



Examiners' Report **June 2024**

GCE History 9HI0 1D

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Introduction

It was pleasing to see candidates able to engage effectively across the ability range in this year's A Level paper 1D, which deals with Britain: c1785 – c1870: democracy, protest and reform.

This year's paper proved to be slightly more challenging in section A. This was largely because candidates found it harder to deal with the shorter time frames these questions asked for. Nevertheless, answers in section B were very good on the whole, and candidates were well prepared for the topics examined. Answers in all three sections were broadly in line with the indicative content in the mark scheme, but some candidates offered information and analysis beyond that which we anticipated. In section C the extracts offered no difficulties for the majority of candidates and provided an accessible interpretative framework.

The advice offered to centres and candidates remains unchanged from last year.

The paper is divided into three sections. Section A comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting any of the second order concepts of cause, consequence, change and continuity, similarity/ difference and significance with a time frame of not less than ten years. Section B offers a further choice of essays using an extended time frame of not less than one third of that offered by the specification as a whole. Section C contains a compulsory question which is based on two given extracts. It assesses analysis and evaluation of historical interpretations in context (AO3). Candidates in the main appeared to organise their time effectively, although there were some cases of candidates not completing one of the three responses within the time allocated. Examiners did note a number of scripts that posed some problems with the legibility of handwriting. Examiners can only give credit for what they can read.

Of the three sections of Paper 1, candidates are generally more familiar with the essay sections, and in sections A and B most candidates were well prepared to write, or to attempt, an analytical response. Stronger answers clearly understood the importance of identifying the appropriate second order concept that was being targeted by the question. A minority of candidates, often otherwise knowledgeable, wanted to focus on causes and engage in a main factor/other factors approach, even where this did not necessarily address the demands of the conceptual focus. Candidates in the main were able to apply their knowledge and understanding in a manner suited to the different demands of questions in these two sections in terms of the greater depth of knowledge required where section A questions targeted a shorter period, as compared to the more careful selection generally required for the section B questions covering a broader timespan.

Candidates do need to formulate their planning so that there is an argument and a counter argument within their answer; some candidates lacked sufficient treatment of these. The generic mark scheme clearly indicates the four bullet-pointed strands which are the focus for awarding marks and centres should note how these strands progress through the levels. Candidates do need to be aware of key dates, as identified in the specification, and ensure that they draw their evidence in responses from the appropriate time period.

In Section C, the strongest answers demonstrated a clear focus on the need to discuss different arguments given within the two extracts, clearly recognising these as historical interpretations. Such responses tended to offer comparative analysis of the merits of the different views, exploring the validity of the arguments offered by the two historians in the light of the evidence offered by both the extracts, and candidates' own contextual knowledge. Such responses tended to avoid attempts to examine the extracts in a manner more suited to AO2, assertions of the inferiority of an extract on the basis of it offering less factual evidence, or a drift away from the specific demands of the question to the wider taught topic.

Question 1

Question 1 asked candidates to consider whether demands for parliamentary reform changed significantly in the years c1785 – 1820. This was the more popular question in section A. Although the question was accessible to the majority, a number of candidates found it difficult to deal with the end date of 1820 and offered material on the Swing Riots and even the Days of May.

Successful candidates were able to maintain focus on change and continuity, but with more emphasis on change. At the top end change was exemplified as in the indicative content of the mark scheme. The demands for reform were shown to stem from social and economic hardship and the radical impulses from the French Revolution and writers like Tom Paine. Only a minority did a good job of exemplifying continuity. Those who did so looked at the demands to end corrupt parliaments, extend the suffrage and increase representation.

At level 3 there was often plenty of rewardable, relevant material offered, but the criteria by which to make a judgement was less secure. For example, candidates often successfully showed how the economic and political context changed through industrialisation and war but were unable to connect this securely to the changing demands for reform.

Less successful candidates spent a lot of time looking at the repressive acts of parliament and wrote about Luddism at length. It seems that some candidates mistook 'parliamentary reform' to mean 'reforms by parliament', and so the Frame Breaking Act and Combination Act were highlighted.

- Enlightenment
- Industrial Revolution
- What they were demanding
- War with France

The period c/1785-1820 saw a steady growth in demands for parliamentary reform due to the political, social and economic climate and the changes that came with the Industrial Revolution. The demands in and of themselves, calling for equal representation in parliament, the redistribution of seats and ~~limited~~ ~~an~~ ^{widening of} the franchise, does not among other things, do not seem to have changed significantly except ~~in~~ ~~re~~ to become stronger in the face of government repression.

In the wake of the Enlightenment which popularized new ideas (for Britain) of democracy and the rights of the people and with the French Revolution and the ~~se~~ physical example of ~~pep~~ the common man rising up against a ruling aristocratic class ~~it~~ demanding 'liberty, justice and equality' ~~it was~~ there was a foundational shift which ~~it~~ though slow was beginning in

(Section A continued)

Britain to change the way government was viewed. Pamphlets like Thomas Paine's 'Rights of Man' were a popular way of spreading these ideas ~~am~~ among the common man. The growth of a middle-class as a result of the Industrial Revolution, who were more educated also meant ideological ideas spread faster. The industrial middle-classes growing in strength and financial power in the years 1785-1820 meant they were ~~less~~ discontent with the aristocratic class domination of parliament and wanted more representation for their business interests in places of power. This ideological shift in the way government was viewed did fluctuate though with the increasing violence of the French Revolution that led to a disgust at the bloodiness and fear of Revolution among MPs. MPs who had themselves supported parliamentary reform at the beginning of the Revolution were horrified at the turn of events and drew back from pressing for reform. ~~The Under Pitt~~

The government also reacted harshly to any threats of Revolution under the so called 'Pitt's Terror'. Habeas Corpus was suspended to allow for 'quick arrests' of suspected revolutionaries and the 'Combination Act' banned any form of trade union which could

(Section A continued)

be a threat. Other measures were put in place banning large meetings of more than 50 people without a bailiff's permission and thus dampened any revolutionary activity ~~and~~ calling for reform, though ~~there~~ many Combinations were still carrying on in relative secrecy.

It is fair to say that demands for reform seemed fairly consistent in these years 1785-1820 but fluctuated depending on circumstances. War with France for instance led to a surge in patriotism that ~~limited~~ ^{dimmed} the idea of parliamentary reform in the public's minds, though individuals continued attempts in the background. However, with the ongoing nature of the war there was increasing dissatisfaction with the government, from within and without that brought the question of reform back into view. The end of the war ~~leg~~ became a catalyst for increased calls for reform with high unemployment rates, rising bread prices (and the unpopular corn laws) and poor harvests leading people in desperation to ~~seek~~ call for reform of the parliamentary system which they hoped would bring more attention to their plight.

The Industrial Revolution also saw an

(Section A continued)

increasing geographical shift in the makeup of the population and the ~~the~~ creation of new industrial cities with increasingly large numbers of people. This saw the old system of boroughs and counties become ~~increasingly~~ more unrepresentative as counties with barely a few 1,000 people were returning ~~to~~ 2 MPs while rising cities like London and Manchester with 10s of thousands returned none. This huge change made ~~the~~ the need for parliamentary reform inevitable the question was simply when.

The demands for reform fluctuated ~~in~~ among the public based on external events but the work of committed individuals ensured that there was a ~~steady~~ ~~but~~ steady growth in calls for reform. The ideological change behind demands for reform was significant as were the geographical changes that made the need for parliamentary reform inevitable. The rising middle class also challenged the dominance of the aristocracy which was a gradual but increasingly significant change. What the demands were ~~though~~ ~~proved~~ ~~throughout~~ however did not change overwhelmingly.



This is a clip from a level 4 response that shows a fairly typical answer to the question.

There is a good range of relevant detail, but the focus on change and continuity is insecure. The answer starts promisingly with a good overview of the period, and it highlights the main issues that were prompting demands for electoral reform. The development of radical ideas from the French Revolution on the first two pages, is taking the response in the right direction, but then the answer loses focus. The demand in the question, to judge whether demands for electoral reform changed or stayed the same, is only partially answered.

This response was awarded level 4, 15 marks.



Answering a change and continuity question should be fairly simple. It is an answer of two parts with some discussion and evaluation at the end. The demands for electoral reform, such as increased representation in parliament, stayed the same over the period, but what changed was the determination to see them delivered. The period begins with pamphlets and ends with mass demonstrations.

Question 2

Question 2 asked candidates to consider whether the exclusion of most of the working class from the democratic process continued to be the main feature of the electoral landscape in the years 1832 – 52. This question produced some very good answers.

Successful candidates understood the question as being about the main consequences of the 1832 Great Reform Act and were able to look at how the act failed to enfranchise the majority of the working class, as well as how the Whig government turned a deaf ear to the demands of the Chartists. Other features of the electoral landscape weighed against the exclusion of the working class were the development of the two-party system; the political weight of the new industrial middle class; and, the growth of campaigning organisations through which the voice of the working class could be heard, eg the Ten Hours Movement.

At level three candidates tended to offer good material on the GRE and often included the Chartist response but were unable to securely grasp the need to argue for a 'main feature of the electoral landscape', leading them to simply affirm the given factor in the question.

Less successful candidates were unwilling to be limited to the given time frame and made the end date 1867. At level two candidates tended to describe the GRE and offer something on contextual issues such as living conditions and poverty.

The main feature of the electoral landscape in the years 1832-52 can be argued to be the exclusion of the working class as this did continue to be a major issue over the period. However the ~~the~~ inclusion of the industrial middle class and their growing importance could also be seen as the main feature of the electoral landscape after they gained the vote in 1832.

The working class had been raising the issue of their enfranchisement since the 1780s/90s with the London Corresponding Society. Furthermore, many had also rioted in Bristol and Nottingham in 1831 due to the reluctance to pass a reform bill. However, when the Great Reform Act was passed in 1832, it completely excluded the working class whilst giving the vote to the middle class. The Great Reform Act increased enfranchisement to just 18% and led to further discontent amongst the working class due to not being included. This exclusion led to the Chartist movement becoming an important feature of the electoral landscape in the following years (1839-48) showing the continuation of the working classes exclusion.

(Section A continued)

as a feature of the electoral landscape. In 1839 and 1842 the Chartists presented petitions to the government with millions of signatures to try to get a role in the democratic process. This shows how it was a continued issue for the government as the Chartist movement kept bombarding them with petitions due to the working class exclusion from the democratic process. Furthermore, the Chartists continued to ~~be~~ be an issue for the government and main feature of the electoral landscape due to their violent methods. One Chartist uprising was the Newport Rising in 1840 where 5000 miners rose up leading to many deaths and imprisonments. ~~The~~ This helps to argue that the main feature of the electoral landscape was the exclusion of the working class since due to their exclusion in the 1832 act, the Chartists were established and even led to violent events like this all due to their exclusion from the democratic process. Furthermore, it can be argued that this continued to be the main feature of the electoral landscape due to the failure of the ~~1832~~ 1852 property qualification bill. This legislation proposed to reduce the property qualification

(Section A continued)

needed to become an MP. It was rejected as the aristocratic members feared it would allow the working class into parliament. This strongly shows how the exclusion of the working class continued to be an issue for parliament and can be considered as the main feature of the electoral landscape.

However, an ~~an~~ alternative factor which could be considered to be the main feature of the electoral process is the political mobility of middle classes. In the 1832 Great Reform Act, the franchise had been extended to include the newly emerged industrial middle class. The middle class had shown their influence during the 'Days of May' leading up to the Great Reform Act by withdrawing £1.8 million to disrupt government funds due to the reluctance to pass parliamentary reform. The new middle class was educated, wealthy and responsible for maintaining meaning the upper classes in Parliament had to work with them particularly as many of the upper class had investments in business run by the middle class. The middle class had grown by 75% during the early 1800s, so were a very large group when given political

(Section A continued)

rights in 1832. The inclusion of them was a new feature of the political landscape and began to have a significant impact. For example, MP Michael Sadler was a member of the middle class and played an important role in the 10 Hour ~~Act~~ Movement which eventually led to the 1847 Ten Hour Act being passed. Since the middle became important for Factory Reform legislation to be passed, this shows them to be an important feature of the ~~the~~ electoral landscape as previous to 1832 (when they were enfranchised) no effective factory legislation had been passed meaning it can be argued that the emergence ~~was~~ of the middle class was actually the main feature of the electoral landscape.

Another factor which can be argued as the main feature of the electoral system was the upper classes' desire to solidate their position and remain powerful. This can be seen when in provisions of the 1832 reform Act rotten borough seats were removed, but then redistributed to counties - where aristocrats held the power. This reflects how due to the changing class dynamics the aristocracy were determined

(Section A continued)

to maintain their position. This can also be seen when the 1852 property qualification bill was rejected; the aristocracy didn't want to concede any power to the working class. This can be argued as the main feature of the electoral system as over the period those in power were doing everything they could to remain in power.



ResultsPlus
Examiner Comments

This is a clip from a successful response to this question. The response is focussed, as the question demands, on the outcome of the 1832 Great Reform Act. The response deals with the exclusion of the working class in terms of the Act and the continued denial of Chartist petitions calling for an extension of the suffrage.

The given factor of working-class exclusion is then weighed against the political dominance of the new industrial middle class, and their assumed role in deciding what was best for the working class. There is a good range of mostly accurate information, focus on the demands of the question and a decent discussion and evaluation.

This response was awarded level 5, 19 marks.



ResultsPlus
Examiner Tip

When a question asks candidates to consider a 'main feature' it is looking at an outcome or consequence. Try to avoid the temptation to explain what caused the main feature. Many candidates find it easier to explain causes than they do consequences, but it is not answering the question and loses marks.

Question 3

Question 3 asked candidates to consider whether the Rochdale Pioneers made the most significant contribution to co-operative activities in the years 1799 – 1870. This was the slightly more popular question in section B and candidates were well prepared to answer it.

Responses from the more successful candidates were full of good, detailed evidence and evaluation about the Pioneers and their significance. Evaluations were, as expected, gained through the comparison of the Pioneers to the earlier activities at New Lanark. The criteria by which the question might be judged were based on the impact each had on the lives of working people; the spur each gave to further co-operative activities such as education and mutualism; and, how they extended their influence beyond British shores. The significance of Friendly Societies was also well considered.

At level three candidates often tended to be dismissive of other contributors to co-operative activity and simply focussed their evidence and evaluation on the Pioneers.

Less successful candidates, of which there were relatively few, tended to offer limited evidence on the Pioneers and New Lanark, and padded it out with material on trade unions.

Without a doubt the Rochdale Pioneers had a significant contribution to the cooperative activities in 1799-1870, as they were led to global recognition and extended success on the cooperative foundation. The role of Robert Owen at his mill in New Lanark was had an important contribution as he created the foundation of the cooperative activities in 1799, promoting self help. You could also argue that the ~~growth of~~ Friendly Societies had a pivotal contribution as they provided protection for working class men who had been disregarded by the government.

Undoubtedly the Rochdale Pioneers made the most significant contribution to the cooperative movement, as they were able to expand the movement which Robert Owen was unable to do. They had a more professional concept of ~~tope~~ the cooperative movement, emphasising fair goods were other stores mixed flour with chalk.

(Section B continued)

co-operative

This led to 251^v stores out of 362 in 1862 being based on their blueprint. This emphasises the significance of their contribution towards the movement as the ^{to} the majority of new stores took up from the Rochdale Pioneers. Additionally the Rochdale Pioneers were able to gain the movement global recognition, where in 1868 had trading links with Iceland, Australia and South America. This highlights the importance of their contribution towards co-operative activities, as they were able to expand on a worldwide scale. Furthermore their success led to cooperative economics in which by ~~having~~ pooling finances they could bulk buy, keeping prices in shops fair while still taking profit. This was significant towards the contribution of cooperative activities as it led to them having property in excess of £300,000 in 1870 which was huge for the movement. ~~Overall the Rochdale Pioneers had the most significant~~ Although ~~however~~ the Rochdale Pioneers had a less significant impact in the early years of 1799 - 1870. ~~Conclusion~~ Overall

(Section B continued)

the Rochdale Pioneers had the most significant contribution to cooperative activities, as they were able to expand globally and influence society throughout the country, growing the movement.

The ~~role of the~~ Rochdale Pioneers was key towards the contribution, however the role of Robert Owen at New Lanark was an underlying factor as he built the foundation for the cooperative activities. Owen did not believe making profit was key and gave humans the opportunity to "better" themselves at his mills in New Lanark. This was pivotal towards the contribution of cooperative activities as he it was him who promoted "self help" which was the goal message of cooperatives. Owen replaced punishments with incentives and in the 1800's gave his workers 1hr 30 min breaks compared to workhouses who on any had breaks for prayers. This was key in shaping the cooperative activities in the early years of 1790-1830, portraying the significance of Owen

(Section B continued)

project. Furthermore, Owen's communitarian ~~was~~ in 1806 when the USA placed an embargo on cotton from Britain, Owen still paid all his workers, his communitarian ideas led to the Cooperative and Economic Society in 1821. This was significant in the contribution of cooperative activities as by 1832 there were 500 cooperative stores, highlighting the importance of Owen towards the development. Overall the Roundtable Pioneers had a more significant contribution ^{impact} than Robert Owen's New Lanark, as Owen was able they were able to expand and grow cooperative activities, which Owen was unable to do in the latter years.

The role of Owen was important towards the development of cooperative activities, although the Friendly Societies were also key as they stretched up and down the country. In absence of government protection, working class men organised into groups, paying a weekly sum, with donations given to members in need - such as a family death. This was important

(Section B continued)

in the contribution of cooperative activities, as they emphasised on the cooperative spirit and legally collected funds unlike Trade Unions. This was a significant work. By 1803 8% of Ayle the passing of 1793 Friendly Society Act, their funds were now protected, which was very, as they were able to collect large sums of money, showing their significance in the contribution of cooperative activities. By 1803 18% of men were in Friendly Societies and by 1870 they outnumbered Trade Unions 4 to 1. This vividly conveys the importance of Friendly Societies, as they were legally recognised by the government and included large parts of the UK population, once more portraying their significance in the contribution of cooperative activities. Overall the Roundall Pioneers had a more significant contribution, ^{than Friendly Societies} as they didn't require weekly funds which almost defeated the aim and were able to grow exponentially compared to the Friendly Societies.



This is a clip from a typical response at level 5. The candidate offers a good range of mainly accurate evidence about the Rochdale Pioneers, Robert Owen and New Lanark, and the friendly societies. The criteria by which to make a judgement are clearly evident. The Pioneers are considered as the most significant contributors to the co-operative movement because they expanded a successful operation, but Owen is acknowledged for his founding role and so on. The response is well argued and supports a well-considered judgement.

This response was awarded level 5, 19 marks.



Evaluating significance requires the deployment of a good range of evidence and at least one good comparative factor. Remember to evaluate significance of each factor as it is dealt with, and then offer a discussion before making a final judgement.

Question 4

Question 4 asked candidates to consider the extent to which the Poor Law Amendment Act provided an effective way to deal with poverty in the years 1834 – 70. Once again, candidates found this question accessible, and were well prepared to answer it.

Successful candidates dealt with 'effective' quite easily. The intentions of the farmers of the PLAA were well known – to make provision for those in poverty as cheap as possible, and thereby incentivise the poor to work. The harshness of the system was also well understood and was exemplified through the treatment of inmates at Andover and Huddersfield. The criteria used to make a judgement was usually cost, deterrence and whether the workhouse system worked as intended. The vast majority concluded that the PLAA failed to provide an effective way to deal with poverty.

At level 3 candidates generally had an insecure grasp of 'effective'. And tended to offer accurate and relevant material on the attitudes to poverty that the workhouse system generated, with the Andover scandal taking up a good amount of time.

Less successful candidates tended to describe the workhouse system and the lack of compassion that was evident in it.

The Poor Law Amendment Act was a rather feeble attempt to deal with poverty in the years 1834-1870. Whilst the Poor Law attempted to highlight address the supposed issue of 'idleness' amongst the poor by making conditions worse, it rather led to a myriad of harmful consequences of more extreme poverty and a heavier strain on the poor-relief fund. However, nevertheless, the poor law was successful in acting as a turning-point into encouraging ~~people to be~~ more a more government-involved approach to poverty (devising to the previous laissez-faire approach). Therefore, I disagree with the statement to a low extent.

The Poor Law Amendment Act of 1834 sought to reduce the levels of poverty by however the means of doing so were not an effective way to deal with poverty. Such is evident in the foundations of the Poor Law Amendment Act, which were based on the Malthusian principle that the poor were, due to having too many children, would outstrip the amount of resources in Britain, thus leading to more poverty. ~~Such led~~ ~~Alongside~~ ~~admitted~~ ~~that~~ such placed a great deal of blame for poverty on the individuals rather than placing accountability on the lack of a welfare enabling state. Therefore, an Act ~~is~~ based on such a principle which ~~is~~ included clauses limiting state intervention,

(Section B continued)

was undeniably problematic for the poor and most definitely not beneficial. Furthermore, the concept of 'self-help', coined by Samuel Smiles, and notion of the 'deserving' and 'undeserving' poor were also key components of the Amendment Act. Such ingrained the Act to remove 'outdoor relief' (a process where the poor can claim money by donations) for the ~~undeserving~~ 'deserving' poor - those who were fit enough for work but laziness and idleness led to them being poor. Both concepts ~~meant~~ meant that the Poor Law Amendment Act was fundamentally ineffective at positively dealing with the poor ~~and~~ and poverty as it placed human nature as the determining factor causing poverty, as opposed to tackling the root issue of a lack of opportunities for the poor to escape the cycle of poverty. Such a notion was touched upon by ~~the~~ enlightened thinkers, such as ^{Sethian} ~~Shelton~~, who recognised that the state had the duty to provide support for its citizens through intervention. Therefore, it is extremely evident that the Poor Law Amendment Act did not provide an effective way at dealing with poverty. However, it is factual that the amount of people who needed poor relief significantly declined by 1850, however whether such was a product of the Poor Law Amendment Act or increased levels of prosperity could be questioned. Therefore, it is most definite that the Poor Law Amendment Act did not provide an effective way with dealing with poverty and rather gave the government an opportunity to have less intervention

(Section B continued)

with the 1834 Act.

Another way in which the Poor Law Amendment Act was ineffective in dealing with poverty was ^{through} the increased use of workhouses which it promoted. The Poor Law Amendment Act stated that those in poverty needed harsher conditions to act as a deterrent from being poor. This led to the rapid increase of workhouses, with over 600 being built by 1846. ~~While the workhouses were~~ The workhouses were supposed to be more economically viable than 'outdoor relief', with costs kept at a minimal by giving inmates low food rations, small sleeping areas and constructing the workhouses out of cheap material. However, such was ultimately an ineffective way of dealing with poverty as, because as the population rose, workhouses became overcrowded and ^{it} became roughly 50% more expensive than the previous to hold an inmate than to give them 'outdoor relief'. ~~It~~ Such displays that the 'deterrent' tactic of the workhouses were ineffective at reducing poverty and rather put a harsher economic strain on the poor-relief system. Therefore, the increased use of workhouses, as advocated for in the Poor Law Amendment Act, was relatively unsuccessful in dealing with the issue of poverty. Furthermore, ~~workhouse scandals~~ However, workhouse scandals, such as Andover in 1845, where inmates had resorted to sucking bone marrow from animal bones due to malnutrition, ~~and~~ ~~for~~ led to a higher sense of morality being placed upon

(Section B continued)

the poor - such ultimately led to more effective legislation and amendments being passed in the long-term, which resulted in a considerable improvement in the living conditions and welfare of the poor. However, while the Act may have thus been influential in the long-term, in the short-term it caused greater suffering for the poor as well as a greater strain on the poor relief system and was thus an ineffective way of dealing with poverty to a extent.



This is part of a response from the top of level 5. The candidate offers a strong argument that the PLAA was ineffective at root. The response illustrates how to bring in ideological evidence as well as evidence about how the Act was enforced.

This response was awarded level 5, 20 marks.

Chosen question number: Question 3

Question 4

During 1854-70, many struggled in poverty. Prior to this, poverty relief and funding had become seemingly too much for the tax-payers, mostly the middle class and as such an amendment was made introducing work houses as the new form of relief. Overall this was largely an ineffective way to deal with poverty and a waste of time, money and resources.

During this period of time, ideas about the poor changed significantly. The middle classes who built themselves up from poverty saw those in that situation as lazy and ideas formed about deserving and undeserving poor. This ~~sought~~ saw a ~~decrease~~ desire to decrease funding for poor relief and resulted in workhouses, which ~~ended up~~ ^{resulted in} being more expensive to run anyway. Some ideas about self-help were circulating too as many believed the impoverished

(Section B continued)

and not ~~work hard enough~~. It also ~~suggested ideas~~ about how to help themselves so the likes of Samuel Smiles' ~~#~~ Self Help book was published. In addition, not everyone looked so cynically at the poor and many rich philanthropists gave money to charities to support them.

The system of outdoor relief was very successful in the north. The Speenhamland system helped many living in ~~to~~ highly industrialised areas as they did not need accommodation very long as work came quickly in the northern towns and cities. Other systems were successful too such as relief based on the price of a loaf of bread to ensure the relief follows the inflating prices. ~~#~~ Down south, in rural areas, outdoor relief was far more limited in success. The rural and agricultural areas suffered far greater

(Section B continued)

will consistent work and as such workhouses became a necessity for many. These people would be out of work for months at a time owing to seasonal changes, poor harvests and mechanisation. This resulted in very cramped workhouses, not safe to fit as many people as it should.

These issues led to problems such as the Andover workhouse scandal where ghastly, ~~an~~ dangerous and squalid conditions led to made their way to public news, resulting in the doubts towards this system. Many middle class tax-payers questioned how this ~~more~~ more expensive system is superior, given that occurrences such as Andover could be happening anywhere. This drastic change becoming ultimately dangerous was no longer seen as a good thing. Workhouses were designed to

(Section B continued)

be unpleasant due to ideas of pleasure and pain suggesting that if it's easy, many people will make do rather than attempt to find work, so ^{when} grueling tasks, only designed to put off, start becoming dangerous and detrimental to people's health, there raised a moral question of the legitimacy of workhouses.

Overall, the Poor Law Amendment was very ineffective. It created a society that punished the poor in order to save money, but instead became more expensive than it had been previously. Different versions of relief thrived under different circumstances and hence a 'one-size fits all' approach to relief proved not only grossly ineffective but also far more expensive than previous systems.



This clip is from a response at the top of level 4. It is more limited in range than the previous response but still shows good knowledge and makes a pretty convincing argument that the workhouse system was both expensive and inefficient, and so failed on two counts.



Both these responses show the importance of candidates deciding by what criteria the evidence should be judged and delivering a solid body of evidence and secure evaluation.

Question 5

Question 5 asked candidates to consider whether the slave trade was abolished in 1807 because the political climate favoured abolition.

The majority of candidates were able to demonstrate understanding of the extracts in terms of the changing political climate (extract 1) versus the role of individuals (extract 2).

Candidates at the top end could develop the interpretations in both extracts through the addition of their own evidence and argument. The majority of successful candidates knew about the French Revolution, Napoleon's reintroduction of slavery in the French Caribbean and the revolt in Haiti. The changing political climate appears to have been well understood. The counter argument concerning the energetic endeavours of Clarkson and Wilberforce were also easily developed and critiqued.

A minority of candidates were able to distinguish between long term and short term causes and were able to offer a nuanced account of the point made in extract 1 that abolition came about when British imperial interests coincided with the appeal of abolitionists.

Candidates at level 3 tended to see their own role as being to decide whether what the rival extracts say is true or false. Their judgement was then based on which extract stands up best to this kind of interrogation. Nevertheless, the majority of these candidates were able to bring in own knowledge, often about the role of Clarkson, that added important information and produced an answer that was partially successful.

Less successful candidates tended to lack wider knowledge about the changing political climate and as a result were dismissive of Extract 1. Candidates at level 2 also tended to either write an answer as a paraphrase of the extracts, or as an account of abolition based on their own knowledge.

The first extract generally writes in favour of the view that the trade was abolished because the political climate favoured abolition. Though there are more claims than facts, they are backed up with evidence that I find convincing. The extract writes that 'abolition would allow Britain to show moral superiority over the pro-slavery Napoleon'. This part of the extract is convincing as it shows that

England and France had been engaged in either direct or indirect conflict for several decades, so it was clearly going to have a big impact on the political climate, as the British were keen to defeat the French. The extract also notes that the idea of abolition was no longer labelled as revolutionary, due to France no longer being a threat due to events such as those in Haiti. This direct addressing of the political climate favouring abolition is the reason why I find this interpretation convincing, and in favour of the view in question. There is little factual information but the evidence used throughout increases the usefulness and validity. In conclusion, therefore, the interpretation is very convincing and as such, I am in favour of the view that the slave trade was abolished in 1807 because of the political climate favouring abolition.

The first extract does, however, indirectly present a challenge to this view. It writes that after the bill was rejected

in 1793, 'the abolitionists were forced into inactivity'. This isn't as convincing as this doesn't provide a justification for why abolition eventually succeeded. The movement was still significant in numbers after this date, meaning that it was always going to resurface at some point, regardless of the political climate. Thus, this is one way in which the first interpretation isn't quite as convincing.

The second interpretation is ~~ineffective~~ ineffective in ~~challenging~~ challenging the view that the slave trade was abolished in 1807 due to the political climate favouring abolition. The extract praises William Wilberforce, describing him as a 'persuasive and eloquent speaker with a melodious voice'. It also praises his reputation. However, Wilberforce was a member of parliament and was one of the key figures in changing political attitudes in favour of the cause for abolition. Therefore, the extract's praise of him convinces me further in

favour of the view in question. The second extract's view of Wilberforce is, however, somewhat limited, as it is composed primarily of opinion, rather than fact or claim. It can be concluded, however, that despite this limitation, the second extract's arguments praising William Wilberforce are useful for supporting the view that the slave trade was abolished in 1807 due to the political climate favouring abolition.



ResultsPlus
Examiner Comments

This is an example of work at level 3. The candidate relies almost entirely on the extracts for the evidence. The extracts are explained quite well, and the differences are brought out, but there is no sense of them containing rival interpretations. The response simply judges the extracts in terms of what evidence and argument they contain, and in this basis declares the extent to which they are convincing.

5 In the light of differing interpretations, how convincing do you find the view that the slave trade was abolished in 1807 ~~because the political climate favoured abolition~~

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

(20)

The slave trade was abolished in 1807 due to multiple factors, however, the view that the political climate carried the most weight in abolition is an accurate one.

Whilst the work of humanitarians is an effective one, the campaign had lasted 20 years with little success, especially when compared to the rapid abolition following the ~~re~~ political change in opinion regarding the ~~new~~ now patriotic abolition campaign, thus leading to Extract 1's convincing argument.

Extract 1 addresses how the slave trade was abolished due to the political climate now favouring the abolition campaign. Taylor writes how "abolition would allow Britain to show moral superiority", as she desired to contrast with France's reign of terror.

The humanitarian campaign had long addressed this moral necessity to abolish slavery, and yet the timing of France's

reintroduction of slavery in 1805 and Britain's subsequent opposition to the trade cannot be ~~even~~ considered a coincidence, highlighting the political desire to contrast as greatly with the "pro-slavery Napoleon" as possible. Furthermore, Extract 1 ~~reiterates~~ emphasises how the "rebellion in Haiti" posed a motivating factor in the decline of slavery, a fact that is ~~strongly~~ accurate. The 1791 Haiti revolt saw 180 plantations be burned down, alongside 40,000 deaths, of slaves and plantation owners. This violence deterred the British politicians, many of which relied on the slave trade as a source of income, and therefore viewed this increased slave violence as an economic threat deterring their political mindsets. This therefore corroborates with the view that the political climate favoured abolition. Slave revolts were becoming increasingly common, with 1/10 ships experiencing an uprising. This financial deterrence of slavery acts ~~as evidence that~~ can be used to explain the changing political climate, and reiterates the view that it wasn't the humanitarian campaigners

during abolition, but instead it was the combination of the "slave rebellion" prevalence alongside the fact that "abolition could now be used as a patriotic weapon", to oppose France. Both of these contribute to the political motivations, and hold great weight and therefore are convincing in their positions as causes for abolition.

~~Fragment~~, ~~Extract 1~~

Meanwhile, Extract 2 addresses the role of humanitarians in the abolition of the slave trade. Williams writes how "the abolitionists were the spearheads of the attack on the slave trade", contrasting greatly to ~~the~~^{his} well adopted 'decline thesis', where Eric Williams instead argues that industrial developments were viewed as the more sensible investment option than slave boats, thus causing the industry's decline. Instead, Williams' argument resides ~~in~~^{upon} the idea that the slave trade declined and ultimately was abolished by these humanitarians. Indeed, he is accurate in his assertion that the moral campaign was the 'spearhead', as it was the first of its kind. During

the way for future abolition movements. The Quakers for example proposed an 1783 petition, gaining 243 signatures in favour of abolition, acting as one of the first campaigns of the sort. William's elaborates how Clarkson was "the best" humanitarian campaigner of the time, conducting "endless and dangerous research into the conditions" that slaves endured. Clarkson indeed was a powerful campaigner, collecting torture devices used on slaves, and gaining first-hand witness interpretations regarding the horrors slaves faced. He used these in his speeches, evoking a vast sense of sympathy and empathy from his audience in the process, thus granting the abolition campaign a moral imperative, applying pressure for abolition via public support, which proved highly impactful. // Extract 2 also emphasises the work of William Wilberforce in the abolition of slavery, as he "was a persuasive and eloquent speaker" amongst Parliament, where he addressed the need for abolition. ~~Wilberforce~~ William's argument holds weight here, as it is factually accurate

that Wilberforce introduced a bill for abolition every year from 1791-99, but failed to have this passed due to his ~~own~~ proposal late in the season, and the lack of support from his fellow politicians. As such, whilst it is accurate to argue that the humanitarian campaigns promoted the "greatest propaganda movement of all time", it would be inaccurate to argue that they are the sole and primary cause of abolition. This is based on the reality that the humanitarian campaign had existed for 20 years prior to abolition & was achieved. As Williams describes, this "ensuade" of a campaign was indeed effective in evoking a moral ~~sense~~ obligation to end the slave trade, they relished no feasible and immediate success. ~~Thus~~ Thus ~~this~~ the view proposed by Williams in extract 2 regarding the humanitarian campaigners posing the main cause for abolition, is not a convincing one.



This is an example of work at level 5. The candidate does not merely say what is in the extracts. Instead, the extracts are analysed with information added to develop and critique the interpretations. This response shows very good understanding of the changing political climate and the various effects this had on the mind-set of the government.

The counter argument in extract 2 is treated to a similarly impressive analysis with the candidate adding in some details from the author's 'Decline Thesis' that is not evident in this passage.



The selection and integration of relevant and decisive own knowledge with the interpretations in the extracts is the key to getting a good mark in the section C question.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

Section A/B responses:

Features commonly found in responses which were successful within the higher levels:

- Candidates paying close attention to the date ranges in the question
- Sufficient consideration given to the issue in the question (eg main factor), as well as some other factors
- Explain their judgement fully – this need not be in an artificial or abstract way, but demonstrate their reasoning in relation to the concepts and topic they are writing about in order to justify their judgements
- Focus carefully on the second order concept targeted in the question
- Give consideration to timing, to enable themselves to complete all three questions with approximately the same time given over to each one
- An appropriate level, in terms of depth of detail and analysis, as required by the question – eg a realistic amount to enable a balanced and rounded answer on breadth questions

Common issues which hindered performance:

- Pay little heed to the precise demands of the question, eg write about the topic without focusing on the question, or attempt to give an answer to a question that hasn't been asked – most frequently, this meant treating questions which targeted other second-order concepts as causation questions
- Answer a question without giving sufficient consideration to the given issue in the question (eg looking at other causes/consequences with only limited reference to that given in the question)
- Answers which only gave a partial response, eg a very limited span of the date range, or covered the stated cause/consequence, with no real consideration of other issues
- Assertion of change, causation, sometimes with formulaic repetition of the words of the question, with limited explanation or analysis of how exactly this was a change, cause, of the issue within the question.
- Judgement is not reached, or not explained
- A lack of detail

Section C responses

Features commonly found in responses which were successful within the higher levels:

- Candidates paying close attention to the precise demands of the question, as opposed to seemingly pre-prepared material covering the more general controversy as outlined in the specification
- Thorough use of the extracts; this need not mean using every point they raise, but a strong focus on these as views on the question
- A confident attempt to use the two extracts together, eg consideration of their differences, attempts to compare their arguments, or evaluate their relative merits
- Careful use of own knowledge, eg clearly selected to relate to the issues raised within the sources, confidently using this to examine the arguments made, and reason through these in relation to the given question; at times, this meant selection over sheer amount of knowledge
- Careful reading of the extracts, to ensure the meaning of individual statements and evidence within these were used in the context of the broader arguments made by the authors
- Attempts to see beyond the stark differences between sources, eg consideration of the extent to which they disagreed, or attempts to reconcile their arguments

Common issues which hindered performance:

- Limited use of the extracts, or an imbalance in this, eg extensive use of one, with limited consideration of the other
- Limited comparison or consideration of the differences between the given interpretations
- Using the extracts merely as sources of support
- Arguing one extract is superior to the other on the basis that it offers more factual evidence to back up the claims made, without genuinely analysing the arguments offered
- Heavy use of own knowledge, or even seemingly pre-prepared arguments, without real consideration of these related to the arguments in the sources
- Statements or evidence from the source being used in a manner contrary to that given in the sources, eg through misinterpretation of the meaning of the arguments, or lifting of detail without thought to the context of how it was applied within the extract
- A tendency to see the extracts as being polar opposites, again seemingly through expectation of this, without thought to where there may be degrees of difference, or even common ground.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

