



Mark Scheme (Results)

Summer 2019

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

Paper 1: Breadth study with
interpretations

Option 1D: Britain, c1785–1870:
democracy, protest and reform

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Generic Level Descriptors: Sections A and B

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section C

Target: A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	4–7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8–12	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	13–16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. • Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.
5	17–20	<ul style="list-style-type: none"> • Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

Section A: Indicative content

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which reforms passed by parliament in the years 1833–48 were driven by a desire to improve life for the working classes.</p> <p>Evidence and arguments about the extent to which reforms passed by parliament in the years 1833–48 were driven by a desire to improve life for the working classes should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• A desire to improve life for the working classes was expressed in parliament throughout the period by MPs such as Lord Shaftesbury, who campaigned for factory and health reforms, e.g. for those suffering mental illness• The 1834 Poor Law Amendment Act was passed because MPs, to an extent, believed that wages were being depressed because of the provision of relief under the Speenhamland system• The 1842 Mines Act disallowed women and boys under ten to work underground• The 1847 Ten Hours Act limited the number of working hours, and stopped children under nine from working• The 1848 Public Health Act was brought in to reduce the death rate and improved the living conditions of towns, which showed concern about the worst (poorest) areas. <p>Evidence and arguments that counters parliamentary reforms being driven by a desire to improve life for the working classes, or about other reasons for the reforms passed by parliament in the years 1833–48 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The 1832 Great Reform Act had left most working-class people disenfranchised and parliament rejected the Chartist petitions to remedy this, which shows indifference to working class demands• Parliament left the terms of the 1833 Factory Act open to interpretation by employers as it was not supplemented by an inspection regime to oversee and enforce it, showing disregard for the working classes• The 1834 Poor Law Amendment Act was perceived as showing more concern for middle-class rate payers than the suffering of the poor• The Ten Hours Act, although welcomed by campaigners on the whole, was not enforced and employers often evaded it, which shows the effectiveness of the campaign rather than government concerns for the workers• Both Whig and Tory MPs believed in the beneficence of the free market and were reluctant to legislate in favour of the working classes if it might prevent the market from functioning to the benefit of all. <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which attitudes to the poor changed in the years 1785–1834.</p> <p>The extent to which attitudes to the poor changed in the years 1785–1834 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The attitude of the industrial middle classes towards the poor changed in terms of demanding a cheaper solution than the Speenhamland system, and resulted in the principle of less eligibility • The attitudes of the industrial middle classes intensified their conviction that the poor were responsible for their poverty, as the emerging industrial economy flourished • The sympathetic thinkers concerning the poor in the eighteenth century, e.g. Tom Paine, lost the argument to the adherents of <i>laissez faire</i> in the nineteenth century • Government attitudes to the poor, while remaining indifferent to their plight, moved towards a national system of relief as parish relief became widely criticised • The conditions in industrial cities changed the paternalistic view of the poor as unfortunates to one of contempt, e.g. Townsend's depiction of the poor as animals that might be tamed by poverty. <p>The extent to which attitudes to the poor in the years 1785–1834 remained the same or changed little should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Anglican Church maintained the view that the poor were a constant feature of life, which was largely unalterable, and charity might ameliorate • The distinction between so-called deserving and undeserving poor was constant • The idea that sobriety, religion and hard work was the method by which the poor might remedy their situation was a constant for many thinkers, e.g. from Malthus to Nassau Senior • The elites continued to oppose forms of collective action by workers that might address poverty through gaining increased wages, e.g. opposition to trade unions. <p>Other relevant material must be credited.</p>

Section B: Indicative content

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which the principle of self-help was the most significant feature of the cooperative movement in the years c1800–70.</p> <p>The extent to which the principle of self-help was the most significant feature of the cooperative movement in the years c1800–70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The principle of self-help was a founding feature of Robert Owen's New Lanark mill, e.g. taking the responsibility for good behaviour away from overseers and giving it to the workers• The stress on self-improvement and educational attainment was central to Owen's New Lanark experiments, e.g. the founding of the New Lanark infant school in 1816• The first Cooperative Congress in 1831 urged members to take the advice of Robert Peel and 'take the management of their affairs into their own hands' thus promoting self-help• The Rochdale Principles (1844) encouraged the members to participate in the running of their movement through the scrutiny of the business and democratic decision making, thereby taking responsibility for themselves• Cooperative economics encouraged members to pool resources together in order to empower each member and protect them from the negative influences of the free market. <p>The extent to which other features of the cooperative movement in the years c1800–70 were as, or more, significant than the principle of self-help should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The principle of solidarity was a key feature of Owenite thinking, e.g. workers at New Lanark worked together rather than in competition with each other• Robert Owen's support for trade unionism was a significant feature of cooperative thinking, e.g. his role in the Grand Consolidated Trade Union in 1834• The desire to create communal living was a significant feature of early cooperative activity, which led to the creation of cooperative stores, e.g. 500 stores by 1832• The commitment to honesty in business was a significant departure from the norm, e.g. the commitment to supply the best quality provisions at full weight and measure• The idea of profit sharing was a significant alternative to the economics of the free market, e.g. members enjoyed a dividend from shopping at the cooperative stores, which was unique in mid-Victorian Britain. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far they agree that parliamentary reform occurred mainly because of political attitudes within parliament in the years 1820–67.</p> <p>Evidence and arguments about the extent to which parliamentary reform occurred mainly because of political attitudes within parliament in the years 1820–67 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The corruption and venality of the 1820s faced rising criticism from within parliament and found expression in Lord John Russell's First Reform Bill in 1831 and the Great Reform Act of 1832 • The spread of views among Whig aristocrats and some Tories that some reform was desirable on condition it could be managed, hence the extension of the suffrage in 1832 was hedged in by continued property qualifications • Russell championed electoral reform in the 1840s and 1850s with a view to giving adequate representation to the developing industrial centres, which fed into a wider Liberal parliamentary campaign to extend the suffrage • The electoral reform bill proposed by Gladstone and Russell in 1866 was a direct result of increased support for electoral reform in the House of Commons, the proposals going beyond what the movers thought wise • Disraeli led the demand for electoral reform in the Conservative party from 1857 and finally moved the 1867 Act with the support (and further additions) from some Liberals. <p>Evidence and arguments about other factors that led to parliamentary reform in the years 1820–67 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The growth of vast industrial cities demanded electoral reform at borough and national level and made some form of change to the suffrage inevitable, e.g. Manchester gained two MPs in 1832 and borough status in 1838 • The 1832 Act was passed in the context of pressure from without parliament, e.g. the Bristol riots of 1831 and the 'Days of May', which brought economic pressure on government to reform • The campaigning activities of Attwood's reform union in 1830 and the National Reform Union and the Reform League in the 1860s • Popular demonstrations brought pressure on government to commit to electoral reform, e.g. the Chartist demonstrations involved thousands in support of the Charter and the huge Hyde Park demonstration in 1866. <p>Other relevant material must be credited.</p>

Section C: Indicative content

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument.</p> <p>Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the slave trade ended because of the fear of slave rebellions.</p> <p>In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none">• British abolitionists made a stand against the slave trade using writing, preaching and petitioning• The struggle of slaves against the slave trade was far more intense and prolonged than that of the abolitionists• The beacon of liberty for slaves was provided by the Haitian Constitution of 1805• The slave trade was dealt a serious blow by a slave rebellion, which was transformative, and abolition has to be seen in this wider context. <p>Extract 2</p> <ul style="list-style-type: none">• The eighteenth century saw a revolution in the thinking about philosophy, politics and economics• The philosophers' argument of a shared humanity forced the defenders of slavery to portray Africans as not fully human• Economic arguments were key in defeating those presented by the defenders of slavery• Adam Smith argued powerfully that the slave system was a waste of money and a barrier to productive investment. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the slave trade ended because of fear of slave rebellions. Relevant points may include:</p> <ul style="list-style-type: none">• The Haitian rebellion acted as a call to arms for slaves across the Americas and proved that Africans were not naturally slaves as their owners argued• Although British troops contained slave rebellions on British territory, e.g. in the Virgin Islands, this proved costly and made the slave trade less economically attractive• Slave rebellions were revolutionary and overturned the relationship of master and slave, which in turn could connect with workers in the industrial heartlands of Britain and gave the government food for thought• The success of the Haitian rebellion meant that further revolts were inevitable, and this, combined with pragmatic economic arguments, made a strong case for abolition. <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the slave trade ended because of fear of slave</p>

Question	Indicative content
	<p>rebellions. Relevant points may include:</p> <ul style="list-style-type: none"><li data-bbox="347 226 1350 322">• The immediate effect of slave rebellion in Haiti was to make the government intransigent to the demands of the abolitionists and could thus be argued to be counterproductive<li data-bbox="347 349 1382 448">• A strong argument against the slave trade in Britain was based on humanitarian appeal, and thus the slave rebellions with the bloodshed of White Europeans could be seen as counterproductive<li data-bbox="347 474 1406 573">• The slave colonies provided wealth-creating commodities that Britain could sell on and gain taxable revenue from, e.g. sugar and rum, and this provided a strong counter argument to the abolitionists<li data-bbox="347 600 1401 698">• The slave trade was ended in 1807 when there was no immediate threat of slave rebellion and Wilberforce never alluded to slave rebellion as being a reason to abolish the trade.