



Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in History  
(8HI0) Paper 1D

Paper 1: Breadth study with  
interpretations

Option 1D: Britain c1785-c1870:  
democracy, protest and reform

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## General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks **if the candidate's response is not worthy of credit according to the mark scheme.**
- When examiners are in doubt regarding the application of the mark scheme to a **candidate's response, the team leader must be consulted.**
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.
- For questions targeting AO2, candidates must not be credited for citing information in the preamble.

## How to award marks

### Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a **'best-fit' approach, deciding which level most closely describes the quality of the answer.** Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

### Placing 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.

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 uppermiddle 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.

## Generic Level Descriptors: sections A and B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–4</b>	<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>
<b>2</b>	<b>5–10</b>	<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 question.</li> <li>• Mostly accurate and relevant knowledge is included, but it 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>
<b>3</b>	<b>11–16</b>	<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>
<b>4</b>	<b>17–20</b>	<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>

## Section C

**Target:** A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.</li> <li>• A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them.</li> <li>• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.</li> <li>• Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.</li> </ul>

## Section A: indicative content

Question	Indicative content
<p><b>1</b></p>	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement on whether the main reason for factory reform in the years 1819-48 was <b>parliament's concern</b> for the suffering of working children.</p> <p>The extent to which <b>parliament's concern for</b> the suffering of working children was the main reason for factory reform should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1819 Cotton Mills Act legislated in favour of working children</li> <li>• The conditions of work which children endured in mines, factories and mills</li> <li>• The broader concern of government with the plight of working children, e.g. the 1842 Royal Commission into working conditions in the mines</li> <li>• The 1847 Factory Act introduced the Ten Hour Day for children</li> </ul> <p>The importance of other factors in bringing about factory reform should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It could be argued that moral concerns about working women were uppermost in the minds of reformers</li> <li>• The government acts allowed children to continue working, and only ameliorated the worst excesses children endured, therefore showing less concern for their plight</li> <li>• Protest movements, Chartism and the Ten Hour Movement, put pressure on the government to reform</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about whether pressure from outside parliament was the main reason for reform of parliament in the years 1852-70.</p> <p>Evidence to support the view that pressure from outside parliament was the main reason for the reform of parliament in the years 1852-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Chartist demand to extend the franchise became a goal of the New Model Unions from 1851, and carried the support of many skilled workers</li> <li>• The role of the National Reform Union (1864) in bringing the middle class and intelligentsia behind the demands for parliamentary reform</li> <li>• The founding of the Reform League in 1865 and the widespread meetings and demonstrations called by them</li> <li>• The May 1867 Hyde Park demonstration of 200,000 clearly alarmed the government, and could be argued as a significant cause for the 1867 Reform Act being passed by mid-August 1867</li> </ul> <p>Reasons for the reform of parliament from within parliament should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The reform movement was pushed by the work of key parliamentarians, e.g. John Bright and Gladstone from 1864: <b>'Every man ... is entitled to come within the pale of the constitution'</b></li> <li>• The death of Palmerston in 1865 changed the reform debate in parliament, many politicians came to the view that increased working class voting would <b>favour their 'natural masters' rather than lead to class conflict</b></li> <li>• Both Liberal and Conservative politicians came to see that reform was inevitable with Disraeli thus framing the 1867 Act so that the Conservatives would take the credit for reform</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: indicative content

Question	Indicative content
<p><b>3</b></p>	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement on whether trade unions had no significant impact in Britain in the years 1834-70.</p> <p>The extent to which trade unions had no significant impact in Britain should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The attempt and failure of the GNCTU to organise a general strike in 1834 and its collapse thereafter</li> <li>• The Model Unions formed after 1851 catered for a small minority of skilled workers</li> <li>• Employers were hostile to trade unions and could defeat strikes by locking workers out as in the Engineers strike of 1852</li> <li>• The concessions granted to trade unions by government in the 1860s reveal that they were not considered to be a threat</li> </ul> <p>The extent to which trade unions did have a significant impact in Britain should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Trade unions grew despite strong opposition from employers and the government, e.g. the fate of the Tolpuddle Martyrs did not stop trade union growth</li> <li>• The launch of the ASE in 1851 provided a <b>'new model' for other trade unions</b> and other trades became unionised</li> <li>• Trade unions were increasingly well funded and better managed which attracted new members</li> <li>• The formation of trades councils and then the TUC meant labour was organised at both regional and national levels</li> </ul> <p>Other relevant material must be credited.</p>



Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which attitudes to poverty changed in the years 1834-70.</p> <p>The extent to which attitudes to poverty changed should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A comparison of the 1834 Poor Law Amendment Act and the 1867 Metropolitan Poor Act shows a shift from punishing the poor to caring for them</li> <li>• Utilitarian ideas on issues such as population growth and large families developed understanding of the causes of poverty</li> <li>• <b>Henry Mayhew's sympathetic writing</b> about the poor brought the issue to a wider readership, and increased the pressure for reform</li> <li>• <b>The publication of Samuel Smiles's Self Help</b> offered the idea that poverty could be overcome</li> </ul> <p>The extent to which attitudes to poverty stayed the same should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Government attitudes were consistent in blaming poverty as the responsibility of the individual</li> <li>• Belief in the free market and minimal state interference limited government intervention throughout the period</li> <li>• <b>Acceptance of the adage that 'the poor are always with us'</b> pertained</li> <li>• The preferred solutions of charity and self-help in the 1860s showed only a partial understanding of the causes of poverty</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

Question	Indicative content
5	<p><b>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.</b></p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that slave uprisings '<b>must</b> be placed alongside the work of European <b>abolitionists</b>' in the ending of the slave trade.</p> <p>Reference to the works of named historians is not expected, but candidates may <b>consider historians' viewpoints in framing their argument</b>. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"> <li>• The tendency of European historians to overlook the role played by Africans in ending the slave trade</li> <li>• Slave uprisings were more than random violence, but were a conscious protest against slavery and the slave trade</li> <li>• Africans acted against the Transatlantic Slave Trade before European abolitionists</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• The importance of William Wilberforce in leading the abolitionist campaign in parliament</li> <li>• The importance of Thomas Clarkson in taking the campaign to the country at large</li> <li>• The changing knowledge and understanding of slavery within the British public</li> </ul> <p>Candidates should use their own knowledge of the issues to address the extent to which slave uprisings were of equal importance to the work of European abolitionists. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The slave uprising in Haiti led to slave revolts across the British West Indies</li> <li>• <b>Slave revolts put extra pressure on Britain's</b> military forces diverting them from the war with France</li> <li>• British governments were influenced by fear of revolution at home as they thought successful slave rebellion may affect the industrial working class</li> </ul> <p>Candidates should use their own knowledge of the issues related to the debate to address the extent to which slave uprisings were of less importance than the work of European abolitionists. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The revolution in Haiti led to a Conservative backlash against the abolitionist cause</li> <li>• The work of Clarkson and Wilberforce in winning support of powerful government figures, e.g. William Pitt</li> </ul>

	<ul style="list-style-type: none"><li>• The extent and success of campaigning in Britain including the work of Clarkson, the Quakers and the Evangelical churches.</li></ul> <p>Other relevant material must be credited.</p>
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