



Pearson

## **Mark scheme**

Summer 2018

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:** 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
<b>1</b>	<b>1–4</b>	<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>
<b>2</b>	<b>5–10</b>	<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>
<b>3</b>	<b>11–16</b>	<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>
<b>4</b>	<b>17–20</b>	<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:** A03: 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.
<b>1</b>	<b>1–4</b>	<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>
<b>2</b>	<b>5–10</b>	<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>
<b>3</b>	<b>11–16</b>	<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>
<b>4</b>	<b>17–20</b>	<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
<b>1</b>	<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 popular pressure in the years 1820-32 was the main reason for the passing of the Great Reform Act.</p> <p>Evidence and argument that popular pressure in the years 1820-32 was the main reason for the passing of the Great Reform Act should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Outrage at the repressive 'Six Acts' raised demands for a more democratic constitution but support failed to mobilise until 1829</li><li>• Widespread rural unrest and the Swing Riots made the landed interests fearful and weakened their opposition to reform</li><li>• Widespread support for Thomas Attwood's Birmingham Political Union brought working- and middle-class campaigners together and increased government awareness of the need for reform</li><li>• The riots in Bristol and Nottingham made the government appreciate more clearly that reform could provide a containment strategy for popular unrest</li><li>• The 'Days of May' in 1832 added the economic power of the industrial middle classes to hasten the passing of the Great Reform Act.</li></ul> <p>The role of other factors that contributed to the passing of the Great Reform Act should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The growth of the middle classes and the new industrial areas made constitutional reform increasingly necessary for administrative as well as democratic reasons</li><li>• The increased appeal of the Whig party and Tory divisions after the resignation of Lord Liverpool removed some parliamentary obstacles to reform</li><li>• The 1831 election produced a Whig majority giving more impetus to the demands for reform from the middle classes</li><li>• The prospect of the creation of enough Whig peers to prevent the Lords blocking further reform after Wellington was unable to form a government, was the final parliamentary change to enable the act to be passed.</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 the Andover workhouse scandal was the main reason for changed attitudes to poverty in the years 1845-70.</p> <p>Evidence and argument that the Andover workhouse scandal was the main reason for changed attitudes to poverty in the years 1845-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The scandal exposed the harsh treatment of the poor to the middle classes, e.g. through John Walter's detailed publication of the case in <i>The Times</i></li> <li>• The scandal marked a change of attitude in the Anglican Church, e.g. to advocate charity as a religious duty</li> <li>• The scandal seems to have had an effect on government attitudes to poverty, e.g. the replacement of the Poor Law Commission with the Poor Law Board in 1847</li> <li>• The scandal seems to have raised the possibility of increased social unrest to the middle classes unless they took responsibility for the poor, e.g. the article <i>Charity and Pauperism</i>, in the <i>Saturday Review</i> 1869.</li> </ul> <p>Evidence and argument that the Andover workhouse scandal was not the main reason for changed attitudes to poverty in the years 1845-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The scandal did not deflect the government's fundamental policy towards the poor as a further 100 workhouses were built and scandals still occurred, e.g. the Huddersfield workhouse scandal in 1848</li> <li>• Campaigners who exposed the causes of poverty did much to change attitudes, e.g. Henry Mayhew's work on exposing low pay and irregular work as factors causing poverty</li> <li>• Angela Burdett Coutts helped change attitudes to poverty by showing how prostitutes could be reformed if they were lifted out of poverty, e.g. her work at Urania Cottage</li> <li>• Samuel Smiles and 'self-help' came to dominate thinking about how poverty might be remedied.</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: indicative content

Question	Indicative content
<b>3</b>	<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 Chartist campaigns on behalf of the working class were different from those employed by trade unions in the years 1838-70.</p> <p>The extent to which Chartist campaigns were different from those of trade unions in the years 1838-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Physical force Chartism sought revolutionary change, whereas New Model Unions sought reform and this was reflected in the methods used</li><li>• Chartists sought to campaign for political change through the Charter, whereas the trade unions campaigned more for economic justice through strikes</li><li>• Some Chartists, unlike most trade unions, campaigned for the redistribution of wealth, e.g. the Land Plan of 1845</li><li>• The Chartist campaigns led to direct confrontation with the government, e.g. the demonstration of 1848, something avoided by most trade unions.</li></ul> <p>The extent to which methods of protest were similar to those of the trade unions should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Both trade unions and Chartists sought to organise the working class as an agency of change</li><li>• Both Chartists and the trade unions campaigned for constitutional reform, e.g. trade union support for the Liberals and their role in the Reform League in 1866</li><li>• Both Chartists and trade unions campaigned for working-class children to receive education</li><li>• Both Chartists and trade unions campaigned for workers to be given legal rights, e.g. the right to organise in the workplace.</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 how far they agree that working-class living conditions in urban areas hardly changed in the years 1848-70.</p> <p>Evidence and argument that working-class living conditions in urban areas hardly changed in the years 1848-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Pollution from smoke and the chemicals used in production was a continuous feature of city life</li> <li>• Low wages and high rents continuously blighted the lives of the lower working class leading to poor diet and continuing poor health</li> <li>• Overcrowding and slum housing was a continuous feature of working-class life as house building failed to keep up with population growth</li> <li>• Limited access to fresh, clean water led to regular outbreaks of disease such as typhus and dysentery.</li> </ul> <p>Evidence and argument that working class living conditions in urban areas changed to a significant extent in the years 1848-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Social mobility occurred for skilled workers as industrialisation progressed, opening up opportunities as foremen and managers</li> <li>• The mid-Victorian boom saw a sharp rise in wages for skilled workers and the building of better suburban houses</li> <li>• The Sanitary Act 1866 made corporations responsible for sanitation and was enforced by government inspectors, which dramatically affected the scourge of cholera</li> <li>• Some new-builds saw industrial sites developed along with laid out housing for the workers, e.g. Silvertown and the model village of Saltaire.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

Question	Indicative content
<b>5</b>	<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 role of William Wilberforce was crucial in the abolition of the slave trade.</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"><li>• The abolition of the slave trade by Parliament was moved by moral argument and not national self-interest</li><li>• Wilberforce worked tirelessly for 20 years to change parliamentary attitudes to slavery</li><li>• Wilberforce and his followers were the indispensable ingredient in finalising abolition in Parliament.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• The abolition argument in Parliament could not be down to the work of one individual</li><li>• The economic argument for abolition has the merit of linking British industrialisation and the strong abolitionist movement</li><li>• Any explanation of abolition that does not factor in economic considerations is weak.</li></ul> <p>Candidates should use their own knowledge of the issues to address to what extent the slave trade ended because of the crucial role of William Wilberforce. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Wilberforce was a skilled parliamentarian who built alliances with important figures such as Pitt, and after his death, the Whigs</li><li>• Wilberforce acted as a parliamentary figurehead for a wide group of abolitionists</li><li>• Wilberforce showed great determination in presenting the abolitionist case to Parliament, driven by his Christian principles.</li></ul> <p>Candidates should use their own knowledge of the issues related to the debate to address other factors which explain the ending of the slave trade. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The economic and financial arguments for abolition</li><li>• The role of other important abolitionists, e.g. Thomas Clarkson</li><li>• The role of Africans in campaigning for abolition and publishing their case, e.g. Olaudah Equiano.</li></ul> <p>Other relevant material must be credited.</p>

