

Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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Candidate Number

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# History

**Advanced**

**Paper 1: Breadth study with interpretations**

**Option 1D: Britain, c1785–c1870: democracy, protest and reform**

Wednesday 6 June 2018 – Afternoon

**Time: 2 hours 15 minutes**

Paper Reference

**9HI0/1D**

**You must have:**

Extracts Booklet (enclosed)

Total Marks

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## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are three sections in this question paper. Answer **ONE** question from Section A, **ONE** question from Section B and the question in Section C.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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**SECTION A**

**Answer EITHER Question 1 OR Question 2.**

**EITHER**

- 1** How accurate is it to say that, in the years 1852–67, the most significant factor driving parliamentary reform was campaigning by the Reform League?

**(Total for Question 1 = 20 marks)**

**OR**

- 2** How accurate is it to say that Luddism, in the years 1811–17, was remarkably similar to the Swing riots that took place in the years 1830–31?

**(Total for Question 2 = 20 marks)**

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SECTION A

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number: **Question 1**       **Question 2**

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(Section A continued)

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(Section A continued)

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(Section A continued)

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(Section A continued)

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(Section A continued)

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(Section A continued)

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**SECTION B**

**Answer EITHER Question 3 OR Question 4.**

**EITHER**

- 3** How far do you agree that campaigning individuals did more to help those in poverty than government did in the years 1834–70?

**(Total for Question 3 = 20 marks)**

**OR**

- 4** How far do you agree that the development of the New Model Unions was the most important achievement of trades unions in the years 1785–1870?

**(Total for Question 4 = 20 marks)**

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SECTION B

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number:    **Question 3**             **Question 4**

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(Section B continued)

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(Section B continued)

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(Section B continued)

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(Section B continued) .....

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**TOTAL FOR SECTION B = 20 MARKS**



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SECTION C

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5 In the light of differing interpretations, how convincing do you find the view that the abolition of the slave trade was due to ‘the desire of the middle-classes for humanitarian reform’? (Extract 1, lines 12–13).

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

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(Total for Question 5 = 20 marks)

**TOTAL FOR SECTION C = 20 MARKS**  
**TOTAL FOR PAPER = 60 MARKS**



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# Pearson Edexcel Level 3 GCE

## History

Advanced

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**Option 1D: Britain, c1785–c1870: democracy, protest and reform**

Wednesday 6 June 2018 – Afternoon

**Extracts Booklet**

Paper Reference

**9HI0/1D**

**Do not return this booklet with the question paper.**

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### Extracts for use with Section C.

**Extract 1:** From Jeremy Black, *Slavery: A New Global History*, published 2011.

It was not problems within the slave economy in the West Indies that led to the abolition of the slave trade in 1807. Instead, it is more appropriate to look at the changing mood in Britain itself. Pressure from Abolitionists changed the views within Westminster. It became the 'official view' that action against the slave trade was needed. The Abolitionists succeeded in marginalising the view of the West Indian planters who had profited most from the British and European demand for products such as sugar. A reforming liberal middle-class culture was becoming increasingly important, and was helping to define British values of civility and tolerance. The slave trade was the exact opposite of this civilising mission. The Abolitionists were given confidence by public support. This confidence helped to influence the debate within the elites, forcing the defenders of slavery onto the defensive. It was the desire of the middle-classes for humanitarian reform, not fear of revolution in the elites, that brought about abolition.

**Extract 2:** From Graham Ullathorne, *How Could We Do Without Sugar and Rum?*, published 2007.

It could well be argued that the passage of the 1807 Act owed a lot to the slave rebellions in the Caribbean and the successful revolution by former slaves in Haiti. In comparison, the abolitionists in Britain were less important. Although William Wilberforce was extremely eloquent and gained the support of Prime Minister William Pitt, eleven parliamentary bills for the abolition of the slave trade were defeated in the fifteen years to 1807.

Thomas Clarkson, and other white abolitionists, could stand in front of enthusiastic audiences to talk about the evils of slavery. But those audiences were more moved when a former slave stood up and lectured about his life. It had considerably more impact and disproved the stereotype of the African slave as a savage. Equiano's *The Interesting Narrative of the Life of Olaudah Equiano* indicated to literate society that there was no meaningful difference between black and white, free person and slave. Given an education and a chance in life they could be successful, despite the pro-slavery propaganda that suggested the opposite.

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