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EDEXCEL AS AND A LEVEL HISTORY: QUESTIONS BY TOPIC

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

**AS and A Level History · Paper 3 · Option 36.2**

40 questions · 800 marks · Mark schemes included

*Pearson Edexcel AS (8HI0) and A Level (9HI0) History, June 2016 - June 2025*

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**HOW TO USE THIS BOOKLET**

Questions are grouped by specification sub-topic; within each sub-topic they run from the lowest mark tariff to the highest.

Click any heading or question row below to jump straight to it.

On every question page, click ANSWER in the top-right corner to jump to its mark scheme.

Diagrams, graphs, tables and data are printed exactly as they appeared in the original papers.

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**DEPTH: THE IRISH LAND QUESTION, 1870-82**

6 questions · 120 marks

**42**

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**DEPTH: URBAN WORKERS AND THE DUBLIN LOCKOUT, 1907-14**

6 questions · 120 marks

**50**

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# QUESTIONS

40 questions · 800 marks · grouped by sub-topic, lowest tariff first



ASPECTS IN BREADTH

## IRISH NATIONALISM, REBELLION AND VIOLENCE, C1774-1923

8 questions in this sub-topic · 160 marks · lowest tariff first



9 'Rebellion and violence achieved little for Irish nationalists in the years c1774–1923.'

How far do you agree with this statement?

**(Total for Question 9 = 20 marks)**



- 
- 9 How far do you agree that the 1867 Fenian Rising was the key turning point in the development of Irish nationalism in the years c1774–1885?

**(Total for Question 9 = 20 marks)**



- 
- 9 How accurate is it to say that rebellions by Irish nationalists never posed a significant challenge to the control of Ireland by British governments in the years 1798-1916?

**(Total for Question 9 = 20 marks)**



- 
- 9 How accurate is it to say that the Easter Rising (1916) was the most significant armed uprising against British rule in Ireland in the years 1798–1921?

**(Total for Question 9 = 20 marks)**



- 9 'The main reason for the failure of Irish nationalism to achieve its aims, in the years 1782–1923, was the strength of the opposition rather than its own weaknesses.'

How far do you agree with this statement?

**(Total for Question 9 = 20 marks)**



- 
- 9 How accurate is it to say that, in the years 1798–1916, armed uprisings by Irish nationalists were a genuine threat to British rule?

**(Total for Question 9 = 20 marks)**



- 
- 9 'The rebellion of 1798 posed a greater threat to the British government than the threat posed by any other rebellion by Irish nationalists in the years 1798–1916.'

How far do you agree with this statement?

**(Total for Question 9 = 20 marks)**



- 
- 9 How accurate is it to say that Irish nationalists experienced more success in the years 1870–1923 than they did in the years 1782–1867?

**(Total for Question 9 = 20 marks)**



ASPECTS IN BREADTH

## BRITISH GOVERNMENT POLICY TOWARDS IRELAND, C1774-1922

8 questions in this sub-topic · 160 marks · lowest tariff first



**10** How far do you agree that the passing of the Act of Union (1801) was the key turning point in the evolution of British government policy towards Ireland in the years c1774–1914?

**(Total for Question 10 = 20 marks)**



**10** 'Gladstone played a greater role than any other British politician in the development of government policies to deal with the Irish Question in the years c1774–1922.'

How far do you agree with this statement?

**(Total for Question 10 = 20 marks)**



**10** 'The passage of the 1914 Home Rule bill was the most important turning point in the development of British government policy towards Ireland in the years 1801-1922.'

How far do you agree with this statement?

**(Total for Question 10 = 20 marks)**



**10** 'British policy in Ireland, in the years 1801–1922, was consistently based on the desire to maintain British control.'

How far do you agree with this statement?

**(Total for Question 10 = 20 marks)**



**10** 'Gladstone's conversion to Home Rule (1885) was the key turning point in the development of approaches to the government of Ireland by the British in the years c1774–1922.'

How far do you agree with this statement?

**(Total for Question 10 = 20 marks)**



**10** '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.'

How far do you agree with this statement?

**(Total for Question 10 = 20 marks)**



**10** 'The Act of Union (1801) was the most significant development in British government policies towards Ireland in the years 1782–1922.'

How far do you agree with this statement?

**(Total for Question 10 = 20 marks)**



**10** How accurate is it to say that, in the years 1801–1923, British approaches to the government of Ireland remained largely unchanged?

**(Total for Question 10 = 20 marks)**



ASPECTS IN DEPTH

## CATHOLIC EMANCIPATION AND IRISH POLITICS, 1774-1829

5 questions in this sub-topic · 100 marks · lowest tariff first



5 'In the years c1774–1830, the rights of Irish Catholics were substantially improved.'

How far do you agree with this statement?

**(Total for Question 5 = 20 marks)**



**Study Source 2 in the Sources Booklet before you answer this question.**

- 2** Assess the value of the source for revealing the reasons for Daniel O’Connell’s victory in the 1828 County Clare election and the implications of that victory.

Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.

**(Total for Question 2 = 20 marks)**

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

#### Source for use with Question 2.

**Source 2:** From a letter written by William Vesey Fitzgerald to Robert Peel, 5 July 1828.

On this day, Vesey Fitzgerald had conceded the County Clare election to Daniel O’Connell. Robert Peel was Home Secretary at this time and a friend of Vesey Fitzgerald.

The election, thank God, is over, and I do feel happy on its being terminated, in spite of the result. I was voted for by all of the gentry and all of the £50 freeholders\*. Of others with the vote, I have received the votes of a few tenants only: my own, and not much beyond that. All the great voting interests broke down, and the desertion has been universal. Such a scene we have had. Such a tremendous prospect opens to us. My aim has been from the beginning to preserve my good temper, and to keep down the feelings of my excited friends. The conduct of the Catholic priests has been even more extreme than you might have expected. 5

The Sheriff\*\* declared the numbers tonight. To go on would have been pointless. I have kept on for five days, and it was a hopeless contest from the first. Everything was against me. Indeed I do not understand how I have not been beaten by a greater majority. The Sheriff has made a special Return of the results, and you will say a strange one; but it will force Parliament instantly to look into the result. It states that I was proposed, being a Protestant, as a fit person to represent the County in Parliament and that Mr O’Connell, a Roman Catholic, was also proposed. It states that Mr O’Connell had declared before the Sheriff that he was a Roman Catholic, and intended to continue as a Roman Catholic. It states that a protest was made by the electors against his election. It states only the number of votes for each candidate – and thus it leaves the Return of the results. It does not name who has been elected to Parliament as the MP for County Clare. 10 15 20

I shall see you soon, I trust. I shall be able to get away from here, I hope, on Monday. I must have a day’s rest, and one day to settle my accounts. I care not for anything since I have conceded the contest. I feel deeply for the shame brought on the County. The Catholic organisation is so complete and so formidable that no man can contemplate without alarm what is to follow in this wretched country. 25

\* £50 freeholders – a qualification for voting; these would have been relatively wealthy voters

\*\* Sheriff – acted as the Returning Officer who reports the results of an election

- 
- 5** How accurate is it to say that the role of the Catholic Association was crucial in bringing about the decision to emancipate Catholics in 1829?

**(Total for Question 5 = 20 marks)**



Open your history and the other, etc. etc.

**Study Source 2 in the Sources Booklet before you answer this question.**

- 2** Assess the value of the source 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.

Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.

**(Total for Question 2 = 20 marks)**



**Option 36.2: Ireland and the Union, c1774–1923****Source for use with Question 2.**

**Source 2:** From a letter written by Adam Smith to his friend, Henry Dundas, 1 November 1779. Smith was a leading economist who supported the removal of restrictions on trade. Dundas was a British MP who had been asked by the British government to find out Smith's views about the removal of restrictions on trade with Ireland.

I cannot believe that the manufactures of Great Britain will suffer much in the next century from the rivalry of Ireland's manufactures, even if the Irish are granted free trade\*. Ireland has neither the skill nor the supplies to enable her to rival England. Though the Irish may eventually achieve both skills and supplies, to achieve them completely will require nearly one hundred years. 5

I agree with you that it is harmful and unwise to restrict Irish industry in order to favour the dominant position of some towns in Scotland or England. Under proper management, Irish industry might provide much greater resources to the British government than can ever be drawn from a few English and Scottish manufacturing towns. 10

Until the Irish Parliament informs us of their proposals for changes to the terms of trade, it might be uncertain what they understand precisely by free trade.

The Irish Parliament may perhaps understand free trade as the power to export their own produce to the foreign country where they can find the best market. Nothing can be more just and reasonable than this demand. Nor can anything be more unjust and unreasonable than some of the restraints that presently restrict Irish industry. For example, the Irish are prohibited, under the heaviest penalties, from exporting glass to any country. 15

The Irish may decide to demand the power of importing goods from any country where they can find them cheapest, subject only to the duties and restraints imposed by their own Parliament. This freedom is perfectly reasonable, but it will damage trade in some of our less important products that can, at present, be imported only from Great Britain. 20

The Irish may decide to demand free trade with our American and African colonies, free from some of the restraints on trade, such as the prohibition of exporting Irish woollen and cotton manufactures to these places. Though this freedom would interfere with some of our trade, I am convinced it would do no harm to Great Britain. 25

The Irish may decide to demand free trade with Great Britain. Nothing, in my opinion, would be more highly advantageous to both countries than this mutual freedom of trade. 30

Whatever the Irish decide to demand, I should think it madness not to grant it. Whatever the Irish may demand, our manufacturers will probably oppose it.

\*free trade – the removal of restrictions on trade



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Source 1 from: "The Cause": A Short History of the Women's Movement in Great Britain By Ray Strachey  
© G. Bell & Sons Ltd, January 1928

Source 2 from: Dam Smith and Free Trade for Ireland By Oscar Browning, Henry Dundas and Adam Smith  
© The English Historical Review



- 
- 5** 'In the years 1774–1829, the most significant contribution to the campaign for Roman Catholic emancipation was made by Daniel O'Connell.'

How far do you agree with this statement?

**(Total for Question 5 = 20 marks)**



ASPECTS IN DEPTH

# INDUSTRIALISATION IN ULSTER, 1825-55

3 questions in this sub-topic · 60 marks · lowest tariff first



- 
- 5** How accurate is it to say that the main reason for the development of industry in Ulster, in the years 1825–55, was the improvements made in the transport system?

**(Total for Question 5 = 20 marks)**



- 5 'Economic improvement was the most significant consequence of industrialisation in Ulster in the years 1825–55.'

How far do you agree with this statement?

**(Total for Question 5 = 20 marks)**



- 
- 5** How accurate is it to say that the role of leading individuals was crucial to the success of industrialisation in Ulster in the years 1825–55?

**(Total for Question 5 = 20 marks)**



ASPECTS IN DEPTH

# THE IRISH FAMINE, 1845-51

4 questions in this sub-topic · 80 marks · lowest tariff first



- 6 'In the years 1845–51, the social and economic effects of depopulation were a disaster for Ireland.'

How far do you agree with this statement?

(Total for Question 6 = 20 marks)



**Study Source 2 in the Sources Booklet before you answer this question.**

- 2 Assess the value of the source for revealing the impact of the Famine on Ireland and the Irish attitude to the role of Britain in dealing with it.

Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.

**(Total for Question 2 = 20 marks)**

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

#### Source for use with Question 2.

**Source 2:** From John Mitchel, *The Last Conquest of Ireland (Perhaps)*, published 1860. Mitchel was an Irish nationalist who was in Ireland at the time of the Famine. He was convicted of treason in 1848, but escaped to the USA where he wrote a series of newspaper articles in the 1850s which were published together in this book.

The Famine of 1848 was as fully destructive as any of the previous famines. The poor houses were all filled to overflowing and the demoralised people were either lying down to die or crowding into the emigrant ships. The whole code of the poor laws was a failure for their professed purpose of relieving the Famine. They were a complete success for their real purpose – that of uprooting the people from the land and casting them forth to perish. 5

Yet Ireland, we are told, is 'improving' and 'prosperous'. It cannot be denied that many of the people have been slain or driven to seek safety by flight. As a result of this the survivors begin to live better for the moment. There is a smaller supply of labour, with the same demand for it and therefore wages are higher. There are more cattle and grain for export to England because there are fewer mouths to be fed. 10

Everyone must see that the prosperity of Ireland, even such wretched prosperity as it is, has no guarantee or security. The British government can crush it again with greater ease than ever because the small farmers are destroyed, the middle classes are extensively corrupted and the poor never make revolutions. 15

In the Census of 1851, after five seasons of artificial famine, there were about two and a half million people fewer. What became of them? After estimating emigration, about a million and a half are unaccounted for. That million and a half were slain by the English government. They died of hunger in the midst of abundance which their own hands had created. It is quite irrelevant to distinguish those who perish in the agonies of famine itself from those who died of typhus fever, which in Ireland is always caused by famine. 20

Further, I have called it an artificial famine. That is to say, it was a famine which desolated a rich and fertile island. The English claim it was entirely due to the blight of the potatoes. But potatoes failed in like manner all over Europe and there was no famine, except in Ireland. The British account of the matter, then, is a fraud and a blasphemy. The Almighty, indeed, sent the potato blight, but the English created the Famine. 25 30

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- 5 How accurate is it to say that absentee landlords were primarily responsible for the scale of the Irish Famine?

**(Total for Question 5 = 20 marks)**



Open your history and the other, etc. etc.

**Study Source 2 in the Sources Booklet before you answer this question.**

- 2** Assess the value of the source for revealing the condition of the Irish people in 1846 and the problems faced by the authorities in dealing with this.

Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.

**(Total for Question 2 = 20 marks)**



**Option 36.2: Ireland and the Union, c1774–1923****Source for use with Question 2.**

**Source 2:** From a report in *The Pictorial Times*, 'Ireland: The State of the Country', published 12 May 1846. *The Pictorial Times* was an illustrated magazine that summarised news stories from other publications. It was published weekly in London.

There are 788 paupers in Galway workhouse. At the last meeting of the Board of Guardians, 250 persons made application for admission to the workhouse. The Cork workhouse has 4,300 paupers. It is £6,000 in debt, and the Guardians, to avoid closing the doors, had to draw £3,000 from their reserves.

In the Dublin courts there are 1,200 petitions, at the moment, requesting that lenders can repossess land on which they have made loans. The basis of these petitions is the irregular payment or the non-payment of interest due on the loans. It is confidently predicted that the number of such petitions will soon rise to 1,500. 5

The most common features being reported in local newspapers in Ireland largely consist of details of robberies and minor outrages. These cannot be separated from the condition of a society in which hunger is the key element. Sheep are most often singled out to be stolen. The losses to the farmers, especially in the midland counties, are numerous. 10

Some local newspapers are reporting the alarming news that gunsmiths are working day and night, repairing weapons. The sellers of weapons find it difficult to supply the demands of their customers. Reports of gun shots are heard throughout the country. 15

There are accounts of anger with the Board of Works because of the reduction in the wages of labourers and for delays in providing employment. The complaints may be well-founded, but a more hardworking body than the commissioners of public works does not exist in Europe. They work constantly every day, including Sundays. No amount of work could be sufficient to deal with the numerous demands on their attention. The selection of the most urgent work in the order of its importance is all that might reasonably be expected. 20 25

In a letter written by Mr Smith O'Brien\*, he says:

'It seems to me that the government is not sufficiently aware of the urgent need to prevent the misery and demoralisation caused to the labouring classes by the system of pauper labour. At the present moment, more than 150,000 of the labouring classes are employed upon building roads, a number of which are unnecessary.' 30

\*Mr Smith O'Brien – an Irish MP



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**Acknowledgements:**

**Source 1 from:** *The Early Chartists*, Dorothy Thompson, © Macmillan press, 1971

**Source 2 from:** <https://www.qu.edu/>



ASPECTS IN DEPTH

# THE IRISH LAND QUESTION, 1870-82

6 questions in this sub-topic · 120 marks · lowest tariff first



- 6 How accurate is it to say that the role of leading individuals was crucial to the passing of the 1870 and 1881 Land Acts?

(Total for Question 6 = 20 marks)



- 6 How accurate is it to say that Irish tenant farmers experienced no genuine improvement in their position in the years 1870-81?

**(Total for Question 6 = 20 marks)**



**Study Source 2 in the Sources Booklet before you answer this question.**

- 2 Assess the value of the source for revealing the aims and tactics of the Land League.

Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.

**(Total for Question 2 = 20 marks)**

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

#### Source for use with Question 2.

**Source 2:** From *The Freeman's Journal* newspaper, 18 August 1879. It is reporting a speech made by Michael Davitt two days earlier at a meeting launching the National Land League of Mayo. This organisation was the basis of the Irish Land League, which was founded in October 1879.

Michael Davitt said, 'The aims of this organisation are:

1. To watch over the interests of the people it represents and protect them from an unjust exercise of power or privilege on the part of landlords or any other class in the community.
2. To resort to every means compatible with justice and morality, which do not conflict with the constitution to abolish the present land laws of Ireland. The League also supports the introduction of a system that is in accord with the social rights and necessities of our people and which the happiness and prosperity of our country demand. 5
3. Until there is a final and satisfactory settlement of the land question, the duty of this organisation will be to expose any injustice, which may be inflicted upon any tenant farmer by the existing laws. We will give all actions by landlords the widest possible publicity and oppose them as far as the law will allow. 10

Declaration of principles 15

The land of Ireland belongs to the people of Ireland, to be held and cultivated for the benefit of those whom God decreed to be its inhabitants. Restrictive land laws prevent the full development of the country's resources and the unimpeded cultivation of the land. The natural wealth of Ireland's soil would be capable of supporting up to twenty million people. Yet a population of eight million was reduced to five million at the present time by death, starvation and exile. This was caused by an artificial famine and continued poverty. Decreased population with its absorption of small-holdings into large estates has produced no beneficial changes in the condition of the farming classes. These classes are compelled to pay exorbitant rents in order to obtain the use of the soil. These very men, who make the nation, become paupers in front of our eyes. Paupers have no country, no rights. If we permit the small farmers to be reduced to pauperism, if we see them compelled to give up their land and throw themselves on public relief, this will be the end of Ireland.' 20

When Davitt finished speaking, the manifesto was unanimously adopted. 25

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Source 1 from: [http://bcs.bedfordstmartins.com/WebPub/history/mckayunderstanding1e/0312668872/Primary\\_Documents/Western\\_Civ/WC92-Emmeline%20Pankhurst\\_ed-ka.pdf](http://bcs.bedfordstmartins.com/WebPub/history/mckayunderstanding1e/0312668872/Primary_Documents/Western_Civ/WC92-Emmeline%20Pankhurst_ed-ka.pdf)

Source 2 from: "Establishment of the National Land League of Mayo." Encyclopedia of Irish History and Culture. Encyclopedia.com. 5 Feb. 2019 <https://www.encyclopedia.com>



- 6 How accurate is it to say that the Irish Land League was the most significant factor shaping the Irish land issue in the years 1870–82?

(Total for Question 6 = 20 marks)



- 6 'The Land Acts of 1870 and 1881 made significant improvements to the position of tenant farmers in Ireland.'

How far do you agree with this statement?

**(Total for Question 6 = 20 marks)**



- 6 How significant was the impact of the 'long depression' on Irish agriculture in the passing of land legislation in the years 1881–82?

(Total for Question 6 = 20 marks)



ASPECTS IN DEPTH

## URBAN WORKERS AND THE DUBLIN LOCKOUT, 1907-14

6 questions in this sub-topic · 120 marks · lowest tariff first



**Study Source 2 in the Sources Booklet before you answer this question.**

- 2** Assess the value of the source for revealing the severity of the conditions experienced by unskilled urban workers in Ireland and the reasons for the 1913–14 Dublin general strike.

Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.

**(Total for Question 2 = 20 marks)**

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

#### Source for use with Question 2.

**Source 2:** From Arnold Wright, *Disturbed Dublin, the Story of the Great Strike of 1913–14*, published 1914. Wright was an English journalist who travelled to Dublin in 1914 to carry out interviews and research for this account. He was reportedly paid £500 by the Dublin employers for writing the book.

The Dublin slum is a thing apart in the hellhole of social degradation. In buildings – old, rotten, and filled with both physical and moral corruption – people crowd in incredible numbers. Altogether there appears to be in the city 5,322 tenement houses, accommodating, if such a word can be used, 25,822 families, or a total population of 87,205. The majority of the occupiers of the tenement houses – approximately a third of the population – live under conditions which are injurious to health and life. 5

About one-seventh of the total population belong to the unskilled labouring class. The causes which have produced this large accumulation of untrained labour in Dublin are partly historic, partly economic and partly social. The decay of industries, by closing the main avenues for skilled employment, was a heavy blow from which the working community has never recovered. With an enormous surplus of absolutely unskilled labour, it is inevitable that wages in Dublin for a very large class of the population should be low. The struggle for existence in the lowest class of workers is intense. 10 15

Dublin provides fertile ground for the spread of the principles of revolutionary trade unionism. With little to gain and nothing to lose, with limited understanding and impressionable natures, the tens of thousands of unfortunates who make up the bulk of the working population of the Irish capital are easy prey to the smooth-tongued orator of the street corner. They are caught up readily by his appeals and carried away by his false arguments, and they are outraged by the examples of capitalist cruelty and greed which adorn his tale. To most of the slum inhabitants the intrusion into their lives of a labour movement of the more strenuous kind – with its marches and its counter-marches, its shouting and cheering and its periodic thrills – is a welcome change from the drab monotony of ordinary existence in which the normal excitement is provided by a wedding or a funeral or a drunken brawl on Saturday night. When a wave of industrial unrest recently swept over Great Britain, it was inevitable that Dublin would be drawn into it. The people simply needed a leader. The occasion speedily made one of a remarkable kind in the person of Mr. James Larkin – or as he prefers to be called – Jim Larkin. 20 25 30



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- 5** 'The living and working conditions experienced by urban workers in Ireland, in the years 1907-14, were substantially the same as those experienced by urban workers in industrialised Ulster in the years 1825-55.'

How far do you agree with this statement?

**(Total for Question 5 = 20 marks)**



- 6 How significant was the role played by Jim Larkin in the development of trade unionism in Ireland in the years 1907–14?

(Total for Question 6 = 20 marks)



Open your history and the other, etc. etc.

**Study Source 2 in the Sources Booklet before you answer this question.**

- 2** Assess the value of the source for revealing the aims of the Dublin general strike (1913–14) and the key features of the strike.

Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.

**(Total for Question 2 = 20 marks)**



**Option 36.2: Ireland and the Union, c1774–1923****Source for use with Question 2.**

**Source 2:** From a statement made by Jim Larkin, 28 October 1913 and published in the *Irish Worker* newspaper three days later. This statement was made after he had been sentenced to seven months' imprisonment for the use of seditious language. Larkin founded the *Irish Worker* newspaper in 1911.

At the entrance to Mountjoy Gaol, I desire to address a few words of encouragement and hope to you.

This great fight of ours in this general strike is not simply a question of shorter hours or better wages. It is a great fight for human liberty of action. We demand the liberty to live as human beings should live, always aiming to improve our social position. We should try to achieve the dreams of the great thinkers and poets of this nation. We should not, as some do, work for our own individual betterment. 5

It has always been in our mind that we are building up this nation so that those who come after us may enter into the promised land. This requires the right not only to combine in trade unions, but to use that combination for our own economic and industrial improvement. 10

Now, I will be away from you in prison, but I will be with you in spirit. I have faith that those men who are left to carry on the fight will get your honest and sustained support and that there will be no compromise. Trust no one but yourselves; have faith in the men you have elected and will elect. 15

Without wishing to cast any reflection upon our friends in England, this fight must be settled by the men here at home in our own trade union, the Irish Transport and General Workers' Union.

History speaks in no uncertain way; it tells us that those who lead the way must suffer, but suffering brings satisfaction. During this period of class struggle, we must depend on the loyalty, the faithfulness and the determination of what industry calls the 'unskilled' workers. Sometimes compelled to retreat, we have come back again with renewed strength and courage. 20

Don't forget the RED HAND\* that struck terror into the hearts of the sweatshop owners, slum property owners, the pub keepers and all who may be out to destroy life. 25

We live to give life, hope and joy. And now for the sake of your children and children's children, be true to yourselves. Stand by the trade union and live out its slogan – 'Each for All, and All for Each.' 30

\*RED HAND – the emblem of the Irish Transport and General Workers' Union (ITGWU)

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Source 1 from: An Account of the seizure of Citizen T. Hardy, Secretary to the London Corresponding Society: with some remarks on the suspension of the Habeas Corpus Act. Printed by order of the ... Society  
© London Corresponding Society

Source 2 from: James Larkin: Lion of the Fold: The Life and Works of the Irish Labour Leader By Donal Nevin  
© Gill & Macmillan Ltd, 12 Mar 2014



- 6 'Unskilled urban workers in Ireland experienced no significant improvement in their working and living conditions in the years 1907–14.'

How far do you agree with this statement?

(Total for Question 6 = 20 marks)



Option 36.2: Ireland and the Union, c1774–1923

**Study Source 2 in the Sources Booklet before you answer this question.**

- 2 Assess the value of the source for revealing the causes of poor living standards in Dublin in the years 1907–13 and possible solutions for the problems.

Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.

**(Total for Question 2 = 20 marks)**

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

#### Source for use with Question 2.

**Source 2:** From Charles Cameron, *Reminiscences of Sir Charles Cameron*, published 1913. Cameron was the Chief Medical Officer of Health for Dublin. He was involved in promoting public health in Dublin in the years 1862–1918. Here he is discussing the conditions of the working class in Dublin.

I have long thought that the proportion of the population belonging to the poorest classes is greater in Dublin than it is in England and Scotland. There is much evidence demonstrating the poverty of a considerable proportion of the population of Dublin. For example, 33.9 per cent of families resided in single rooms in Dublin in 1911. In many English towns, not more than 10 per cent of families occupy one room. Families living in a single room have a much higher death rate than those who have two or more rooms. Unsanitary homes cause illness and consequent poverty, and poverty causes the death rate amongst the poor to rise. 5

The wages of unskilled labourers are rarely more than £1 per week; many earn less. Even when the labourer is a hard-working man, and only has a small family, he cannot enjoy much comfort. If he has a large family and uncertain employment, it is easy to imagine his dreadful condition. If he was provided with a two-room dwelling at a fixed rent, with some expense borne by the ratepayers, all classes would benefit in terms of general public health. 10 15

There is little manufacturing work in Dublin. There is also comparatively less work for females in Dublin than in most English towns. The disadvantage of lack of employment for women is the smaller average earnings of families, with consequent lower standards of diet, lodging and clothing.

Amongst the labouring population, the children do not have proper clothing. Thousands of children go with naked feet, even in winter. The lack of warm clothing in winter often lays the foundation of future poor health. The Police-Aided Society for Providing Clothes for Poor Children performs good work in Dublin and deserves more support than it receives from the general public. 20

The diet of labourers is generally very poor and insufficient. The constant items are bread and tea. Puddings, pies, and tarts are practically unknown. There are no ovens to bake them in, nor, as a rule, any knowledge of how they should be made. Cooking is taught in very few of the primary schools for girls. Much good would result if it were possible to provide a meal for the very poor children, who must now by law go to school. An organisation has recently been established to provide a daily meal for poor children. 25 30



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Acknowledgements:

Source 1 from: © Samuel Bamford

Source 2 from: © Tomás O’Riordan

# MARK SCHEMES

official Pearson Edexcel mark schemes



| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| 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"> <li>• The failure of rebellion and violence across the period to achieve its stated aims, e.g. the 1798 rebellion, Young Ireland, 1867 Fenian Rising</li> <li>• 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</li> <li>• 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</li> <li>• Where agitations defaulted to violence, the lack of organisation of nationalist organisations was revealed</li> <li>• 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.</li> </ul> <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"> <li>• 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</li> <li>• 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</li> <li>• It has been argued that Gladstone first became interested in Irish issues as a result of the Fenian outrages</li> <li>• British reaction to violence could at times be counterproductive by creating support for nationalism, e.g. Fenian Rising, Easter Rising.</li> </ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>9</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the 1867 Fenian Rising was the key turning point in the development of Irish nationalism in the years c1774–1885.</p> <p>Arguments and evidence that the 1867 Fenian Rising was the key turning point in the development of Irish nationalism in the years c1774–1885 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1867 Fenian Rising was based on a fundamental shift in the aims of Irish nationalism; they were the first group to explicitly demand the independence of the whole of Ireland</li> <li>• The Fenians were prepared to wait for an appropriate moment to stage the rising when British attention might be distracted; this demonstrates a growing awareness of the need to organise effectively</li> <li>• Although membership of the organisation was secret, Fenianism was a mass movement with sufficient members to draw on for a rising, e.g. possibly as many as 8,000 were involved in the attack on Dublin</li> <li>• The creation of the 'Manchester Martyrs' increased support for Fenian ideals, most notably softening the attitude of the Catholic Church and bringing its support into the nationalist movement</li> <li>• The popularisation of Fenianism led to a blurring of the lines between constitutional and revolutionary nationalist action.</li> </ul> <p>Arguments and evidence against the 1867 Fenian Rising being the key turning point in the development of Irish nationalism in the years c1774–1885 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The British were aware of the plotting by the Fenians 1865–67 and took countermeasures against them, e.g. the suspension of Habeas Corpus 1866 was accompanied by mass arrests</li> <li>• Attempts at a rising in February 1867 were frustrated by the preparedness of the British at Chester and Cahirciveen because of informants</li> <li>• The development of the Irish Volunteers from 1778 provided an organisation that would become the basis for challenging British rule</li> <li>• The rising of 1798 mobilised more supporters and marked the beginning of militant republicanism in Ireland</li> <li>• The Act of Union 1801 stimulated support for Irish nationalism in a way that violence did not and so was more important</li> <li>• Fenianism had its roots in the Young Ireland movement of 1848, so that this was more important as a turning point as it marked the starting point for the Fenian Rising</li> <li>• The creation of the Home Rule League attracted more support and was, in the longer term, a more critical mechanism for the development of Irish nationalism, especially following Gladstone's conversion in 1885.</li> </ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| 9        | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how accurate it is to say that rebellions by Irish nationalists never posed a significant challenge to the control of Ireland by British governments in the years 1798-1916.</p> <p>Arguments and evidence supporting the statement that rebellions by Irish nationalists never posed a significant challenge to the control of Ireland by British governments in the years 1798-1916 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Many of the rebellions were poorly planned and executed, thus reducing genuine challenge, e.g. the uprising of 1798</li> <li>• Some of the rebellions were triggered early because of external factors, e.g. 1803 rebellion, 1848 rebellion, and were therefore not fully prepared to challenge British control</li> <li>• Many of the rebellions lacked substantial support from the population and as such were unlikely to pose a challenge to the control of Ireland by British governments, e.g. the Fenian Rising</li> <li>• Rebellions were put down by British governments with relative ease because of their military superiority throughout the period, e.g. 1848 rebellion</li> <li>• Leaders of rebellions were punished harshly, with many of them being executed, thus removing the immediate challenge, e.g. Robert Emmet, the Manchester Martyrs.</li> </ul> <p>Arguments and evidence challenging the statement that rebellions by Irish nationalists never posed a significant challenge to the control of Ireland by British governments in the years 1798-1916 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The scale of support for some of the rebellions was considerable, e.g. 200,000 supported the United Irishmen in 1798, and this scale of support had the potential to be a threat</li> <li>• There were changes to British policy following some acts of rebellion, e.g. the 1801 Act of Union followed the 1798 rebellion, implying Britain was acting to avert a potential challenge to their control</li> <li>• Support for rebellion by foreign belligerents had the potential to be a very real challenge to British governments, e.g. France (1798) and Germany (1916)</li> <li>• The harsh British response to rebellion galvanised more support for opposition and created a further challenge, e.g. Easter Rising.</li> </ul> <p>Other relevant material must be credited.</p> |

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



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|  | <p>independence for the whole of Ireland</p> <ul style="list-style-type: none"><li>• The aftermath of the Fenian Rising, carried out in Manchester and Clerkenwell, was credited with making Gladstone more aware of the need to undertake Irish reform</li><li>• The 1919-21 War of Independence was more significant in undermining British authority and encouraging support for the IRA through the actions of the Black and Tans.</li></ul> <p>Other relevant material must be credited.</p> |
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| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 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 the main reason for the failure of Irish nationalism to achieve its aims, in the years 1782-1923, was the strength of the opposition rather than its own weaknesses.</p> <p>Arguments and evidence supporting the statement that the main reason for the failure of Irish nationalism to achieve its aims, in the years 1782-1923, was the strength of the opposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• On some issues, the British opposition to Irish nationalism was strengthened by political agreement, e.g. Peel was supported in Parliament in resisting Ireland's demands for repeal of the Act of Union</li> <li>• The British took pre-emptive measures to prevent Irish nationalists engaging in rebellion, e.g. the suspension of Habeas Corpus 1866 and the repression of the Fenians</li> <li>• The British were prepared to make concessions to limit the demands of Irish nationalism, e.g. 1782 constitution, Maynooth College Grant (1845), Gladstone's first ministry and attempts to implement Home Rule</li> <li>• The British were prepared to use force to suppress rebellion where it occurred, e.g. executing leaders of the 1798 Rising and the 1916 Easter Rising</li> <li>• Where the Catholic Church expressed opposition to nationalist movements, it influenced the support of ordinary Irish people, e.g. Fenianism before the Rising, declining support for Parnell after his divorce</li> <li>• The opposition of Edward Carson and the UVF in the years before the First World War was successful in undermining attempts to achieve Home Rule, and thereby established the basis for partition.</li> </ul> <p>Arguments and evidence that the main reason for the failure of Irish nationalism to achieve its aims, in the years 1782-1923, was its own weaknesses should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A reluctance to act against the law limited the ability of constitutional nationalist groups to take action, e.g. the Irish Volunteers 1783, Daniel O'Connell 1843, Butt and Home Rule</li> <li>• The inadequacy of planning and preparation contributed to the failure of a number of rebellions in the period, e.g. the 1798 Rising, the 1867 Fenian Rising</li> <li>• The failure to build up mass popular support contributed to failure, e.g. 1803 Emmet's rebellion, 1848 Young Ireland Rising</li> <li>• Divisions in the nationalist movement contributed to failure, e.g. Young Ireland and O'Connell in the 1840s, the Irish civil war</li> <li>• The role of individuals in contributing to failure, e.g. Parnell splitting the Irish Parliamentary Party over the Kitty O'Shea scandal.</li> </ul> <p>Other relevant material must be credited.</p> |



| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| 9        | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how accurate it is to say that, in the years 1798-1916, armed uprisings by Irish nationalists were a genuine threat to British rule.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Some of the uprisings attracted sufficient support to pose a direct threat, e.g. the rebellion of 1798</li> <li>• 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</li> <li>• 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.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• Most of the uprisings were poorly organised and therefore did not pose any threat to British rule, e.g. the 1867 Fenian Rising</li> <li>• 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</li> <li>• The armed uprisings were limited in number and did not excessively strain the resources of the British government in dealing with them</li> <li>• 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.</li> </ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| 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 the accuracy of the statement that the rebellion of 1798 posed a greater threat to the British government than the threat posed by any other rebellion by Irish nationalists in the years 1798-1916.</p> <p>Arguments and evidence supporting the statement that the rebellion of 1798 posed a greater threat to the British government than the threat posed by any other rebellion by Irish nationalists in the years 1798-1916 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The rebellion crossed the sectarian divide, making it a greater threat than subsequent rebellions. The leaders of the rebellion were largely Protestants, e.g. Wolfe Tone, but many Catholics were also involved</li> <li>• The scale of support for the United Irishmen and their programme for political change and Catholic rights was impressive. Many of its members became involved in the 1798 rebellion</li> <li>• The rebellion was widespread, with the potential for making it difficult for the British to contain</li> <li>• There was French support for the rebellion</li> <li>• The British dealt extremely harshly with the rebels of 1798, including a number of massacres, e.g. at New Ross. This suggests that the British saw this rebellion as a significant threat</li> <li>• Some of the rebels continued to operate on a guerrilla basis for a considerable time after the rebellion, forming a possible core for future rebellion, e.g. Dwyer in the Wicklow mountains until 1803</li> <li>• The British government passed the Act of Union (1801) in response to the rebellion in order to increase British control of Ireland – this shows what a threat the rebellion was perceived to be by the government.</li> </ul> <p>Arguments and evidence challenging the statement that the rebellion of 1798 posed a greater threat to the British government than the threat posed by any other rebellion by Irish nationalists in the years 1798-1916 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1798 rebellion was not well-organised and co-ordinated, enabling the British to put it down one area at a time</li> <li>• The 1803 Emmet rebellion posed a significant threat because it could have linked with the remaining rebels from 1798 who had experience in challenging the British</li> <li>• The 1848 Young Ireland Rising promoted Irish nationalism and acted as an inspiration to future movements for both independence and land reform, thus establishing an ongoing threat</li> <li>• The 1867 Fenian Rising was a threat because the rebels understood the need for effective organisation, and they were the first group to explicitly demand the independence of the whole of Ireland</li> <li>• The aftermath of the Easter Rising (1916) posed a great threat because the executions of the leading rebels alienated many previously loyal Irish people from the British state.</li> </ul> <p>Other relevant material must be credited.</p> |



| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| 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 Irish nationalists experienced more success in the years 1870-1923 than they did in the years 1782-1867.</p> <p>Arguments and evidence supporting the statement that Irish nationalists experienced more success in the years 1870-1923 than they did in the years 1782-1867 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Irish Parliamentary Party, on occasion, held the balance of power in the British parliament (e.g. 1886, 1912) and was able to use this to good effect to promote Irish interests</li> <li>• The campaign for Home Rule united Irish nationalists and ultimately resulted in the passage of the Government of Ireland Act in 1920, the end result that nationalists had been pursuing</li> <li>• The impact of the British response to the Easter Rising (1916) resulted in an increase of support for the demands of the Irish nationalists</li> <li>• The establishment of the Irish Free State by the legislation of 1922 marked the triumph of nationalist ideas for greater self-government</li> <li>• Rebellions in the years 1782-1867 had limited support and impact, e.g. 1798, 1848, 1867)</li> <li>• The implementation of the Act of Union marked a backwards step for Irish nationalists.</li> </ul> <p>Arguments and evidence supporting the statement that Irish nationalists experienced more success in the years 1782-1867 than they did in the years 1870-1923 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The achievements of the later period could not have been achieved without the foundations that were laid in the earlier period</li> <li>• The introduction of the Constitution of 1782 provided greater political freedom for the Irish parliament in principle</li> <li>• There was greater co-operation between Catholic and Protestant nationalists in organising opposition in the earlier period; the later period saw the development of greater sectarianism in Ulster</li> <li>• Home Rule took about 50 years from the start of the campaign to the enactment of legislation and excluded the counties of Ulster – hardly a success</li> <li>• Irish nationalists were divided by the Anglo-Irish Treaty, resulting in a bloody civil war.</li> </ul> <p>Other relevant material must be credited.</p> |

| Question  | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>10</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about 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"> <li>• The separate Irish parliament was abolished and Ireland was incorporated into the British parliamentary system</li> <li>• 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</li> <li>• 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</li> <li>• Despite Pitt's plan to link Catholic emancipation to the Act of Union, this was prevented by the King</li> <li>• 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.</li> </ul> <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"> <li>• The 1782 constitution transferred legislative independence to the Irish parliament which had hitherto been legally subservient to Westminster</li> <li>• Attempts were made at various points to conciliate the Catholic population by concessions, e.g. Maynooth Grant 1845</li> <li>• Gladstone's First and Second Home Rule bills showed a key change in the approach taken towards Ireland in the 19th century</li> <li>• Use of coercion when other policy methods failed to achieve government aims, e.g. 1881 Irish Coercion Act</li> <li>• 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.</li> </ul> <p>Other relevant material must be credited.</p> |



| Question  | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>10</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether Gladstone played a greater role than any other British politician in the development of government policies to deal with the Irish Question in the years c1774–1922.</p> <p>Arguments and evidence that Gladstone played a greater role than any other British politician in the development of government policies to deal with the Irish Question in the years c1774–1922 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Gladstone was interested in Irish affairs from the time of his first government – 'my mission is to pacify Ireland'</li> <li>• Gladstone was prepared to implement policies that would meet the interests of the Irish, even where that ran counter to British opinion, e.g. 1869 Church Act</li> <li>• Gladstone was responsible for beginning the process of land legislation with the 1870 Land Act</li> <li>• Gladstone became interested in Home Rule in 1885 for both personal and political reasons and was committed to steering a bill through parliament. He established the principle of Home Rule as Liberal party policy.</li> </ul> <p>Arguments and evidence against Gladstone playing a greater role than any other British politician in the development of government policies to deal with the Irish Question in the years c1774–1922 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Gladstone did experience failures in his attempts to pass legislation to deal with the Irish Question, e.g. 1873 University bill and the first and second Home Rule bills</li> <li>• William Pitt the Younger removed some of the discrimination experienced by Irish Catholics, e.g. the right to vote, by the 1793 Catholic Relief Act</li> <li>• The role played by Peel, e.g. increasing the Maynooth Grant</li> <li>• Asquith was responsible for the successful passage of the third Home Rule bill, in the face of considerable opposition from the Ulster Unionists</li> <li>• Asquith prevented the complete breakdown of law and order and the onset of a widespread civil war in Ireland in the years 1912–14</li> <li>• Lloyd George's role in the passing of the 1920 Government of Ireland Act which completed the process of Home Rule</li> <li>• Lloyd George's role in negotiating the 1921 Anglo-Irish Treaty and retaining Ireland within the British Empire.</li> </ul> <p>Other relevant material must be credited.</p> |

| Question  | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>10</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the passage of the 1914 Home Rule bill was the most important turning point in the development of British government policy towards Ireland in the years 1801-1922.</p> <p>Arguments and evidence supporting the statement that the passage of the 1914 Home Rule bill was the most important turning point in the development of British government policy towards Ireland in the years 1801-1922 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It marked a complete change in British policy in relation to Ireland, conceding to the Irish what moderate nationalists had been demanding since the 1830s</li> <li>• The government was committed to the policy and prepared to face a political crisis at home by over-riding the opposition of the House of Lords by passing the bill three years in succession</li> <li>• Asquith was prepared to endure the possibility of civil war in Ireland in order to pass the Home Rule bill, showing his commitment to ensuring the success of the policy</li> <li>• By incorporating the policy of exclusion, it established the principle of partition; this led to the ultimate exclusion of the six counties from a self-governing Ireland.</li> </ul> <p>Arguments and evidence challenging the statement that the passage of the 1914 Home Rule bill was the most important turning point in the development of British government policy towards Ireland in the years 1801-1922 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The powers granted to the Irish parliament in 1914 were more limited than those proposed in 1893</li> <li>• It was replaced by Lloyd George in 1920 by the Government of Ireland Act</li> <li>• The 1801 Act of Union brought Ireland into the British parliamentary system and established the constitutional framework that would last with only minor changes until 1920</li> <li>• Peel's passing of the Maynooth Grant in 1845 demonstrated a desire by the British to conciliate the Irish to British rule and not always to be seen to engage in coercion</li> <li>• Gladstone's conversion to Home Rule (1885) and the introduction of the First Home Rule bill (1886) marked a major change of direction in policy by one of the major parties; without this the 1914 Act would not have been possible</li> <li>• The majority for the passing of the 1893 Second Home Rule bill in the House of Commons showed a growing acceptance of the importance of the principle of Home Rule</li> <li>• The 1922 Irish Free State Constitution Act marked the establishment of an independent state within the British Empire.</li> </ul> <p>Other relevant material must be credited.</p> |

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



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|  | Other relevant material must be credited. |
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| Question  | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>10</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether Gladstone's conversion to Home Rule (1885) was the key turning point in the development of approaches to the government of Ireland by the British in the years c1774–1922.</p> <p>Arguments and evidence supporting the statement that Gladstone's conversion to Home Rule (1885) was the key turning point in the development of approaches to the government of Ireland by the British in the years c1774–1922 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Gladstone had made what had been a nationalist aim through the Home Rule League into an integral part of the policy of one of the major political parties</li> <li>• Gladstone established the basis of what became Liberal Party policy towards Ireland for over 30 years. Liberal leaders consistently supported Home Rule</li> <li>• Gladstone introduced Home Rule bills in 1886 and 1893 and Asquith introduced a third Home Rule bill in 1912</li> <li>• The Liberal Party pursued Home Rule, even when it caused political difficulties for them, e.g. 1886 the secession of the Liberal Unionists, 1912–14 Home Rule crisis</li> <li>• As part of the discussions regarding the third Home Rule bill, the principle of exclusion was discussed and broadly agreed – this evolution of Gladstone's policy was to impact on the post-war settlement.</li> </ul> <p>Arguments and evidence challenging the statement that Gladstone's conversion to Home Rule (1885) was the key turning point in the development of approaches to the government of Ireland by the British in the years c1774–1922 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1782 constitution was important because it reduced Britain's control over legislation in Ireland</li> <li>• The 1801 Act of Union was significant because it defined the framework for Anglo-Irish relations, with very limited modifications, until 1920</li> <li>• Attempts at conciliation were integral to British government policy, e.g. Maynooth College Grant (1845), Gladstone's first ministry (1868–74)</li> <li>• The use of coercion, when faced with the failure of other policies, was integral to British government policy, e.g. the 1866 suspension of habeas corpus, the 1881 Coercion Act</li> <li>• The Irish Free State Constitution Act (1922) passed the terms of the Anglo-Irish Treaty (1921) into law and was the key turning point as it marked the granting of self-government to Ireland.</li> </ul> <p>Other relevant material must be credited.</p> |

| Question  | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>10</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether 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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> <li>• 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</li> <li>• Lloyd George negotiated the Anglo-Irish Treaty (1921), which was the basis of the Irish Free State Constitution Act, passed in 1922.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Pitt the Younger was responsible for the passage of the Act of Union, which underpinned all British policy in Ireland throughout the 19<sup>th</sup> century</li> <li>• 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)</li> <li>• 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)</li> <li>• Gladstone was converted to Home Rule in 1885 and established this as a central principle of Liberal party policy for the next 30 years</li> <li>• 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).</li> </ul> <p>Other relevant material must be credited.</p> |

| Question  | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>10</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the Act of Union (1801) was the most significant development in British government policies towards Ireland in the years 1782-1922.</p> <p>Arguments and evidence supporting the statement the Act of Union (1801) was the most significant development in British government policies towards Ireland in the years 1782-1922 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Act of Union was passed as a response to the rebellion of 1798 and amidst fears of the possibility of a French invasion. It was significant because its purpose was to ensure continued British control over Ireland</li> <li>• By the Act of Union, the separate Irish parliament was removed, and Irish affairs would henceforward be governed by the British parliament, although 100 Irish MPs would now sit at Westminster</li> <li>• The Act of Union demonstrates a belief that Ireland was better off under British rule and a determination to maintain close relations with Ireland, a belief that persisted throughout the period</li> <li>• The Act of Union established a constitutional framework that was the basis of the relationship between Ireland and Britain, and that continued, with only very limited changes, to 1920.</li> </ul> <p>Arguments and evidence challenging the statement that the Act of Union (1801) was the most significant development in British government policies towards Ireland in the years 1782-1922 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Pitt had wanted to pass Catholic emancipation alongside the Act of Union, but this was opposed by King George III, and its omission undermined the overall significance of the Act of Union</li> <li>• The short-lived constitution of 1782 enabled the Irish to pass laws without the consent of the British government, and indicated a divergence from usual government policy, suggesting it was a significant development</li> <li>• Government legislation aimed at undermining Irish nationalism was developed as part of its policy towards Ireland, e.g. Peel tried to conciliate moderate Catholics through the Maynooth Grant (1845)</li> <li>• A significant development in government policies towards Ireland was the decision by Gladstone to introduce two Home Rule bills</li> <li>• The development of policies always involved more than one method, so coercion would be used on occasion, e.g. 1881 Irish Coercion Act</li> <li>• The successful passage of the Third Home Rule bill (1912) marked a significant change in British government policies towards Ireland, even though it would not be formally enacted until 1920</li> <li>• The Irish Free State Constitution Act (1922) suggested that the British government was moving towards acceptance that part of Ireland would become a sovereign nation.</li> </ul> <p>Other relevant material must be credited.</p> |

| Question  | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>10</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether it is accurate to say that, in the years 1801-1923, British approaches to the government of Ireland remained largely unchanged.</p> <p>Arguments and evidence supporting the statement that it is accurate to say that, in the years 1801-1923, British approaches to the government of Ireland remained largely unchanged should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Act of Union (1801) underpinned British government policy for almost the whole period</li> <li>• The underlying aim of the British approach was to maintain its links with Ireland, from the Act of Union to the terms of the Anglo-Irish Treaty</li> <li>• British governments used a mixture of methods to achieve their aims – both concession and repression were used throughout the period as a method of dealing with problems</li> <li>• The response to rebellions throughout the period was to repress them harshly, e.g. 1867, 1916, arresting participants and executing leaders</li> <li>• Attempts were made to conciliate the population through legislation that impacted on religious bodies, e.g. Peel and the Maynooth Grant (1845), Gladstone and the Irish Church Act (1869).</li> </ul> <p>Arguments and evidence challenging the statement that it is accurate to say that, in the years 1801-1923, British approaches to the government of Ireland remained largely unchanged should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The approach that British governments took over time changed from resisting calls for changes to an acceptance that changes were coming</li> <li>• Gladstone's commitment to Ireland ('My mission is to pacify Ireland') from 1868 put Ireland at the centre of British politics</li> <li>• Gladstone's conversion to Home Rule (1885) marked a clear change in approach for the British government in the later part of the period</li> <li>• The specifics of what Home Rule should entail changed over time, so that by the time of its enactment, it did not include the whole of Ireland</li> <li>• When faced with direct opposition from the Irish, government policy changed in order to maintain control of the situation, e.g. the conscription crisis.</li> </ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>5</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement 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"> <li>• 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</li> <li>• The 1778 Catholic Relief Act allowed Catholics to join the army and purchase land if they took an oath of allegiance</li> <li>• 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</li> <li>• 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</li> <li>• The passage of the 1829 Catholic Relief Act marked the achievement of full political rights for Catholics.</li> </ul> <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"> <li>• The piecemeal nature of the legislation to benefit Irish Catholics meant that wholesale improvements were a long time in being passed</li> <li>• The failure to implement Catholic Emancipation at the same time as the Act of Union</li> <li>• The Catholic Board was suspended by the government in 1814</li> <li>• 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</li> <li>• 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.</li> </ul> <p>Other relevant material must be credited.</p> |



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 the reasons for Daniel O'Connell's victory in the 1828 County Clare election and the implications of that result. Neither Vesey Fitzgerald nor Robert Peel are named in the specification, but candidates are likely to be aware of them based on their study of the County Clare election.

1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:
  - This letter was written by one of the two candidates in the election and is therefore likely to be well-informed about the events surrounding the election
  - This was an immediate response to the result as it was written the evening that Vesey Fitzgerald lost the election
  - The tone of the piece, with personal references, suggests that Vesey Fitzgerald was on good terms with Peel, and is therefore likely to be reflecting honestly on events
  - At times in the letter, Vesey Fitzgerald does seem to be justifying his defeat, e.g. 'everything was against me'.

2. The following inferences and significant points of information could be drawn and supported from the source:

**The reasons for Daniel O'Connell's victory:**

- It provides evidence that most of the peasants voted for O'Connell as Vesey Fitzgerald states 'I have received the votes of a few tenants only: my own, and not much beyond that'
- It suggests that the Catholic clergy had encouraged the peasants to support O'Connell ('the conduct of the Catholic priests has been even more extreme')
- It argues that the Catholic Association was very well organised ('Catholic organisation is so complete and so formidable')
- It suggests that Vesey Fitzgerald wanted to prevent disorder during the election ('keep down the feelings of my excited friends').

**The implications of O'Connell's victory:**

- It provides evidence that Parliament could no longer ignore the issue of Catholic Emancipation ('it will force Parliament instantly to look into the result')
- It suggests that the Irish authorities did not know how to deal with the outcome of O'Connell's victory and rather than declaring a winner 'It states only the number of votes for each candidate'
- It suggests that there were likely to be far-reaching consequences in Ireland 'no man can contemplate without alarm what is to follow in this wretched country'.

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 Daniel O'Connell's victory in the 1828 County Clare election and the implications of that result. Relevant points may include:

- It was customary that when awarded a cabinet position that carried some financial gain the MP should seek re-election; Vesey Fitzgerald



| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|          | <p>had become President of the Board of Trade</p> <ul style="list-style-type: none"><li>• Vesey Fitzgerald was an MP who was popular with Catholics in County Clare because he was not opposed to the idea of Catholic emancipation; he was however joining an anti-emancipation government</li><li>• O'Connell was exploiting a loophole in the law that allowed Catholics to stand for election, but they could not then take their seats if elected as Catholics could not swear the Oath of Supremacy</li><li>• The Catholic Association supported O'Connell and mobilised the Catholic electorate, including transporting them to the polling station</li><li>• The response of the government to the election result was to pass the Roman Catholic Relief Act in 1829.</li></ul> <p>Other relevant material must be credited.</p> |



**Section B: Indicative content****Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928**

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



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|  | <p>House of Commons after the 1828 County Clare election.</p> <p>Other relevant material must be credited.</p> |
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| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>2</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. 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 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.</p> <ol style="list-style-type: none"> <li>The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: <ul style="list-style-type: none"> <li>As a personal letter, it should be expected to accurately reflect the views of its author</li> <li>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</li> <li>As the advice has been sought by the British government, it shows that they are concerned about what is happening in Ireland.</li> </ul> </li> <li>The following inferences and significant points of information could be drawn and supported from the source: <p><b>British attitudes towards the removal of restrictions on Irish trade:</b></p> <ul style="list-style-type: none"> <li>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')</li> <li>It indicates that Smith believed that it was the right thing to do ('Nothing can be more just and reasonable')</li> <li>It suggests that it was supported as a means of improving the economic position of the British government ('greater resources to ... government...manufacturing towns.')</li> <li>It indicates that British manufacturers are likely to oppose it as some industries will lose their dominant position.</li> </ul> <p><b>The impact that the removal of restrictions was expected to have on Ireland:</b></p> <ul style="list-style-type: none"> <li>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.')</li> <li>It indicates that Ireland has the potential to improve her economic position as long as the economy is 'Under proper management'</li> <li>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</li> <li>It indicates that Ireland will benefit from the removal of trade restrictions with Britain ('highly advantageous').</li> </ul> </li> <li>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</li> </ol> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|          | <p>the impact that the removal of restrictions was expected to have on Ireland. Relevant points may include:</p> <ul style="list-style-type: none"><li>• 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</li><li>• 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</li><li>• General growth in the economy remained slow, despite the easing of restrictions, and certain industries, e.g. wool, experienced a depression.</li></ul> |

**Section B: indicative content****Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928**

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| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>5</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether, in the years 1774-1829, the most significant contribution to the campaign for Roman Catholic emancipation was made by Daniel O'Connell.</p> <p>Arguments and evidence supporting the statement that, in the years 1774-1829, the most significant contribution to the campaign for Roman Catholic emancipation was made by Daniel O'Connell should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• O'Connell was involved in the campaign for emancipation from 1805, when he was one of the framers of a petition for emancipation that was presented to Parliament</li> <li>• O'Connell was involved in organised agitation for Roman Catholic emancipation from 1811 with his involvement in the establishment of the Catholic Board</li> <li>• O'Connell formed the Catholic Association in 1823 with his supporters as a constitutional organisation to achieve emancipation with no veto of Church appointments attached</li> <li>• The idea of the 'Catholic rent' of one penny a month was O'Connell's; this put the Catholic Association on a stronger financial basis than higher subscriptions and turned it into a national mass organisation</li> <li>• O'Connell was an outstanding public speaker who toured the country, speaking at mass open-air public meetings and encouraging support for the campaign</li> <li>• O'Connell was clearly seen as a threat by the British government, e.g. he was arrested in 1824 on a charge of inciting rebellion, although he was acquitted</li> <li>• O'Connell engaged skilfully in a policy of brinkmanship that encouraged the British government to concede full Catholic emancipation in 1829 as a result of the events surrounding the County Clare by-election.</li> </ul> <p>Arguments and evidence challenging the statement that, in the years 1774-1829, the most significant contribution to the campaign for Roman Catholic emancipation was made by Daniel O'Connell should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• O'Connell was involved in the failure of the Catholic Board over divisions on whether there should be a veto on Church appointments, as proposed in the 1813 emancipation bill</li> <li>• The Catholic Relief Acts of the late 18<sup>th</sup> century were significant in that they had removed many inequalities, thereby providing the foundation for future developments and progress</li> <li>• Henry Grattan was significant in keeping the issue of Catholic emancipation on the agenda when there was no active agitation being pursued by others, e.g. bills introduced to Parliament 1808 and 1819</li> <li>• The House of Commons was receptive to the consideration of greater rights, e.g. emancipation bills were passed in the House of Commons in 1821, 1825</li> <li>• The leadership of Wellington and Peel was significant in steering the Roman Catholic Relief Act successfully through both houses of Parliament in 1829, despite continued opposition from parts of the Tory party.</li> </ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>5</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the main reason for the development of industry in Ulster, in the years 1825–55, was the improvements made in the transport system.</p> <p>Arguments and evidence supporting the view that the main reason for the development of industry in Ulster, in the years 1825–55, was the improvements made in the transport system should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• From 1828, the Belfast Chamber of Commerce raised investment money for roads, canals and railways so that advances were made in all of these transport methods</li> <li>• Strong internal trade links were developed as a result of an effective transport infrastructure and this encouraged industries to locate in Ulster</li> <li>• The development of a railway network from 1839 linked the port of Belfast to inland areas and enabled the development of the entire region</li> <li>• In the late 1830s, the river Lagan was opened up, enabling larger ships to move in and out of Belfast and thus increasing the movement of goods</li> <li>• The work of the Belfast Harbour Commission in maintaining and improving the facilities of the port of Belfast to support the continuing development of industry</li> <li>• The transport improvements enabled coal to be imported from Britain which contributed to the development of industry.</li> </ul> <p>Arguments and evidence that the main reason for the development of industry in Ulster, in the years 1825–55, was not the improvements made in the transport system and/or other factors were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The mechanisation of wet spinning techniques with steam power led to the expansion of the linen industry centred on Belfast</li> <li>• The development of a large-scale factory system to work the new technology, e.g. Mulholland employed 5,000 people, led to economies of scale</li> <li>• Flax, the key element of the linen industry, was available locally, so did not need to be imported in the way that raw cotton needed to be, which meant greater reliability in supplies</li> <li>• The role played by leading individuals in the development of a range of industries, e.g. Hickson, Mulholland.</li> </ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| 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 economic improvement was the most significant consequence of industrialisation in Ulster in the years 1825-55.</p> <p>Arguments and evidence supporting the statement that economic improvement was the most significant consequence of industrialisation in Ulster in the years 1825-55 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The mechanisation of the linen industry contributed to the growth of Belfast, both as a centre for manufacture and as a port</li> <li>• New markets for trade were opened up by the efficiency of the linen industry, e.g. by 1850, 40 per cent of linen was exported to the USA</li> <li>• The development of a transport infrastructure to connect the hinterland of Ulster to Belfast was created, e.g. opening of the Belfast to Lisburn railway in 1837</li> <li>• Engineering skills were effectively applied to extend the harbour facilities in Belfast, making it suitable for much larger ships and increasing its ability to trade widely, thus improving regional prosperity</li> <li>• New industries were attracted to Ulster and enabled diversification, leading to greater economic stability in the region, e.g. the development of shipbuilding by Charles Connell and iron shipbuilding by Robert Hickson.</li> </ul> <p>Arguments and evidence challenging the statement that economic improvement was the most significant consequence of industrialisation in Ulster in the years 1825-55 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Economic improvement did not apply to all industries, e.g. the woollen and cotton industries were in decline</li> <li>• The impact of industrialisation on housing conditions was profound; the growth in population led to massive overcrowding and poor housing conditions</li> <li>• The living conditions generated by the process of industrialisation made the spread of disease particularly virulent, e.g. the cholera epidemics of 1832 and 1848</li> <li>• Working conditions that arose from industrialisation were poor for most of the period because there was competition for jobs – long hours, low wages, accidents and industrial diseases</li> <li>• Sectarian divides were made clear by the structure of industry – and these had a long-term significance for Ulster.</li> </ul> <p>Other relevant material must be credited.</p> |



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| 5 | 17–20 | <ul style="list-style-type: none"><li>• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion,</li><li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li><li>• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</li></ul> |
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## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|       | 0     | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1     | 1–3   | <ul style="list-style-type: none"> <li>Simple or generalised statements are made about the topic.</li> <li>Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>The overall judgement is missing or asserted.</li> <li>There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>                                                                                                                                                                                                                                                                                                                                                       |
| 2     | 4–7   | <ul style="list-style-type: none"> <li>There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>                                                                                                                   |
| 3     | 8–12  | <ul style="list-style-type: none"> <li>There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>                                                                                      |
| 4     | 13–16 | <ul style="list-style-type: none"> <li>Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul> |
| 5     | 17–20 | <ul style="list-style-type: none"> <li>Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li> <li>The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>                                                                                                  |



**Section A: indicative content****Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928**

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| 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 working class demands for reform in the years 1816-17 and the significance of the Hampden Clubs. The author is not named on the specification, but candidates can be expected to know about issues relating to reform at this time.</p> <ol style="list-style-type: none"> <li>The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: <ul style="list-style-type: none"> <li>The author was directly involved in the activities that he is discussing, so has personal insights into them</li> <li>The arrest of the author suggests that he was an important member of the radical movement and validates his experiences</li> <li>The language and tone of the source indicate that the author has taken a moderate position on reform at the time of its publication.</li> </ul> </li> <li>The following inferences and significant points of information could be drawn and supported from the source: <p><b>The reasons for working class demands for reform in the years 1816-17:</b></p> <ul style="list-style-type: none"> <li>It indicates that there was a range of social and economic problems affecting the working class that contributed to their demands for reform, e.g. 'high price of bread', unemployment and 'reduction of wages.'</li> <li>It implies that the popularity ('widely read') and the ease of access ('cheap form') of the writings of radical reformers, such as William Cobbett, influenced working class demands for reform</li> <li>It argues that the working class demanded political reform in order to achieve social and economic reform</li> <li>It suggests that increased literacy among the working class ('Sunday Schools ...enabled many working men to read') promoted an interest in discussing issues around reforms.</li> </ul> <p><b>The significance of the Hampden Clubs:</b></p> <ul style="list-style-type: none"> <li>It claims that the establishment of the Hampden Clubs offered an alternative response to working class problems ('instead of riots and destruction of property')</li> <li>It provides evidence that the Hampden Clubs were well supported in the locality ('number of men increased', 'meetings...Monday and Saturday')</li> <li>It claims that the Hampden Clubs were successful in extending support for their demands ('missionaries...Yorkshire...awakened our cause')</li> <li>It suggests that the Hampden Clubs were seen as posing a significant threat to the established order as it claims that they were infiltrated by spies.</li> </ul> </li> <li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source regarding the reasons for working class demands for reform in the years 1816-17 and the significance of the Hampden Clubs. Relevant points may include:</li> </ol> |



| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|          | <ul style="list-style-type: none"><li>• There were significant problems with food supplies in 1816, caused by the aftermath of war and the climate problems. This fuelled demands for reform</li><li>• In 1816, Cobbett produced a single page edition of the <i>Political Register</i> in order to avoid the newspaper tax, reducing its cost and increasing its circulation (200,000 in 1817) and its influence</li><li>• There were significant actions in support of working-class reform at this time, e.g. Spa Fields (1816), Pentridge Rising (1817)</li><li>• From 1816, John Cartwright encouraged the establishment of regional Hampden Clubs. These were less exclusive than the original London Club.</li></ul> |

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

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>2</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. 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 causes of poor living standards in Dublin in the years 1907-13 and possible solutions for the problems. Charles Cameron is not named in the specification, but candidates can be expected to know about the living conditions of unskilled urban workers.</p> <ol style="list-style-type: none"> <li>The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: <ul style="list-style-type: none"> <li>As an account by the Chief Medical Officer of Health, it can be viewed as being an accurate statement of his observations</li> <li>The observations are supported by specific statistical evidence, drawn from the census, giving validity to the evidence</li> <li>The tone of the piece indicates that the author feels sympathy for the plight of the Dublin working class.</li> </ul> </li> <li>The following inferences and significant points of information could be drawn and supported from the source: <p><b>The causes of poor living standards in Dublin in the years 1907-13:</b></p> <ul style="list-style-type: none"> <li>It suggests that there is a cyclical relationship between poverty, poor health and poor living standards ('Unsanitary homes cause illness and consequent poverty, and poverty causes the death rate ... to rise.')</li> <li>It argues that men's wages are too low to support a family ('Even when the labourer is a hard-working man...he cannot enjoy much comfort.'), suggesting that this is a cause of poor living standards</li> <li>It suggests that the structure of employment in Dublin is flawed, contributing to low incomes and creating poor living standards ('uncertain employment', 'There is little manufacturing work in Dublin.')</li> <li>It argues that it is not possible to earn a family wage as there is a 'lack of employment for women'.</li> </ul> <p><b>Possible solutions for the problems:</b></p> <ul style="list-style-type: none"> <li>It argues that ratepayers should contribute to the costs of better housing for the poor, suggesting that an appeal to the self-interest of improved public health for the better-off would contribute to solving the problems</li> <li>It claims that charitable activities can have a positive impact ('The Police-Aided Society for Providing Clothes for Poor Children') in dealing with the worst elements of the problems, especially for children</li> <li>It implies that a more considered approach to the curriculum in schools might lead to improvements in diet ('Cooking is taught in very few of the primary schools for girls.')</li> <li>It indicates that focusing on the needs of children (clothing, education and meals) would bring benefits.</li> </ul> </li> </ol> |



| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|          | <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source regarding the causes of poor living standards in Dublin in the years 1907-13 and possible methods of dealing with these problems. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Many unskilled workers in Dublin were employed on a casual basis, e.g. carters and dockers, so that wages were irregular, contributing to poverty and hence low standards of living</li><li>• Poor quality slum housing had developed as the population grew rapidly. This was highlighted by the collapse of the tenement in Church Street in 1913</li><li>• The various churches in Dublin offered charity to members of their own religion</li><li>• Liberal welfare legislation applied to Dublin, e.g. Children's Act (1908), Old Age Pensions (1908), National Insurance (1911).</li></ul> |

**Section B: indicative content****Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928**

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>3</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that poor leadership was the most significant reason for the failure of Chartism to achieve its aims by 1850.</p> <p>Arguments and evidence supporting the statement that poor leadership was the most significant reason for the failure of Chartism to achieve its aims by 1850 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• There was antipathy between two of the key leaders, with Lovett highly critical of O'Connor. This meant that co-operation was difficult, contributing to failure</li> <li>• The inability of leaders to agree on tactics, e.g. moral force v physical force, undermined the unity of the movement</li> <li>• The inability of the leaders to curb some of the more violent activities linked to Chartism, e.g. the Newport Rising, alienated middle class support that would have helped the Chartists to pursue their aims</li> <li>• Chartist leaders were unable to attract certain parts of the working class to support them, e.g. skilled workers, agricultural workers</li> <li>• Many of the Chartist leaders became involved in other organisations that diverted their attention from the main focus of Chartism, e.g. Lovett and education, O'Connor and the Land Plan, Vincent and teetotalism</li> <li>• O'Connor's actions in dealing with the third petition, and the failure of the Kennington Common meeting organised by him, contributed to the failure of Chartism.</li> </ul> <p>Arguments and evidence challenging the statement that poor leadership was the most significant reason for the failure of Chartism to achieve its aims by 1850 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The arrest of some of the leaders at key points, e.g. Lovett 1839, O'Connor 1840, Harney 1842, suggests the government saw the movement as a threat, which does not indicate poor leadership</li> <li>• O'Connor's contribution to spreading information about Chartism through the <i>Northern Star</i> was very successful – selling 50,000 copies at its height</li> <li>• The government responded effectively to the challenge of Chartism, e.g. the judicious use of the army commanded by Napier, and this was a more significant reason for failure</li> <li>• The government implemented some social reform, which was designed to meet the needs for social improvement that underlay Chartist demands, e.g. Factory Act (1844), Public Health Act (1848)</li> <li>• As the economy began to improve, support for Chartism waned, and the leaders could do little to affect this process.</li> </ul> <p>Other relevant material must be credited.</p> |



| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>4</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that working class militancy, in the years 1915-19, posed a genuine threat to the government.</p> <p>Arguments and evidence supporting the statement that working class militancy, in the years 1915-19, posed a genuine threat to the government should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The number of trades unionists doubled in these years, so that the size of any potential threat from militants was likely to be greater</li> <li>• Key individuals, such as Bevin and Thomas, promoted the unity of trade unionism through the Triple Alliance, ensuring that trade unions were able to exert influence on government by posing a combined threat</li> <li>• Militant action could pose a threat when it attracted significant support, e.g. the Glasgow Rent Strike (1915) involved 25,000 tenants, and was spreading to workers on the Clyde, before the government intervened</li> <li>• Some trade union members lost confidence in their leaders, resulting in unofficial strikes, e.g. Clydeside (1915), that posed an even greater threat because their lack of leadership made negotiating harder</li> <li>• Strike activity, e.g. South Wales miners (1916), threatened to undermine the war effort directly, and was therefore a significant threat to the government</li> <li>• Where militancy was used politically to impede government action directly, it could be seen as a clear threat, e.g. London dockers refusing to load a ship with munitions to be used against the Bolsheviks (1919).</li> </ul> <p>Arguments and evidence challenging the statement that working class militancy, in the years 1915-19, posed a genuine threat to the government should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Many trade unions were prepared to co-operate in their dealings with the government and secured better deals from the government than they would have done from the employers, e.g. railways strike (1919)</li> <li>• There was an exaggerated sense of threat from 1917 because of events in Russia but, in fact, many trade union leaders were actively part of the democratic process, e.g. Thomas had been an MP since 1910</li> <li>• The government responded effectively to strike activity that had an impact on the war effort, e.g. DORA was used to take over control of the coal mines</li> <li>• The government response sometimes incited a threat where its existence was actually limited, e.g. the actions of the police at George Square (1919) contributed to the rioting</li> <li>• The government was prepared to punish trade union leaders who it believed were in breach of the law, e.g. the imprisonment of Shinwell after the 40-hour strike.</li> </ul> <p>Other relevant material must be credited.</p> |

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

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>5</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the role of leading individuals was crucial to the success of industrialisation in Ulster in the years 1825-55.</p> <p>Arguments and evidence supporting the statement that the role of leading individuals was crucial to the success of industrialisation in Ulster in the years 1825-55 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The role of Charles Connell in developing Belfast's reputation as a centre of shipbuilding, which contributed to the development of heavy industry in Ulster</li> <li>• The ships built by Connell opened up new direct trading routes for both exports, e.g. linen to Italy, and imports, e.g. tea from Canton</li> <li>• The role of Robert Hickson in reaching an agreement with the Belfast Harbour Commission to maintain the depth of the river. This enabled larger shipping to access Belfast, benefiting both shipbuilding and trade</li> <li>• Hickson contributed to the development of Belfast as a centre for building iron ships by building a shipyard on Queens Island and employing Edward Harland to manage his business</li> <li>• The role of Andrew Mulholland in exploiting new technology and opening Ulster's first steam-powered, wet flax-spinning mill. This led to a shift from cotton to flax production, contributing to Ulster's industrial success</li> <li>• Mulholland developed the use of a large-scale factory system to work the new technology, leading to economies of scale. By 1850, his original mill employed 800 people.</li> </ul> <p>Arguments and evidence challenging the statement that the role of leading individuals was crucial to the success of industrialisation in Ulster in the years 1825-55 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• From 1828, the Belfast Chamber of Commerce encouraged the building of roads, canals and railways, creating a transport infrastructure that encouraged industries to locate in Ulster</li> <li>• The work of the Belfast Harbour Commission in improving the facilities of the port of Belfast to support the continuing development of industry had begun before Hickson, e.g. opening up the river Lagan in the late 1830s</li> <li>• The basis of industrialisation was coal, which had to be imported from Britain. Without the range of transport improvements, that were not exclusively the work of individuals, this would not have been possible</li> <li>• Flax was available in Ireland to supply the linen factories. This meant there was less reliance on an imported commodity, as was the case in the cotton industry</li> <li>• There was population growth in Ulster in this period, so that there was a sufficient labour force on which the developing industries could draw.</li> </ul> <p>Other relevant material must be credited.</p> |



| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>6</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether, in the years 1845–51, the social and economic effects of depopulation were a disaster for Ireland.</p> <p>Arguments and evidence supporting the statement that, in the years 1845–51, the social and economic effects of depopulation were a disaster for Ireland should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The numbers involved in the depopulation were massive – estimated at one million dead and, in the short term, 1.5 million emigrated – which had an impact on the morale of the people</li> <li>• The psychological effects of emigration and evictions on the cottiers, whose choices were limited</li> <li>• The decline in the numbers of Gaelic speakers (about one million in six years) who had been more heavily concentrated in the areas most affected by the famine impacted negatively on Irish identity</li> <li>• The numbers of cottiers and small farmers saw a significant decline, which impacted on the social structure of the countryside</li> <li>• The creation of larger landholdings had social impacts of varying significance, e.g. age of marriage was delayed, change in the nature of Catholicism</li> <li>• The implementation of the Gregory Clause as part of the Irish Poor Law Extension Act, 1847, which was passed in response to the increased needs of the poor as a result of the famine.</li> </ul> <p>Arguments and evidence challenging the statement that, in the years 1845–51, the social and economic effects of depopulation were a disaster for Ireland should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The decline in the numbers of small farmers resulted in the creation of larger farms that were economically more viable</li> <li>• The shortage of agricultural labourers caused by depopulation forced a change in emphasis from tillage to grazing and this created a stronger agricultural base</li> <li>• The result of the shortage of agricultural labourers was a rise in both real wages and living standards</li> <li>• Many of the cultural changes linked to the impact of depopulation were in progress prior to the famine and were not a consequence of depopulation.</li> </ul> <p>Other relevant material must be credited.</p> |

## Section C: Indicative content

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



| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>2</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. 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 impact of the Famine on Ireland and the Irish attitude to the role of Britain in dealing with it. John Mitchel, the author of the source, is named on the specification, so candidates can be expected to be aware of his ideas and attitudes on the Famine.</p> <ol style="list-style-type: none"> <li>The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: <ul style="list-style-type: none"> <li>The author had direct experience of the Famine and this would inform his comments about its impact; he takes a very anti-British position</li> <li>The language and tone of the source makes it clear that the author resents the role of the British, e.g. 'artificial', 'fraud', 'blasphemy'</li> <li>The author was writing for an American audience in a newspaper and this was likely to impact on what he wrote</li> <li>The author cites statistical data from the 1851 Census to support some of his arguments.</li> </ul> </li> <li>The following inferences and significant points of information could be drawn and supported from the source: <ul style="list-style-type: none"> <li><b>The impact of the Famine on Ireland:</b> <ul style="list-style-type: none"> <li>It provides evidence that the Famine led to death and emigration, citing statistical data from the 1851 Census to prove this</li> <li>It claims that the Famine was responsible for an increase in disease, e.g. typhus fever</li> <li>It acknowledges that the decline in population brought benefits in terms of greater job opportunities and higher wages</li> <li>It suggests that the Famine affected all classes in Ireland.</li> </ul> </li> <li><b>The Irish attitude to the role of Britain in dealing with the Famine:</b> <ul style="list-style-type: none"> <li>It suggests that the Irish did not trust the motives of the British when dealing with the Famine, e.g. 'their real purpose ...casting them forth to perish'</li> <li>It argues that the systems put in place by the British were inadequate to deal with the effects of the Famine</li> <li>It suggests that the Irish resented the degree of control that the British exercised, e.g. 'can crush it again'</li> <li>It implies that the Famine could have been avoided, as it was elsewhere in Europe, and presents it as 'artificial' arguing that the Famine was directly caused by the British.</li> </ul> </li> </ul> </li> <li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source regarding the impact of the Famine on Ireland and the Irish attitude to the role of Britain in dealing with it. Relevant points may include: <ul style="list-style-type: none"> <li>The Famine effectively destroyed the cottier class who were most vulnerable to its impact</li> <li>Emigration had existed before the Famine but was accelerated by it and established a tradition that continued well beyond the end of the Famine</li> </ul> </li> </ol> |



| Question | Indicative content                                                                                                                                                                                                                                                                                                                        |
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|          | <ul style="list-style-type: none"><li>• Peel was responsible for various measures aimed at ameliorating the situation, e.g. purchase of Indian corn, public works schemes, repeal of the Corn Laws</li><li>• The impact of the passing of the Irish Poor Law Extension Act 1847 attempted to deal with issues of Irish poverty.</li></ul> |

**Section B: indicative content****Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928**

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| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>5</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether absentee landlords were primarily responsible for the scale of the Irish Famine.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The predominance of agriculture and the lack of industrial development created a system that enabled the famine to develop</li> <li>• The system of monoculture that predominated in the Irish agricultural system was responsible for the scale of the Irish Famine</li> <li>• The failure of British governments to take sufficient timely and appropriate action contributed to the scale of the famine.</li> </ul> <p>Other relevant material must be credited.</p> |



| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 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 condition of the Irish people in 1846 and the problems faced by the authorities in dealing with this. <i>The Pictorial Times</i> is not named in the specification, but candidates can be expected to know about the Irish Famine and its impact on the populace.</p> <ol style="list-style-type: none"> <li>The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: <ul style="list-style-type: none"> <li>It provides a summary from a range of local sources at the time, and appears to find some common themes across the country</li> <li>It provides specific data that tend to indicate that it is also using official sources as the basis of the reporting</li> <li>There is some commentary on the reporting, which indicates some sympathy for the plight of the Irish.</li> </ul> </li> <li>The following inferences and significant points of information could be drawn and supported from the source: <p><b>The condition of the Irish people in 1846:</b></p> <ul style="list-style-type: none"> <li>It indicates that the number of paupers seeking poor relief in the workhouses was high and was rising daily ('250 persons made application for admission')</li> <li>It suggests that there is widespread debt that is increasing in extent ('1200 petitions ... irregular payment'), also implying that there are problems for some of the better-off Irish</li> <li>It suggests that criminality is rising as a means of dealing with hunger ('Sheep are most often singled out to be stolen')</li> <li>It claims that the people have been demoralised by the work to which they have been put by the Board of Works.</li> </ul> <p><b>The problems faced by the authorities in dealing with this:</b></p> <ul style="list-style-type: none"> <li>It claims that the workhouses do not have sufficient funds to deal with the large numbers who are seeking relief ('£6000 in debt')</li> <li>It implies that there is a potential threat of armed uprising that the authorities may need to address ('Reports of gunshots')</li> <li>It suggests that the authorities are overwhelmed by the scale of the problems that they face ('No amount of work could be sufficient')</li> <li>It claims that the authorities do not understand the problems facing the people ('is not sufficiently aware').</li> </ul> </li> <li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source regarding the impact of the Famine on the people of Ireland and the problems faced by the authorities in dealing with this. Relevant points may include: <ul style="list-style-type: none"> <li>The Famine began with a potato blight in the autumn of 1845 and, by 1846, was clearly having an impact on the condition of the Irish people</li> </ul> </li> </ol> |



| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                       |
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|          | <ul style="list-style-type: none"><li>• A programme of public relief work was established by Robert Peel in 1845, which was effective in providing food and employment for 140,000 people in its first year of operation</li><li>• Amendments needed to be made to the Irish Poor Law as it was failing to cope with the demands that were being placed on it.</li></ul> |

**Section B: indicative content****Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928**

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| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>6</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about 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"> <li>• 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</li> <li>• Gladstone was responsible for steering the 1881 Land Act through the House of Commons, making considerable concessions to the demands of the Land League</li> <li>• 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</li> <li>• Parnell's role in promoting the demands of the Land League and bringing its tactics, such as boycotts, to a wider audience</li> <li>• Parnell's role, as leader of the IPP after 1880, in promoting Irish interests in Parliament.</li> </ul> <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"> <li>• The position of tenant farmers in Ireland was linked to many other problems, which made it important to resolve the land problem</li> <li>• 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</li> <li>• The impact of Fenianism in encouraging Gladstone to look for more conciliatory ways of dealing with Irish problems</li> <li>• The emergence of groups campaigning for land reform from the 1850s, such as the All-Ireland Tenant League</li> <li>• The mass support of the Land League was essential for the success of the campaigns that were being waged.</li> </ul> <p>Other relevant material must be credited.</p> |

### Section C: Indicative content

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

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>6</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether it is accurate to say that Irish tenant farmers experienced no genuine improvement in their position in the years 1870-81.</p> <p>Arguments and evidence supporting the statement that it is accurate is it to say that Irish tenant farmers experienced no genuine improvement in their position in the years 1870-81 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Land Act of 1870 had many omissions in its terms, which meant that its impact was very limited, e.g. it gave no protection against eviction, it did not prevent unfair rent rises</li> <li>• Landlords exploited loopholes in the legislation to prevent its full implementation, e.g. the 1870 Act excluded those with leases longer than 31 years, so landlords increased the length of leases to more than 31 years</li> <li>• The issue of rent arrears was not addressed by the 1881 Act and in certain areas of Ireland, e.g. County Mayo in western Ireland, this was a significant issue as many small tenant farmers could not meet their debts</li> <li>• The 'long depression' contributed to a lowering of agricultural prices and the value of land, both of which impacted negatively on tenant farmers.</li> </ul> <p>Arguments and evidence challenging the statement that it is accurate to say that Irish tenant farmers experienced no genuine improvement in their position in the years 1870-81 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The precedent had been set for government intervention by the 1870 Act and this would be developed and built on in the future to provide genuine improvements</li> <li>• The 'Bright' clauses of the 1870 Land Act made government loans available to tenants to buy their land from the landlord and by the 1881 Land Act, free sale was available to tenants</li> <li>• The 1870 Land Act enabled evicted tenants to be compensated for the costs of any improvements made</li> <li>• The 1870 and 1881 Land Acts moved towards a position of ensuring that the cost of rent was regulated</li> <li>• The 1881 Land Act also enabled security of tenure to be available to tenants, thus apparently removing the threat of eviction.</li> </ul> <p>Other relevant material must be credited.</p> |

## Section C: indicative content

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



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 the aims and tactics of the Land League. Michael Davitt is named in the specification, so candidates can be expected to be aware of his involvement with the Land League.

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 newspaper reports Davitt's words at some length, implying it is letting his words speak for themselves
- The article only comments on the speech at the end of the report, when it reveals the extent of support for Davitt at the meeting
- The language and tone of the speech is designed to identify issues that will appeal to its audience
- The speech was made at the start of the campaign and is the initial view of aims and tactics.

2. The following inferences and significant points of information could be drawn and supported from the source:

**The aims of the Land League:**

- It provides evidence that its aims are to promote the interests of the tenant farmers that it represents
- It argues that it aims to reveal all the problems that faced the Irish
- It suggests that wider social changes were an aim as it implies that these would be achieved as a consequence of changes to the land laws
- It suggests that Ireland could support a larger population with land reform, which would prevent the fear of any future famine
- It suggests that its aims are linked to nationalism, e.g. 'this will be the end to Ireland.'

**The tactics of the Land League:**

- It argues that the tactics employed will conform to the law as laid down by the British
- It provides evidence that it would create as much publicity as possible to make people aware of the problems caused by landlords
- It suggests that the tactics depended on the creation of the support of a mass movement all acting in the same way, e.g. 'unanimously'



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

## Section B: indicative content

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



| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>6</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the Irish Land League was the most significant factor shaping the Irish land issue in the years 1870-82.</p> <p>Arguments and evidence supporting the statement that the Irish Land League was the most significant factor shaping the Irish land issue in the years 1870-82 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Irish Land League made the opposition to the land system a national mass movement and, as such, it had considerable influence in shaping the land issue</li> <li>• The Irish Land League organised and coordinated the response of the tenant farmers to the agricultural depression through the Land Wars, thus shaping the land issue in the years 1879-82</li> <li>• The Irish Land League developed the strategy of rent strikes and boycotts that were central to the response to the land issue</li> <li>• It was the leadership of the Irish Land League (Davitt and Parnell) that was responsible for developing the 'new departure' that linked the land issue to Irish nationalism</li> <li>• It was the influence of the Irish Land League that contributed to the passage of the 1881 Land Act to meet a number of their demands</li> <li>• It was the fear of continued violence by members of the Irish Land League that led to the Kilmainham Treaty in 1882, resolving those issues that had not been resolved by the 1881 Land Act.</li> </ul> <p>Arguments and evidence that the Irish Land League was not the most significant factor shaping the Irish land issue in the years 1870-82 and/or other factors were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Irish Tenant League was involved in the 1870 Dublin Land Conference, which played a role in influencing Gladstone's approach to the land issue</li> <li>• The 1870 Land Act was significant because it set the precedent for British government involvement in the shaping of the land issue</li> <li>• The role of individuals was significant, e.g. Gladstone actively initiated legislation that shaped the land issue, Forster's involvement in the 1881 Land Act</li> <li>• The land issue was mainly shaped by the state of the economy; in the late 1870s, the impact of the 'long depression' was to drive down agricultural prices and land values.</li> </ul> <p>Other relevant material must be credited.</p> |

## Section C: indicative content

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



| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>6</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the Land Acts of 1870 and 1881 made significant improvements to the position of tenant farmers in Ireland.</p> <p>Arguments and evidence supporting the statement that the Land Acts of 1870 and 1881 made significant improvements to the position of tenant farmers in Ireland should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1870 Act set the precedent for government action on the Irish land problem; this would be developed and built on in subsequent legislation to make significant change to the position of tenant farmers</li> <li>• The 1870 Land Act made provision for tenants who were evicted to be compensated for any improvements they had made; this marked significant progress</li> <li>• The 'Bright' clauses of the 1870 Land Act made government loans available to tenants to buy their land and the 1881 Land Act made free sale available to tenants, marking a significant improvement</li> <li>• Both the Land Acts of 1870 and 1881 made significant improvements in the regulation of rents</li> <li>• The 1881 Land Act provided security of tenure to tenant farmers. This was a significant improvement because it did appear to remove the threat of eviction.</li> </ul> <p>Arguments and evidence challenging the statement that the Land Acts of 1870 and 1881 made significant improvements to the position of tenant farmers in Ireland should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The extent of improvement achieved by the 1870 Land Act was limited, as was demonstrated by the economic depression that began in 1873 and the subsequent development of the Land Wars</li> <li>• The 1870 Land Act was limited in the concessions that were made, e.g. it did not prevent unfair evictions and rent rises</li> <li>• The 1881 Land Act was limited as it did not address the issue of rent arrears that was a significant problem in parts of Ireland, e.g. County Mayo</li> <li>• Landlords were able to exploit loopholes in the legislation to undermine its effectiveness, e.g. the 1870 Act excluded leases longer than 31 years</li> <li>• Had the improvements made by the Land Acts been sufficient, there would have been no need for the changes that were part of the Kilmainham Treaty in 1882</li> <li>• The continued need for further Land Acts beyond 1881 shows that the position of the tenant farmers still needed improvement.</li> </ul> <p>Other relevant material must be credited.</p> |

## Section C: indicative content

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



| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>6</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how significant the impact of the 'long depression' on Irish agriculture was in the passing of land legislation in the years 1881-82.</p> <p>Arguments and evidence supporting the statement that the impact of the 'long depression' on Irish agriculture was significant in the passing of land legislation in the years 1881-82 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 'long depression' was responsible for a fall in the incomes to be earned from both farming and the land. This created a range of problems that could only be resolved through legislation</li> <li>• The 'long depression' was responsible for the inability of tenant farmers on smallholdings to pay their rents, which led to increasing numbers of evictions (1000 families in 1879) and prompted calls for change</li> <li>• Landowners increased rents to mitigate the falling value of their land and the increasing costs of relief, thus worsening the plight of small tenant farmers, leading to calls for legislation</li> <li>• The impact of the 'long depression' was exacerbated by poor weather that impacted on harvests from 1877, contributing to <i>an Gorta Beag</i> of 1879, which required action to mitigate its impact in the west of Ireland</li> <li>• The longer-term impact of rent arrears precipitated by the 'long depression' required the Arrears of Rent Act to be implemented in 1882 to deal with the issue.</li> </ul> <p>Arguments and evidence challenging the statement that the impact of the 'long depression' on Irish agriculture was significant in the passing of land legislation in the years 1881-82 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The limited nature of the 1870 Land Act meant that further legislation was required to deal with the outstanding issues linked to the '3 Fs'</li> <li>• The problems generated by the 'long depression' were the focus of the discontent manifested in the Land Wars (1879-82); it was the strength of this agitation that was responsible for legislation</li> <li>• Pressure for change to the land legislation was organised effectively by the Land League and their role in the process was very significant in influencing the passage of land legislation</li> <li>• The role of Michael Davitt and Charles Stewart Parnell in organising the protests of the Land League were of crucial importance in exerting the pressure that was directly responsible for legislation</li> <li>• The role of Forster and Gladstone in the passing of the 1881 Land Act</li> <li>• The role of Parnell and Gladstone in reaching agreement in the Kilmainham Treaty, leading to the passage of the Arrears of Rent Act.</li> </ul> <p>Other relevant material must be credited.</p> |

## Section C: indicative content

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



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 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.

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 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.

2. The following inferences and significant points of information could be drawn and supported from the source:

**The severity of the conditions experienced by unskilled urban workers:**

- 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'.

**Reasons for the 1913-14 Dublin general strike:**

- 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|          | <ul style="list-style-type: none"> <li>• The source suggests that involvement in strike activity was a form of public entertainment</li> <li>• The source suggests that James Larkin used his oratorical skills to galvanise the unskilled workforce in Dublin to strike activity.</li> </ul> <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"> <li>• Industrial development was not evenly distributed, so conditions in Belfast and Londonderry were not as extreme as those in Dublin for unskilled urban workers</li> <li>• Poor conditions in Dublin revealed in the 1914 government enquiry, which was a response to the 1913 Church Street disaster</li> <li>• The Irish Transport and General Workers Union was founded in 1909 by James Larkin</li> <li>• 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</li> <li>• The role played by William Martin Murphy in leading the employers in opposing unionisation and triggering a mass lockout.</li> </ul> <p>Other relevant material must be credited.</p> |

### Section B: indicative content

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



| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>5</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how far the living and working conditions experienced by urban workers in Ireland, in the years 1907-14, were substantially the same as those experienced by urban workers in industrialised Ulster in the years 1825-55.</p> <p>Arguments and evidence supporting the statement that the living and working conditions experienced by urban workers in Ireland, in the years 1907-14, were substantially the same as those experienced by urban workers in industrialised Ulster in the years 1825-55 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Low wages were widespread in both periods, although these varied according to skills and external economic factors</li> <li>• The need to employ women and children in order to supplement the low level of household wages</li> <li>• Long working hours and dangerous working conditions, although there was slightly more regulation by 1907 than was the case in the earlier period</li> <li>• Poor quality housing. Rapid increases in population led to back-to-backs built by employers in Belfast in both periods, whilst poor quality tenements led to the Dublin tenement collapse in Church Street, 1913</li> <li>• Poor health conditions experienced as the result of overcrowding and poor sanitation, e.g. cholera in Belfast, 1832 and 1848; Dublin had the highest infant mortality rate in the UK – 153 per 1000 in 1911.</li> </ul> <p>Arguments and evidence that the living and working conditions experienced by urban workers in Ireland, in the years 1907-14, were not substantially the same as those experienced by urban workers in industrialised Ulster in the years 1825-55 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In industrialised Ulster, Belfast had a mixture of skilled and unskilled employment opportunities; in the later period in other urban areas, e.g. Dublin, opportunities tended to be more for the unskilled</li> <li>• There were some successful attempts to unionise and organise unskilled workers in the later period, e.g. NUDL and ITGWU, but nothing comparable in industrialised Ulster in the earlier period</li> <li>• There was some successful strike action taken to improve wages 1907-14, e.g. strikes by Belfast dockers 1907, and Dublin carters' 1908, but this was not a feature of the earlier period</li> <li>• Much of the employment established in industrialised Ulster was in large-scale industrial enterprises, e.g. flax mills; there was little comparable to this for other urban workers elsewhere in Ireland 1907-14, e.g. Dublin</li> <li>• By 1907, there were some philanthropic attempts being made to provide affordable and good quality housing, e.g. the Iveagh Trust in Dublin.</li> </ul> <p>Other relevant material must be credited.</p> |

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

## Section C: indicative content

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

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| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 2        | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the aims of the Dublin general strike (1913-14) and the key features of the strike. Jim Larkin is named in the specification and candidates can therefore be expected to know about his involvement in the Dublin general strike.</p> <p>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:</p> <ul style="list-style-type: none"> <li>As a statement by one of the leaders of the Dublin general strike, it can be expected to represent both the aims and methods advocated by Larkin with some accuracy</li> <li>The aspirational tone of the aims may not have reflected the views of the rank and file who were participating in the general strike</li> <li>As a statement made <i>en route</i> to prison, it was designed to raise the morale of those participating in the general strike</li> <li>It was intended for public consumption, being circulated in a newspaper sympathetic to the strike within days of it being made.</li> </ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p><b>The aims of the Dublin general strike (1913-14):</b></p> <ul style="list-style-type: none"> <li>It implies that improved conditions form part of the aims ('shorter hours' and 'better wages')</li> <li>It suggests that better living standards will be achieved as a consequence of the action ('liberty to live as human beings should live')</li> <li>It argues that, through participation in the action, every aspect of life will improve ('promised land', 'life, hope, joy')</li> <li>It argues that membership and support of the union is important ('Stand by the trade union'), suggesting that the aim is to unite the Dublin working class within it.</li> </ul> <p><b>The key features of the strike:</b></p> <ul style="list-style-type: none"> <li>It suggests that the strikers are putting the common interest above their individual interest ('We should not...for our own individual betterment')</li> <li>It suggests the democratic nature of the trade union organisation in managing the general strike ('have faith in the men you have elected')</li> <li>It suggests that the strike is securely rooted in Ireland, arguing that the Dublin working class must rely on their own efforts for success ('this fight must be settled by the men here at home')</li> <li>It claims that the actions of the union have impacted on those who sought to exploit the working class ('the RED HAND that struck terror').</li> </ul> |



| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|          | <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source regarding the aims of the Dublin general strike (1913-14) and the key features of the strike. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Jim Larkin and James Connolly were involved in building up the ITGWU from 1909</li><li>• William Martin Murphy had founded the Dublin Employers' Federation in 1911 to counteract the growing influence of trade unionism in Dublin</li><li>• In retaliation to the calling of the general strike, Dublin employers began a lockout of all workers, whether they were union members or not</li><li>• The ITGWU looked for support to the British TUC, but despite some sympathy, this failed to get support at the TUC Special Conference in December 1913.</li></ul> |

**Section B: indicative content****Option 36.1: Protest, agitation and parliamentary reform in Britain, c1780–1928**

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| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>6</b> | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether unskilled urban workers in Ireland experienced no significant improvement in their working and living conditions in the years 1907-14.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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)</li> <li>• 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</li> <li>• Malnourishment was routine as wages were too low and too uncertain to enable the unskilled to access a varied diet</li> <li>• 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.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul> <p>Other relevant material must be credited.</p> |

## Section C: indicative content

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



## 2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

### Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

### Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

## Generic Level Descriptors: Section A

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

| Level | Mark | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | 0    | No rewardable material.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 1     | 1–3  | <ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li> </ul>                                                                                                         |
| 2     | 4–7  | <ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul> |