



# Mark Scheme (Results)

October 2020

Pearson Edexcel GCE  
In History (9HI0/1D)  
Advanced

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.
1	1-3	<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	4-7	<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 focus of the question.</li><li>• 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.</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	8-12	<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>

Level	Mark	Descriptor
4	13-16	<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>
5	17-20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• 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.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section C

**Target:** AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1-3</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>4-7</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 is given, but with limited support and related to the extracts overall, rather than specific issues.</li></ul>
<b>3</b>	<b>8-12</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 on, 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>13-16</b>	<ul style="list-style-type: none"><li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and 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 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.</li></ul>
<b>5</b>	<b>17-20</b>	<ul style="list-style-type: none"><li>• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.</li><li>• Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.</li><li>• Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.</li></ul>

## Section A: indicative content

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far they agree that support for trade unions was the most significant feature of working-class protest in the years 1785-1834.</p> <p>The extent to which support for trade unions was the most significant feature of working-class protest in the years 1785-1834 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The significance of early trade union formations as a response to industrialisation was not lost on government who saw them as a threat to the economic order and banned them, e.g. the Combination Acts 1799/1800</li><li>• Trade unions in Lancashire mobilised their supporters for the demonstration in favour of electoral reform at St. Peter's Field in 1819, which was a significant protest in terms of its size and repression</li><li>• Support for trade unions was a significant feature of protest against working conditions in the factory system, e.g. the formation of the Association of Weavers in Lancashire</li><li>• Support for trade unions continued to be a significant feature of the struggle for improved wages and to avoid the insecurities offered by laissez faire economics</li><li>• Support for the GNCTU in 1834 was significant because it recruited on a mass scale and mobilised significant protests in support of the 'Tolpuddle Martyrs', e.g. in Copenhagen Fields on 21 April 1834.</li></ul> <p>The extent to which other features of working-class protest were significant/or the limitations of support for trade unions in the years 1785-1834 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Workers joined trade unions for economic reasons and not necessarily as a form of protest</li><li>• Support for trade societies was a significant feature of the struggle of skilled workers to defend their craft, e.g. the London Printers Association</li><li>• The destruction of machinery was a significant feature of the protests of the Luddites and the Swing rioters</li><li>• Demonstrations and petitions were a significant feature of working-class pressure for electoral reform, e.g. the Blanket March in 1817</li><li>• The radical press made a significant contribution to working-class protest, e.g. Henry Hetherington's 1831 <i>Poor Man's Guardian</i> and its declaration: 'Published in Defiance of the Law, to try the Power of Right against Might'</li><li>• Working-class support for campaigns led by the middle classes were</li></ul>

increasingly significant at the end of the period, e.g. the support for Attwood's Birmingham Political Union in the run-up to 1832.

Other relevant material must be credited.



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 how far they agree that Chartism failed in the years 1838-48 largely due to divisions over methods of protest.</p> <p>The extent to which Chartism failed in the years 1838-48 largely due to divisions over methods of protest should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Centres of Chartist activity were divided from each other over tactics, e.g. smaller industrial towns dominated by one employer tended to favour more militant tactics, as was the case with Halifax in 1842</li> <li>• The decision to separate Chartist demands from the cause of Irish independence limited the size and potency of Chartist protests</li> <li>• The split between 'Physical Force' and 'Moral Force' Chartism became increasingly important after the failure of the Newport Rising, allowing an opening for the government to exploit</li> <li>• Divisions about tactics in 1848 meant that despite a mass petition and demonstration there was no agreement about how to follow it up, and thus led to a dead end.</li> </ul> <p>Other reasons for the failure of Chartism in the years 1838-48 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Charter may have been too ambitious to be considered by parliament, e.g. annual parliaments were seen as disruptive</li> <li>• Government was mindful that concessions to the working class might result in more demonstrations and further demands and therefore held firm by not even accepting some of the giant petitions to parliament</li> <li>• General prosperity was rising, e.g. food became cheaper after 1846, and this took the urgency from the Chartist movement</li> <li>• Chartist activity faced effective government repression including the use of military force, e.g. in 1842 24 Chartists were killed at Newport and 56 Chartists from the Potteries were transported to Australia</li> <li>• Government legislation effectively made the case that reforms were happening without the need for protest and this undercut the Chartist's propaganda about the need to protest, e.g. the 1847 Ten Hours Act.</li> </ul> <p>Other relevant material must be credited.</p>

## Section B: indicative content

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the growth of banking was the most important consequence of industrialisation in the years 1785-1870.</p> <p>The extent to which the growth of banking was the most important consequence of industrialisation in the years 1785-1870 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Banking provided capital to fund further industrial development – a primary function for industrial capitalism</li><li>• The spread of banks across Britain facilitated the growth of local business and extended the influence of the industrial middle class by taking deposits and guaranteeing payment</li><li>• The growth of local Savings Banks encouraged the skilled working class to become savers, e.g. small deposits in local banks more than doubled in the years 1829-70</li><li>• Banking growth led to the creation of larger joint-stock banks, which in turn facilitated access to larger amounts of capital and the use of cheques, e.g. the creation of the Lancashire Banking Company in 1826</li><li>• Capital intensive projects, e.g. the building of railways, were facilitated by the growth of banking and the safe transfer of assets.</li></ul> <p>Other important consequences of industrialisation in the years 1785-1870 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The creation of a new middle class injected entrepreneurial energy into the economy, which the traditional landed elite had largely failed to produce</li><li>• Life expectancy increased along with a dramatic growth in national wealth, e.g. the population of England and Wales increased from 10.1 million in 1811 to over 21 million in 1870</li><li>• Britain became a centre of machine production leading the world in mechanised technology, e.g. already by 1850 machine manufacture had replaced textiles as the most profitable sector of the economy</li><li>• Industrialisation fed the north/south divide as investment was concentrated in the centres of industrial production in the North and the Midlands</li><li>• The growth of industrial towns and cities changed the British landscape for ever.</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 the most significant factor shaping poor relief in the years 1834-70 was its cost.</p> <p>The extent to which cost was the most significant factor shaping poor relief in the years 1834-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1834 Poor Law Amendment Act, in force to 1870, was driven by middle- class concerns over the direct cost of outdoor relief, e.g. some parishes were burdened with a disproportionate number of paupers</li> <li>• The 'iron law of wages' reasoned that the Roundsman system was an indirect cost to the ratepayers by subsidising the wages of the poor and this view dominated attitudes to the poor throughout 1834-70</li> <li>• Investigations into workhouse scandals in Andover and Huddersfield revealed that the appalling conditions were a direct result of maintaining poor relief at as low a cost as possible</li> <li>• The workhouse regime in the years 1834-70 was designed to incentivise the poor to work hard to escape poverty by making the cure worse than the complaint</li> <li>• The 1865 Union Chargeability Act placed funding for poor relief on the Union instead of the parish, which shaped poor relief for considerations of cost.</li> </ul> <p>The significance of other factors shaping poor relief in the years 1834-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Whig thinking was in favour of an efficient national system that equalised and regulated the administration of poor relief, e.g. through the creation of Poor Law Unions</li> <li>• Utilitarianism, through the works of Edwin Chadwick who wanted to ensure a free market for labour, shaped poor relief throughout the period</li> <li>• The influence of individual campaigners gave voice to the moral objections to the way poor relief was administered and affected the views of many of the voting public, e.g. the publication of Dickens' <i>Oliver Twist</i></li> <li>• Poor relief was shaped increasingly by public awareness and opposition to the way it was administered, e.g. the 1867 Metropolitan Poor Act requiring separate facilities for men and women was influenced by moral concerns</li> <li>• Thinking about what caused poverty shaped the nature of poor relief, e.g. that work was the remedy for those who were alleged to have chosen idleness, and were thus undeserving.</li> </ul>

	Other relevant material must be credited.
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## 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 issues of interpretation to reach a reasoned conclusion concerning the view that the abolition of the slave trade happened in 1807 primarily because of the part played by William Wilberforce.</p> <p>In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"><li>• Wilberforce has come to be seen as the prime mover of abolition</li><li>• Wilberforce presented the 1792 Bill to Parliament based on the evidence provided by Sharp and Clarkson</li><li>• Only parliament could abolish slavery and this is where Wilberforce played a key role</li><li>• Wilberforce was single-minded and influential.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• The role of Wilberforce cannot explain why abolition was passed in 1807, it could have passed earlier</li><li>• Revolutions in France and Haiti affected attitudes to abolition in Parliament</li><li>• Slaves were starting to shape their own futures</li><li>• Peace with France reduced fears about slave revolts in the Caribbean, and this accounts for why abolition was speedily passed thereafter.</li></ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the abolition of the slave trade happened in 1807 primarily because of the part played by William Wilberforce. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Wilberforce shared the importance of religion, morality and education with the abolitionists outside Parliament, making him the ideal parliamentary campaigner for abolition</li><li>• Wilberforce let his house in Westminster be used as a campaign headquarters for the abolitionists</li><li>• Wilberforce worked hard to allay the fears of the Planters, e.g. his work on compensation to slave owners when their human capital was</li></ul>

Question	Indicative content
	<p>liberated</p> <ul style="list-style-type: none"> <li>• After Pitt's death Wilberforce wisely began to work with Whigs in Parliament, e.g. Charles Fox and Lord Grenville.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the abolition of the slave trade happened in 1807 primarily because of the part played by William Wilberforce. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The economic opinion about the value of slavery to the country was changing in favour of abolition, e.g. the spread of Adam Smith's free trade doctrine</li> <li>• A mass movement of abolitionists outside Parliament set the scene for changing attitudes to slavery within it</li> <li>• Revolts on one in 10 slave ships were increasingly threatening profits from the Caribbean and thus Parliament became convinced that it would not be economic suicide to ditch the slave trade</li> <li>• There was growing international opposition to the slave trade, and when France moved back in support of slavery Britain could support abolition and claim to be the leader of progress.</li> </ul>

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