



Mark Scheme (Results)

Summer 2022

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

Paper 1: Breadth study with
interpretations

1D: Britain, c1785-c1870: 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.

Level	Mark	Descriptor
5	17-20	<ul style="list-style-type: none"><li data-bbox="379 174 1394 241">• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.<li data-bbox="379 253 1337 353">• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.<li data-bbox="379 365 1385 477">• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.<li data-bbox="379 488 1401 544">• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section C

Target: AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • 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 how accurate it is to say that trade unionism changed significantly in the years 1834-70.</p> <p>The extent to which trade unionism changed significantly in the years 1834-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The founding of the ASE in 1851 that organised workers around one skilled section of the working class was a departure from the general trade unionism attempted by the GNCTU after 1834• The involvement of trade unions in the Chartist strikes of 1842 for radical parliamentary reform saw a significant peak in political and industrial militancy• The New Model Unions changed trade unionism in the direction of professional associations through charging high subscriptions and the growth of a bureaucracy to manage and fund disputes• NMUs sought to work with employers through negotiation rather than confrontation after 1851 to secure the benefits of economic growth for their members• The founding of the TUC in 1868 was a highly significant change because it gave trade unionism a national united front from which to engage government, employers and the media. <p>The extent to which trade unionism did not change significantly in the years 1834-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The changes affected mostly skilled workers and the trade unions of unskilled workers went unchanged, e.g. agricultural labourers' attempts to form a union after Tolpuddle came to nothing until 1872• Many features of the NMUs were far from new, e.g. the old craft unions also charged high subscriptions to exclude unskilled workers and stop dilution of skills, this was a strengthening of the old model rather than a new one• The ideal of national trade unionism championed by the TUC had changed little from the aspirations of the GNCTU after 1834• The willingness of unions to negotiate in the 1860s did not stop militant action, e.g. the 1866 'Sheffield outrages' (including blowing up a blackleg's house) that led to the Royal Commission on trade unionism. <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far they agree that efforts to achieve parliamentary reform in the period 1852-67 were very different from efforts to achieve parliamentary reform in the years 1820-32.</p> <p>The extent to which efforts to achieve parliamentary reform in the years 1852-67 were very different from those in the years 1820-32 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The efforts of the earlier period were attacking Old Corruption in contrast to the later period where the issue was one of widening the suffrage • The efforts of the earlier period focussed on getting representation for the emerging industrial towns, e.g. Manchester, which was less of an issue in the later period • The efforts of the Liberal Party in the later period sought to extend the franchise to the 'respectable' working class, whereas the Whigs in the earlier period were generally content to confine it to the middle class • The later period had stronger parliamentary campaigners for reform than had the earlier one, e.g. John Bright and William Gladstone in 1864: 'Every man ...has the right to come within the pale of the constitution' • The Days of May (1832) was a dramatic use of economic power by some of the middle classes in the earlier period, that had no echo in the later one. <p>The extent to which efforts to achieve parliamentary reform in the years 1852-67 were similar to those in the years 1820-32 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Riots contributed to the popular demand for parliamentary reform in both periods but varied in their strength of feeling, e.g. riots in Bristol and Nottingham in 1831 were more violent than the Hyde Park riots • The role of the middle class in campaigning for parliamentary reform was similar in both periods as it fitted with more liberal values, e.g. in the Reform Union after 1864, and influences on the Whigs in the earlier period • The trade unions campaigned for reform in both periods, although the work of the NMUs in the later period was more visible and effective • In both periods, middle class and working class reformers joined forces, e.g. in Attwood's Birmingham Political Union and the Reform League. <p>Other relevant material must be credited.</p>

Section B: indicative content

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate is it to say that squalid living conditions were the main consequence of the growth of industrial towns in the years 1785-1848.</p> <p>The extent to which squalid living conditions were the main consequence of the growth of industrial towns in the years 1785-1848 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Workers' housing was often wretched, damp and filthy, laid out without reference to ventilation, at the cheapest cost to the owner as a consequence of the spread of the factory system• Back to back housing allowed one room downstairs for cooking, washing and sitting and one upstairs room to sleep the family. These cramped conditions might house a town population of thousands around one industry• Industrial towns were built with little thought to sanitation and features such as communal cesspits added stench and the constant threat of disease to living conditions, e.g. the major cholera outbreak in Sunderland in 1831• A lack of fresh air, vegetation and any communal free space such as parks bedevilled working class districts that were often situated downwind from the factories, e.g. as in the case of Attercliffe in Sheffield. <p>The extent to which other consequences of the growth of industrial towns were important in the years 1785-1848 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The housing of the industrial middle classes was a consequence that was essentially the opposite of that of the working class, e.g. spacious housing in leafy suburbs with parks and access to the country• The growth of industrial towns led to innovation in the field of infrastructure, with paved roads and the use of brick and stone for working class dwellings, whereas rural habitation was often of a much more squalid variety• The growth of industrial towns boosted railway and canal development to transport materials between coastal ports and the manufacturers, e.g. the Leeds-Liverpool canal and its extensions throughout the period• The growth of industrial towns led, albeit belatedly, to the idea of town planning, with better laid out streets and spaces, as well as improved sanitation• The visible divisions in industrial towns hardened social attitudes and encouraged snobbery among the elite who imagined that their better circumstances equated to some innate superiority. <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 the extent to which changing attitudes to the poor were shaped by the middle classes in the years 1834-70.</p> <p>The extent to which changing attitudes to the poor were shaped by the middle classes in the years 1834-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Middle class professionals criticised the Poor Law for undue severity combined with a lack of understanding of the problem of poverty, e.g. doctors • The Poor Law offended modernising middle class Tories, influenced by Peel, who sought to 'reform ills while conserving the good', e.g. the case put by <i>The Times</i> against the Poor Law in 1834 • Northern opposition to building workhouses was led by the likes of Michael Sadler, from the industrial middle class, who saw workhouses as both cruel and a waste of money • Workhouse scandals affected middle class humanitarians who felt anger that such things could be happening behind closed doors and felt the need to further expose them, e.g. Dickens' <i>Oliver Twist</i> • Middle class intellectuals and philanthropists responded through publication and charitable works to express their ire at the Poor Law, e.g. the 1869 Charity Organisation Society was founded. <p>The extent to which changing attitudes to the poor were shaped by other factors in the years 1834-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Riots against the Poor Law in Bradford, Dewsbury and Todmorden, in 1837, prompted the Home secretary, Lord John Russell, to modify the Poor Law administration in Yorkshire • The Chartist campaigns against the Poor Law reached out into working class communities, especially in the northern industrial towns, and resulted in the election of a number of Chartists to the boards of Poor Law Guardians • The prosecutions of the offenders in the Andover and Huddersfield workhouse scandals shaped public opinion concerning the Poor Law and the way the poor were being treated • Better knowledge and understanding about the causes of poverty, e.g. low wages and insecure employment, began to change the perception of the poor from being responsible for their poverty, to victims of it. <p>Other relevant material must be credited.</p>

Section C: indicative content

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the slave revolt in Haiti was a crucial factor in the abolition of the slave trade.</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">• Haiti was a major sugar producer and the revolt there gave the British the opportunity to seize it• The British ruling class was divided over slavery with Adam Smith's supporters thinking slavery had had its day• The anti-slavery movement was less important than the chance to grab Haiti in the minds of the government• The casualties suffered by the British forces caused the British government to think again, and thereby hastened the vote for abolition. <p>Extract 2</p> <ul style="list-style-type: none">• The abolitionist movement in the 1770s had gained wide support from all classes• Evangelical Christians and humanitarians were among the most earnest campaigners for abolition• The moral argument for abolition was stronger than the economic argument• William Wilberforce and Thomas Clarkson powered the anti-slavery movement with their energy and determination. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the slave revolt in Haiti was a crucial factor in the abolition of the slave trade. Relevant points may include:</p> <ul style="list-style-type: none">• The slave revolt in Haiti was a revolutionary movement imbued with the ideals of liberty, equality and fraternity and there was a fear that British colonies would also succumb to this appeal• The slave revolt in Haiti produced a liberal constitution which abolished slavery and gave former slaves rights in law, this destroyed the arguments of the planters that slaves were less human• The prospect of further slave revolts was both a political and economic threat to British prospects in the Caribbean, e.g. the cost of policing the Caribbean and waging war with France was prohibitive• The Haitian Revolution was a major turning point in abolitionist history because it restructured the balance of power in the Caribbean, making further revolts seem likely, and strengthened the case for abolition.

Question	Indicative content
	<p data-bbox="300 181 1406 282">Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the slave revolt in Haiti was a crucial factor in the abolition of the slave trade. Relevant points may include:</p> <ul data-bbox="347 304 1406 770" style="list-style-type: none"><li data-bbox="347 304 1406 371">• The slave revolt in Haiti had the effect of hardening anti-abolitionist opinion in Britain<li data-bbox="347 405 1406 517">• Wilberforce was successful in persuading parliament with arguments that included the corrupting effects that slavery had on Africa, e.g. plundering the continent of human talent<li data-bbox="347 551 1406 663">• The slave revolt in Haiti was over by 1807 and Napoleon had reinstated slavery in the French Caribbean. Therefore Haiti's impact on the abolition debate in Britain had been reduced<li data-bbox="347 674 1406 770">• The slave trade was not essential to the slave economy in the Caribbean because slaves in the colonies had begun to produce a sustainable slave population through natural increase.