

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel
Level 3 GCE**

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

Time 2 hours 15 minutes

**Paper
reference**

8HI0/1D

History

Advanced Subsidiary

PAPER 1: Breadth study with interpretations

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

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.
- Good luck with your examination.

Turn over ►

P66235RA

©2022 Pearson Education Ltd.

1/1/1



P 6 6 2 3 5 R A 0 1 2 8



Pearson

SECTION A

Answer EITHER Question 1 OR Question 2.

EITHER

- 1** Was economic and social distress the main cause of pressure for electoral reform in the years 1820–32?

(Total for Question 1 = 20 marks)

OR

- 2** Was the founding of the Amalgamated Society of Engineers the main reason for the development of New Model Unionism in the years 1835–70?

(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 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**

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

Handwriting practice area with 20 horizontal dotted lines.



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.



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.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

A large rectangular area with a solid border, containing 25 horizontal dotted lines for writing.



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.



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.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TOTAL FOR SECTION A = 20 MARKS



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



SECTION B

Answer EITHER Question 3 OR Question 4.

EITHER

- 3** How accurate is it to say that the response of governments to working conditions in factories and mines changed little in the years 1833–64?

(Total for Question 3 = 20 marks)

OR

- 4** How accurate is it to say that the work of Samuel Smiles was most significant in challenging attitudes towards the poor 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



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 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

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Blank writing area with horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Blank writing area with horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Blank writing area with horizontal dotted lines.



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.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 sets of horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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 knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that the abolition of the slave trade was due to humanitarian campaigning?

(20)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA



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.



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.



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.



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.



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.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Blank writing area with horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 5 = 20 marks)

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



Pearson Edexcel Level 3 GCE

Time 2 hours 15 minutes

**Paper
reference**

8HI0/1D

History

Advanced Subsidiary

PAPER 1: Breadth study with interpretations

**Option 1D: Britain, c1785–c1870: Democracy,
Protest and Reform**

Extracts Booklet

Do not return this Booklet with the question paper.

Turn over ►

P66235RA

©2022 Pearson Education Ltd.

1/1/1



P 6 6 2 3 5 R A



Pearson

Extracts for use with Section C.

Extract 1: From Frank O’Gorman, *The Long Eighteenth Century*, published 2016.

Between 1800 and 1804 William Wilberforce and his friends suspended their parliamentary campaign for abolition because they knew that they stood little chance of success until the war with France ended. However, the argument in favour of abolition had convinced most people already. Getting abolition passed in Parliament was now a matter of timing and favourable circumstances. For example, a few months before his death in January 1806, Pitt forbade the importation of slaves into newly conquered colonies, and this opened up the way for full abolition. 5

The abolitionists had also added much to their humanitarian argument. A majority of MPs during Grenville’s national unity government were persuaded by the sheer force of numerous public meetings and petitions to pass the Act abolishing the slave trade in 1807. This Act represented a victory for middle class campaigning that had brought together Christians, humanitarians and economic thinkers alike. 10

Extract 2: From Selwyn Carrington, *The Sugar Industry and the Abolition of Slave Trade 1775–1810*, published 2003.

The abolition of the slave trade happened because the British government calculated that the slave economy in the West Indies would improve if the slave trade was abolished. The key argument used by the British government to justify their policy change to the slave owners was that, with proper care, and better management of the slaves, the slave population would increase naturally. 15 20

Jamaica’s slave population had grown from 210,984 in 1787 to 308,000 in 1803 – almost 100,000 in sixteen years. Therefore, the government concluded, population growth would mean that the slave trade was no longer necessary. The entire West Indies would be able to maintain its slave population. The abolition of the slave trade was not likely to interfere very much with the production of sugar. Indeed, the government calculated that abolishing the slave trade would increase the security of the slave economy by making rebellion less likely, and profits would improve. This line of reasoning significantly reduced opposition to abolition. 25

Acknowledgements:

Extract 1 from: *The Long Eighteenth Century* By Frank O’Gorman © Bloomsbury Publishing, 2016

Extract 2 from: *The Sugar Industry and the Abolition of the Slave Trade* By Selwyn H. H Carrington © University Press Florida, 2002