



Mark scheme

Summer 2017

Pearson Edexcel  
GCE History (9HI0/1D)  
Advanced

Paper 1: Breadth study with  
interpretations

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

## 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	1–3	<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 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.
1	1–3	<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>
2	4–7	<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 is given, but with limited support and related to the extracts overall, rather than specific issues.</li> </ul>
3	8–12	<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>
4	13–16	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and 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 provided in the extracts 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>
5	17–20	<ul style="list-style-type: none"> <li>• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.</li> <li>• Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.</li> <li>• Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.</li> </ul>

## Section A: Indicative content

Question	Indicative content
1	<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 how accurate is it to say that, in the years 1852–67, the most significant factor driving parliamentary reform was campaigning by the Reform League.</p> <p>The significance of campaigning by the Reform League in driving parliamentary reform in the years 1852–67 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The disparate post-Chartism campaigns for parliamentary reform were given a clearer focus by the formation of the Reform League in 1865</li> <li>• The League drew in significant numbers of supporters with over 100 branches in London alone by 1867</li> <li>• The League had significant support from trade unions and trades councils, middle class reformers and some MPs, thus presenting a united front for reform</li> <li>• The League organised huge demonstrations in favour of reform with the 1866 Hyde Park protest lasting for three days</li> <li>• The League maintained pressure right up to the passage of the 1867 Act which threatened consequences in the event of government backsliding.</li> </ul> <p>The significance of other factors that drove parliamentary reform and/or that the significance of the Reform League was limited should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Attempts to achieve parliamentary reform were under way throughout the <b>1850s, e.g. Russell's proposed bills of 1852 and 1854</b></li> <li>• The National Reform Union formed in 1864, organised significant support for reform from the middle classes and some Liberal MPs</li> <li>• Party rivalry between Liberals and Tories to claim the mantle of the party of reform was significant</li> <li>• The death of Lord Palmerston in 1865 removed a significant obstacle to change</li> <li>• Disraeli's <b>role was significant in</b> arguing for reform, e.g. his 1858 attempt to get the Cabinet to go for radical reform and his decisive role in 1867.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p><b>Answers will be credited according to candidates' deployment</b> 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 accurate it is to say that Luddism, in the years 1811–17, was remarkably similar to the Swing riots that took place in the years 1830–31.</p> <p>Evidence and argument to support the suggestion that Luddism, in the years 1811–17, was remarkably similar to the Swing riots that took place in the years 1830–31 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Both Luddites and the Swing rioters were protesting against the use of new technology by the employers that reduced wages and changed working practices</li> <li>• Both Luddites and Swing rioters used threatening letters under a <i>nom de guerre</i>: Ned Ludd and Captain Swing</li> <li>• Both Luddites and Swing rioters broke machinery, e.g. stocking frames and threshing machines</li> <li>• Both Luddites and Swing rioters were a community form of protest rather than a display of individual grievances.</li> </ul> <p>Evidence and argument that Luddism was different from the Swing riots should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Luddites protest was aimed at defending traditional skills and work practices, e.g. cottage industry, whereas Swing rioters were more concerned with wages</li> <li>• The Luddites used violence and attacks on individuals, e.g. the murder of William Horsfall, whereas the Swing riots were well ordered</li> <li>• The Luddites were more informed by political ideology than were the Swing rioters with their opponents labelling them as 'Paineites'</li> <li>• The Luddite protest was against the factory system and they attacked mills, e.g. Rawfold's mill in 1812, whereas the Swing rioters merely burned ricks and targeted machines that denied them winter work.</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: Indicative content

Question	Indicative content
3	<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 how far they agree that campaigning individuals did more to help those in poverty than government did in the years 1834–70.</p> <p>Evidence and argument to support the suggestion that campaigning individuals did more to help those in poverty than government did in the years 1834–70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Individuals provided data about the causes of poverty which brought <b>solutions to light, e.g. Mayhew's research showing that low wages caused poverty</b></li> <li>• Individuals brought the scale of poverty and its horrors to the attention of the public, e.g. Charles Dickens in <i>Oliver Twist</i></li> <li>• Angela Burdett-Coutts did pioneering work on the relationship between poverty and prostitution and offered a prototype to remedy this in Urania Cottage</li> <li>• Samuel Smiles offered a solution to poverty through the publication of <i>Self Help</i>.</li> </ul> <p>Evidence and argument to challenge the suggestion that campaigning individuals did more to help those in poverty than government did in the years 1834–70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Poor Law Amendment Act allowed for a centralised system for dealing with poverty and led to the first examples of medical care being given in workhouses</li> <li>• The replacement of the Poor Law Commission with the Poor Law Board in 1847 saw government take responsibility in the light of the Andover scandal</li> <li>• The Union Chargeability Act of 1865 moved responsibility for funding poor relief from parishes to the Union thus ending the variations in funding</li> <li>• The Metropolitan Poor Act of 1867 required separate medical facilities to be provided for workhouse inmates suffering illness which was an important government intervention.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited <b>according to candidates' deployment of material in</b> 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 the development of the New Model Unions was the most important achievement of trades unions in the years 1785–1870.</p> <p>Evidence and argument that the development of the New Model Unions was the most important achievement of trades unions in the years 1785–1870 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The development of the NMUs successfully defined the role of trade unions and ended a long period of virtual irrelevance, and provided the model for trade union organisation after 1851</li> <li>• The NMUs gained legal status for trade unionism and negotiation and arbitration became accepted practice in industrial relations</li> <li>• The NMUs capitalised on the booming economy to organise most of the staple industries, e.g. the ASE and the important engineering sector of the economy</li> <li>• The <b>NMUs' membership across national economic sectors paved the way for</b> the growth of trades councils and ultimately the formation of the TUC</li> <li>• The NMUs offered meaningful solidarity to other sections of the trade union movement due to their high subscription rate and their employment of <b>national officers, e.g. the London Builders' strike in 1860.</b></li> </ul> <p>Evidence and argument in favour of other important achievements of trades unions in the years 1785–1870 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Early trade unions pioneered the notion that workers should have a voice and be able to defend their standard of living which was recognised by the government's repeal of the Combination Acts</li> <li>• Despite government hostility to unions in the 1820s the formation of the GNCTU in 1833 pioneered the idea of national trade union organisation for workers</li> <li>• The trade union campaign in defence of the Tolpuddle Martyrs helped gain their full pardon in 1836 and kept the ideals of trade unionism alive</li> <li>• Trade union support for Chartism presented a serious threat to the <b>government and developed a coherent voice for workers' rights, e.g.</b> through the General Strike of 1842 and the three petitions to parliament</li> <li>• The founding of the TUC as a recognised national voice for trade unionists was a considerable achievement in its own right.</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 views presented in the extracts. Reference to the works of named historians is <b>not expected, but candidates may consider historians' viewpoints in framing</b> their argument.</p> <p>Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning how convincing they find the view that the abolition <b>of the slave trade was due to</b> 'the desire of the middle-classes for humanitarian <b>reform</b>'.</p> <p>In considering the extracts, 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 slave trade was not abolished because of problems arising from the slave economy</li> <li>• The middle-classes were actively shaping British values and saw the slave trade as anathema to those values</li> <li>• The Abolitionists enjoyed broad public support and they used this to pressure the Westminster elites</li> <li>• The desire for humanitarian reform was more important than fear of revolution in ending the slave trade.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• Slave rebellions in the Caribbean were more responsible for shifting opinion about the slave trade than parliament was</li> <li>• The voice of former slaves had more impact on public opinion than that of white abolitionists</li> <li>• Books by former slaves broke down the image of black people as inferior.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the abolition of the slave trade <b>was largely due to</b> 'the desire of the middle-classes for humanitarian reform'</p> <ul style="list-style-type: none"> <li>• The American War of Independence had strengthened democratic ideals among British radicals and encouraged reform</li> <li>• The economic prosperity accruing to the industrial middle-classes encouraged them to offer a lead in the political field</li> <li>• The industrialisation of Britain had produced a more literate culture, especially among the emerging industrial middle-classes and they used this to popularise their ideas.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the abolition of the slave trade in 1807 was <b>largely due to the</b> 'desire of the middle-classes for humanitarian <b>reform</b>'.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The economic arguments against slavery were strengthened by slave revolts on one in ten slave ships</li> <li>• The effectiveness of the rum and sugar boycotts in hitting planter incomes</li> </ul>



Question	Indicative content
	<ul style="list-style-type: none"><li>• <b>The changing political climate in Britain's industrial centres caused</b> fear of revolution in government who saw abolition as an opportunity to garner support against the French.</li></ul>