



Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE History (8HI0/1D)
Advanced Subsidiary

Paper 1: Breadth study with
interpretations

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

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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: A01: 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"> • 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 | 5–10 | <ul style="list-style-type: none"> • 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. • 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. • 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 | 11–16 | <ul style="list-style-type: none"> • 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 | 17–20 | <ul style="list-style-type: none"> • 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. |

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 | 1–4 | <ul style="list-style-type: none"> • 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 | 5–10 | <ul style="list-style-type: none"> • 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 on the view is given, but with limited support and related to the extracts overall, rather than specific issues. |
| 3 | 11–16 | <ul style="list-style-type: none"> • 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 | 17–20 | <ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised 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 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. |

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 an increase in respect for trade unions was the most important consequence of New Model Unionism in the years 1850-70.</p> <p>Evidence and argument that an increase in respect for trade unions was the most important consequence of New Model Unionism in the years 1850-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Employers in the staple industries of engineering and shipbuilding were willing to engage with NMU because they saw the chance to avoid damaging industrial disputes • More government respect for trade unions was an important consequence of NMU because the state was less inclined to use repressive legislation to limit the effectiveness of the unions • More government respect for trade unions was an important consequence because it, in turn, earned increased respect for Parliament, e.g. the trade union involvement in the campaign for electoral reform in the 1860s • More government respect for trade unions was an important consequence because it led to the Royal Commission of 1867 and the recommendation that trades unions be given full legal rights • More government respect for trade unions encouraged further shaping of trade unionism as respectable and politically reformist, e.g. the founding of the TUC in 1868 with a commitment to negotiated solutions. <p>Evidence and argument about the importance of other consequences of New Model Unionism in the years 1850-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The NMU organisation was national and professional and was able to use resources to provide solidarity, e.g. with the London Builders' strike of 1859 • NMU took up the call for electoral reform, e.g. within the Reform League in the 1860s • NMU gave a powerful voice for the working class and as such was able to influence politicians who wanted credibility with an expanding electorate, e.g. Gladstone's admiration of Lancastrian cotton workers • NMU made trade unionism more practicable by revolutionising the collection of subscriptions and their system of financial management • NMU was partly responsible for the rise in living standards in the 1850s. <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 on whether effective leadership, in the years 1831-47, was the main reason for the success of the Ten Hours Movement.</p> <p>Evidence and argument that effective leadership, in the years 1831-47, was the main reason for the success of the Ten Hours Movement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The movement was led by MPs and industrialists who understood the need for factory reform and could influence government, e.g. John Fielden was both an industrialist and a MP • The persistence of the parliamentary leadership increased the knowledge of MPs and the public about the worst conditions of employment, e.g. 'Sadler's' Parliamentary Committee of Enquiry, which led to the 1833 Factory Act • The leadership wisely made the Ten Hours Movement a single issue campaign for sensible reforms, and therefore did not stir the fear of revolution • Working-class supporters felt safe in protesting a cause led by leaders such as Ashley (Lord Shaftsbury). <p>Other reasons for the success of the Ten Hours Movement in the years 1831-47 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The government was increasingly willing to legislate on social issues that were horrifying the electorate, e.g. the 1842 report on women and children working in mines • The growth of educational provision for factory children overcame middle-class fears that if children were not employed they would be undisciplined and dangerous • The protests led by Chartists could be defused by the passing of reforms, e.g. the 1847 Act was partly responsible for the winding down of Chartism • The growth in moral sentiment helped to create a consensus between the middle and working classes on the need for reform • The downturn in the economy meant that when the 1847 Act was passed, many mills were only working for 10 hours a day. <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 campaigning for electoral reform changed in the years 1785-1870.</p> <p>The extent to which campaigning for electoral reform changed in the years 1785-1870 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Tom Paine advocated revolutionary changes to the constitution, e.g. the abolition of monarchy, which was far more radical than campaigning in the 1860s • Campaigning in the early period was largely against 'Old Corruption' and unrepresented towns, whereas in the later period the focus was on extending the suffrage • Chartism marked a distinct change in campaigning for electoral reform by presenting a six point charter that would give greatly increased electoral influence to the working class • Campaigning in the 1860s was different from the Chartist period as working- and middle-class campaigners showed willingness to work together to extend the suffrage, e.g. the National Reform Union. <p>The extent to which campaigning for electoral reform saw continuity in the years 1785-1870 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Campaigning for electoral reform throughout the period tended to confront elitism and vested interests, e.g. by the industrial middle classes pre-1832 and the working classes thereafter • Mass demonstrations featured in all the major campaigns, e.g. St Peter's Fields in 1819, Bristol in 1831 and Hyde Park in 1866 • Campaigning was generally motivated by the notion that social injustice could be remedied by political empowerment, e.g. opposition to the Corn Laws fed demands for an extension to the suffrage. <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 whether regional economic diversity was the most significant feature of industrialisation in the years 1785-1870.</p> <p>Evidence and argument that regional economic diversity was the most significant feature of industrialisation should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The creation of textile producing areas in the north, e.g. cotton in Lancashire and wool in Yorkshire, strengthened by access to coal • The south west remained mainly agricultural (with the exception of Cornish tin mining) and never drew the investment for manufacturing that the centres of textile and engineering enjoyed • Steel and shipbuilding developed on the Clyde and Tyne where ores and centres where supplies of coal were abundant • Population densities reflected the growth of industry with migration to the big towns from declining rural areas, and, with the exception of London, created a north-south divide. <p>Evidence and argument about other significant features of industrialisation should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The development of banking, and the reform of national banking in 1826, to fund investment that enabled all sectors of the economy to modernise, e.g. threshing machines and cotton mills • The growth of the new industrial middle classes who sought to modernise the political and economic infrastructure, e.g. their role in campaigning for electoral reform • The necessary growth of infrastructure, e.g. railways and civil amenities including clean water supply • The growth of sprawling urban housing with consequent social and public health ills. <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 ended mainly due to the political talents of William Wilberforce.</p> <p>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"> • The passage of the 1807 Act was mainly due to the tactical cleverness of Wilberforce • Wilberforce advocated abolition as being in the best national interests of Britain in terms of expense and international change • Wilberforce avoided references to the immorality and inhumanity of slavery as a political tactic because he understood how to present his case in Parliament • Wilberforce weakened parliamentary opposition by presenting his 1807 bill as a constructive national policy rather than a moral consideration, and this led to its passage. <p>Extract 2</p> <ul style="list-style-type: none"> • There was a connection between abolitionism and capitalism in the sense that advocates of both demanded freedom • Arguments about a common humanity linked humanitarian and moral campaigns and created a consensus among progressive thinkers • The common view that unfree labour was morally wrong was further strengthened by the religious conviction of the equality of all men before God • The humanitarian and moral campaigns were immensely important in mobilising the public to support abolition. <p>Candidates should use their own knowledge of the issues to address to what extent the slave trade ended mainly due to the political talents of William Wilberforce. Relevant points may include:</p> <ul style="list-style-type: none"> • Wilberforce was the most prominent MP to campaign for abolition and became a figurehead for the wider movement • Wilberforce showed persistence, introducing annual parliamentary bills to secure abolition • As a man of property, and a forthright opponent of revolution during the revolutionary years in France, Wilberforce had the ear of prominent politicians such as Pitt. <p>Candidates should use their own knowledge of the issues related to the debate to</p> |

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| | <p>counter the view that the slave trade ended mainly due to the political talents of William Wilberforce. Relevant points may include:</p> <ul style="list-style-type: none">• The parliamentary efforts to secure abolition relied on the mass of information about slavery provided by Thomas Clarkson, e.g. his <i>Plan of a Slave Ship</i>• The appeals of Wilberforce to Parliament became more compelling in the context of slave revolts in the Caribbean, which made the trade more expensive and uncertain• The French Revolution had led to radical political arguments about the need for reform and the abolition of slavery gave the government credibility as a defender of liberty. <p>Other relevant material must be credited.</p> |
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