



Mark Scheme

Summer 2017

Pearson Edexcel
GCE In History (8HI01) Paper 1D

Advanced Subsidiary

Unit 1: Breadth study with interpretations

Paper 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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

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 an expanding electorate was the main reason for government attempts to improve living conditions in the years 1832-70.</p> <p>Evidence and argument that an expanding electorate was the main reason for government attempts to improve living conditions in the years 1832-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The enfranchising of new industrial towns in 1832 gave an impetus to the development of local government and brought issues of public health to the attention of parliament• Extending the vote to the industrial middle classes in 1832 led to the formation of pressure groups, e.g. the Health of Towns Association founded in 1839• The development of a two-party political system after 1832 made politicians keen to deliver benefits to the electorate• The 1867 Reform Act extended the vote to more of the working class which in turn increased the demand for reform of living conditions in industrial towns. <p>Evidence and argument that other reasons were important for government attempts to improve living conditions in the years 1832-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• An expanding press and a more literate society helped to spread knowledge about the need for health reform, e.g. <i>The Lancet</i> presented research on a range of issues connected to urban living conditions throughout the period• Individual reformers played an important role in securing improvements in public health, e.g. Edwin Chadwick's report helped to produce the 1848 Public Health Act• Scientific knowledge about the causes, prevention and cure of diseases led to towns adopting strategies to improve health, e.g. the work of Doctor John Snow which connected the 1854 cholera outbreak to contaminated water• The availability of loans for local authorities led to the setting up of Public Health Boards in towns across Britain in the 1860s, which recommended reforms in housing, water supply and sanitation. <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. Was economic distress the main factor driving the growth of Chartism in the years 1832-48</p> <p>Candidates are expected to reach a judgement on whether economic distress was the main reason for the growth of Chartism in the years 1832-48.</p> <p>The importance of economic distress as the main reason for the growth of Chartism in the years 1832-48 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The evils of factory discipline, low wages outside factories and periodic unemployment (as depicted in Friedrich Engels's <i>The Condition of the Working Class in England</i>) figured in most Chartist protests in the North • The three Chartist petitions were presented at times of increasing economic distress, e.g. 1839, 1842, 1848 • The Chartist Land Plan was a recognition of the need to redistribute economic resources in favour of the working class to alleviate distress • The price of bread was a driving issue for Chartism, making Chartism a 'knife and fork question'. <p>Other reasons for the growth of Chartism in the years 1832-48 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Disappointment with the 1832 Great Reform Act which gave political influence to the 'haves' and denied it to the 'have nots' • The six points of the Charter show that the demand for a 'peoples' democracy' was a major drive of Chartism, e.g. the demand for universal suffrage • The actions of women Chartists show that fear of family break-up, health and housing were important and drove the movement forward, e.g. the <i>Women's Manifesto</i> of Newcastle-Upon-Tyne • The demand for education for the working class was a powerful factor for many Chartists who organised lectures and classes in their spare time. <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 far ideas about poverty changed in the years 1785-1834.</p> <p>The extent to which ideas about poverty changed should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Joseph Townsend criticised the existing system of poor relief in 1786• The views of Robert Owen marked a departure by focussing on 'raising up' the poor through education and well paid work• The ideas of Jeremy Bentham and Utilitarianism established a new set of criteria by which to judge the effectiveness of reform, e.g. the principle of the 'greatest happiness for the greatest number'• The report of the Royal Commission in 1834 showed a desire to stem pauperism as a perceived social evil through the introduction of the principle of 'less eligibility'. <p>The extent to which ideas about poverty did not change or were only slightly modified should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The idea that poverty was inevitable because of human nature and the growing population was little changed between the writings of Malthus and 1834• There was considerable continuity in the belief in Christian charity and the obligation of the rich to relieve suffering• The industrial middle classes were hostile to the idea that their wealth was responsible for the poverty of others and opposed increased poor rates, and this held back progressive views on how to tackle poverty• The Poor Law Amendment Act of 1834 maintained the idea of deterring the poor from seeking relief through the establishment of the work house system. <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 cooperative movement did more to improve the lives of the working class than the trade unions did in the years 1799-1870.</p> <p>Evidence and argument that the cooperative movement did more to improve the lives of the working class than did the trade unions in the years 1799-1870 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Rochdale Pioneers dedicated a percentage of their profits to funding education, which offered a way for workers to achieve social mobility thus improving lives • The Cooperative Wholesale Society was established to promote collective ownership which in turn helped to alleviate the worst effects of social inequality • The Cooperative Wholesale Society was successful in bringing good quality and inexpensive food imports into their stores and gave workers a better diet • The trade unions remained relatively small scale and had little impact. <p>Evidence and argument that the trade unions did more to improve the lives of the working class than did the cooperative movement in the years 1799-1870 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Trade unions offered a measure of protection against exploitation in the factory system through collective action • Trade unions were in part responsible for the repeal of the Combination Acts in 1824 and helped establish government recognition of workers' rights and of the need for factory reform. • The growth of New Model Unionism in the 1850s led to the organisation of skilled workers resulting in better pay and working conditions for some trades, e.g. engineers • The founding of the Trades Union Congress in 1868 gave workers a stronger voice nationally, and provided a national body to champion the cause of the workers. <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 because of the opposition of British industrialists.</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">• That British industrialists and the planters had opposing economic interests• The attack on the slave trade was an attack by the free market against the monopoly power of the planters• The slave system is argued to have been inefficient and increasingly unprofitable. <p>Extract 2</p> <ul style="list-style-type: none">• The value of the slave trade and its products to the British economy was peaking at the time of abolition• The slave system is argued to have been extremely profitable and to not have reached its full potential• Britain needed the economic benefits of slavery because trade with Europe had been damaged by war and therefore should not have abolished the slave trade. <p>Candidates should use their own knowledge of the issues to address to what extent the slave trade ended because of the opposition of industrialists. Relevant points may include:</p> <ul style="list-style-type: none">• The belief that free labour was more productive and motivated than slave labour• The rum and sugar boycotts initiated by abolitionists were aimed at attacking the monopoly on these commodities• The political objections of the industrial middle class to the power the slave owners had over government and the economy. <p>Candidates should use their own knowledge of the issues related to the debate to address other factors which explain the ending of slavery. Relevant points may include:</p> <ul style="list-style-type: none">• The difficulty of maintaining the slave system in the light of slave revolts, e.g. in Haiti• The role of humanitarianism in ending the slave trade• The role of individuals from Christian and non-industrial backgrounds who fought to abolish the slave trade, e.g. Thomas Clarkson. <p>Other relevant material must be credited.</p>

