



# **Mark Scheme**

Summer 2017

Pearson Edexcel  
GCE In History (9HI01) Paper 1D  
Advanced

Unit 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.
- 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.
<b>1</b>	<b>1–3</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>4–7</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 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>
<b>3</b>	<b>8–12</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>13–16</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>

Level	Mark	Descriptor
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.
1	1–3	<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	4–7	<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>
3	8–12	<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	13–16	<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>
5	17–20	<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 accurate it is to say that the continued lack of parliamentary reform in the years 1785-1820 is best explained by government fear of revolution.</p> <p>The role that government fear of revolution played in preventing parliamentary reform should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The French Revolution used terror against the king and aristocrats prompting the defence of the unreformed parliament, e.g. Burke's Reflections on the Revolution in France</li><li>• Pitt who had supported reform became fearful of revolution and hence the repressive acts of the 1795 parliament</li><li>• The development of an extensive spy network and their activities against groups who wanted to reform parliament</li><li>• The use of excessive force at Peterloo against peaceful demonstrators demanding reform was followed by six repressive acts of parliament.</li></ul> <p>The role that other factors played in preventing parliamentary reform should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Rotten boroughs and pocket boroughs maintained the political power of the elite, and they were unwilling to give it up</li><li>• The monarchy strongly opposed reform to maintain the status and authority of the Crown</li><li>• The war with France from 1793 made the government less willing to consider reform</li><li>• The growth of patriotic sentiment reduced support for those demanding reform.</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 how far they agree with the suggestion that in the years 1838-48 the Chartists failed to achieve the Charter because its demands were too ambitious.</p> <p>Evidence and argument to support the suggestion that in the years 1838-48 the Chartists failed to achieve the Charter because its demands were too ambitious should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The demand to enfranchise all men over the age of 21, if passed, might hand political power to the working class, which was unacceptable to industrialists and land-holders</li> <li>• The demand for equal constituencies was a threat to the landed gentry as the number of urban constituencies would increase at their expense</li> <li>• The removal of the property qualification for MPs threatened the monopoly of political power held by the elite</li> <li>• The demand for annual elections would, in the minds of the elite, disrupt government and give too much say to those with insufficient education.</li> </ul> <p>Evidence and argument to suggest that other factors in the years 1838-48 were the main reason why the Chartists failed to achieve the Charter should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The divisions in the Chartist movement, e.g. physical force and moral force Chartism</li> <li>• Government legislation undermined Chartism by offering reform, e.g. the passing of the Ten Hours Act in 1847</li> <li>• Government determination to defeat Chartism, and the use and extension of state powers, e.g. the use of the army and courts</li> <li>• The British economy was growing with some workers becoming prosperous, and therefore unwilling to commit to Chartism.</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 far they agree that harsh treatment of the poor was the most significant response to poverty in the years 1834-70.</p> <p>Evidence and argument that harsh treatment of the poor was the most significant response to poverty in the years 1834-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Poor Law Amendment Act, a significant government response, was harsh to the poor through the principle of 'less eligibility'</li><li>• The workhouse regime is significant as it was deliberately made to be unpleasant and workhouses were feared as 'bastilles'</li><li>• The dominance of free-market ideology encouraged the response that those in poverty were to blame and should bear the consequences</li><li>• The concept of self-help, although sympathetic to the plight of the poor, still put the responsibility to end poverty on the shoulders of the poor.</li></ul> <p>The extent to which other responses to poverty were significant in the years 1834-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The work of Henry Mayhew highlighting low wages as being the main cause of poverty could be argued as a clear shift towards society taking responsibility for poverty</li><li>• The work of individuals like Charles Dickens and Elizabeth Gaskell highlighted the social causes of poverty and therefore the folly of less eligibility</li><li>• The revelation of a high percentage of young paupers in workhouses who could not be responsible for their own poverty led to the demand for better educational and medical facilities for the poor</li><li>• The foundation of the Charity Organisation Society in 1869 shows a willingness to help rather than blame the poor.</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 the shift to factory production was responsible for the growth of trade unions in the years 1785-1834.</p> <p>Evidence and argument that the shift to factory production was the most important reason for the growth of trade unions in the years 1785-1834 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Factories brought larger numbers of workers together and overcame some craft divisions making collective organisation easier</li> <li>• New industrial towns based on factory production facilitated trade union growth across industrial centres, e.g. the Manchester Weavers</li> <li>• Factories were dangerous workplaces in terms of unguarded machines and long working days, and trade unions organised to confront these issues</li> <li>• As factory employment came to dominate entire trades it led to the formation of general unions, e.g. John Doherty's general spinners union.</li> </ul> <p>Evidence and argument that trade union growth occurred for reasons other than the shift to factory production should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Trade unions grew in workplaces without factories throughout the period, e.g. mining and agriculture</li> <li>• The war with France created price inflation putting pressure on wages, and workers joined trade unions to increase their pay</li> <li>• Free market competition tended to drive wages down in some trades and required a collective response from workers</li> <li>• Aggressive tactics by employers led to the combinations of trade unions, e.g. the formation of the GNCTU in 1834.</li> </ul> <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 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 was achieved through the campaigning of Nonconformist Christians.</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>• The extent of Nonconformist Christian endeavour in the Caribbean and newly industrialising areas of Britain</li><li>• The extent to which Nonconformist Christianity was transforming worship in Britain and linking Christian duty to the abolitionist cause</li><li>• The audience for Christian Nonconformity felt a common bond with black slaves.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• The importance of the work of Africans such as Olaudah Equiano as writers and speakers</li><li>• The impact Equiano had on other abolitionists including John Wesley and Thomas Clarkson</li><li>• The importance of the boycott of West Indian sugar.</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 was achieved through the campaigning of Nonconformist Christians. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The importance of the Quaker movement in organising speakers and publications for the abolitionist cause, e.g. the 1784 publication of 10,000 pamphlets</li><li>• The role of Evangelism in the abolitionist movement and their belief that sins had to be fought</li><li>• The role of individual Nonconformists in persuading prominent politicians to support the anti-slavery movement</li><li>• The joining together of Nonconformists to found the Society for Effecting the Abolition of the Slave Trade.</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 was achieved through the campaigning of Nonconformist Christians. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The impact of the American War of Independence and the French Revolution on the political climate in Britain, for both rulers and ruled</li><li>• The significant role of determined individuals, e.g. William Wilberforce and Granville Sharp</li><li>• The publicity generated by legal proceedings involving the slave trade, e.g. the 1783 Zong case.</li></ul>

