Mark Scheme (Results)

Summer 2023

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

Paper 3: Themes in breadth with aspects in depth

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

Option 36.2: Ireland and the Union, c1774–1923

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General Marking Guidance

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

Generic Level Descriptors: Section A

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	**1–3**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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.	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. Candidates must analyse and evaluate the source to consider its value for changing attitudes towards the WSPU in 1912 and the importance of Emmeline Pankhurst in the WSPU. The author of the source is not named in the specification, but the content focuses on Emmeline Pankhurst who is named in the specification and candidates can therefore be expected to know about her. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • The author was highly placed in the suffrage movement, which would give her an understanding of the issues that needed to be addressed • As a member of a different organisation, the author might be expected to present a critical view of the WSPU, but there does appear to be some attempt at balance • The content of the source deals with the changing circumstances of the WSPU throughout 1912 • The source is written after women have gained the vote, and therefore has the ability to reflect on the actions of the WSPU. 2. The following inferences and significant points of information could be drawn and supported from the source: **Changing attitudes towards the WSPU in 1912:** • It implies that attitudes towards the WSPU, in the early part of the year, were less critical as a consequence of the treatment of prisoners ('disturbed even those people who were not sympathisers') • It suggests that attitudes had been eased to such an extent that opponents were prepared to speak out for WSPU prisoners ('pressure was put upon the Home Secretary') • It indicates that, later in the year, the growing militancy of the WSPU alienated even some of its own members ('split in the militant ranks') • It claims that, by the end of the year, few people were taking notice of the WSPU, as it was no longer of any significance ('grown tired…little attention.'). **The importance of Emmeline Pankhurst in the WSPU:** • It indicates that Pankhurst was one of 'the three most prominent' leaders at the start of 1912 and implies that the split with the Pethick-Lawrences during that year had increased her importance by the autumn • It argues that Pankhurst was responsible for the growth in militancy after her release from prison ('determined that the fight should be intensified.') • It provides evidence that other leaders also played an important role, e.g. Christabel Pankhurst • It suggests that Pankhurst inspired her supporters to follow her lead uncritically ('artificial world…excitement always ran high.').

Question	Indicative content
	3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source regarding changing attitudes towards the WSPU in 1912 and the importance of Emmeline Pankhurst in the WSPU. Relevant points may include: • Emmeline Pankhurst was arrested in 1912 for throwing stones • The militancy of the WSPU in 1912 was partly responsible for the failure of the Third Conciliation Bill, thus delaying debate in Parliament on this issue and alienating other suffrage groups • The militant tactics turned many against the WSPU and the call for votes for women • Emmeline Pankhurst maintained a tight control over the WSPU, removing those who disagreed with her, such as the Pethick-Lawrences.

Option 36.2: Ireland and the Union, c1774–1923

Question	Indicative content
2	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. Candidates must analyse and evaluate the source to consider its value for revealing British attitudes towards the removal of restrictions on Irish trade in the late 1770s and the impact that the removal of restrictions was expected to have on Ireland. The author and recipient of the letter are not named in the specification, but candidates can be expected to know about the campaign to remove restrictions and its impact. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • As a personal letter, it should be expected to accurately reflect the views of its author • As the author is a leading economist, he can be expected to be aware of the key issues surrounding the free trade debate, although his strongly-held views are likely to lead him to view it positively • As the advice has been sought by the British government, it shows that they are concerned about what is happening in Ireland. 2. The following inferences and significant points of information could be drawn and supported from the source: **British attitudes towards the removal of restrictions on Irish trade:** • It implies that some British politicians, such as Dundas, favoured removal as a way of preventing discontent in Ireland ('I agree with you…it is harmful and unwise to restrict Irish industry') • It indicates that Smith believed that it was the right thing to do ('Nothing can be more just and reasonable') • It suggests that it was supported as a means of improving the economic position of the British government ('greater resources to … government…manufacturing towns.') • It indicates that British manufacturers are likely to oppose it as some industries will lose their dominant position. **The impact that the removal of restrictions was expected to have on Ireland:** • It suggests that there will be only a limited impact on Ireland in the short term as it will not be able to match British manufacturing ('require nearly one hundred years.') • It indicates that Ireland has the potential to improve her economic position as long as the economy is 'Under proper management' • It indicates that it would enable Ireland to trade more widely abroad ('free trade with our American and African colonies'), suggesting that it would benefit Ireland economically • It indicates that Ireland will benefit from the removal of trade restrictions with Britain ('highly advantageous'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source regarding British attitudes towards the removal of restrictions on Irish trade and

Question	Indicative content
	the impact that the removal of restrictions was expected to have on Ireland. Relevant points may include: • The Irish Parliament was putting pressure on Britain to lift trade restrictions in order to address the economic problems Ireland was facing and had passed a resolution to this effect in October 1779 • Starting in late 1779, laws removing and easing many restrictions were implemented, indicating British support. This resulted in Ireland being in a similar commercial position to the rest of Britain by 1780 • General growth in the economy remained slow, despite the easing of restrictions, and certain industries, e.g. wool, experienced a depression.

Section B: indicative content

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

Question	Indicative content
3	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. Candidates are expected to reach a judgement about whether the power of the state was not significantly challenged by radical reformers in the years c1790-1819. Arguments and evidence supporting the statement that the power of the state was not significantly challenged by radical reformers in the years c1790-1819 should be analysed and evaluated. Relevant points may include: • Governments faced limited challenges at home during the French Wars because of the upsurge of patriotism and concomitant support for the state • The impact of the Terror in France made radical reformers more wary of making demands that were seen as extreme and strengthened the position of the state in dealing with radical reformers • Many people wanted moderate reform to the prevailing system and were not prepared to support demands for more radical reform or revolution, dividing the opposition and limiting the challenge that was posed • The use of spies and informers by government, e.g. Spa Fields, made it difficult for radical reformers to plan action against the state effectively • Extra-parliamentary protest tended to be organised on a local basis, and this did not provide a challenge to the power of the state. Arguments and evidence that the power of the state was significantly challenged by radical reformers in the years c1790-1819 should be analysed and evaluated. Relevant points may include: • There was widespread economic discontent throughout the period, which could be harnessed for insurrection, e.g. Pentridge rising (1817), thereby challenging the power of the state • There was, at times, mass support for the demands of the radical reformers, that might have been converted to pose a serious challenge, e.g. 80,000 people attended St Peter's Fields meeting (1819) • The necessity for government legislation (e.g. 1794 suspension of Habeas Corpus, 1795 Seditious Meetings Act, 1819 Six Acts) as a response to demands for radical reform suggests there was a major challenge • Government attempts to imprison radical reformers, e.g. London Corresponding Society, Spa Fields, were not always successful, suggesting that there was significant challenge to the power of the state • The writings of radical reformers, such as Tom Paine and William Cobbett, found an audience who wanted to see changes to the system, challenging governments and the power of the state. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement about whether the role of the Ladies' National Association for the Repeal of the Contagious Diseases Acts was crucial to the success of the campaign to repeal the Contagious Diseases Acts. Arguments and evidence that the role of the Ladies' National Association for the Repeal of the Contagious Diseases Acts was crucial to the success of the campaign to repeal the Contagious Diseases Acts should be analysed and evaluated. Relevant points may include: • The highly effective strategies pursued by the LNA in drawing attention to their campaign, e.g. the organisation of petitions and exerting pressure on prospective MPs • The ability of the organisation to sustain the campaign over a long period – from its founding in 1869 to the repeal of the Acts in 1886 • The roles of Josephine Butler and Elizabeth Wolstenholme, in galvanising the actions of the LNA, brought the issues to a wide audience and attracted key supporters for the campaign • Prominent women were supportive of the work of the LNA, e.g. Florence Nightingale, Harriet Martineau, thereby increasing its influence • Leading members of the LNA were able to use their access to influential circles to influence opinion, e.g. Butler had aristocratic connections and Ursula Bright (treasurer of the LNA) was married to a Liberal MP. Arguments and evidence that the role of the Ladies' National Association for the Repeal of the Contagious Diseases Acts was not crucial to the success of the campaign to repeal the Contagious Diseases Acts and/or other factors were more important should be analysed and evaluated. Relevant points may include: • The LNA hindered the campaign at times, e.g. some of Butler's testimony to parliamentary enquiries was not rooted in personal knowledge and could be challenged • There were other groups opposing the Acts, e.g. the National Association for the Repeal of the Contagious Diseases Acts (businessmen, clergy, lawyers and MPs) and the Working Men's National League • There were some leading individuals of the day who did not participate in the organised opposition, but who offered genuine support to the campaign, e.g. J S Mill • The involvement of Liberal MPs, e.g. James Stansfeld and Henry Wilson, in leading the campaign against the Contagious Diseases Acts in Parliament was important in the successful outcome of the campaign • There was support for repeal of the Contagious Diseases Acts in Parliament on cross-party lines • Support for the Acts was undermined as medical evidence over time increasingly suggested that the Acts were not achieving their fundamental aim of reducing venereal diseases in the armed forces. Other relevant material must be credited.

Option 36.2: Ireland and the Union, c1774–1923

Question	Indicative content
5	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. Candidates are expected to reach a judgement about whether absentee landlords were primarily responsible for the scale of the Irish Famine. Arguments and evidence supporting the statement that absentee landlords were primarily responsible for the scale of the Irish Famine should be analysed and evaluated. Relevant points may include: • Much of Ireland's land was owned by Protestant families who lived in England and Scotland, and they therefore did not directly observe the conditions of their tenants and had limited concern for their welfare • Many absentee landlords did not invest in their property. This led to a failure to improve agricultural output, so there was no safety net against poor harvests, worsening the impact of the famine • Absentee landlords leased land to middlemen who sublet it to tenant farmers. There was further subletting, creating smallholdings that could not meet the challenges brought by the blight, thus worsening the famine • Most absentee landlords did not grant security of tenure to those who farmed the land, so had little incentive to improve it and little opportunity to produce any surplus, which contributed to the scale of the famine • The system of absentee landlords kept poorer farmers tied to smallholdings, e.g. in 1841, 45% of landholdings were less than 5 acres. Farms of this size could not produce a surplus to counter a poor harvest. Arguments and evidence challenging the statement that absentee landlords were primarily responsible for the scale of the Irish Famine should be analysed and evaluated. Relevant points may include: • Absentee landlords were not responsible for the blight that affected the potato crop, and it was the rapid spread of this that triggered the events that led to the famine • The rise in population to 8 million by 1845 increased the pressure on land and contributed to the decreasing size of smallholdings, which was a key reason for the scale of the famine • The predominance of agriculture and the lack of industrial development created a system that enabled the famine to develop • The system of monoculture that predominated in the Irish agricultural system was responsible for the scale of the Irish Famine • The failure of British governments to take sufficient timely and appropriate action contributed to the scale of the famine. Other relevant material must be credited.

Question	Indicative content
6	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. Candidates are expected to reach a judgement about whether unskilled urban workers in Ireland experienced no significant improvement in their working and living conditions in the years 1907-14. Arguments and evidence supporting the statement that unskilled urban workers in Ireland experienced no significant improvement in their working and living conditions in the years 1907-14 should be analysed and evaluated. Relevant points may include: • Low wages and long hours were prevalent throughout the period, with men frequently being employed on a casual basis, e.g. dockers often worked 75 hours a week • Women and children were widely employed in order to supplement the low level of household wages; the average unskilled male worker earned 10s whilst at least £1 was needed for the bare essentials • Continued poor quality housing. Belfast's increase in population led to back-to-backs built by employers; one-third of Dublin's population lived in poorly constructed tenements, e.g. Church Street collapse (1913) • Poor health conditions were experienced as the result of overcrowding and poor sanitation, e.g. tuberculosis was the biggest cause of death; Dublin had the highest infant mortality rate in the UK – 153 per 1000 in 1911 • Malnourishment was routine as wages were too low and too uncertain to enable the unskilled to access a varied diet • The most significant union action – the Dublin general strike – failed to achieve any direct improvements for unskilled workers and led to unemployment for many participants. Arguments and evidence challenging the statement that unskilled urban workers in Ireland experienced no significant improvement in their working and living conditions in the years 1907-14 should be analysed and evaluated. Relevant points may include: • Unskilled workers in both Belfast and Dublin started to organise in the NUDL and later the ITGWU. This provided the basis for action to demand improvements in working conditions – and hence living conditions • Trade union activism amongst unskilled workers won some improvements for their members, with some specific successes, e.g. the 1908 carters' strike in Dublin led to improved wages • Governmental interest in addressing the issue of poor housing was developing at the end of the period, e.g. the 1914 report on housing led to the demolition of unsafe buildings in Dublin • The work of Charles Cameron, the Dublin Medical Officer of Health, had contributed to a reduction in the death rate in the city, from 33.3 per 1000 in 1900 to 21.6 in 1913, suggesting improved living conditions. Other relevant material must be credited.

Section C: indicative content

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

Question	Indicative content
7	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. Candidates are expected to reach a judgement about whether the 1918 Representation of the People Act was the key turning point in the creation of a parliamentary democracy in the years c1780-1928. Arguments and evidence supporting the statement that the 1918 Representation of the People Act was the key turning point in the creation of a parliamentary democracy in the years c1780-1928 should be analysed and evaluated. Relevant points may include: • The 1918 Act removed the property qualification for male voters, meaning that, in practice, all men over the age of 21 could vote. This created an additional 5 million voters • The 1918 Act began the process of the completion of parliamentary democracy by enfranchising women in national politics, albeit on a limited basis. 8.5 million women gained the vote • In linked legislation, women were able to stand in parliamentary elections for the first time • It acknowledged that the contribution of various groups to society through their war effort should be rewarded, e.g. for the armed forces, 12 months residence was removed and over-19s got the vote; women's war work • It established a number of key principles of a parliamentary democracy, e.g. general elections on one day, the introduction of the deposit system, one free postal delivery for candidates. Arguments and evidence challenging the statement that the 1918 Representation of the People Act was the key turning point in the creation of a parliamentary democracy in the years c1780-1928 should be analysed and evaluated. Relevant points may include: • The 1918 Reform Act did not completely end plural voting nor enfranchise all adults as voters • In 1785, William Pitt had established the precedent of the need for reform to the electoral system, despite the failure to implement his legislation • The 1832 Reform Act was the key turning point as it was the first successful legislation to redistribute seats and expand the size of the electorate • The redistribution of seats and the expansion of the electorate begun by the 1832 Reform Act was built upon by further Reform Acts in 1867 and 1884, thereby establishing universal household suffrage • Legislation that limited corruption in elections was significant in enabling democracy to flourish, e.g. Secret Ballot Act (1872) and Corrupt Practices Act (1883) • In 1911, Parliament was made more accountable to the electorate by limiting the time between elections to a maximum of five years • The 1928 Reform Act was the key turning point because it completed the process of universal suffrage, and hence of parliamentary democracy. Other relevant material must be credited.

Question	Indicative content
8	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. Candidates are expected to reach a judgement about whether the most significant change to political parties, in the years c1780-1928, was the growth of the Labour Party. Arguments and evidence supporting the statement that the most significant change to political parties, in the years c1780-1928, was the growth of the Labour Party should be analysed and evaluated. Relevant points may include: • The Labour Party, as indicated by the name it used from 1906, aimed at promoting the interests of a class, rather than a mixed set of political beliefs cutting across class • There was a link between the developing Labour Party and trade unionism, reflecting a new development in political parties • Clause IV of the constitution, adopted by the Labour Party in 1918, was perceived as a commitment to socialism, making the party clearly distinct from the other parties • Unlike other parties, Labour MPs were overwhelmingly drawn from a working-class background; in 1918 all 57 MPs were working class. After 1918, more than 75% of Labour MPs had only an elementary education • The growth of the Labour Party coincided with, and contributed to, the decline of the Liberal Party as a major political force after the First World War. Arguments and evidence challenging the statement that the most significant change to political parties, in the years c1780-1928, was the growth of the Labour Party should be analysed and evaluated. Relevant points may include: • The impact of the French Revolution was significant in leading both the Tories and the Whigs to develop a distinctive set of party-political principles • The development of the Carlton Club and the Reform Club, following the 1832 Reform Act, marked the first formal party-political organisations, providing the basis for the development of mass membership parties • Chamberlain's introduction of the caucus in Birmingham marked a key departure in the organisation of political parties, leading to the creation of National Liberal Federation and Conservative Constituency Associations • The implementation of the Corrupt Practices Act (1883) engendered the need for political parties to broaden the base of organisation with volunteers to electioneer, e.g. the Primrose League • In the 1920s, the Conservative Party successfully recruited and involved women on a large scale in party organisation and electioneering at both national and local level. Other relevant material must be credited.

Option 36.2: Ireland and the Union, c1774–1923

Question	Indicative content
9	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. Candidates are expected to reach a judgement about how accurate it is to say that, in the years 1798-1916, armed uprisings by Irish nationalists were a genuine threat to British rule. Arguments and evidence supporting the statement that it is accurate to say that, in the years 1798-1916, armed uprisings by Irish nationalists were a genuine threat to British rule should be analysed and evaluated. Relevant points may include: • Where uprisings coincided with British involvement in war, there was a genuine threat to British control, e.g. the 1798 rebellion and the French Wars, the Easter Rising and the First World War • Some of the uprisings attracted sufficient support to pose a direct threat, e.g. the rebellion of 1798 • Changes in policy by the British government following some of the armed uprisings indicates an awareness of the existence of a genuine threat that needed conciliation, e.g. the Act of Union (1801) after the 1798 rebellion • The British response to armed uprisings was responsible for amplifying the threat to British rule, e.g. the response to the 1916 Easter Rising executions led to an increase in support for nationalism. Arguments and evidence that it is not accurate to say that, in the years 1798-1916, armed uprisings by Irish nationalists were a genuine threat to British rule should be analysed and evaluated. Relevant points may include: • Most of the uprisings were poorly organised and therefore did not pose any threat to British rule, e.g. the 1867 Fenian Rising • A number of the uprisings failed to directly attract support from the wider Irish population, so did not pose a significant threat, e.g. the 1848 rebellion • The armed uprisings were limited in number and did not excessively strain the resources of the British government in dealing with them • The British were able to put down the uprisings with relative ease, often culminating in the execution of the leadership, e.g. Wolfe Tone, Manchester Martyrs, Easter Rising leadership. Other relevant material must be credited.

Question	Indicative content
10	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. Candidates are expected to reach a judgement about whether Lloyd George's contribution to the development of government policy in Ireland was more important than that of other British politicians in the years 1801-1923. Arguments and evidence supporting the statement that Lloyd George's contribution to the development of government policy in Ireland was more important than that of other British politicians in the years 1801-1923 should be analysed and evaluated. Relevant points may include: • Lloyd George's contribution, as Chancellor, in triggering the crisis that led to reform of the House of Lords (1911), thus enabling the eventual passage of Home Rule legislation, despite the opposition of the Lords • Lloyd George was instrumental in encouraging a solution to the Irish Question that incorporated the exclusion of Ulster from the rest of Ireland – this was solidified in the Government of Ireland Act (1920) • In attempting to restore order, Lloyd George allowed the recruitment of ex-soldiers to support the RIC. The Black and Tans used violence that alienated many of the Irish and undermined agreement • Lloyd George negotiated the Anglo-Irish Treaty (1921), which was the basis of the Irish Free State Constitution Act, passed in 1922. Arguments and evidence challenging the statement that Lloyd George's contribution to the development of government policy in Ireland was more important than that of other British politicians in the years 1801-1923 should be analysed and evaluated. Relevant points may include: • The inclusion of an oath of allegiance in the Anglo-Irish Treaty contributed to the development of civil war (1922-23), which delayed the development of a peaceful resolution • Pitt the Younger was responsible for the passage of the Act of Union, which underpinned all British policy in Ireland throughout the 19th century • Peel was prepared to legislate, even against opposition within his own party, to try to conciliate Irish nationalists to British rule, e.g. the Maynooth Grant (1845) • Gladstone was interested in Irish affairs from the 1860s ('my mission is to pacify Ireland') and was prepared to legislate in the interests of the Irish, e.g. the Irish Church Act (1869) • Gladstone was converted to Home Rule in 1885 and established this as a central principle of Liberal party policy for the next 30 years • Asquith was responsible for mediating the conflicting positions of Irish nationalists and the Unionists and implementing the successful passage of the third Home Rule bill (1914). Other relevant material must be credited.

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