

Write your name here

Surname

Other names

Pearson Edexcel
Level 3 GCE

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--

History

Advanced Subsidiary

Paper 1: Breadth study with interpretations

**Option 1D: Britain, c1785–c1870: democracy,
protest and reform**

Wednesday 18 May 2016 – Afternoon

Time: 2 hours 15 minutes

Paper Reference

8HI0/1D

You must have:

Extracts Booklet (enclosed)

Total Marks

--

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are three sections in this question paper. Answer **ONE** question from Section A, **ONE** question from Section B and the question in Section C.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

P49958RA

©2016 Pearson Education Ltd.

1/1/1/1/1/1



P 4 9 9 5 8 R A 0 1 2 8

PEARSON

SECTION A

Answer EITHER Question 1 OR Question 2.

EITHER

- 1** Was parliamentary concern for the suffering of working children the main reason for factory reform in the years 1819-48?

(Total for Question 1 = 20 marks)

OR

- 2** Was pressure from outside parliament the main reason for the reform of parliament in the years 1852-70?

(Total for Question 2 = 20 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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**

Area with horizontal dotted lines for writing answers.



P 4 9 9 5 8 R A 0 3 2 8

(Section A continued)

Dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section A continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



P 4 9 9 5 8 R A 0 5 2 8

(Section A continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section A continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 25 horizontal dotted lines.



P 4 9 9 5 8 R A 0 7 2 8

(Section A continued)

Handwriting practice area consisting of 25 horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section A continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



P 4 9 9 5 8 R A 0 9 2 8

(Section A continued)

Dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TOTAL FOR SECTION A = 20 MARKS



SECTION B

Answer EITHER Question 3 OR Question 4.

EITHER

- 3** How accurate is it to say that in the years 1834-70 trade unions had no significant impact in Britain?

(Total for Question 3 = 20 marks)

OR

- 4** To what extent did attitudes to poverty change in the years 1834-70?

(Total for Question 4 = 20 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



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** ☒

Area with horizontal dotted lines for writing answers.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section B continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 25 horizontal dotted lines.



(Section B continued)

Handwriting practice area consisting of 25 horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section B continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 25 horizontal dotted lines.



(Section B continued)

Handwriting practice area with 25 horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section B continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 25 horizontal dotted lines.



(Section B continued)

Handwriting practice area consisting of 25 horizontal dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section B continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with horizontal dotted lines.

TOTAL FOR SECTION B = 20 MARKS



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)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section C continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section C continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section C continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



P 4 9 9 5 8 R A 0 2 3 2 8

(Section C continued)

Area with horizontal dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section C continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



P 4 9 9 5 8 R A 0 2 5 2 8

(Section C continued)

Handwriting practice area consisting of 25 horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



(Section C continued)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



Pearson Edexcel Level 3 GCE

History

Advanced Subsidiary

Paper 1: Breadth study with interpretations

Option 1D: Britain, c1785–c1870: democracy,
protest and reform

Wednesday 18 May 2016 – Afternoon

Paper Reference

8HI0/1D

Extracts Booklet

Do not return this booklet with the question paper.

Turn over ►

P49958RA

©2016 Pearson Education Ltd.

1/1/1/1/1/1/1



PEARSON

Extracts for use with Section C.

Extract 1: From Richard S. Reddie, *Abolition! The Struggle to Abolish Slavery in the British Colonies*, published 2007.

There is a tendency to associate the abolition of the Transatlantic Slave Trade almost exclusively with polite debates in parliament or rousing speeches from pulpits in churches or assembly rooms. Such is the support for this traditional interpretation of anti-slavery activity that the efforts of enslaved Africans are seldom factored into the equation of the abolition movement. 5

Unlike their Quaker or evangelical counterparts, enslaved Africans had no access to the ballot box or the debating chamber to discuss the niceties of slavery. Their main means to end slavery invariably involved violence. These acts of violence were not random, but calculated, sustained plans to end enslavement.

Unlike the Africans, who had a vested interest in fighting the Transatlantic Slave Trade from the outset, many in Europe were slow to turn their attention to the suffering of Africans. 10

It is a misconception that Africans waited for European abolitionists to free them from slavery. Slave uprisings must be placed alongside the work of European abolitionists as both clearly contributed to the ending of the slave trade. 15

Extract 2: From James Walvin, *A Short History of Slavery*, published 2007.

The man who came to personify the abolition campaign, and who to this day is best remembered for the campaign against slavery, is of course William Wilberforce. From first to last, for almost half a century, he was the central parliamentary figure who wooed fellow MPs, peers, ministers and officials. But the public campaign – the popular agitation in the country at large – was inspired and led by Thomas Clarkson, abolition’s indefatigable foot soldier: lecturer, traveller and researcher. Clarkson was the man who helped to transform the public’s vague and general sense that there was something wrong with the Atlantic slave trade into a powerful and focussed national voice of widespread and strident opposition. Clarkson stirred up, and then channelled this voice. 20
25

Parliament’s debate on the abolition petitions formally began in May 1789. Wilberforce’s speech, presenting his now famous twelve abolitionist propositions, lasted for three and a half hours.

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.