



# Mark Scheme (Results)

October 2020

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

Paper 1: Breadth study with  
interpretations

Option 1D: Britain, c1785–1870:  
democracy, protest and reform

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

October 2020

Publications Code 8H10\_1D\_2010\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2020

## General Marking Guidance

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

## Generic Level Descriptors: 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.  |
| 1     | 1-4   | <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     | 5-10  | <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>                                       |
| 3     | 11-16 | <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     | 17-20 | <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> </ul>   |

|  |  |   |
|--|--|---|
|  |  | <ul style="list-style-type: none"> <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:** AO3: 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 on, 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 the 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   |
|----------|--|
| 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.</p> <p>Candidates are expected to reach a judgement on whether the political demands of the manufacturing interest were the main reason for pressure for electoral reform in the years 1785-1832.</p> <p>The extent to which the political demands of the manufacturing interest were the main reason for pressure for electoral reform in the years 1785-1832 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The manufacturing interest began to demand greater influence over government policy during the Napoleonic wars and the aftermath</li> <li>• The growth of industrial towns prompted the manufacturing interest to demand more representation, e.g. Lord John Russell's 1822 bill for electoral reform was backed by industrialists desiring their own MP</li> <li>• The industrial middle class gained increased social and political weight and by 1829 used their wealth to campaign for reform, e.g. Attwood's Political Union</li> <li>• The 'days of May' showed that the industrial middle class would use their financial power to influence the government to reform and was a reason for the 1832 Great Reform Act.</li> </ul> <p>The importance of other reasons for pressure for electoral reform in the years 1785-1832 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The need for radical reform was popularised by revolution in France and the USA and their advocates in Britain, e.g. Tom Paine, while the manufacturing interest looked on fearfully</li> <li>• The need for electoral reform was strongly felt in the industrial towns where social ills moved working-class protest, e.g. the Manchester campaigns that culminated in the 1819 demonstration in St Peter's Field</li> <li>• The Swing riots, while not directly about electoral reform, fed the perception that change was needed and boosted those campaigning for electoral reform</li> <li>• The 1831 riots in Bristol, Nottingham and Derby exerted popular pressure for reform on government.</li> </ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content   |
|----------|--|
| 2        | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether humanitarian concerns for children were the main reason for factory reform in the years 1833-47.</p> <p>The importance of humanitarian concerns for children should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Humanitarian arguments for the abolition of slavery were applied to the working conditions of children, e.g. the petitioning of John Fielden for reduced working hours for children</li> <li>• Richard Oastler's strong humanitarian arguments against child labour, e.g. his letters in the <i>Leeds Mercury</i> and <i>Leeds Intelligencer</i></li> <li>• Friedrich Engels's study of Manchester working conditions in 1844 drew attention to the lack of humanity that working children endured, e.g. the increased death rate of children working in mills</li> <li>• The work of Lord Ashley throughout the period, e.g. supporting the factory movement, campaigning against the use of 'climbing boys', and his humanitarian work around the case of William Dodd.</li> </ul> <p>The importance of other reasons for factory reform in the years 1833-47 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Economic arguments for factory reform became influential, e.g. if children suffered injury their economic usefulness declined</li> <li>• Moral arguments objecting to young men and women working together in confined spaces shocked respectable opinion, e.g. reports of young workers removing clothing because of heat and humidity</li> <li>• Renewed interest in trade unions in the 1830s gave Michael Sadler's Factory Movement additional support from the working class</li> <li>• After the 1832 Great Reform Act, government itself was more disposed to carry through progressive reform.</li> </ul> <p>Other relevant material must be credited.</p> |

**Section B: indicative content**

| Question | Indicative content   |
|----------|--|
| 3        | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which trade unionism changed in the years 1785-1870.</p> <p>The extent to which trade unionism changed in the years 1785-1870 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Trade unionism in the early period changed from protecting the skills of handcraft workers to defending the interests of factory workers</li> <li>• Trade unionism turned towards campaigning for electoral reform in order to seek redress of their grievances through parliament between 1815 and 1832</li> <li>• Trade unionism changed with the creation of the GNCTU by attempting to create a general union for the working class</li> <li>• The New Model Unions saw trade unionism change towards a professional, well-defined model, representing mainly skilled workers</li> <li>• The creation of the TUC in 1868 saw trade unionism become an organised national force.</li> </ul> <p>The extent to which trade unionism did not change in the years 1785-1870 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Trade unionism continued to be organised around the bread and butter issues of pay and working conditions</li> <li>• Trade unionism continued to be organised along sectional lines</li> <li>• Trade unionism consistently sought to get change through parliament by petitioning in the early period and lending support to Liberal Party candidates towards the end of the period</li> <li>• Trade unionism consistently operated on the basis of seeking negotiations with employers while organising to press their case through taking strike action if it was needed</li> <li>• Trade unionism continued to oppose the various government-imposed restrictions on their right to organise.</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 on how far they agree that utilitarianism was the most significant influence on attitudes to poor relief in the years 1785-1870.</p> <p>The extent to which utilitarianism was the most significant influence on attitudes to poor relief in the years 1785-1870 should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Bentham's ideas appealed to, and fitted in with, government proponents of <i>laissez-faire</i> and efficiency, e.g. they formed the basis for reform of the Poor Law and poor relief after 1815</li> <li>• Bentham's 'happiness principle' justified poor relief through the workhouse system by putting the poor to gainful employment and securing the happiness of the greatest number of rate payers</li> <li>• Bentham exerted a strong influence on Edwin Chadwick, the architect of the 1834 Poor Law Amendment Act, e.g. Bentham's panopticon prison model was used as a guide for the construction of workhouses</li> <li>• Opposition to the workhouse system did not end it, and thus Bentham's vision continued to influence the provision of poor relief to the end of the period and beyond.</li> </ul> <p>Other significant influences on attitudes to poor relief in the years 1785-1870 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Considerable pressure to reform poor relief and make it uniform came from parishes, e.g. the 1795 Speenhamland System</li> <li>• Thomas Malthus put forward the economic argument that poor relief did more harm than good by preserving unproductive life and increasing population at the expense of resources</li> <li>• The 1845 Andover scandal influenced thinking about the shortcomings of poor relief through the workhouse system, e.g. the pressure resulted in the replacement of the Poor Law Commission with the Poor Law Board in 1847</li> <li>• The works of campaigning individuals against the workhouse system changed middle-class attitudes to poor relief, e.g. Charles Dickens's <i>Oliver Twist</i>.</li> </ul> <p>Other relevant material must be credited.</p> |

### Section C: indicative content

| Question | Indicative content  |
|----------|---|
| 5        | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the view that the slave trade was abolished due to economic considerations. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. 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 motives that drove abolition were economic, and in line with Adam Smith's doctrine, but the language used was humanitarian and moral</li> <li>• British abolitionists were aware of the vast profits coming from the West Indian slave trade</li> <li>• Abolition was carried by a parliament dominated by landowners who may have been hostile to the profits from the slave trade</li> <li>• Economic stability was of prime importance when Britain was at war with France.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• The abolitionist movement should not be reduced to the cold calculation of profit</li> <li>• The arguments used by Clarkson and Wilberforce swung opinion decisively in favour of abolition by making the debate one of good versus evil</li> <li>• Abolitionists used humanitarian arguments to turn parliament in favour of abolition and to ease concerns about the economic consequences.</li> </ul> <p>Candidates should use their own knowledge of the issues to address whether the slave trade was abolished due to economic considerations. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The apparent indifference to the poverty within the British working class, shown by some prominent abolitionists, suggests it was economic considerations and not humanitarianism that motivated them</li> <li>• Free market thinkers objected to slavery because it was based on forced rather than free labour and thus inhibited what they believed was a</li> </ul> |

virtuous economic system

- The rising industrial middle class objected to the political influence that the wealth of the West India lobby could buy, e.g. the money spent on the navy in the Caribbean could be better spent in Britain.

Candidates should use their own knowledge of the issues related to the debate to address other reasons for the abolition of the slave trade. Relevant points may include:

- Christian abolitionists were clearly very strongly motivated by their religious principles, e.g. Quakers saw God in every life and therefore slavery was an attack on God
- Thomas Clarkson's tremendous efforts to educate the public about the evils of slavery created a knowledgeable public that were prepared to boycott West Indian produce, e.g. sugar and rum
- The determined parliamentary campaign for abolition led by Wilberforce only referred to economic considerations in terms of compensation for slave owners, his overall argument was humanitarian.

Other relevant material must be credited.

