



# Mark Scheme (Results)

Summer 2025

Pearson Edexcel in  
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"><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:** 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <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 about whether the influence of utilitarianism was the main cause of changing attitudes to Poor Law reform in the years 1785-1834.</p> <p>The importance of the influence of utilitarianism as a cause of changing attitudes to Poor Law reform in the years 1785-1834 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Utilitarianism offered a less drastic attitude to Poor Law reform than the prescriptions of Malthus, and provided the basis of an intellectual solution that might overcome the weaknesses of the existing system</li><li>• Bentham's National Charity Company offered a blueprint for workhouse reform that influenced the PLAA</li><li>• The pleasure or pain calculation prompted the PLAA to recommend poor relief that was as unpleasant as possible and deterred those seeking relief based on the less eligibility principle</li><li>• The Poor Law amendment campaign that took place after 1815 was strongly influenced by Bentham's utilitarianism, e.g. through the inclusion of Edwin Chadwick on the Royal Commission.</li></ul> <p>The importance of other causes of changing attitudes to Poor Law reform in the years 1785-1834 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Parish-based poor relief became increasingly ineffective as industrialisation progressed, e.g. the concentration of poor people in towns and the consequent danger of rioting</li><li>• Joseph Townsend and Thomas Malthus provided the rationale for reducing / abolishing poor relief in order to encourage poor people to seek work as the only remedy for poverty</li><li>• The upsurge in pauperism after 1815 stimulated more interest in Poor Law reform from the industrial middle class, e.g. the cost of poor relief had risen by seventy-five per cent during the French Wars</li><li>• The PLAA was influenced by the economic theories of David Ricardo.</li></ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| 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 Chartist demands for electoral reform were the main consequence of the Great Reform Act in the years 1832-52.</p> <p>The importance of Chartist demands for electoral reform in the years 1832-52 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Chartism was the first national working class movement for parliamentary reform and arose partly because the 1832 Act excluded most workers from the vote</li> <li>• The demands in the People's Charter attacked the property-based right to vote offered in the 1832 Act, e.g. extending the vote to every man of twenty-one years, if he was of sound mind and at liberty</li> <li>• The People's Charter was targeted at the corruption in the system that the 1832 Act did not address, e.g. through the Chartist demand for a secret ballot and equal constituencies</li> <li>• Chartist disappointment at the 1832 Act led to increased forms of popular democracy, e.g. mass meetings, demonstrations, petitions, standing candidates in elections, widely-circulated newspapers.</li> </ul> <p>The importance of other consequences of the Great Reform Act in the years 1832-52 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1832 Act ended rotten boroughs and enfranchised 67 new constituencies, which ended much corruption in the electoral system and gave fairer representation to new industrial cities</li> <li>• The 1832 Act limited the ability of the Crown to interfere in politics, e.g. by increasing the weight of the House of Commons against the House of Lords</li> <li>• The increased political weight of the industrial middle classes shifted economic policy in favour of free market thinking, e.g. the ending of subsidies on sugar and corn</li> <li>• The 1832 Act gave a boost to the two-party system that led to the development of party organisations and more adversarial politics in parliament throughout the period.</li> </ul> <p>Other relevant material must be credited.</p> |

## Section B: indicative content

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <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 about how far they agree that the Ten Hour Movement was the most significant form of protest against industrialisation in the years 1785-1852.</p> <p>The extent to which the Ten Hour Movement was the most significant form of protest against industrialisation in the years 1785-1852 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The origin of the Ten Hour Movement was significant as a collaboration between the short-time committees and trade unions that raised objections to the demands that industrial labour made on workers</li><li>• The Ten Hour Movement was significant in gaining support from some prominent Tories who objected to the demands that industrial labour made on children, e.g. Lord Shaftesbury</li><li>• The Ten Hour Movement campaigned for government intervention on moral grounds, e.g. industrialisation seemed to be destroying the nuclear family through the demands made on women workers in mines and mills</li><li>• The Ten Hour Movement was significant for combining middle class and working class supporters to moderate working conditions in factories, e.g. the successful campaign that secured the 1847 Factory Act.</li></ul> <p>The significance of other forms of protest against industrialisation and / or limits to the significance of the Ten Hour Movement in the years 1785-1852 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Machine-breaking was a popular response to industrialisation in the years 1785-1830, e.g. the breaking of woollen cloth making machines in the West Country and the breaking of textile machinery in Lancashire in 1785-6</li><li>• Luddism was significant in that it used extreme methods beyond breaking machines, e.g. the murder of William Horsfall and the threatening letters under the name of Ned Ludd</li><li>• Captain Swing made a significant contribution to changing attitudes about industrialisation and mechanisation causing poverty, e.g. investment was going to machines rather than wages</li><li>• Chartism was a widespread protest against the effects of industrialisation.</li></ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| 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 cooperative activities changed little in the years 1785-1870.</p> <p>The extent to which cooperative activities changed little in the years 1785-1870 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Mutualism was a continuous feature of cooperative activities, e.g. as the reason for founding friendly societies in the eighteenth century and as part of the Rochdale Principles</li> <li>• Self-help through education and moderation was a consistent feature of cooperative activities, e.g. at New Lanark and as part of the Rochdale Principles</li> <li>• New Lanark's model of cooperative production did not provide an alternative to profit-driven production that was in full flow by 1850, and in that sense never brought about the change hoped for</li> <li>• Attempts to overcome the vagaries of the market was a consistent feature of cooperative activities, e.g. the Hull Anti-Mill in 1795 and the commitment to full weight and measure in the Rochdale Principles.</li> </ul> <p>The extent to which cooperative activities changed in the years 1785-1870 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Friendly societies grew to the extent that the government legislated to oversee their registration, e.g. the 1855 Friendly Societies Act</li> <li>• The Rochdale Pioneers added the model of cooperative shops that became the blueprint for further shop building after 1844</li> <li>• The cooperative movement developed its own economic outlook that was to take in wholesale and retail policy.</li> </ul> <p>Other relevant material must be credited.</p> |

## Section C: indicative content

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| 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 fear of slave revolution led to the abolition of 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 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>• Some historians underestimate the role that fear of slave revolt played in winning MPs to the side of abolition</li><li>• The Haitian revolution changed the view of Africans as mere slaves and motivated Wilberforce's parliamentary efforts</li><li>• Better management of slave estates and the natural increase in slave numbers mitigated the threat of rebellion and added to the force of the abolitionists' case in Parliament.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• Abolitionists campaigned on moral grounds in the main</li><li>• Thomas Clarkson was tireless in propagandising about the horrors of slave ships</li><li>• By 1807 the moral argument triumphed, and Grey made no reference to anything other than the moral case for abolition when he moved the bill to abolish the slave trade</li><li>• No MP raised slave rebellions or economic arguments as reasons for abolition.</li></ul> <p>Candidates should use their own knowledge of the issues to address the view that fear of slave revolution led to the abolition of the slave trade. Relevant points may include:</p> <ul style="list-style-type: none"><li>• One in ten slave ships sailing from Africa faced slave insurrections and this was costly in terms of lost cargo and the necessity for maintaining naval patrols</li><li>• British attempts to take Haiti, after the rebellion there, ended in disaster with the deaths of British troops at the hands of a slave militia</li><li>• The British government had taken a strong hand against British radicals and feared that workers in the industrial areas might make a common cause with enslaved labourers.</li></ul> <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"><li>• The new industrial middle class disliked the subsidies given to slave</li></ul> |

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|  | <p>produced goods and supported abolition on free market principles</p> <ul style="list-style-type: none"> <li>• Dissenting churches, e.g. Baptists and Methodists, maintained opposition to the slave trade throughout the period and supported the boycott of slave-produced goods</li> <li>• When France committed to keep slavery in its Caribbean colonies, the British government saw the chance to take the high moral ground, and the chance to seize French ships</li> <li>• The Caribbean colonies were decreasing in value for Britain as Indian trade developed, and it made sense to focus naval activity on the Indian trade routes.</li> </ul> <p>Other relevant material must be credited.</p> |
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