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|--|--|--------------------------------|----------------------|
| Candidate surname  |  | Other names                    |                      |
| <b>Pearson Edexcel</b>   |  | Centre Number                  | Candidate Number     |
| <b>Level 3 GCE</b>   |  | <input type="text"/>           | <input type="text"/> |
| <b>Tuesday 21 May 2019</b>   |  |                                |                      |
| Afternoon (Time: 2 hours 15 minutes)   |  | Paper Reference <b>9HI0/1D</b> |                      |
| <b>History</b><br><b>Advanced</b><br><b>Paper 1: Breadth study with interpretations</b><br><b>Option 1D: Britain, c1785-c1870: democracy, protest and reform</b> |  |                                |                      |
| <b>You must have:</b><br>Extracts Booklet (enclosed)   |  |                                | Total Marks          |

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are three sections in this question paper. Answer **ONE** question from Section A, **ONE** question from Section B and the question in Section C.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

### Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

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**Pearson Edexcel Level 3 GCE**

**Tuesday 21 May 2019**

Afternoon

Paper Reference **9HI0/1D**

**History**

**Advanced**

**Paper 1: Breadth study with interpretations**

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

**Extracts Booklet**

**Do not return this booklet with the question paper**

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### Extracts for use with Section C.

**Extract 1:** From an historian writing about the Transatlantic Slave Trade.

There were always individuals who, acting either alone or as members of groups, were prepared to publicly express their opposition to the slave trade. They did so in many ways. Their objections were often humanitarian, and their methods included writing, preaching and petitioning. However, among no group of individuals was opposition to the slave trade more intense or prolonged than it was among the slaves themselves. Their resistance to the trade, combined with the work of abolitionists, was eventually enough to bring the trade to an end, despite its support by a powerful elite. British opposition to the slave trade was important but it has to be seen within the context of a wider campaign against the trade.

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The greatest challenge to the transatlantic slave trade came with the new Haitian Constitution of 1805, which was the product of a transforming slave rebellion. This document, written by former slaves, declared that any black person who arrived in the country would automatically become a free citizen. Haiti became a beacon for black liberation.

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**Extract 2:** From Patrick Richardson, *Empire and Slavery*, published 1968.

During the eighteenth century there occurred a major intellectual revolution, which affected philosophy, politics and economics. Political philosophers and economists launched shattering attacks on the British empire and its colonial system, at the heart of which was the relation between the slaves and their white masters.

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Political philosophers based their thinking on the concept of common humanity. As Rousseau put it, 'Man is born free, but everywhere is in chains.' Tom Paine's *The Rights of Man* was in the same spirit. Such philosophers forced the defenders of slavery to argue that slaves, and therefore Africans, were not fully human.

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The economists were even more effective than the philosophers, because the economic facts of life are much more likely to change opinions. Adam Smith, in his great work, *The Wealth of Nations*, showed that the slave economy did not contribute to the direct wealth of the country. He argued that the colonies were a waste of money which could be more profitably invested in industry, agriculture and commerce.

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