



Examiners' Report **June 2025**

GCE History 9HI0 1D

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Introduction

It was once again pleasing to see candidates of all abilities engage effectively with this year's A Level paper 1D, which deals with Britain: c1785-1870: democracy, protest and reform.

The time frames, topics and conceptual focus of this year's paper were dealt with well by candidates. Candidates were well prepared for the examined areas. Most answers 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 similar to last year.

The paper is divided into three sections. Section A comprises of 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 in response to questions 1 and 3; they did not fully respond to the conceptual demands of the questions posed this year. Candidates in the main were able to apply their knowledge and understanding in a manner suited to the different demands of the questions in section A and B. Thus, where section A questions targeted a shorter time period candidates deployed a greater depth of knowledge, in comparison to the more careful selection generally required for section B questions which cover a broader time frame.

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 stronger answers were able to demonstrate a clear focus on the need to discuss different arguments given within the two extracts, clearly recognising these as historical interpretations. These responses tended to offer comparative analysis of the merits of the different views, exploring the credibility 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 unequal representation was the most significant feature of the unreformed parliament in the years c 1785-1820. This was the more popular question in Section A. Although the question was accessible to the majority and produced many good answers, a number of candidates drifted away from the features of the unreformed parliament into knowledge, for example, on protests.

Successful candidates maintained a focus on significance. At the top end significance was exemplified as in the indicative content of the mark scheme. Features addressing unequal representation such as pocket boroughs and county seats were exemplified well and many candidates chose to discuss the unequal representation of Industrial towns. These were often analysed against other features like corruption, the lack of a secret ballot and parliament's resistance to reform.

At level 3 there was often plenty of rewardable, relevant material offered, but the criteria by which to make a judgement was less secure. In many cases candidates provided a range of features but did not develop their chosen features into an analysis centred on significance.

Less successful candidates shifted the conceptual focus towards a causal question surrounding reasons for trying to reform parliament, although most did remain in the time frame of the question itself.

Indicate which question you are answering by marking a cross in the box ☒. 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 ☒

Parliament was severely disproportionate in the years 1785-1820. Things like pocket boroughs which could be bought, and rotten boroughs which had a disproportionate amount of people compared to ~~8~~ seats in parliament, show as a significant feature of the unreformed parliament. However other key features include corruption ~~and~~ due to lack of secret ballots, and bribery. These factors can all be argued as the most significant feature of ~~the~~ the unreformed parliament.

Unequal representation was definitely a key factor in the unreformed parliamentary system. This is because of rotten boroughs. Rotten Boroughs were boroughs that were formerly thriving, however as Britain grew, they began to fade, however they kept their seat in ~~part~~ parliament despite barely any one living in that borough. This shows unequal representation as boroughs that had grown ~~in~~ massively, such as ~~a~~ Manchester, still had the

(Section A continued) same number of seats as the rotten boroughs, despite having significantly less people in them, and so it was more unequal in favour of rotten boroughs. Another example is pocket boroughs; Pocket Boroughs were boroughs whose seats could be bought in ~~part~~ parliament, which meant that the person didn't even have to get voted in. This shows unequal representation as the person who paid for the seat may not care, and so may not be representative of the borough at all. These both show how unequal representation was a key feature of the unreformed parliament.

However, ~~these~~ things like corruption were also key features of the unreformed parliament. ~~This is because anyone that~~ This is because the ballots weren't secret. Anyone could figure out who someone was voting for, and anyone that could vote could be threatened or intimidated, into voting a certain way, and they couldn't lie about it because anyone could find out, meaning parliamentary representation wasn't earned, but forced. Another example of corruption ~~was~~ in

(Section A continued) parliament is the fact that the people in parliament were ~~not~~ only doing what benefitted themselves. No changes could be made because the parliamentary figures in charge refused to make concessions in any way that would be detrimental to them, so no one reaped any benefits, only those in charge, proving corruption as a key factor in feature in the unreformed parliament.

Another key feature ~~was~~ of the unreformed parliament was the easiness of bribery. Those running for the seat could say their way into a seat, similarly to ~~rather than~~ pocket boroughs, by paying the voter to vote for them. This was easily done because, as mentioned previously, ~~the~~ the lack of secret ~~ballot~~ ballots meant that ~~the~~ voters were under pressure to ~~not~~ vote a certain way if they had been bribed, and so bribery could succeed as the voters ~~may~~ know they were being watched. This is a key feature of the unreformed parliament and happened a lot prior to the Great Reform Act in 1832.

Overall, ~~then~~ the most important feature of

(Section A continued) the unreformed parliament ~~that~~ was unequal representation. This is because it was significantly more prominent than corruption or bribery, and was a key problem brought up before any reform. On the other hand, corruption was still prominent, as it was easy to control the people with no secret ballots. Nevertheless, unequal representation was a key feature of the unreformed parliament in the years 1786-1820.



This is an example from a level 4 response that shows a fairly typical answer to this question. Overall this offers a secure and balanced response, dealing with the stated feature and offering others. There is good range of relevant detail with unequal representation, corruption and bribery each being analysed, but there is a lack of detailed exemplification. This can be securely seen in the first two pages where unequal representation is explained by the candidate with range offered on rotten boroughs and pocket boroughs but there is a limited delivery of depth as these are not exemplified. There is inaccuracy over the representation of Industrial towns such as Manchester. The judgement is clear and the overall judgement is supported. This response was awarded level 4, 14 marks



Answering a significance question requires the deployment of a good range of evidence and at least one comparative factor. The most successful candidates evaluate the significance of each factor as it is dealt with and weigh up their relative significance against each other.

Question 2

Question 2 asked candidates to consider whether the nature and extent of opposition to the Poor Law changed little in the years 1834-70. Whilst there was some imbalance with candidates addressing the nature of opposition over the extent of opposition, there were many good answers to this question.

Successful candidates were able to maintain a focus on change and continuity, but with more of an emphasis on change. At the top end continuity was exemplified as in the indicative content of the mark scheme. Christian opposition to the PLAA and opposition expressed in literature such as Dickens' *Oliver Twist* was popular evidence included by candidates. Change was exemplified through examples such as the decline of Chartist opposition and violent opposition to the Poor Law giving way to more peaceful protest as well as Opposition being given renewed energy after the Andover and Huddersfield workhouse scandals.

At level 3 there was often plenty of rewardable, relevant material offered, but the criteria by which to make a judgement was less secure. In many cases candidates provided a range of opposition but did not connect these to the conceptual focus on continuity/change.

Less successful candidates spent time describing opposition to the Poor Law, with some veering off into a more narrative approach on workhouse scandals.

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 ☒

The Poor Law amendment act, delivered in 1834, was subject to widespread opposition of the measures it implemented, spanning the 1834-70 period. In order to evaluate how the nature and extent of opposition changed and to what degree, the three core areas of opposition must be assessed, being violent ~~and~~ protest and abstention, political opposition, and the growth of charity. The degree to which opposition changed can be assessed fully by comparing the approaches ~~in~~ of these areas, and how they sought to pressure the government. Ultimately, it is clear that opposition did change significantly from 1834 to 1870.

The primary reaction to the poor law after 1834 came in the form of violent opposition and abstention in the North. In 1835, the parish of Ampthill in Bedford experienced riots with between 300-500 protestors demanding 'money or blood', in strong opposition to the building of a workhouse in the parish. This direct approach of protest, reflects the initial anger and discontent felt by paupers

(Section A continued) after 1834. moreover, ~~that~~ ~~humanitarian~~ there were frequent cases of abstention from the workhouse system entirely, with the parish of Huddersfield refusing to appoint a Guardian of the Poor Law in 1837, demonstrative of a refusal to cooperate, which was a core element of opposition all together. Equally, in the amalgamated parishes of Lancashire and the West Ridings, the 1834 General Outdoor Relief Prohibitory order was set aside, meaning that these parishes simply refused to implement the indoor system that the workhouses represented. This further demonstrates the presence of abstentionism from the Poor Law. However, compared to the 1835 Bedford Riots, it is clear that the approach of these in opposition varied hugely, from violent demands to passive Northern resistance. Equally, this demonstrates a wide ~~and~~ approach to the government, with abstention simply ignoring the laws, and rioters making strong demands. Thus, this contrasting approach of regional opposition underscores the fact that the

(Section A continued) nature and extent of opposition to the poor law in the early years of its implementation had already begun to shift and change, due to opposing approaches.

Political opposition was, for the most part, less radical than the approach taken by voters in the early period after 1834. A considerable amount of opposition ~~was~~ came from the Conservative Party, with their views of paternalism strongly influencing a distrust in the unsympathetic workhouse system. MPs such as Peel and the Duke of Wellington opposed the 1834 Act due to its removal of outdoor relief, though their opposition is perhaps undermined by political motives too, as the 1834 Act was introduced by a Whig government and as such it was only natural to oppose such a measure. Their ~~op~~ political opposition was wholly characterised by sympathy for the ~~poor~~ poor, demonstrating some agreement in motivations with northern abstention too, and the Bedford voters who feared the cruelty of the

(Section A continued) new act. Moreover, sympathy within political opposition was characterised by the Book of Murder, rumoured to have been written by Richard Dastler, a humanitarian campaigner. However, the claims within the Book of Murder somewhat echo the violent and angry demands of Poor Law rioters too, and while this demonstrates further continuity, the contrast between anger and sympathy is seemingly irreconcilable. These two themes were ~~in~~ named by radical opposition campaigner ~~William~~ Richard Cobden, who claimed that the Poor Law and workhouse system was equivalent to a prison as it separated the poor from society. Though, it is clear that political opposition was wholly more moderate than Northern abstention and physical violence, demonstrating a degree of change overall and disproving the view that opposition changed little. Political opposition, in contrast to violent and physical opposition, had a

(Section A continued) were calculated approach to presenting opposition to the government too, albeit comparably unsuccessful unlike Northern Abstinence. Thus, the nature and extent of opposition shifted as it became more formalised and centralised within the political system, but also more moderate.

The new trend of moderation within opposition was best achieved and continued by philanthropic developments in the 1850s and 60s, which made opposition a more accessible and respectable idea, applying some scrutiny on the government but also seeking to understand the core issue of poverty itself. The 1858 Workhouse Visiting Society was an effective, moderate approach to opposition, as these groups of often women would inspect workhouses and seek to raise the standards of their operation. This contrasts hugely with the approach taken by physical opposition in the 1834-37 period, as ~~there~~ ~~of~~ the use of

(Section A continued) moderate societies and groups illustrates an acceptance of the Workhouse System, and a growing view that reform, rather than radical overhaul, ~~was~~ was the most productive approach. There is a commonality between Northern Abstinence with ~~a~~ later philanthropic opposition, as in the North workers resisted the system as it did not fit with their regional economic needs - in a similar manner, individuals in the later period sought to investigate poverty to find better solutions to the root cause. Individuals such as Samuel Smiles, the pioneer of self help, exemplify this new philosophic wave clearly, and reflect to a degree, the ideas of individualism that Northern abstinence sought to uphold in the rejection of purely indoor relief. Though, it is evident that the approach toward government was very different amongst later opposition, as the workhouse rising

(Section A continued)

Society and the Chantable Organisation Society (1859) both worked with the system rather than against it, demonstrating a lack of anger from later groups. Thus, the nature of opposition did shift hugely amongst philanthropic groups, as these sought a more constructive and productive approach, in contrast to the all-or-nothing rioters, or the lack of audience for political opposition.

In conclusion, the nature and ^{extent of} opposition to the Poor Law (1834) changed significantly from 1834-1870.

In the early reaction period against the end of Outdoor Relief, opposition was largely violent and latched in pragmatic acceptance of the issue at hand. This contrasts directly with later philosophical approaches within the development of Charity and self-help which was, most importantly, conducted by the middle class, demonstrating the extent of

(Section A continued)

opposition expanding hugely, especially considering the 1834 Act was partially motivated by the rate-burden on the middle class. Equally, political opposition came from all sides in the debate and crossed party lines. Together, these examples illustrate the shifting approach of opposition, and its expanding support base from 1834-70.



This is an example from a level 5 response. There is a clear focus on the second order concept of continuity/change and the candidate exemplifies and evaluates throughout. The answer starts with a strong awareness of the direction it will take and establishes secure criteria and judgements. The answer adopts a thematic approach with a good range and a sustained connection to nature and extent. It covers the time frame posed in the question securely and continuously connects back to the conceptual focus. The overall judgement shows a full understanding of the demands of all aspects of the question. This response was awarded level 5, 20 marks.



To successfully answer a change and continuity question candidates should aim to address both concepts. A thematic approach with continuous connections back to the demands of the question clearly works, as this example shows. However, essentially an answer should be of two parts, change and continuity, with some discussion and evaluation.

Question 3

Question 3 asked candidates to consider whether the growth of a new industrial middle class was the main outcome of industrialisation in the years c 1785-1870. This was the more popular question in Section B and candidates were well prepared to answer it.

Responses from successful candidates maintained a focus on consequence. At the top end consequence was exemplified as in the indicative content of the mark scheme. Consequences addressing innovations from the new middle class and how the growing class helped lead to the Reform acts of 1832 and 1867 were well exemplified. Alternative outcomes centred on the growth of industrial towns and banking were often evaluated and weighed up with connections between the growth of a new industrial middle class and banking, in particular, being securely assessed.

At level 3 there was often plenty of rewardable, relevant material offered, but the criteria by which to make a judgement was less secure. In many cases candidates provided a range of consequences but did not develop their chosen aspects analytically.

Less successful candidates shifted the conceptual focus towards a causal question surrounding reasons for social changes, although most did remain in the time frame of the question itself.

Indicate which question you are answering by marking a cross in the box ☒. 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 ☒

It is clear that one significant outcome of industrialisation was indeed the rise of the middle class. However, it is clear the main outcome of industrialisation was the shift it caused in the growth of towns and cities. Another important factor is the rise of trade unionism. In order to judge the most important factor, they must all be assessed on the criteria of having a widespread and large extent of impact. When this is considered, it is clear that the main outcome of industrialisation in the years 1785-1870 was the growth of towns and cities.

~~It~~ It is clear that industrialisation did indeed oversee the rise of the middle classes. By the end of the period, the middle classes grew by 75%, with the self help attitude proposed by Malthus and Smith facilitating this. ~~The~~ The middle classes exploded in size because of the rise of inventions. Inventions like ~~the~~ Arkwright's water frame, or Crompton's spinning mule made them fortunes - Arkwright made £500,000 by his death, and

(Section B continued) Thus industrialization contributed to the rapid growth of the middle classes. There are some examples of failure, like Robert Truthick, who died ~~£~~ ~~poor~~ with no money despite his inventions. This case is evidently an outlier, with most middle class inventors owing ~~it~~ their wealth to industrialisation. The rise of the middle class also influenced banking - new inventions required loans to obtain, and thus joint stock banks grew from 150-850 from 1750-1866. This makes the rise of the middle classes a significant product of industrialisation, as they not only brought up themselves, but contributed heavily toward the banking sector. This gave them large influence, as seen with the Days of May, where the middle classes were able to exert electoral change through withdrawing £1.8 million from banks. It is therefore clear they had a significant depth of impact, alongside producing widespread growth. Despite this, ~~as~~ the rise of the middle classes cannot be considered the ~~most~~ main outcome of industrialisation, as it only grew by 200,000. It had a moderately widespread impact, but it is eclipsed by the prolific growth of towns and cities.

(Section B continued) The most important outcome of industrialisation can clearly be the ~~of~~ prolific growth of towns and cities. Industrialisation caused job creation in industrial areas - paired with the population growth from 9 million to 24 million ~~by~~ from 1750 - 1850, it is clear that industrialisation produced widespread change for many lives. Before 1750, there were only 2 cities above 100,000 people - by 1850, there were 9, ~~with~~ and 23 cities over 50,000 people. London had 2.3m, Manchester had 182,000 and was nicknamed 'cottonopolis'. This ~~pop~~ prolific growth had ~~an~~ widespread effect on the previously largely rural population of Britain. The depth of impact can be seen through the conditions the growth of towns and cities. ~~66%~~ 66% of Birmingham lived in 'back to backs', which were poor, often diseased quarters of closely knit habitation. ~~These poor standards of living is~~ Poor sanitation prompted through industrialisation is prompted by the cholera outbreak in Sunderland, which killed 12,600. As industrialisation catalysed the growth of towns and cities, which lead to poor habitation for the majority of the population, it is clear that the growth of towns and cities ~~is~~ had a higher

(Section B continued) depth of impact than the rise of the middle classes. ~~They also have a role~~ The growth of cities also has a more widespread impact, affecting more people than the rise of the middle classes, deeming the ~~the~~ growth of towns and cities to be the most important product of industrialization.

Another important product of industrialization were that of trade unions which had a significant influence. In the ~~early~~ early 1800s, trade unions were sparse, with ~~some~~ the philanthropic Hercules Society and Grand National ~~the~~ Union of Spinners in 1818 and 1827 lasting less than two years each. While the GNTCU had over 1 million members, it was largely ineffective as ~~it~~ only 16,000 paid the fee. Despite this, it is clear that ~~the~~ early unions had a widespread impact, owing to the volume of people participating in them. ~~Later~~ New Model Unions (NMUs), like the Amalgamated Society of Engineers (ASE) had a larger depth of impact than earlier unions as they were able to provide funds to the builder's strikes, of around £1000, which helped them

(Section B continued) reach a compromise with their employers. In addition the depth of impact is substantiated through the formation of the Trade Union Congress, which had an impact on legislation, causing the 1867 royal commission to advise the government to make unions legal, as seen in the 1871 trade union act*. It is therefore clear that unionism had both a widespread and great extent of impact, as substantiated through the volume of members and its impact on legislation and companies. Despite this, it did not have as widespread an impact as the growth of towns and cities, which affected tens of millions of people ~~sets~~ — unions on the other hand had a comparatively limited scope. They also had a less significant depth of impact, with the greatest change to unions occurring ~~later~~ after 1870. In comparison, the growth of towns and cities was the most significant outcome of industrialisation as it produced a multitude of government legislation, like the 1852 burial acts, 1866 sanitary act and 1848 health act. As the growth of towns

* It also caused the 1859 modesty of workers act, giving workers picketing rights.

(Section B continued) and cities had a more widespread and greater extent of impact, it is clear it remains the most important outcome of industrialisation.

In conclusion, it is clear that whilst all factors were significant outcomes of industrialisation, the most important remains the growth of towns and cities. ~~The~~ The growth of unions was widespread, producing 1 million members, and had a deep impact, through government legislation. The growth of the middle class was also widespread, growing by 75% and ~~the~~ impacted the economy and political landscape. Despite this, these factors are outweighed by the immense widespread impact that the growth of towns and cities had, impacting several million people, in a multitude of cities. The growth of towns and cities also led to a great depth of impact through ~~so~~ legislation. Hence, it is not the middle class, but the growth of towns and cities which are the most significant outcome of industrialisation.



This is an example from a successful response to this question. Overall the answer is focused and evaluative considering relative significance of the consequences addressed. The candidate offers a driven response whereby key issues fully relevant to the question are explored. A range of outcomes are discussed as set out in the introduction. The growth of the industrial middle class is linked to the growth of banking and other outcomes such as the growth of towns and cities and the growth of trade unions are all evenly explored. Depth is given throughout and the second order concept of consequence is responded to fully. It is clear that criteria relating to impact are established and then applied throughout. Outcomes are evaluated against each other and to the established criteria in order to reach substantiated judgements. This response was awarded level 5, 20 marks.



Many candidates find it easier to explain causes rather than consequences, however, this is not addressing the demands of the question posed and will lose them marks.

Question 4

Question 4 asked candidates to consider whether the factory system was the main reason for the growth of trade unions in the years c1785-1834. This question was securely answered seemingly posing no great difficulties to candidates.

Responses from successful candidates maintained a focus on causation. At the top end causation was exemplified as in the indicative content of the mark scheme. Causal reasons based on pay and working conditions of the factory system and the demand to alter these were central to candidates' arguments. It was noted that many candidates were able to skilfully draw on examples from across the chronological range of the question. Alternative causes of the growth of trade unions often incorporated the movement of workers as well as discussing the repression of opponents such as the Luddites. Some astutely explored the 1824 repeal of the Combination Acts. The very best answers were able to evaluate reasons to assess the 'main' reason.

At level 3 there was often plenty of rewardable, relevant material offered, but the criteria by which to make a judgement was less secure. In many cases candidates provided a range of causes but did not develop their chosen aspects analytically.

Less successful candidates drifted into descriptions surrounding working conditions without relating these to the focus of the question. Some were unable to offer a range of reasons.

Indicate which question you are answering by marking a cross in the box ☒. 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 ☒

Trade unions a system for the working class to join together and demand change can be seen to be ~~for~~ for numerous causes like the factory system, but also ~~industrialisation~~ industrialisation and government attitudes. This all played a role in the development of trade unions.

agreed
Firstly, it can be ~~argued~~ the factory system was the main reason for the growth of unions due to the conditions. For example the working class were forced to work in harsh condition, the work space was cramped with little ventilation. This meant that the work-

(Section B continued)

ing day was hard leading to the development of unions and people demanded change. Furthermore unions was created to demand better working conditions. Hours working class were forced to work were 12-14 hours and children were forced to work and do dangerous jobs like sticking their hand in machines to retrieve threads of ~~wood~~ wool often ending in injury. Therefore this would've led to the creation of unions as change was demanded and unionism allowed for strikes to demand these changes.

However, it could be disagreed factory system was the

(Section B continued)

main reason for the growth of unionism due to industrialisation.

For example this led to the growth of unionism as the working class were angered. As industrialisation developed people were replaced with machinery especially in the south. This meant jobs were lost and poor relief was not enough so unionism aimed to bring everyone together to strike against the factory owners.

Furthermore, industrial growth meant conditions worsened as profit was all the factory owners cared about. Therefore this would lead to the growth of unionism as it meant

(Section B continued)

strikes could happen to stop profit and therefore demand change.



This example is part of a response operating at the top of level 4. It offers some good knowledge on the factory system and then suggests points in disagreement. The information given is focused and well explained meeting the conceptual demands of the question. It does not evaluate relative significance of the reasons under discussion. This answer was awarded level 4, 16 marks



It is important to evaluate the 'main' reason on causation questions such as this. Weighing up the reasons offered is a good way of showing higher level analysis and evaluation skills.

Question 5

Question 5 asked candidates to consider whether the slave trade was abolished in 1807 because of changing attitudes in Britain. The majority of candidates were able to demonstrate understanding of the extracts in terms of changing attitudes in Britain (extract 1) versus the role of abolitionists (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 relations with both France and the United States, the progressive stance Britain wanted to take in the context of the early 1800s, and ideas from humanist and economic perspectives. The changing attitudes in Britain appear to have been well understood. The counter argument concerning the role of abolitionists was exemplified well with evidence from a variety of individuals and tactics. Many successfully brought in knowledge of Imperial policy and the viability of the slave trade.

Like past years, candidates at level 3 tended to see their role as being to decide whether the content of the rival extracts was true or false. Their judgement was then based on which extract stood up best. Knowledge was still brought in, most notably on Britain's role in the industrial world and the endeavours from key individuals like Clarkson and Wilberforce, that added important information.

Less successful candidates tended to move swiftly through extract 1 and focus more on extract 2. Some candidates operating in level 2 paraphrased the extracts into an account of abolition based on their own knowledge.

- 5 In the light of differing interpretations, how convincing do you find the view that the slave trade was abolished mainly because it 'coincided with changing attitudes in Britain' [Extract 1, line 3]?

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

(20)

The slave trade was a horrific event which happened between the 16th and 19th century. Between them times over 35,000 ship voyages took place. There are lots of different arguments as to why the slave trade was abolished in 1807 such as Reddie's argument of humanitarism and Wauwin's argument of the importance of abolitionists such as Equiano and Wilberforce.

The main argument from extract 2 is the importance of individual which can be "coincided in changing attitudes in Britain". Wauwin states that "more than £10,000 was spent on publishing and distributing literature" which can be used with the evidence of Thomas Clarkson. Clarkson travelled over 35,000 to gather first hand accounts of the slave trade which led to the publication of his essay which sold over 250,000.

Copies. His essay was used by Wilberforce in Parliament which can be used in the argument for 'conciding with Changing Attitudes in Britain'. Another quote from Wauverins extract is "benefitted from adressing Large public meetings . . . and mass petitionings." This quote can be applied to the role of ~~Charlotte~~ Olaudah Equiano and his role in the Abolition. Equiano was an ex slave who managed to buy his way out. He wrote an autobiography which described all the unhumane experiences which he experienced. Along with this ~~ex~~ Equiano formed a mass march on parliament on abolishing the trade. He can be seen as a significant individual which led to the Abolition. A final quote from Wauwin is "provided a means of giving a voice". This quote could suggest the work of William Wilberforce in what he did in Parliament by presenting yearly bills of the Abolition which helped to "Concide with Changing Attitudes in Britain". Wauwin's argument can be seen as significant in the reasons for Abolition. He states that individuals were one of the main reasons in changing public opinions giving his interpretation significant weight.

~~Examine~~ on the other hand, Reddie's argument from extract 1 states the argument of changing political climate. The quote "Seize moral highground from its rivals France and the United States" Information that can be used to support this is the events in ~~Haiti~~ ~~Haiti~~ ~~Haiti~~ Haiti which is located in France. This was a horrific event which saw the murder of 12,000 people with over 1,000 plantations being burned down. This argument can be seen as changing ~~political attitudes~~ attitudes as the people that were freed in Haiti travelled to spread the word of revolt, which can lead to the change of attitudes of people around Britain. Reddie also quoted "Country, boaster frequently about freedom, equality." In 1802 the United States became a country of independence which reintroduced the trade. The actions of this can be seen to have an impact on the British attitude. However in Reddie's extract, he talks about the "Activity of abolitionist convinced" Here is suggesting that things such as protests from the Quakers who disagreed with the trade since 1657 has had a significant

Impact which contradicts the idea
Such as events such as slave revolt.

Another argument can also be proposed
about the Abolition of the slave trade
which disagrees with both Walvin and
Reedies argument. The other reason for
abolition can be due to economic factors.

Eric Williams was critical of the
humanitarian opinion as he believed that
when the economy was doing well there
was no support or idea for abolition but
only when the economy was declining,
the idea of abolition came into force. Along
with this like Reedies argument, the
fact that 1 in 10 ships could revolt meant
that ships were losing profit meaning
less money going into the economy.

Overall it can be argued that the most
important factor for abolition of the
slave trade comes from ^{Walvin's} ~~Reedies~~ argument
of the importance of individuals such as
Clarkeson, Wilberforce and Equiano. These
individuals helped to "contribute in changing
the political attitudes" with the

example as ~~for~~ Wilberforce presenting
yearly bills and Equiano publishing
his book on his inhumane past experiences.
However it can also be seen significant
from Readies extracts with events such
as revolt in Haiti and the word of revolt
being spread quickly "contributing in
changing ~~positive~~ attitudes in Britain". However
the main factor of Abolition came from
Wauins argument of the importance of
individuals.



This is an example of work at the middle of level 4. The introduction shows awareness of views. The counter argument is less balanced but nevertheless still integrated and alternative knowledge is offered to continue the candidate's discussion. There is an understanding of the extracts with issues being raised on abolitionists and campaigning strategies as well as rivalry with France. There is some attempt to compare these issues which puts this into level 4.

- 5 In the light of differing interpretations, how convincing do you find the view that the slave trade was abolished mainly because it 'coincided with changing attitudes in Britain' [Extract 1, line 3]?

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

(20)

Extract 1 and 2 have differing perspectives on what caused the abolition of the slave trade. Historian, Reddie, in extract 1 argues abolition occurred because it "coincided with the changing attitudes of Britain", ~~stating~~ while historian James Walvin takes a more humanitarian approach arguing "the slave trade was ended by a ~~small~~ small band of abolitionists". On balance, the argument by James Walvin is far more convincing when explaining the cause of abolition in 1807.

Reddie argues that "the slave trade was not keeping with British claims to be the world's leading moral and cultural force" ~~as~~ as people wish to "seize the moral high ground from its

rivals". Indeed, the French revolution in 1789 saw the abolishment of the slave trade by the revolutionary government, ~~the~~ then reintroduced by Napoleon. This contributed to the "changing attitudes" as Napoleon inadvertently resurrected the abolition movement, making it patriotic to oppose slavery. Certainly, this new attitude helped to foster greater public support which ultimately was a key factor behind the passage of the bill through parliament. However, while on the surface the claim by Reddie appears accurate that generally the public saw the reintroduction of slavery as a period ~~to~~ for Britain to take the initiative and "seize" the higher ground. Yet, Reddie negates the fact that following its abolitionment by the revolutionary government many of those seeking ~~the~~ abolition in Britain now gauged the name 'Jacobin', French revolutionary supporter. Hence, this arguably deferred the bid for abolition as ~~the~~ the ruling elite feared

the possible events of a revolution. Certainly, this explains why abolition was not introduced until several decades following Napoleons reinstatement, proving that it is not a key cause behind abolition. Reddie then claims that the changing attitudes emerged as people sought for Britain to preserve their role as a "defender of freedom on the world stage". This claim can be supported following the mass calls for abolition following the American war of independence which raised questions regarding notions of equality and freedom. Such many developed the idea that it was immoral to detain slaves on the grounds of liberty. Finally, Reddie suggests that ~~there~~ under the industrial revolution popular ideas emerged regarding "free labour" which had ushered in a greater preference ~~at~~ for abolition. Indeed, the ideas of Adam Smith were prevalent among reformers, such many argued it didn't make economic sense to continue the slave trade. This links in with Eric

Williams decline thesis who ~~the~~ supports the idea for paid labour as he argues slavery is no longer economically viable. This is seen through the case of the Liverpool merchants who had lost ~~the~~ £200,000 while their money was at sea, ~~leaving~~ leading to the collapse of 12 out of 80 of the main merchant houses. Consequently, it was this argument that gained prominence as generally greater support was found for paid labour. Overall, Reddie's argument regarding changing attitudes in Britain is influential in the abolishment of the slave trade, however it does not fully explain why abolition was brought about in 1807, limiting his arguments completeness.

James Walvin takes a differing approach, stating instead that abolition was brought about by a "small band of abolitionists who plotted its downfall." On the surface

this claim is supported by the 'great man theory', which suggests it was in fact the role of people like Clarkson, Wilberforce and Equiano who were the driving force behind abolition. This can be substantiated as they did indeed ~~put~~ take a highly organised approach to campaigning ~~spending~~ "spending" more than £10,000... on publishing and distributing literature". This is most clearly depicted by the role of Clarkson who travelled 25,000 across England educating the public and gathering research to present to parliament. Walvin claims it was these abolitionists that "provided a means of giving voice and coverage to the campaign". Certainly, a voice was given to the victims of the trade by Equiano whom sold 100,000 copies of his personal narrative telling the story of his time in bondage. Unlike Reddies claims its arguably this which had ~~the~~ a ~~greater~~ greater force in changing the attitudes of Britain. As evidenced following Equiano's tour where 300,000 boycotted buying

West Indian sugar in 1792. This supports Walvin's argument that it was the "large public meetings that were used to advance their cause" which had the greatest influence on abolition. Walvin writes how the "mass petitioning" overcame the force of the West India lobby which simply "could not match". Indeed, the West India lobby had the support of 50 MPs in parliament but the persuasive and determined ~~for~~ nature of Wilberforce bringing a ~~petition~~^{bill} to the commons every year from ~~1791~~ ~~1791~~ 1791 to 1799 brought the debate to the floor of the commons, inevitably seeing its passage through parliament. As Walvin said this was supported by "mass petitioning", evidently in 1792 where 519 petitions backed Walvin to parliament ~~it~~ displayed the strong argument of public pressure for abolition.

To conclude, the ~~stronger~~ arguments presented by James Walvin are far stronger in explaining the

cause behind abolition, proving
the weakness of Reelley's argument.
~~Working~~



This is an example of work at level 5. The candidate offers a confident interpretation of the extracts analysing the issues. Knowledge is integrated and a sustained evaluative argument is maintained. Despite minor lacks of clarity and a less secure overall judgement, the judgements made within this response and its interrogative approach are worthy of a strong level 5 mark. This answer was awarded 20 marks.



The selection and integration of relevant and decisive own knowledge with the interpretations in the extracts is at the core of obtaining a high level 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:

- Paying little attention to the precise demands of the question, eg writing about the topic without focusing on the question, or attempting 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 significant issues/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 alternatives
- Assertion of change, causation, significance or consequence, sometimes with formulaic repetition of the words of the question, with limited explanation or analysis of how exactly this fitted 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 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 extracts, 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 volume 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 interpretations, 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 in relation to the arguments in the extracts
- Statements or evidence from the extracts being used in a manner contrary to that given in the extracts, 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 polar opposites, again seemingly through expectation of this, without thought as to where there may be degrees of difference, or even common ground.

Grade boundaries

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