

# Examiners' Report

Summer 2016

Pearson Edexcel GCE  
in History (8HI0) Paper 1D

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## Paper Introduction

It was pleasing to see responses of a decent standard from candidates attempting the new AS Paper 1D which covers *Britain, c1785-c1870: democracy, protest and reform*. The paper is divided into three sections. Section A and Section B contain a choice of essays that assess understanding of the period in breadth (AO1) by targeting five second order concepts -cause, consequence, change/continuity, similarity/difference and significance. Section C contains one compulsory question that assesses the ability to analyse and evaluate historical interpretations (AO3) concerning the reasons for the abolition of the slave trade in 1807. Candidates have to answer three questions - one from each Section.

Generally speaking, candidates found Section C more challenging mainly because some of them were not entirely clear about how to analyse and evaluate the extracts they were presented with. Moreover, the detailed knowledge base required in Section C to add contextual material to support/challenge points derived from the extracts was also often absent. Having said this, although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer questions from Sections A, B or C. The ability range was wide, but the design of the paper allowed all abilities to be catered for. Furthermore, in Sections A and B, few candidates produced wholly descriptive essays which were devoid of analysis and, for the most part, responses were soundly structured. The most common weakness in Section A and B essays was a lack of knowledge. It is important to realise that Section A and Section B questions may be set from any part of any of the four Themes, and, as a result, full coverage of the specification is enormously important.

## 8HI0\_1D\_Q01

### Question Introduction

On Question 1, stronger responses targeted the reasons for factory reform in the years 1819-48 and included an analysis of links between key factors and a clear focus on the concept (causation). Sufficient knowledge was used to develop the stated factor (parliamentary concern for the suffering of working children) and a range of other factors (e.g. extra-parliamentary agitation such as the Swing and Ten Hours Movements, and the role of individuals such as Robert Owen, Richard Oastler and Michael Sadler). Judgements made about the relative importance of parliamentary concern for the suffering of working children were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of the reasons for factory reform in the years 1819 - 48. Low scoring answers were also often off focus or essentially a narrative of the period under discussion. Where some analysis using relevant knowledge was evident, it was not developed very far (e.g. one aspect of child labour such as the case of Martha Applegate). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

### Introduction

This was a popular question and attracted the full range of abilities. Weaker responses tended to offer more evidence on the horrors of child labour than the stated factor of parliamentary concern for it. Knowledge of the various acts was on the whole accurate. Stronger responses were able to explore the political climate following the French Revolution and use important concepts such as the economic philosophy of laissez-faire.

### Examiner Comment

The key issues relevant to the question are explored to an extent. The role of parliamentary concern (the stated factor) for the suffering of working children is largely dismissed as a cause although there is information on the legislation passed. There is an exploration of other factors offering range and depth. The evidence deployed is mostly accurate and is selected to support some good analytical points, e.g. the prevailing laissez-faire ideology. The criteria selected to answer the question are sufficient and there is a clear judgement offered. But for its slight imbalance this response would be in level 4, and is instead good level 3.

### Examiner Tip

Try to be as fair as possible to both sides of the argument in your essay. Evaluation requires the comparison of substantial evidence and argument.

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

It could be argued that the suffering of working children was the main reason for factory reform in the early-mid 19th century but other factors such as industrial protest were also important.

Often working as "scavengers" in textile factories or miners for coal, the ~~at abandonment of~~ traditional, cottage-industrial relationship of master and apprentice had been replaced by a factory system that allowed for many children to be employed and, by 1821, 49% of the working population were under the age of 20.

A key reform was the Mines Act. A Royal Commission initially set up to investigate idleness and immorality in mines ~~was~~ where men often (due to the extreme temperatures) worked naked in the presence of women, found instead the terrible conditions under which women and



(Section A continued) children worked. The Mining Act forbade children and women from working in mines and was an important piece of legislation.

The Factory Act of 1833 was also of significant importance when studying the role of child labour in factory reform. The Act prohibited children under 10 years of age from working in textile factories; those under the age of 13 were to have two hours of education each day and children were to work no more than 12 hours a day. This Act was, however, very minimal and only applied to children working in the textiles factories. The reality was that Parliamentary concern was not for suffering children: the Factory Act was implemented due to the disproportionate high casualty rate within the textiles industry that was hard to ignore. The governments of the time were loath to act; the laissez faire approach to the economy was heavily



(Section A continued) influenced by capitalist ideology which viewed the right to work as integral even for children. This half-hearted approach can be seen in the factory inspectorate that was established in 1833. The inspectorate consisted of four officials to survey over 9000 factories and this shows the lack of care shown by the establishment regarding factory regulation for children.

More important was the industrial protest that arose in the early 19th century. Established in ~~1811~~ 1811, the Luddite movement was a collection of skilled weavers who feared that the introduction of automated looms would marginalise their artisan craftsmanship. In 1812, 1000 looms were destroyed with an approximate £10,000 caused in damage; more chilling was the assassination of William Horsfall in 1812, an employer who utilised new machinery and cheap, unskilled labour. Although arrests and executions caused





(Section A continued)

the Luddite movement to die down quickly, the ferocity deeply affected government

Following poor harvests in 1828 and 1829, ~~total~~ protest resumed and the destruction of threshing machines during the Swiss riots in the ~~south~~ agrarian south (namely Kent) caused major unrest. This unrest was followed very promptly by the 10 hour movement in 1830. This group peacefully demonstrated for legislation that would limit the working day to 10 hours. Whilst the violence of the Swiss riots could be repressed with violence, the 10 hour movement could not and eventually the Ten Hour Act was passed in 1847.

The issue the government had was that laissez faire capitalism had put too much power in the hands of individual employers. With no regulation, factory owners could pay very little for long, hard hours and the industrial



(Section A continued) protest was a reaction to this from the working-classes whose lack of representation and protection meant that in periods of economic ~~the~~ depression (namely following the end of the war of the Seventh Coalition in 1815), the middle-class employers were well insulated from the decline whilst the workers were not,

Although such parliamentary actions as the repeal of the Corn Laws in 1836 did soften the economic blow for the working classes, industrial discontent was still ~~in~~ rife. Events such as the penitence <sup>and</sup> rising<sup>ad</sup> march of the blanketers all illustrate how industrial reform in the period were mainly in reaction to industrial protest rather than a need to protect children.

Overall, ~~Factory reform such as~~ reforms such as the Municipal Corporations Act, the Master and Servant Act ~~and~~ (1823) and the Public Health Act (1848)



(Section A continued) all show how ~~government~~  
~~and~~ parliament responded to industrial  
protest and adopted a new view on  
dealing with the grievances of the  
working classes ~~in~~ by 1848. The  
suffering of children was more a  
peripheral factor and was much  
less pressing ~~or~~ a government afraid  
of revolutionary and radical sentiment  
following the French Revolution, and  
therefore it ~~can~~ only be said that  
industrial protest was the main cause  
of factory reform.



## 8H10\_1D\_Q02

### Question Introduction

On Question 2, stronger responses targeted the reasons for the reform of parliament in the years 1852-70 and included an analysis of links between key factors and a clear focus on the concept (causation). Sufficient knowledge was used to develop the stated factor (pressure from outside parliament) and a range of other factors (e.g. party rivalry between Whigs and Tories, the changing demography of Britain, and the appetite for reform among politicians after the death of Palmerston). Judgements made about the relative importance of pressure from outside of parliament were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of the reasons for the reform of parliament in the years 1852-70. Low scoring answers were also often off focus or essentially a political narrative of the period under discussion. Where some analysis using relevant knowledge was evident, it was not developed very far (e.g. one extra-parliamentary campaign for reform). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

### Introduction

There were some excellent responses to this question and candidates were on the whole well prepared. Responses were usually well balanced between pressures from without and within parliament. Weaker responses usually suffered from offering material from outside the time frame - often Chartism. Stronger responses offered good detail on the development of reformist attitudes and connected it to Britain's economic success.

### Examiner Comment

This response is an example from one of the more successful candidates. It has very good range and depth, is analytical and explores some important features of the period. Good knowledge is deployed in a focused answer to the question. The response has balance with good evidence on the external pressure for reform as well as the parliamentary struggle for the same. The judgement is made in the light of discussion and evaluation and a secure level 4 response.

### Examiner Tip

Achieving balance is important. It aids evaluation and helps to get a discussion going. These are key features of a level 4 answer.

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 ☒

Plan

Intro -

Para 1 - Outside pressure & Industrialisation  
↳ large population increase  
↳ involvement in foreign affairs

2 - Reform groups - Samuel Morley 1864 union  
- League - bursler 1865

3 - Internal - party rivalry

↳ Russels bills

↳ Conservative bill

↳ Disraeli + 1866 Gladstone

The reform of parliament was a key issue in the years 1852-70 and the pressure from outside parliament contributed significantly to reform. This pressure was formulated by fundamental changes to Britain, notably the population boom and industrialisation, and in addition from the work of groups dedicated to pressuring for the reform of parliament.

The developing demographic landscape of Britain was a pivotal external pressure which had a profound impact on the



(Section A continued) reform of parliament. The population boomed from around 24 million in 1821 to over 31 million in 1861, and this trend continued throughout the period. This underlined the flaws of the current system ~~notably~~ especially the unequal representation and disparity between the North and South. Furthermore, British involvement in foreign countries refocused the critical lens of the public on reform, which created significant agitation for reform. Britain's involvement in Italy was a prominent issue as the government was seen to be aiding others but overlooking its own ~~and~~ inadequacies. These factors provided substantial pressure which could not be ignored by government and hence they were a crucial ~~the~~ reasons for the reform of parliament from 1852-70.

The significant pressure that these underlying reasons established was harnessed by the work of reform groups such as the Reform Union set up in 1864. The Reform Union was essential in



(Section A continued)

honing in on parliamentary reform and ensuring the necessity for reform as shown by the demographic changes was addressed in parliament. This was achieved through the respectful work of its leader, ~~Samuel~~ prominent members such as the employer Samuel Morley. By having respected individuals among its ranks, the Reform Union was given the ear of MPs so it could successfully lobby in order to raise the issue of reform so as to achieve reform. In addition to this, the Reform League formed in 1865 were ~~also~~ significant in the passage of reform as they offered a more radical membership that was threatening to ~~the~~ parliament. This was seen in the 1866 Hyde Park Riots where a Reform League meeting resulted in crowds clashing in support of reform. As a response to the failure of Gladstone's bill in 1866, the riots show that the public were desperate for reform, and ~~these~~ this was key to the passage of the 1867 Reform Act because it provided evidence





(Section A continued)

that discontent was high and reform would be duly appreciated by the public. However, these groups were highly dependent on the pressure imparted by the population boom and foreign affairs, so their significance is undermined. In addition to this, they appeared only late on in the period 1852-70 so their impact on reform is restricted. Overall they were vital in the short term for raising external pressures which had been building up, but without these pressures in place firstly the Reform Union and League may never have been created, and their significance would certainly have been diluted.

The external pressures were certainly important in the passage of reform, but ultimately the pressure from inside parliament would lead to reform coming to fruition from 1852-70. The main source of internal pressure originated from party rivalry between the Whigs and the Tories, later to evolve into





(Section A continued)

the Liberals and Conservatives. This party rivalry was pivotal in reform remaining on the political agenda and then finally being realized. Early evidence of this was the work of the Whig Russell who in 1852 attempted to pass a favourable reform bill. This attempt to harness the 'political animal' that had developed in Britain was to spark off further bills and the bitter party rivalry which would see reform come to light. Russell's attempt continued in 1854 then 1860, and the Conservatives were also determined with a failed reform bill in 1859. These efforts were key in establishing party rivalry, but they were also reliant on the changes occurring in the country. Without industrialization and population increase bringing the problems with the system to the fore, these attempts would not have taken place. The party rivalry continued until 1866 when the Whig MP Gladstone failed to pass a reform bill. This was the spark of the Hyde Park Riots, so arguably the



(Section A continued)

impact of the Reform League dependend on the internal pressure that had arisen. ~~The passage of~~ Ultimately it was this party rivalry that led to the 1867 Reform Act as Disraeli recognised the potential benefits of a Conservative reform bill to the party. In 1867 Disraeli fought to pass his bill which resulted in one even more radical than Gladstone proposed. Therefore the actual contents of the reform were less important than ~~were~~ the actualy passage of reform, which undermines the importance of changes to the cantry as addressing the actual problems were not the priority.

~~At this~~

In conclusion, the pressure from outside parliament was essential in raising the problem to parliament and without the success of pressure groups the reform issue would not have been as prominent. Internal pressure was key to the passage as it drove forward the process with



(Section A continued)

numerous proposed bills, but the overall reliance on external pressures means that pressure from outside parliament was the main reason for the reform of parliament from 1852-70.



## 8H10\_1D\_Q03

### Question Introduction

On Question 3, stronger responses targeted how accurate is to say that trade unions had no significant impact in the years 1834-70. These also included an analysis of relationships between key issues and a focus on the concept (significance) in the question. Sufficient knowledge to develop the argument was demonstrated too (e.g. the formation and existence of the GNCTU, the development of the New Model Unions, and the creation of the TUC). Judgements made about the significance of trade unions were reasoned and based on clear criteria. Balance was achieved by considering countervailing factors such as the generally benign role of government, the limits of trade union membership and the largely unresolved issues around housing and health which workers faced. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of the significance of trade unions in the years 1834-70. Low scoring answers were also often off focus (didn't properly engage with significance) or were essentially a description of trade unions during the period under discussion. Where some analysis using relevant knowledge was evident, it tended to lack range/depth (e.g. only considering the issue of the New Model Unions). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

### Introduction

This question was the slightly more challenging option in section B. Success in answering this question depended to a large extent on candidates' ability to decide the criteria by which their judgement on the impact of trade unionism could be made. Most candidates saw the size of the New Model Unions as being important. The most successful answers went beyond size however, and looked at the ability to offer a service to members that included being able to influence MPs and indeed government itself. At the top end there was a clear awareness of change over time too.

### Examiner Comment

This response shows a good level of competence. The increasing impact of trade unions is exemplified well with most key dates acknowledged. The transformative effect of the New Model Unions is dealt with effectively with detailed knowledge shown and a clear focus on impact. The criteria of membership, funds, changing government attitudes and the ability of trade unions to influence change are used to base judgements on. The answer offers a good explanation and would be awarded a mark within level 4.

### Examiner Tip

Maintain your focus on the question by taking opportunities to use the key phrase in the question without becoming monotonous. This response uses the word 'impact' very well - like a hammer knocking in a nail. It gets a reward.

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 ☒

During the period 1834 trade unionism developed significantly, especially with the introduction of New Model Unionism, but it faced a number of challenges, <sup>both</sup> from the government and from internal struggles. Whilst it may be accurate to assert that trade ~~unions~~ unions had no significant impact at the beginning of the period, this was certainly not true by the end.

In the early part of the period, trade ~~unions~~ <sup>unions</sup> were ~~was~~ prevented from having a large impact on Britain due in part to the government's opposition to them. Although the ~~1799~~ Combination Acts of 1799 and 1800 had been repealed <sup>a decade</sup> ~~earlier~~ the laissez-faire attitude of the government favoured the middle class employees over working class employees, and as such, union activity in 1834 was considerably stifled by legislation, <sup>established earlier in the century</sup> for example, although ~~they~~ unions were allowed to protest 'peacefully', the definition of this was up to local courts, and the ban on picketing ~~was~~ <sup>was</sup> greatly reduced their impact. In addition, a ~~few~~



(Section B continued) governmental fear of revolutionary sentiment, particularly in the countryside due to the ~~existing~~ difficult agricultural climate at the time, meant that often it was difficult for unions to exist at all. This manifested itself most notably in the 1834 case of the Tolpuddle labourers, six farmers who were sent to Australia for seven years simply for forming a union to protest a wage decrease. Under this difficult political climate, in the early years of the period it would be reasonable to assert that unions had little impact.

~~Further~~ Furthermore, it was not only governmental opposition that limited the impact of trade unions, but also the nature of the unions themselves. ~~As~~ Trade unions in 1834 were mostly local, trade-based organizations with little money due to their working class membership; what little ~~money~~ <sup>funds</sup> they did have they were ~~unable to protect~~ ~~so~~ unable as they were not protected under the 1799 Trade Disputes Act. As such, they were unable to effectively bargain with employers, severely diluting their impact. Their lack of ~~organization~~ effective organization exacerbated the problem, as leadership



(Section B continued) was mostly left up to volunteers, rather than paid general secretaries, leading to ~~inconsistent~~ ~~organized~~ a large amount of inconsistency. However, this all changed in 1851, with the foundation of the Amalgamated Society of Engineers, the first of the new model unions. This created the model for further unions, such as the Amalgamated Society of Carpenters and Joiners, which were able to have a much greater impact due to their superior organization. Aspects such as a regular subscription fee <sup>and</sup> a paid general secretary ~~and~~ allowed ~~to~~ these new unions to manage their funds effectively and thus become successful in wage disputes. The ASE even funded other unions' activities, notably giving 3 three £1,000 donations to a successful London Builders' strike. These new unions also won over the government by adopting peaceful methods, gaining a respectability which previous unions had not enjoyed. Thus, unions were now able to have a large impact in wage disputes, unfettered by government opposition. By this point, it is clearly inaccurate to say that ~~the~~ trade unions had no significant impact.





(Section B continued)

Finally, ~~to~~ ~~1848~~, the ~~the~~ foundation of the Trades Union Congress allowed trade unions to have an even greater impact on Britain. This nationwide labour Parliament united unions across the country and across professions, breaking down the localized mentality which had previously restricted unions' significance. In this way, unions were able to come together with a united voice which gave them all ~~a~~ far more bargaining power in industrial disputes, thus increasing their impact significantly. When the Royal Commission on Trade Unions was set up in 1867, unions were now able to present a respectable and powerful image to the government, leading to the recommendation of the minority report to fully legalize unions, giving them full protection of funds. By uniting ~~the~~ the skilled and unskilled working class, the Trades Union Congress meant that trade unions could protect their funds and smaller unions could even gain support from larger unions, greatly raising their impact.





(Section B continued)

In conclusion, at the beginning of the period, trades unions did have very little significant impact in Britain, as they were hindered by their own lack of organization ~~lack of~~ and unity as well as government repression. However, there was a large amount of change over time, and the ~~the~~ New Model Unions and the foundation of the TUC led to a much more united movement by 1870, which had such impact and influence that it could soon be officially legalized.



## 8H10\_1D\_Q04

### Question Introduction

On Question 4, stronger responses targeted the extent to which attitudes to poverty changed in the years 1834-70. These included an analysis of the links between key issues and a focus on the concept (change and continuity) in the question. In addition, sufficient knowledge was used to assess the extent of changing attitudes to poverty (e.g. the individuals who changed public opinion such as Dickens, the work of social reformers such as Mayhew, and the response of government to poverty) set against a range of other evidence which showed continuity in the attitudes to poverty (e.g. government tardiness to instigate reform, institutionalised attitudes to poverty within the workhouse system, and those who continued to blame the poor for their poverty). Judgements made about the changing attitudes to poverty were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of how far attitudes to poverty changed in the years 1834-70. Low scoring answers often lacked focus (didn't engage with change and continuity) or were essentially a description of some attitudes to poverty during these years. Where some analysis using relevant knowledge was evident, it lacked range/depth (e.g. limited comments on the workhouse system and descriptions of the regime therein). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

### Introduction

This question was well answered on the whole. Weaker candidates usually failed to deal with the concept of change and continuity and tended to make their answer more about general attitudes to poverty. Similarly they often imported material from outside of the time frame thus weakening the focus of their answer. The stronger candidates showed change with reference to specific acts, written works, charitable foundations or the role of individuals. At the top end the issue of continuity throughout the period was exemplified.

### Examiner Comment

This response is very well written. It has one unfortunate weakness which is that it does not deal with continuity throughout the period. However, change is well covered and is exemplified through the works of individuals, the treatment of the poor in the workhouse system, changing philosophies about the causes of poverty and the attitudes of charity to paupers. There is discussion and analysis to a good standard and it is well organised. But for a paragraph around the continuity of attitudes to the poor this would get level 4. It is a good level three response.

### Examiner Tip

In order to show change and continuity over time pick turning points from the time frame and show what changed and what did not at each of these. In your conclusion refer to the entire time frame.

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 3  Question 4

The 1834 reform of the Poor Law was extremely conservative in its measures, as well as cruel. Before ~~the~~ 1834, the 1640 Elizabeth I poor law was implemented complying with the 1662 Settlement Act parishes held the responsibility for the poor. However growing expenses, between 1814-1818 £6.4 million spent on poor rate and reaching 2.1% of GNP by ~~1833~~ 1833 meant a new poor law commission was established banning outdoor relief by 1852 and grouping 15,000 parishes into 600 unions. The most cruel implementation was the workhouses based on Jeremy Bentham's utilitarianism and the attitude of less ~~is~~ eligibility. However the work of individuals, charity and the cruelty of workhouses changed the identity view of the poor.

Firstly the cruelty of workhouses reached its climax in the form of the 1836 Andover workhouse, run by Corn McDougal & military inmates were not only separated into undeserving and deserving poor but forced to eat with their hands. The scandal of 1845



(Section B continued) thrust the cruelty of poor law  
commissions into the public eye. In 1845 it  
was disclosed by Hugh Murray and Henry  
Parker that inmates were kept on the verge  
of starvation, food was withheld to enforce  
less eligibility, therefore causing inmates to  
fight over the bare marrow in the bones they  
were crushing. The Board of poor law guardians  
had been informed but just forced the inmates  
to stop work in the summer, thus neglecting the  
lack of care for the poor. Once Parker carried out  
his investigation the public were horrified  
which was the turning point for a change in  
attitude. By 1847 the poor law commission was  
dissolved and a new Board of poor law  
put in place, as well as the passing of  
groups such as the workhouse regulation act.  
The Victorian attitude to the poor changed after  
the horrors at Andover.

Furthermore the use of literary individuals  
such as Charles Dickens in 1837 who had  
experienced the workhouses first hand and  
published *Oliver Twist*, and *A Christmas Carol*, has  
inspired a wide society to help the poor as he  
published in serial novels at *Illustrated Monthly*  
he was widely read which therefore entered



(Section B continued) a moral obligation in society to aid the poor. Also the 1851 London Labour and London Poor was ~~an~~ private investigation carried out by Henry Mayhew. Producing a 4 volume, 2 million word profile on the lives of the poor. Mayhew's work was the first to challenge the long term attitude that the poor were indigent, he suggested that the poor did want to help themselves but their wage was so poor, 12 shillings a week in 1862, they could not support themselves. Moreover Samuel Smiles 1859 was widely read in society, selling over 250,000 it encompassed the mid-19th century new idea of "self help" and ingrained in society the view that to help the poor was to help them target the source of poverty not mask it in workhouses. This idea was pioneered through the growth of charity.

Charity work grew extensively after the Anderson scandal. The Workhouse Regulation Society formed in 1858 helped the individuals such as Annea Bradstreet - Curtis and Charles Dickens build their orphan cottage, a hostel for women who had turned to prostitution as well as a source of educational projects approaching the source of poverty rather than hiding it.



(Section B continued) Furthermore the Charity Organisation Society was founded in 1869, this with the inspiration to distinguish between the deserving and undeserving poor through rigorous investigation and help them back on their feet. As a result of new charitable organisations the late investigation was carried out in 1865 to investigate the occupants of workhouses, discovering it was mainly children and the elderly the 1867 Metropolitan Act formed the Metropolitan Asylum Board to take care of the sick poor. Overall the changing mid-Victorian attitude towards self-help was aided by charitable stance in society prepared to target the source of pauperism.

In conclusion the attitude towards the poor changed drastically after the Andover scandal as it was such a shock to society. However it was the reinforcement of the moral obligation society had to the poor through literacy that maintained a positive approach. Finally the work of Charles allowed the poor to be rehabilitated into society instead of isolated in a laissez-faire trap due to a preconceived tolerant view. Although 100 more workhouses were built from 1853-61



(Section B continued) they were strictly regulated by the new found workhouse regulation society. Overall the attitude towards the poor changed dramatically from 1834-70 as the prior attitude from individuals such as Malthus and Joseph Townsend in his 1786 dissertation of the poor argued that a level of poverty was imperative to encourage others to work, insinuating the poor law made paupers dependent on Britain. The introduction of charity combated this new model it eventually dissolved.



## 8H10\_1D\_Q05

### Question Introduction

On Question 5, stronger responses were clearly focused on the extracts, and possessed the confidence and understanding to develop an extract-based analysis of how far slave uprisings 'must be placed alongside the work of European abolitionists' in the ending of the slave trade. Higher scoring answers offered some comparative analysis of the two extracts, and used own knowledge effectively to examine the merits/validity of the views presented. Stronger responses were also focused on the precise question (whether slave uprisings 'must be placed alongside the work of European abolitionists' in the ending of the slave trade), rather than the general issue of the abolition of the slave trade, and put forward a reasoned judgement on the given issue, referencing the views in the extracts. Weaker answers tended to show some understanding of the extracts and attempted to focus on how far slave uprisings 'must be placed alongside the work of European abolitionists' in the ending of the slave trade. Such responses, however, demonstrated limited development by relying on a basic 'slave uprisings versus European abolitionists' approach. At the lower levels, basic points were selected from the extracts for illustration and comparisons made between the two extracts were fairly rudimentary. Weaker candidates sometimes also relied almost exclusively on the extracts as sources of information, especially using extract 2 concerning the roles of Wilberforce and Clarkson. This in turn meant that weaker candidates tended to miss the argument in extract 1 that slave uprisings were important in shaping the abolitionist debate in Britain. Others made limited use of the two extracts and attempted to answer the question relying largely on their own knowledge. Moreover, in lower scoring responses, the candidate's own knowledge tended to be illustrative (e.g. just tacked on to points from the extracts) or drifted from the main focus of the question. Furthermore, these answers were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

### Introduction

The section C responses were mixed as one might expect from the first exam. Weaker candidates tended to see the extracts as factually different rather than differing interpretations. This affected the own knowledge that was added to the extracts. Often added information stood apart from the extracts such as simply writing a paragraph on Eric Williams's decline thesis. Stronger candidates were able to not only explore the differences in interpretation but to synthesise them too. The chosen example is helpful in making this point.

### Examiner Comment

This candidate clearly understands the different interpretations and works well to develop each interpretation further. The slave revolts on the one hand and the importance of the European abolitionists on the other. However, where possible the candidate brings the two extracts together by showing how they complement each other. The slave uprisings thus created the context in which the European abolitionists worked, and vague notions about slavery became clearer. The candidate gets rewarded for clearly thinking about how the two extracts can work together, integrating the



extracts and own knowledge. This is a very competent answer and is marked within the level 4 range.

### **Examiner Tip**

When analysing the extracts, highlight the historians' interpretations and structure your answer around these. Bring out clear differences and develop these through your own knowledge. Then think about whether they share common ground. The example here shows how to do it.

## SECTION C

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

- 5 Historians have different views about the reasons for the abolition of the slave trade. Analyse and evaluate the extracts and use your own knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that slave uprisings 'must be placed alongside the work of European abolitionists' in the ending of the slave trade?

(20)

The two extracts present differing explanations for the end of the slave trade in 1807. Richard Reddie argues that abolition can best be explained by the efforts of the slaves themselves. This is contrasted to the view of James Walvin, who seems to ~~propose a~~ <sup>attribute</sup> greater importance to the European role of Clarkson and Wilberforce. Taking into account both perspectives, I would agree that slave uprisings cannot be seen as significant as the role played by ~~Clarkson and Wilberforce~~ Europeans.

Reddie's ~~opens the extract by noting that~~ ~~the abolition view is that~~ the European role is overrated: he sees it as a "misconception" and seems to <sup>attribute</sup> ~~place~~ greater importance to the "anti-slavery activity... of enslaved Africans" themselves. This view certainly



does have evidence to back it up. The 1791 Haitian revolution went some way to achieving abolition, and did not involve European abolitionists in any way. The violence ~~expressed~~ of the revolution - 12,000 were killed - suggested to the British public the desperate need of African slaves, ~~and showed~~ ~~and showed~~ in that such a violent response must have been provoked by significant wrongdoing. ~~Clearly, therefore, when Reddie mentions 'violence' he is alluding to~~ There is a growing realisation amongst Britons that slavery is destroying African lives and that these violent responses are justified. This created an atmosphere more receptive to the voice of abolitionists. ~~It must be seen that suggests~~ Africans could be placed alongside abolitionists, as their violence created an political atmosphere where European abolitionist voices were readily listened to. ~~This view is~~ Reddie describes violence as a "calculated, sustained plan to end enslavement": this suggests slaves should be valued as highly as Europeans as they intended to abolish the slave trade with the action they took.



\* led to abolition

By 1800, one in ten slave ships experienced a slave revolt. This ~~was~~ <sup>is</sup> linked to economic arguments, in that slavery was increasingly unprofitable due to the risks involved. Reddie suggests this was deliberate on the part of the Africans by deliberately using violence as 'calculated.' He feels the revolutionaries were intended to drive abolition by making the trade unprofitable. This suggests slaves should be credited for taking such a planned, intelligent approach.

Overall, it is clear that slaves did drive the abolition movement forward, and by citing events unrelated to European campaigns Reddie is promoting the view that the slaves acted independently.

James Walvin put forward an alternative view, more focused on the role of European abolitionists. Where Reddie sees European efforts as a 'misconception', Walvin sees them as the 'powerful and focused voice' that pushed abolition forward. Walvin notes the role of Clarkson is helping "to transform the public's vague and



general sense that there was something wrong" into a real abolitionist movement.

Without the work of Clarkson, the action of slaves would have gone unneeded: it would have been 'vague' without the role that Clarkson played. Whilst Reddie sees slaves as acting alone, Wain argues their efforts would have gone unnoticed without the work of European campaigners. Clarkson travelled over 35,000 miles and reported the horrors of slave horror in rousing speeches. The slave's voice would have had little impact, if Clarkson had not taken the effort to pursue and publicize them. Wain also notes the role of Wilberforce, 'the central parliamentary figure who would fellow MPs.' Whilst Reddie dismisses the European role as 'poor debates in parliament', Wain sees such public debate as 'central' to the movement. From 1791 onwards, Wilberforce proposed an abolitionist bill in every parliament. This drove abolition forward by making sure it never dropped from the parliamentary eye.



Abolition was a piece of legislation, so it seems natural that Parliament and Wilberforce, political voices, played a vital role in driving its passage. In 1797 an abolition bill was nearly passed and the ~~abolition~~ <sup>Dolben</sup> Act ~~was passed~~ <sup>went</sup> ~~in~~ <sup>the</sup> way to alleviating the worst aspects of the slave trade. With this in mind, it is hard to accept Reddie's view of European abolitionists as of similar importance to the slave role. Without Parliament, ~~slaves would have had no~~ ~~voice at all~~ ~~Parliament would therefore~~ ~~be seen as the vital factor.~~ like Clarkson, slaves would have had no voice at all: Parliament would therefore be seen as the vital factor.

It is clear that a range of historical opinion has informed the debate on what drove abolition forward in 1807. Watkins and Reddie hold differing views on the role of European abolitionists. Ultimately, however, it is difficult to accept the idea that slaves were so important to European abolitionists in achieving



abolition in 1807. The slave's voice was 'ragged' prior to the organizing efforts of Clarkson. It took Wilberforce, a moderate politician, no effect real legislation. Without any sort of political representation, slaves could not have affected a real, worthy law alone. Ultimately, I would side with Watin: Reddie overestimates the role of African. They were not as important as Europeans like Clarkson and Wilberforce.



## Paper Summary

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 (e.g. 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 thinking in relation to the concepts and topic they are writing about
- Focus carefully on the second-order concept targeted in the question
- Give consideration to timing, to enable themselves to complete all three question 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 - e.g. a realistic amount to enable a balanced and rounded answer on breadth questions

Common issues which hindered performance:

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



## Section C responses:

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

- Candidates paying close attention to the precise demands of the question, as opposed to seemingly pre-prepared material covering the more general controversy as outlined in the specification
- Thorough use of the extracts; this need not mean using every point they raise, but a strong focus on these as views on the question
- A confident attempt to use the two extracts together, e.g. consideration of their differences, attempts to compare their arguments, or evaluate their relative merits
- Careful use of own knowledge, e.g. clearly selected to relate to the issues raised within the sources, confidently using this to examine the arguments made, and reason through these in relation to the given question; at times, this meant selection over sheer amount of knowledge
- Careful reading of the extracts, to ensure the meaning of individual statements and evidence within these were used in the context of the broader arguments made by the authors
- Attempts to see beyond the stark differences between sources, e.g. 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, e.g. 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
- Heavy use of own knowledge, or even seemingly pre-prepared arguments, without real consideration of these related to the arguments in the sources
- Statements or evidence from the source being used in a manner contrary to that given in the sources, e.g. through misinterpretation of the meaning of the arguments, or lifting of detail without thought to the context of how it was applied within the extract
- A tendency to see the extracts as being polar opposites, again seemingly through expectation of this, without thought to where there may be degrees of difference, or even common ground.

