



Mark scheme

Sample assessment materials for  
first teaching September 2015

GCE History (8HI0/1D)  
Advanced Subsidiary

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	1–4	<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	5–10	<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 question.</li> <li>• 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.</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	11–16	<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	17–20	<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>

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

## 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 government repression was the main reason for the failure of trade societies in the years 1799–1824.</p> <p>The importance of government repression in the failure of trade societies should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The use of government legislation deterred individuals by making combination a criminal offence</li> <li>• Troops were often used to disperse mass meetings and crowds, e.g. the Scottish weavers' strike, 1820</li> <li>• Governments used spies and agent provocateurs to undermine union organisation</li> <li>• The effectiveness of trade societies was undermined by the need to organise in secret.</li> </ul> <p>The importance of other factors in the failure of trade societies should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The number of trade societies grew in the years to 1820, despite severe government repression, by becoming friendly societies</li> <li>• The structure and organisation of trade societies undermined their effectiveness, e.g. small membership of specific trades, local rather than national</li> <li>• The opposition of employers and the threat of unemployment deterred combination</li> <li>• Individual workers were often preoccupied with their own survival in a time of war and economic uncertainty.</li> </ul> <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 fairer representation of the new industrial cities was the main consequence of the Great Reform Act in the years 1832–52.</p> <p>The effect of the Great Reform Act on the representation of the new industrial cities should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Towns in industrial areas, e.g. Leeds, Birmingham and Manchester gained MPs for the first time</li> <li>• Over 140 seats were redistributed, many allocated to industrial areas</li> <li>• The extension of the franchise created more voters, including those living in industrial areas</li> <li>• Rotten boroughs disappeared and many constituencies represented larger urban populations.</li> </ul> <p>The importance of other consequences of the Great Reform Act and/or limitations for the representation of the new industrial cities should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Continued limitations to representation led to further demands for political reform, e.g. Chartism</li> <li>• Registration of voters led to political parties becoming more organised at a local level in constituencies</li> <li>• An increase in contested elections led to political parties developing national policies to reflect their main ideas and attract voters, e.g. the Tories became Conservatives</li> <li>• The new industrial towns and their inhabitants remained relatively poorly represented even after 1832, e.g. many of the redistributed seats were allocated to county constituencies.</li> </ul> <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 on how far the provision of poor relief in the first decade after 1834 was different from provision in the years 1785–1833.</p> <p>The extent to which the provision of the poor relief was different should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Act abolished the provision of outdoor relief for the able-bodied</li> <li>• Parishes were organised into poor law unions to increase the efficiency of provision</li> <li>• Workhouses were built to enable the implementation of the policy of 'less eligibility'</li> <li>• Poor Law Commissioners were appointed to oversee a more uniform system of provision.</li> </ul> <p>The extent to which the provision of poor relief remained the same should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The provision of outdoor relief for the able-bodied continued as it was more practical in times of economic slump or in large urban areas</li> <li>• Existing provision continued until workhouses could be built and this often took decades</li> <li>• Despite the creation of poor law unions, parishes were still individually responsible for their own poor</li> <li>• The concept of 'less eligibility' was a continuation of the view that pauperism was the fault of the pauper and deserved punishment.</li> </ul> <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 the significance of the work of pressure groups in the achievement of factory reform in the years 1833–70.</p> <p>The extent to which the work of pressure groups was significant in the achievement of factory reform in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The effectiveness of the Ten Hour Movement as a pressure group was increased by its ability to gain support from large numbers of people from a wide variety of backgrounds</li> <li>• Pressure groups deployed a variety of methods from pressure within parliament to popular meetings, e.g. the work of Michael Sadler as MP</li> <li>• The work of pressure groups had a national impact, e.g. led to parliamentary investigation and the establishment of Royal Commissions into factory (1840) and mining (1842) conditions</li> <li>• Continuous pressure over the whole period led to a steady amelioration in conditions, e.g. five Factory Acts between 1831 and 1850 steadily reduced active working time to 10-and-half hours.</li> </ul> <p>The extent to which the significance of the work of pressure groups was limited and/or the significance of other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Pressure groups rarely achieved their aims without continued struggle or substantial compromise, e.g. by 1870 only a 10-and-half-hour working day had been achieved</li> <li>• The influence of individuals was sometimes more effective in passing legislation, e.g. Ashley/Shafsbury</li> <li>• The attitudes of many employers and MPs, particularly Conservatives, became more supportive of change from the 1850s.</li> </ul> <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 Thomas Clarkson was the most significant individual in the campaign to abolish the slave trade. 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 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>• Clarkson was the leading influence on the campaign</li> <li>• Clarkson's vision and persistence brought the campaign to national prominence</li> <li>• Clarkson's research provided the evidence for the horrific nature of slavery, which persuaded the mass of the British public to support the abolition campaign.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• No matter how influential Clarkson was, it would take someone inside parliament to effect change</li> <li>• William Wilberforce had the influence to achieve this, e.g. with MPs and the prime minister</li> <li>• He introduced motions to parliament to forward legislation for the abolition of the slave trade.</li> </ul> <p>Candidates should use their own knowledge of the issues to address the ways in which Thomas Clarkson was the most significant individual. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Clarkson was instrumental in setting up the Abolition Committee and in persuading Wilberforce to take on the campaign in parliament</li> <li>• Clarkson himself provided Wilberforce with the 'facts' he demanded in order to be able to persuade parliament and it took 20 years for Wilberforce's motion to be accepted.</li> </ul> <p>Candidates should use their own knowledge of the issues to address ways in which Clarkson was less significant/and or other individual were more significant. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Clarkson did not have the range of political contacts required to have influence with parliament</li> <li>• Clarkson became distrusted by many during the Revolutionary Wars</li> <li>• Wilberforce is the campaigner who became a 'national figurehead'</li> <li>• Other individuals could be argued to be more significant, e.g. Olaudah Equiano, Granville Sharp.</li> </ul>