

Mark scheme

Sample assessment materials for
first teaching September 2015

GCE History (9HI0/1D)
Advanced

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	1–3	<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	4–7	<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 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	<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	13–16	<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.
5	17–20	<ul style="list-style-type: none"> • 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	<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	4–7	<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 is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8–12	<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	13–16	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<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 extent to which the emergence of an industrial middle class explains the increasing demand for parliamentary reform in the years 1785–1832.</p> <p>The role that an emerging middle class played in the increasing demand for parliamentary reform should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The new wealthy industrial middle classes increasingly demanded the political power to mirror their economic power • The new industrial middle classes often found themselves living and working in areas which were underrepresented in parliament, e.g. Manchester • Industrialists gave support and backing to extra-parliamentary political critics from 1780s onwards, e.g. Wilkes and Wyvill • By the 1810s and 1820s some industrialists were willing to support and mobilise popular protest to pressure for change, e.g. support for Attwood's Birmingham Political Union • There was increasing support from parliamentary politicians, particularly Whigs, who began to support the cause of parliamentary reform to placate the industrialists. <p>The role that other factors played in the increasing demand for parliamentary reform should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Calls for a reduction in the power of the Crown in parliament had been evident since the 1780s, e.g. Burke • Pitt's attempts to reform parliament in 1785 • The influence of political ideas disseminated through the French Revolution • A tradition of radicalism throughout the period, e.g. 'Orator' Hunt • The belief of working-class supporters that a reformed parliament would consider their economic and social problems • Increasing support from within parliament due to a fear of revolution. <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 the suggestion that the growth of industrial towns was the most significant factor in the breakdown of the old Poor Law system in the years 1815–34.</p> <p>The significance of the growth of industrial towns as a factor in the breakdown of the old Poor Law system should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The size and rapid expansion of industrial towns increased the number of people seeking relief thus overwhelming the parish system • The increasing size of the population, along with the poverty of many of the inhabitants, meant that insufficient funds were raised from rate-payers to fund provision • The 'universal' parish system became impractical, e.g. the status of rural-urban migrants • In times of economic slump, the need for relief was concentrated in industrial areas already unable to cope. <p>The significance of other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • A lack of funding undermined provision, e.g. the unrepresented, newly wealthy, middle-class rate-payers resented funding poor relief • The lack of uniformity in the parish system itself undermined effective provision, e.g. the effect of the Speenhamland system • Ideologies such as utilitarianism undermined trust in the system • Periodic economic slumps affected the ability to provide relief across the whole country in both urban and rural areas • The economic and social impact of the end of the Napoleonic Wars in 1815. <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 new model unionism in the years 1850–70 was more effectively organised than trade unionism in the years 1815–34.</p> <p>Evidence in support of the suggestion that new model unionism (NMU) was more effectively organised than the unions of 1815–34 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The aims of the new model unions were more focused than the earlier trade unions; the general political aims of the earlier trade unions (e.g. the Manchester Philanthropic Society) diluted their effectiveness • New model unions, such as the Amalgamated Society of Engineers, were more efficiently organised, with rules, structure and clear funding, whereas the earlier trade unions were either too local or too large to be efficient • The national secretaries of the new model unions ('the Junta') had a joint headquarters in London while trade unions relied heavily on the leadership of individuals, e.g. Robert Owen of the Grand National Consolidated Trades Union (GNCTU) • NMU was permitted whereas earlier trade unions gained only limited legal rights after 1824 • NMU grew in strength after a Royal Commission report in 1869 was broadly supportive of its activities, whereas the GNCTU was fatally undermined by government support for the prosecution of the 'Tolpuddle Martyrs'. <p>Evidence countering the suggestion should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There were divisions and disagreements within and between the new model unions, e.g. although eventually a national body, the Trade Union Congress was initially a rival to the London Trade Council • Neither NMU or the earlier trade unions were directly influential in achieving better conditions for workers • The effectiveness of NMU was undermined by scandal, e.g. corruption in the boilermakers union and violence in Sheffield • Most employers remained vehemently opposed to unions in both periods • The national associations of the years 1815–34 mobilised more people than the new model unions. <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 far the work of individuals was more significant than mass movements in achieving improved working conditions in the years 1830–70.</p> <p>Evidence of the work of individuals being more significant in achieving improved working conditions should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Individuals such as Lord Shaftesbury acted as figureheads and became nationally recognised • Successful legislation required the work of individual MPs and Lords, e.g. John Fielden's influence on the 1847 Factory Act and Lord Shaftesbury's contribution to mining legislation • The actions of individuals influenced popular opinion, e.g. Oastler's letter to the <i>Leeds Mercury</i> led to the signing of petitions and participation in marches • The methods used by mass movements lacked effectiveness, e.g. petitions, or inspired fear, e.g. the Plug Plots • The use of direct action, such as strikes, was limited due to fear of the consequences for employees. <p>Evidence against individuals being more significant than mass movements should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Individuals in parliament required the sustained support of popular pressure groups (e.g. the Ten Hour Movement) over many years to persuade MPs of the need for legislation • Changing circumstances could undermine the effectiveness of individuals, e.g. when Ashley resigned as MP, he had to be replaced by Fielden as leader of the Ten Hour Movement • Mass movements stimulated a national debate in newspapers and magazines • Parliamentary reform encouraged the political parties to consider the economic and social concerns highlighted by mass movements, e.g. Whig support for factory reform in the 1830s • A fear of revolution may have influenced the passage of legislation, e.g. factory reforms in the 1830s and 1850s followed periods of popular unrest. <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 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 the issues of interpretation to reach a reasoned conclusion concerning the view that the slave trade ended for economic reasons.</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"> • Many established West Indian planters began to oppose the slave trade to increase their competitive advantage over newer British colonies in the Caribbean and foreign colonies • There was no need to continue with the slave trade because the stock of slaves already in the Caribbean was sufficient • The slave trade became more difficult in the later years – the number of trading companies had declined and profit fell • Traders found alternative sources of profit, e.g. Liverpool traders profited from war privateering. <p>Extract 2</p> <ul style="list-style-type: none"> • The evidence does not suggest that a loss of profit led slave-trading interests to abandon their opposition to the slave trade • The slave-trading interest was one of the strongest opponents of abolition • The existence of a well-organised West Indian lobby in parliament fighting against abolition for 20 years • There is little evidence in their arguments to suggest that the trade had lost profitability before 1807. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the slave trade ended for economic reasons. Relevant points may include:</p> <ul style="list-style-type: none"> • After initial gains, the profitability of the slave-trading interests was undermined by the war with France, particularly in the mid-1790s [relevant to Extract 1] • Profits in all areas of the trade declined after the peak of the 1760s [relevant to Extract 1] • British ports and traders were all affected to some extent by fluctuations in profitability, e.g. Bristol never recovered from the downturn of 1793 [relevant to Extract 1] • Some historians argue that the West India lobby was so vocal because rather than being profitable, it needed to protect slave-trading interests due to falling profits [relevant to Extract 2] • Additional supporting evidence, e.g. views of leading economists such as James Stephens and Adam Smith.

Question	Indicative content
	<p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the slave trade ended for economic reasons. Relevant points may include:</p> <ul style="list-style-type: none">• Although in relative decline, the slave trade remained a profitable business throughout the period, e.g. the growth of the port of Liverpool and overall profits [relevant to Extract 1]• The economic strength of the West India lobby allowed it to fund and sustain opposition to abolition for over 20 years [relevant to Extract 2]• Additional evidence, e.g. there was a strong economic case for the continuance of slave trading while still at war with France in order to undermine competition• Additional reasons for abolition, such as the influence of the humanitarian lobby, e.g. despite the economic advantages of maintaining the slave trade while still at war with France, humanitarian arguments became persuasive in parliament.