



Mark Scheme (Results)

Summer 2025

GCE History (9HI0/1D)
Advanced

Paper 1: Breadth study with interpretations

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

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Question Paper P76431A

Publications Code 9HI0_1D_2025_MS

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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	1–3	- Simple or generalised statements are made about the topic. - Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. - The overall judgement is missing or asserted. - There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	- 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. - 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. - An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. - The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	- 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. - 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. - Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. - The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	- 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. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. - 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. - 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.
5	17–20	- Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. - 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. - The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

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	• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	4–7	• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • 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. • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8–12	• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	13–16	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • 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. • 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.
5	17–20	• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

Section A: indicative content

Question	Indicative content
1	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. Candidates are expected to reach a judgement on the extent to which unequal representation was the most significant feature of the unreformed parliament in the years c1785-1820. The extent to which unequal representation was the most significant feature of the unreformed parliament in the years c1785-1820 should be analysed and evaluated. Relevant points may include: • County seats gave each county the right to two MPs regardless of the size of population and caused unequal representation of the people, e.g. Bedfordshire and Yorkshire both returned two MPs each • The growth of industrial towns made the issue of unequal representation more significant, e.g. Manchester and Birmingham were not even parliamentary boroughs • Freeman boroughs based on property qualification varied from borough to borough and led to unequal suffrage, e.g. the City of London had 7,000 voters compared to some 30 boroughs with fewer than 200 voters • Pocket boroughs were easily bought by wealthy families and led to aristocratic domination of the House of Commons, e.g. the purchase of Gatton in Surrey at auction in 1801. The extent to which unequal representation was not the most significant feature of the unreformed parliament in the years c1785-1820 should be analysed and evaluated. Relevant points may include: • Elections that took place in public and without a secret ballot were open to intimidation and bribery, e.g. of landlords against their tenants • In parliament, sinecures were given to a layer of functionaries and hangers-on with a tax-free income and a role that produced few tangible results, e.g. those whom Cobbett called 'idle, rich men without merit' • Pre-reform parliaments were open to the charge of nepotism, e.g. pensions and government contracts were given by Ministers to their associates as favours for services rendered • Resistance to calls for reform became an increasingly significant feature of the unreformed parliament, e.g. the passage of the 'Six Acts' in 1819 that strengthened the hand of government in dealing with dissent. Other relevant material must be credited.

Question	Indicative content
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. Candidates are expected to reach a judgement on how far they agree that the nature and extent of opposition to the Poor Law changed little in the years 1834-70. The extent to which the nature and extent of opposition to the Poor Law changed little in the years 1834-70 should be analysed and evaluated. Relevant points may include: • Christian opposition to the PLAA changed little across the period, e.g. most Christians believed that charity was the moral duty of the better off and rejected the breakup of families 'whom God hath joined together' • Opposition expressed in literature generally conformed to a pattern of moral outrage at the unnecessary harshness of the system, e.g. Dickens' <i>Oliver Twist</i> • Tory paternalists continued to object to the harsh treatment of 'the poor unfortunates' whom they saw as objects of pity, e.g. Richard Oastler • Wealthier opponents of the Poor Law rarely went beyond respectable forms of protest, e.g. the MP John Fielden acquiesced after a Select Committee to hear his complaints rejected them. The extent to which the nature and extent of opposition to the Poor Law changed in the years 1834-70 should be analysed and evaluated. Relevant points may include: • Chartist opposition to the Poor Law, very strong in West Yorkshire, abated as Chartism declined • Violent opposition to the Poor Law gave way to more peaceful protest, e.g. there were riots in Buckinghamshire and East Anglia where workhouses were attacked in 1837, but the rioting died down thereafter • Opposition to the Poor Law was given renewed energy after the Andover and Huddersfield workhouse scandals were given national publicity in the 1840s • Opposition to the Poor Law abated somewhat after legislation to reform some of its harsher features, e.g. the 1867 Metropolitan Poor Act requiring separate medical facilities for workhouses • Opposition to the Poor Law became more informed after research into the causes of poverty revealed that the poor were not to blame for their poverty, e.g. Mayhew's research into low wages and poverty. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	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. Candidates are expected to reach a judgement on how accurate it is to say that the main outcome of industrialisation, in the years c1785-1870, was the growth of a new industrial middle class. The extent to which the main outcome of industrialisation, in the years c1785-1870, was the growth of a new industrial middle class should be analysed and evaluated. Relevant points may include: • The growth of a new industrial middle class changed political attitudes considerably, e.g. people increasingly rejected political entitlement based on land ownership to one of wealth gained through effort • The growth of a new industrial middle class gave a dynamic to industrial change in terms of innovation, business practices and finance, e.g. Britain rejoiced in being the 'workshop of the world' by 1850 • The economic and philosophic doctrines of liberalism and the free market came to dominate (though not entirely) ruling class thinking, e.g. Disraeli urged conservative thinkers and statesmen to 'embrace change' • The growth of a new industrial middle class helped lead to the reform acts of 1832 and 1867, and the extension of the suffrage, e.g. their role in the 'Days of May' in 1832 and through the Liberal Party in the 1860s. The extent to which the main outcome of industrialisation, in the years c1785-1870, was not the growth of a new industrial middle class should be analysed and evaluated. Relevant points may include: • The growth of industrial towns was an important outcome of industrialisation that changed across the period to include systems of sanitation, parks and substantial housing • The growth of banking was an important outcome at different levels, e.g. from the growth of small savings banks to investment operations funding business ventures • Industrialisation changed government attitudes and led to more government intervention in business and society, e.g. through the various factory acts that limited the hours worked by child labour • Industrialisation led to diverse economic regions, often developed around a particular industry or resource, e.g. the coal and steel industries in Wales and the boot and shoe industries of Northampton. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on the extent to which the factory system was the main reason for the growth of trade unions in the years c1785-34. The extent to which the factory system was the main reason for the growth of trade unions in the years c1785-34 should be analysed and evaluated. Relevant points may include: • Factory work was unregulated in terms of hours worked and the tasks workers were required to perform, and caused workers to defend their interests collectively, e.g. at Stockport in 1785 • The often brutal working conditions in factories affecting men, women and children encouraged trade union organisation, e.g. as shown in the manifesto of the Association of Weavers in 1799 • The factory system undermined the distinctions of craft-based production and made the common interests of workers apparent. The growth of trade unions in industrial cities led to the Combination Acts of 1799 • The domination of factory-based production after 1819 left factory workers vulnerable to changes in prices and demand and caused the growth of general trade unions, e.g. the GNCTU of 1834. The extent to which the factory system was not the main reason for the growth of trade unions in the years c1785-34 should be analysed and evaluated. Relevant points may include: • The factory system tended to break the mutual and paternalistic relationship of master and man, and set the interests of employers and their workers against each other. Trade union growth expressed this conflict • Early trade unions were formed in response to the movement of workers from area to area, e.g. early friendly societies that gave members a ticket that validated their skills was produced to find employment • The repression of the Luddites led many workers adversely affected by technological advance to seek redress through the development of trade unions, e.g. John Doherty and the Manchester spinners in the 1820s • The repeal of the Combination Acts in 1824 stimulated the growth of general trade unions, e.g. the Grand General Union of the Operative Spinners of Great Britain and Ireland in 1829. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	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 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 not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the slave trade was abolished mainly because it coincided with changing attitudes in Britain. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The slave trade did not fit with British self-belief in a nation of progressive cultural and moral values, and a Britain that stood up for freedom • British progress in industry and technology stimulated belief in Britain as a force for good in the world • Slavery and the slave trade were seen as obstacles to progress and efficiency because they went against free market thinking • Ending the slave trade would allow Britain to seize the high moral ground from France and the United States. Extract 2 • The slave trade was ended by a small band of abolitionists who successfully plotted its downfall • The abolitionist campaign was aimed at a literate audience. It was well funded and used a variety of printed media • The abolitionists held an advantage over their opponents, the West India lobby, because they could take their message to large audiences where they gave speeches and organised petitioning to parliament • The abolitionists attracted large numbers of women who added much to their campaigning tactics. Candidates should relate their own knowledge to the material in the extracts to support the view that the slave trade was abolished mainly because it coincided with changing attitudes in Britain. Relevant points may include: • The French Revolution had stimulated a discussion about the rights of man that encouraged opposition to the slave trade • The increasing popularity of the ideas of Adam Smith encouraged middle class support for abolition, e.g. their opposition to government-funded monopolies and subsidies • Enlightened and humanist ideas were prominent among dissenting Christians that asked congregations to see God in every human being • The abolitionist message was well received by the workers in the developing industrial areas of Britain. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the slave trade was abolished mainly because it coincided with changing attitudes in Britain. Relevant points may include:

Question	Indicative content
	• Individuals who held strong beliefs about slavery and the slave trade campaigned tirelessly for the abolitionist cause, e.g. Thomas Clarkson • Rebellions of the enslaved brought into question the continued viability of the slave trade and many started to advocate better treatment of the enslaved on the plantations to encourage natural growth • Britain's imperial policy was focussing on India and the Far East and this brought into question the expense of troops and naval ships used to police the Caribbean • Supplies of sugar and cotton were increasingly available on the market at cheaper prices than the goods offered by the planters in the Caribbean.