



Mark Scheme (Results)

Summer 2022

GCE History (8HI0/1D)

Advanced Subsidiary

Paper 1: Breadth study with
interpretations

Option 1D: Britain, c1785–c1870:
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: 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"> 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 economic and social distress was the main cause of pressure for electoral reform in the years 1820-32.</p> <p>The importance of economic and social distress as the main cause of pressure for electoral reform in the years 1820-32 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Agitation for electoral reform in textile producing areas suffering economic and social distress grew in the years 1815-21 but died out thereafter as the economy improved, e.g. in Manchester • Economic and social distress in the countryside after 1828, e.g. the Swing Riots, persuaded political commentators like Cobbett to see parliamentary reform as a way of alleviating rural distress • The economic downturn after 1829 led to agitation for political reform by weavers in Lancashire and miners in South Wales in 1830 • Economic and social distress was a factor in the riots in Bristol, Nottingham and Derby in 1831 which all demanded electoral reform. <p>The importance of other factors which caused pressure for electoral reform in the years 1820-32 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Tory divisions over Catholic emancipation after 1823 saw their hegemony decline and led to crisis in 1827, which in turn encouraged Whig demands for reform • Economic growth gave the industrial middle class increasing confidence to demand more political representation • The rejection of the Second Reform Bill by the House of Lords in 1831 led to rioting in Bristol, Nottingham and Derby leading to the pressures for reform • The 'Days of May' in 1832 showed the financial power of the middle class and brought significant pressure for reform. <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 the founding of the Amalgamated Society of Engineers was the main reason for the development of New Model Unionism in the years 1835-70.</p> <p>The importance of the founding of the Amalgamated Society of Engineers in the development of New Model Unionism in the years 1835-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The GNCTU (1834) proved in practice that a general union antagonistic to employers was not going to be successful in a period of economic growth, and which prompted the formation of the ASE in 1851 • The ASE was narrowly focused on wages and the conditions of employment, giving it a more distinct purpose than the general unions, offering a model for future organisation • The ASE prioritised defending skills from dilution, which inspired further craft unions in other industries, e.g. the Amalgamated Society of Carpenters and Joiners in 1860 • The ASE promoted professional trade unionism based on gaining recognition and negotiation from employers which led to the founding of the TUC in 1868. <p>The importance of other factors in the development of New Model Unionism in the years 1835-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Government intransigence to Chartism prompted a more moderate and considerate approach to gaining the political reforms trade unionists wanted and NMUs became part of the movement for reform in the 1860s • Increased literacy and numeracy and the emergence of a white-collar proletariat enabled trade unions to manage their affairs more expeditiously and offered a new model • The growth of trade councils, e.g. London 1860 and Birmingham 1866, supported the development of NMUism in the localities • Both Liberals and Tories showed more interest in trade unions after 1867 and positively encouraged NMUism in the light of the Royal Commission's findings, e.g. concerning the 'Sheffield outrages'. <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 how accurate it is to say that the response of governments to working conditions in factories and mines changed little in the years 1833-64.</p> <p>The extent to which the response of governments to working conditions in factories and mines changed little in the years 1833-64 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The dominance of laissez-faire ideology throughout the period inhibited government intervention in the way business was conducted, and thus all reforms might be seen as minimalist • Child and female labour in factories and child labour in mines were continuous throughout the period, despite government being in possession of evidence of the detrimental effects on health and family life • Although acts were passed to regulate working hours for women and children in factories and mines, the inspection regimes to enforce the acts were insufficient, and partly reflect government doubts about interference • Health and safety at work was left almost entirely in the hands of employers despite research into the issue revealing shocking facts, e.g. Ashley Cooper's 1842 report on child labour. <p>The extent to which the response of governments to working conditions in factories and mines changed significantly in the years 1833-64 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The 1833 Factory Act put a framework in place from which further reforms could be made • The 1842 Mining Act made it illegal for women and children under nine to work underground • The 1847 'Ten Hour Act' showed deliberate government action against the abuse of child labour by limiting the working hours of children in the textile industry • Between 1847 and 1864 acts were passed extending the provisions of previous textile industry legislation to other industries, e.g. the 1864 Factory Act included the pottery and paper industries. <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 accurate it is to say that the work of Samuel Smiles was most significant in challenging attitudes towards the poor in the years 1834-70.</p> <p>The significance of the work of Samuel Smiles in challenging attitudes towards the poor, in the years 1834-70, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Smiles' challenge to prevailing attitudes to the poor was well received among former Chartists in the north, whose cause he had previously championed as a journalist • Smiles' speech to the Mutual Improvement Society in 1845 argued that education was the best means of raising people from poverty as through education they realised their full humanity • <i>Self-Help</i> became an immediate best seller, e.g. the first edition reached 20,000 sales, and thus helped shape attitudes among the reading public • <i>Self-Help</i> became the bible of mid-Victorian liberalism, partly because his ideas chimed with prevailing laissez-faire doctrines, and was read enthusiastically by many MPs. <p>The significance of other works/developments that challenged attitudes towards the poor in the years 1834-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Other writers made a significant challenge to the workhouse regime, e.g. Dickens' 1837 publication of <i>Oliver Twist</i> • In 1843 Thomas Carlyle offered the view that poverty was caused by the greed of employers rather than the indolence of the poor, making his <i>Past and Present</i> a significant challenge • The 1847 Urania Cottage project offered support for women who had fallen into prostitution because of poverty and challenged the social stigma attached to prostitutes • Social commentators offered research into the effects of low wages and other causes of poverty, e.g. Henry Mayhew's <i>London Labour and London Poor</i>. <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 abolition of the slave trade was due to humanitarian campaigning. 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 ending of the war with France made the chance of persuading Parliament to abolish the slave trade more likely • After 1804 the likelihood of abolition depended on timing and favourable circumstances • The abolitionists added to their humanitarian arguments and had persuaded most MPs in favour of abolition before 1807 through their determined efforts • Middle class campaigners brought together Christians, humanitarians and economic thinkers. <p>Extract 2</p> <ul style="list-style-type: none"> • Abolition of the slave trade would improve the slave economy in the West Indies • With careful management the slave population would increase naturally, as it had in Jamaica • The slave trade was no longer necessary and its abolition would not interfere with the production of sugar • The government argued that the slave economy would improve with abolition because slave rebellions would be less likely, and this was a convincing argument. <p>Candidates should use their own knowledge of the issues to address whether the abolition of the slave trade was due to humanitarian campaigning. Relevant points may include:</p> <ul style="list-style-type: none"> • The work of Thomas Clarkson in travelling the country showing the evidence of the cruelty involved in slave trading • The Clapham Sect, with Wilberforce at its centre, was founded on practical Christian principles, and offered humanitarian solutions to slavery and the slave trade • The work of SEAST which was made up of many humanitarian campaigners, e.g. Benjamin Rush and Granville Sharp

	<ul style="list-style-type: none"> • Prominent court cases were fought to insist that slaves were humans being wrongfully denied their humanity, e.g. the Zong case. <p>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:</p> <ul style="list-style-type: none"> • The work of former slaves and their use of the written and spoken word, e.g. Olaudah Equiano • The fear of slave rebellions during and after the Haitian revolution of 1791-1804 • The changing political landscape in which enlightened ideals of liberty and fraternity blossomed • Changing agricultural practices in Britain which were increasing productivity and reducing costs, and were thereby offering an obvious alternative to slave-based agriculture. <p>Other relevant material must be credited.</p>
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