strike:</p> <ul style="list-style-type: none"> • The source suggests that the longer term issue of poor conditions and low wages set the context for the general strike • The source indicates that the 'principles of revolutionary trade unionism' were linked to the onset of the strike • The source provides evidence that the strike was one of a number taking place at the time and was therefore 'inevitable'

Question	Indicative content
	<ul style="list-style-type: none"> • The source suggests that involvement in strike activity was a form of public entertainment • The source suggests that James Larkin used his oratorical skills to galvanise the unskilled workforce in Dublin to strike activity. <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the severity of the conditions experienced by unskilled urban workers in Ireland and the reasons for the 1913-14 Dublin general strike. Relevant points may include:</p> <ul style="list-style-type: none"> • Industrial development was not evenly distributed, so conditions in Belfast and Londonderry were not as extreme as those in Dublin for unskilled urban workers • Poor conditions in Dublin revealed in the 1914 government enquiry, which was a response to the 1913 Church Street disaster • The Irish Transport and General Workers Union was founded in 1909 by James Larkin • Larkin aimed to unionise the unskilled workers in Dublin (the skilled workers already belonged to craft unions) and to achieve fair wages for them through the use of sympathetic strikes • The role played by William Martin Murphy in leading the employers in opposing unionisation and triggering a mass lockout. <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 the accuracy of the statement that the threat posed to government by radical reformers in the years 1792-1819 was extremely serious.</p> <p>Arguments and evidence supporting the statement that the threat posed to government by radical reformers, in the years 1792-1819, was extremely serious should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The circumstances of this period, such as rapid economic change, food shortages, high prices and low wages, were conducive to widespread discontent• Some of the leading reformers wrote pamphlets and books that were critical of the government and demanded substantial reform of the system, e.g. Tom Paine, William Cobbett• A number of organisations were formed that campaigned for significant reforms, e.g. London Corresponding Society 1792, Hampden Club 1812• The mass support that was evidenced by meetings that were called to demonstrate the desire for change to the system, e.g. Copenhagen Fields 1795, Peterloo 1819. <p>Arguments and evidence countering the statement that the threat posed to government by radical reformers, in the years 1792-1819, was extremely serious should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The Terror in France in the 1790s undermined the calls for radical change as many moderate reformers feared similar actions in Britain• The impact of the war with France was to promote patriotism and support for government amongst most of the population• Political agitation after 1815 was uncoordinated and local• The government response to agitation was timely and effective, e.g. the suspension of Habeas Corpus 1794, the Treason and Seditious Meetings Act 1795, Six Acts 1819• The Pentridge rising 1817 was activated by an agent provocateur rather than being a genuine threat to the government• Limited public support for change that was deemed too radical – most wanted moderate reform rather than revolution. <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 suggestion that the key reason for the failure of the General Strike of 1926 was the strength of the government response.</p> <p>Arguments and evidence supporting the statement that the key reason for the failure of the General Strike of 1926 was the strength of the government response should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The government had prepared for the onset of a general strike from the time of the subsidy that was granted to the miners on Red Friday 1925, e.g. by stockpiling supplies of foodstuffs and fuel • The government was involved in the creation of the Organisation for the Maintenance of Supplies in 1925, which would supply volunteer workers in the event of a general strike • Baldwin tried to avoid provoking violence and kept Winston Churchill, the most aggressive member of the Cabinet, out of the day-to-day running of the dispute by putting him in charge of the <i>British Gazette</i> • The <i>British Gazette</i> presented the government's position and was a highly effective form of pro-government propaganda. <p>Arguments and evidence countering the statement that the key reason for the failure of the General Strike of 1926 was the strength of the government response should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The TUC had not prepared for a strike and some of its members were against the idea of a general strike • The TUC did not call out all unions – only those in certain key industries such as transport, iron and steel, gas and electricity • Divisions existed between the miners union and the TUC as to what a reasonable compromise entailed • The position of the TUC that this was an industrial dispute was undermined by claims in the media that the general strike was a prelude to revolution • The Labour Party did not support the strike as it was afraid that it would alienate middle class supporters. <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, in the years c1774-1830, the rights of Irish Catholics were substantially improved.</p> <p>Arguments and evidence supporting the statement that, in the years c1774-1830, the rights of Irish Catholics were substantially improved should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The view that Irish Catholics were plotting to overthrow the Hanoverian dynasty became less pervasive, enabling the implementation of concessions by the government in this period• The 1778 Catholic Relief Act allowed Catholics to join the army and purchase land if they took an oath of allegiance• Further improvements were experienced when more Catholic Relief Acts were passed in 1782 and 1791, which partially dismantled the Penal Laws, e.g. Catholics could access universities and certain civil and military offices• The repeal of the Test and Corporation Acts in 1828 opened the way for the passage of Catholic Emancipation by removing the obstacle that prevented Catholics and other groups from holding office• The passage of the 1829 Catholic Relief Act marked the achievement of full political rights for Catholics. <p>Arguments and evidence supporting the statement that, in the years c1774-1830, the rights of Irish Catholics were not substantially improved should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The piecemeal nature of the legislation to benefit Irish Catholics meant that wholesale improvements were a long time in being passed• The failure to implement Catholic Emancipation at the same time as the Act of Union• The Catholic Board was suspended by the government in 1814• The position of Catholics tended to vary according to the attitudes of local magistrates – some were more rigorous in imposing anti-Catholic laws than others• When Relief Acts were passed, they were on occasion accompanied by other legislation in which compromises were made to the position of Catholics, e.g. in 1793, the Relief Act was accompanied by a Militia Act. <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 accuracy of the statement that the role of leading individuals was crucial to the passing of the 1870 and 1881 Land Acts.</p> <p>Arguments and evidence supporting the statement that the role of leading individuals was crucial to the passing of the 1870 and 1881 Land Acts should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • When Gladstone became Prime Minister in 1868, he said 'my mission is to pacify Ireland'. The passage of the 1870 Land Act was part of that mission and would not have been implemented without his contribution • Gladstone was responsible for steering the 1881 Land Act through the House of Commons, making considerable concessions to the demands of the Land League • The part played by Michael Davitt in instigating the Land War, encouraging Parnell to become involved in the campaign and founding the Land League, which gave wider publicity to the demands for land reform • Parnell's role in promoting the demands of the Land League and bringing its tactics, such as boycotts, to a wider audience • Parnell's role, as leader of the IPP after 1880, in promoting Irish interests in Parliament. <p>Arguments and evidence that other factors, not the role of leading individuals, were crucial to the passing of the 1870 and 1881 Land Acts should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The position of tenant farmers in Ireland was linked to many other problems, which made it important to resolve the land problem • Economic problems and depression in both the late 1860s and the late 1870s increased agitation and discontent, which made finding a solution for land problems more pressing • The impact of Fenianism in encouraging Gladstone to look for more conciliatory ways of dealing with Irish problems • The emergence of groups campaigning for land reform from the 1850s, such as the All-Ireland Tenant League • The mass support of the Land League was essential for the success of the campaigns that were being waged. <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 passing of the 1832 Representation of the People Act was the key turning point in the development of parliamentary democracy in the years 1819-1928.</p> <p>Arguments and evidence supporting the significance of the passing of the 1832 Representation of the People Act as the key turning point in the development of parliamentary democracy in the years 1819-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The rotten boroughs that existed before 1832 were disenfranchised and seats were redistributed to more closely reflect the distribution of population and wealth in the country• Changes to the franchise led to an increase in the size of the electorate, which approximately doubled. As a result the number of contested elections increased• The creation of a register of electors combined with the growth in the size of the electorate encouraged the development of party political organisation• By making changes to the system, the door was opened to further reform; without this first step that would not have been possible. <p>Arguments and evidence to counter the proposition that the passing of the 1832 Representation of the People Act was the key turning point in the development of parliamentary democracy in the years 1819-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The Ballot Act 1872 and the Corrupt Practices Act 1883 were more significant because they helped to prevent widespread corruption and intimidation• There needed to be further redistribution of seats in 1867, 1885 and 1918 to more closely reflect the distribution of population and wealth in the country• The length of time between parliaments was not reduced to a maximum of five years until 1911• There was not universal manhood suffrage until 1918, although the vote was extended to additional groups in 1867 and 1884• Women were excluded from participating in the political system at a national level until 1918. Even then, they still had to wait until 1928 to qualify for the vote on the same basis as men. <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 the most dramatic changes in the organisation of political parties, in the years c1780-1928, took place as a result of the passing of the 1867 Representation of the People Act.</p> <p>Arguments and evidence supporting the statement that the most dramatic changes in the organisation of political parties, in the years c1780-1928, took place as a result of the passing of the 1867 Representation of the People Act should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The development of a new form of party political organisation to deal with the 'minority clause' element of the 1867 Representation of the People Act – the party caucuses created by Joseph Chamberlain in Birmingham • The development of national party organisation by means of the Conservative Constituency Associations and the National Liberal Federation • The growth of the electorate as a result of the 1867 Representation of the People Act led to increased significance of local party organisations and their agents • Party organisation in parliament, in the years 1868-76, became more disciplined as both parties aimed at implementing legislation appealing to the new electorate enfranchised in 1867 • The role of party leaders, such as Gladstone and Disraeli, was enhanced as a result of the 1867 Act. <p>Arguments and evidence countering the statement that that the most dramatic changes in the organisation of political parties in the years c1780-1928 were a result of the passing of the 1867 Representation of the People Act should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The change from the lack of formal organisation of the Whig and Tory parties in c1780 to the national organisation of the Liberal, Conservative and Labour parties in 1928 was developmental rather than dramatic • The decline in the importance of patronage and control from the late 18th century led to increasing importance of party organisation within parliament • The impact of voter registration in 1832 led to the first formal organisation – the Tory Carlton Club and the Whig Reform Club • The emergence of the early Labour party as a group of affiliated organisations contributing to its organisation • The recruitment of larger numbers of volunteer party workers following the Corrupt Practices Act, which limited campaign spending broadened the basis of organisation, e.g. the creation of the Primrose League • The need to extend membership to women as they became an increasingly important element in the political landscape and were finally enfranchised in 1918. <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 rebellion and violence achieved little for Irish nationalists in the years c1774-1923.</p> <p>Arguments and evidence supporting the view that rebellion and violence achieved little for Irish nationalists in the years c1774-1923 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The failure of rebellion and violence across the period to achieve its stated aims, e.g. the 1798 rebellion, Young Ireland, 1867 Fenian Rising• The relative ease with which opposition was put down and leaders of attempted rebellions executed, e.g. Wolfe Tone, Robert Emmet, the Manchester martyrs, the leaders of the Easter Rising• The inability to mobilise support for some of the attempts at rebellion and use of violence because of the secrecy that surrounded some of these attempts, e.g. Young Ireland, 1848 revolution• Where agitations defaulted to violence, the lack of organisation of nationalist organisations was revealed• Violence resulted in civil war at the end of the period and the partition of Ireland, which might be deemed to be a failure for Irish nationalism. <p>Arguments and evidence countering that rebellion and violence achieved little for Irish nationalists in the years c1774-1923 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Large numbers of Irish were mobilised in support of some of the agitations such as in the rebellion of 1798, the Tithe Wars and the Land War• Significant changes in British policy followed from some acts of violence, e.g. the Act of Union followed the 1798 rising, the 1921 Anglo-Irish treaty followed the Anglo-Irish war• It has been argued that Gladstone first became interested in Irish issues as a result of the Fenian outrages• British reaction to violence could at times be counterproductive by creating support for nationalism, e.g. Fenian Rising, Easter Rising. <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 passing of the Act of Union in 1801 was the key turning point in the evolution of British government policy towards Ireland in the years c1774-1914.</p> <p>Arguments and evidence that the passing of the Act of Union in 1801 was the key turning point in the evolution of British government policy towards Ireland in the years c1774-1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The separate Irish parliament was abolished and Ireland was incorporated into the British parliamentary system • A borough-dominated Dublin parliament was replaced by a county-dominated group of Westminster MPs – and this system was more democratic in its method of election • It operated in theory as a mechanism for consolidating British control over Ireland, particularly important in the aftermath of the 1798 rebellion and fears in 1799 of the possibility of a French invasion • Despite Pitt's plan to link Catholic emancipation to the Act of Union, this was prevented by the King • The Act of Union defined the constitutional framework for the relationship between Britain and Ireland in a form that lasted, with some limited modifications, until 1920. <p>Arguments and evidence against the passing of the Act of Union in 1801 being the key turning point in the evolution of British government policy towards Ireland in the years c1774-1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The 1782 constitution transferred legislative independence to the Irish parliament which had hitherto been legally subservient to Westminster • Attempts were made at various points to conciliate the Catholic population by concessions, e.g. Maynooth Grant 1845 • Gladstone's First and Second Home Rule bills showed a key change in the approach taken towards Ireland in the 19th century • Use of coercion when other policy methods failed to achieve government aims, e.g. 1881 Irish Coercion Act • The Third Home Rule bill of 1912 was passed into law in 1914, thus accepting a considerable change in the approach taken by Britain to Ireland. <p>Other relevant material must be credited.</p>

