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Edexcel

## Mark Scheme (Results)

November 2021

Pearson Edexcel GCE

In History (9HI0)

Paper 1: Breadth study with interpretations

Paper

Option 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.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>8–12</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>5</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• 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> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## 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.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"><li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li><li>• Judgement on the view is assertive, with little or no supporting evidence.</li></ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li><li>• 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.</li><li>• A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.</li></ul>
<b>3</b>	<b>8–12</b>	<ul style="list-style-type: none"><li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.</li><li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li><li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li></ul>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"><li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them.</li><li>• 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.</li><li>• 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.</li></ul>
<b>5</b>	<b>17–20</b>	<ul style="list-style-type: none"><li>• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.</li><li>• Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.</li><li>• Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.</li></ul>

## 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 about how accurate it is to say that fear of revolution was the main obstacle to parliamentary reform in the years 1785-1820.</p> <p>The extent to which fear of revolution was the main obstacle to parliamentary reform in the years 1785-1820 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Pitt's attempt to introduce parliamentary reform in 1785 was defeated due, in part, to the American War of Independence and the revolt of the colonists against British rule</li><li>• The French Revolution prompted government repression against those demanding parliamentary change, e.g. the suspension of habeas corpus in 1794 to hold radical agitators</li><li>• The Seditious Meetings Act, passed in October 1795, limited the size of political gatherings to 50 people, showed fear of political opposition on the part of government</li><li>• The use of the military to crush the democratic aspirations of those gathered at St Peters Field in Manchester in 1819 arose, in part, from a fear of revolution on the part of the local magistrates</li><li>• The arrest and imprisonment of individuals advocating parliamentary reform on the pretext that they were fomenting revolution, e.g. Henry Hunt and Richard Carlile in 1819.</li></ul> <p>Other obstacles to parliamentary reform in the years 1785-1820 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• There was a conservative reaction to the French Revolution, which led to the idealisation of the British constitutional monarchy, e.g. the appeal of Edmund Burke's <i>Reflections on the Revolution in France</i></li><li>• The domination of parliament by the landed interest, who were well served by Old Corruption, and objected strongly to any attempts at reform</li><li>• The distractions and demands of war with France limited the number of people prepared to campaign for parliamentary reform and further isolated radical reformers</li><li>• The industrial middle class were happy with the status quo and accepted the leadership of the landed interest in parliament, e.g. the opposition of Manchester's mill owners to reform in 1819.</li></ul> <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 accurate it is to say that industrial working conditions were transformed in the years 1833-64.</p> <p>The extent to which industrial working conditions were transformed in the years 1833-64 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The concept of childhood began to shape legislation which was transformative, e.g. the 1842 Mining Act made it illegal for children under the age of nine to work in mines</li> <li>• The 1844 Factory Act recognised the folly of losing productivity to avoidable industrial injuries and introduced moderate safety precautions which was transformative</li> <li>• Working conditions for women and young people were transformed by the 1847 Ten Hour Act which gave them a ten-hour day</li> <li>• Working conditions in the paper, pottery and chemicals industries were transformed in 1860 and 1864 when existing legislation was extended to them</li> <li>• The establishment of an Inspectorate of Factories was transformative in that workers now had some legal protection to their rights at work.</li> </ul> <p>The extent to which industrial working conditions were unchanged in the years 1833-64 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1833 Factory Act only benefited workers in the textile industry and for others nothing changed</li> <li>• Factory and mine legislation was aimed at the working conditions faced by women and children and thus working men saw little change</li> <li>• Factory legislation was poorly enforced and many employers simply found ways round it</li> <li>• Small factories and foundries were little affected by the legislation and working conditions remained the same, e.g. Sheffield cutlery factories</li> <li>• Despite the legislation, work in factories and mines remained noisy, dirty and dangerous throughout the period.</li> </ul> <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 it is to say that Owen's New Lanark project was the most significant development in the cooperative movement in the years c1800-1870.</p> <p>The extent to which Owen's New Lanark project was the most significant development in the cooperative movement in the years c1800-1870 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Owen believed in the power of education and welfare for the workers at New Lanark and these values were incorporated into the project from 1800 onwards</li><li>• New Lanark pioneered the principle of self-help which remained an enduring principle of the cooperative movement throughout the period, e.g. through its influence on William King</li><li>• New Lanark developed the cooperative principle of mutualism whereby one's own needs and interests were satisfied in terms of the wider interests of the group and this was incorporated in co-op membership after 1844</li><li>• New Lanark stood for the dignity of labour by introducing rewards and praise for good work and the payment of adequate wages which underpinned cooperative economic thinking to 1870</li><li>• New Lanark set an example of helping the less fortunate by recruiting workers from Glasgow poor houses and the cooperative movement was open to all throughout its history.</li></ul> <p>The significance of other developments in the cooperative movement in the years c1800-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The founding and publication of <i>The Co-operator</i> by William King in 1828 which offered philosophical and practical advice on morals and economics</li><li>• The principles of the Rochdale pioneers (1844) were significant in providing fair and equitable means of exchange, e.g. full weight and measure had to be given</li><li>• The Rochdale principles were significant for introducing profit-sharing</li><li>• The Rochdale principles were significant for using the democratic principle of one member one vote</li><li>• Cooperative economics was significant for promoting collective ownership and successfully promoted effective wholesale and retail stores.</li></ul> <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 the most significant outcome of the Poor Law Amendment Act, in the years 1834-70, was increased sympathy for the poor.</p> <p>The extent to which the most significant outcome of the Poor Law Amendment Act, in the years 1834-70, was increased sympathy for the poor should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Opposition to the PLAA came from paternalistic Tories, many of whom objected to the inflexibility of the new system and sought one that took care of the 'poor unfortunates'</li> <li>• Charles Dickens published the first part of <i>Oliver Twist</i> in 1837, and this increased sympathy for the poor in workhouses among the reading public, and increased opposition to the regime of the PLAA</li> <li>• The Andover workhouse scandal of 1845 produced widespread sympathy for the inmates there and criticism of the workhouse regime, e.g. due to the extensive coverage of the affair by John Walter in <i>The Times</i></li> <li>• Workhouse conditions related to the PLAA gave rise to literature that sought to give the poor a voice and understand their plight, as well as the causes of poverty itself, e.g. Henry Mayhew's 1851 <i>London Labour and London Poor</i>.</li> </ul> <p>The extent to which other outcomes of the Poor Law Amendment Act, in the years 1834-70, were significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The PLAA led to a national system to deal with those in dire poverty by ending outdoor relief and establishing a punitive workhouse system</li> <li>• The Poor Law Commission and later Poor Law Board were an important outcome of the PLAA because for the first time poor relief had a body charged with national oversight</li> <li>• The often inhumane treatment of those forced to take refuge in workhouses was a direct consequence of the PLAA, e.g. the Huddersfield scandal in 1848 revealed poor diet, health and sanitation, caused by overcrowding</li> <li>• The PLAA had the consequence of stimulating further responses to deal with the poor, e.g. Samuel Smiles' remedy of <i>Self Help</i></li> <li>• The Charity Organisation Society was founded in 1869 and worked in the spirit of the PLAA by restricting charity to the 'deserving poor', and further underpinning the principle of less eligibility.</li> </ul> <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 trade was abolished because 'it did not make economic sense'.</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"><li>• After Napoleon ceased to be a military threat government interest in the Caribbean declined</li><li>• It was not sensible to continue supplying slaves to a declining West Indian economy</li><li>• The Caribbean economy was in a severe crisis with planters going bankrupt and plantations being abandoned, as well as import costs spiralling</li><li>• Government taxation was slowly killing the Caribbean economy</li><li>• Economic reasons for abolition outweighed the political actions in Westminster.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• The economic difficulties facing the sugar trade in 1806 and 1807 should be seen as fluctuations</li><li>• British politicians did not make the economic case for abolition at the time of abolition</li><li>• The Caribbean economy was actually doing well at the time of abolition and was an integral and important part of British world commerce</li><li>• The decline in the sugar industry did not cause abolition but abolition caused the decline of the sugar industry.</li></ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the slave trade was abolished because 'it did not make economic sense'. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Capital investment returned more money in manufacturing than in mercantilism and this inhibited the flow of money to the Caribbean</li><li>• Slave labour was far less productive than free waged labour and this would inevitably lead to the decline of the slave economy</li><li>• Slave rebellions in the Caribbean would need to be subdued which added more cost to maintaining the slave economy</li><li>• Devotees of Adam Smith in business and Westminster had been persuaded that the slave economy, its monopolies and tariffs, should be abolished.</li></ul> <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the slave trade was abolished because 'it did not</p>

Question	Indicative content
	<p>make economic sense'. Relevant points may include:</p> <ul style="list-style-type: none"><li data-bbox="347 226 1390 322">• The abolitionists had gained great public support for abolition in Britain through petitions and rallies and this created pressure for Westminster to act</li><li data-bbox="347 349 1366 416">• Important figures in Britain had come round to the abolitionist cause by 1807, e.g. members of the royal family</li><li data-bbox="347 443 1382 539">• The humanitarian objections to slavery chimed with the changing politics of the wider world, e.g. France and the USA had human rights enshrined in their constitutions</li><li data-bbox="347 566 1398 633">• The racist depiction of Black people as fitted to be slaves had been broken down by the campaigning activities of freed slaves, e.g. Olaudah Equiano.</li></ul>