Mark Scheme (Results)

Summer 2024

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

Paper 1: Breadth study with interpretations

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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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**	• 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**	• 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**	• 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**	• 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • 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. • 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**	• 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**	• 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**	• 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**	• 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**	• 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	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. Candidates are expected to reach a judgement on the extent to which demands for parliamentary reform changed significantly in the years c1785-1820. The extent to which demands for parliamentary reform changed significantly in the years c1785-1820 should be analysed and evaluated. Relevant points may include: • Demands for annual elections, universal manhood suffrage and the secret ballot grew from the works of the Society for Constitutional Information (1780) and later the London Corresponding Society (1792) • Paine's *The Rights of Man* increased radical demands for reform considerably through the 200,000 copies sold, e.g. the abolition of the House of Lords and equal political rights • Government repression during the French War changed the demands for reform by equating them with treasonous support for the enemy. These efforts were partly successful, e.g. in the context of revolutionary terror • Demands for reform after 1815 connected economic hardship to the need for political reform in widely-read papers, e.g. *Cobbett's Political Register* and Thomas Wooler's *Black Dwarf* • The 1819 Manchester demonstration had banners with very radical demands for parliamentary reform, e.g. banners proclaiming 'Liberty, Equality, Fraternity' and numerous liberty caps. The extent to which demands for parliamentary reform did not change significantly in the years c1785-1820 should be analysed and evaluated. Relevant points may include: • The demand for regular parliaments ran throughout the period, e.g. Major John Cartwright advocated them in the 1780s and Cobbett and Hunt were still demanding them in 1820 • Opposition to Old Corruption was a constant feature of reform agitation, e.g. opposition to the 'buying' of parliamentary seats • Demands for political equality were a consistent feature of reform literature, e.g. the London Corresponding Society's 'full and equal representation of the people' and the same sentiment in Cobbett's 'Two-Penny Trash' • There was continued hostility to the ludicrous contrast between unrepresented centres of industry and rotten boroughs, e.g. Manchester compared to Old Sarum • The industrial middle class were consistent in their disapproval of 'aristocratic privilege' at the expense of their own interests but hesitated to express their views strongly. Other relevant material must be credited.

Question	Indicative content
2	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. Candidates are expected to reach a judgement on how accurate it is to say that the exclusion of most of the working class from the democratic process continued to be the main feature of the electoral landscape in the years 1832-52. The extent to which the exclusion of most of the working class from the democratic process continued to be the main feature of the electoral landscape in the years 1832-52 should be analysed and evaluated. Relevant points may include: • The 1832 Act gave the suffrage to just 18 per cent of the male population, the majority of whom were business owners. The property qualification to vote excluded most of the working class • The industrial middle-class used the exclusion of working class voters to pass unpopular legislation to further their own interests, e.g. the introduction of the 1834 Poor Law Amendment Act • Chartist demands to further extend the suffrage and reform the constitution were completely rejected by the government despite clear evidence of popular support for the Charter • Chartist-led demonstrations for reform alarmed the government, e.g. the 1848 demonstration and petition presented to parliament was threatened with charges of sedition and a vast police presence. The extent to which the exclusion of most of the working class from the democratic process was not the main feature of the electoral landscape in the years 1832-52 should be analysed and evaluated. Relevant points may include: • The 1832 Act increased the size and dynamism of the Whig / Liberal party and led to a more developed two-party system • Political power shifted in favour of the industrial middle class by increasing the weight of the House of Commons against the House of Lords. This in turn impacted the ability of the Crown to interfere in politics • The increased political weight of the industrial middle classes shifted economic policy in favour of free market thinking, e.g. the ending of subsidies on sugar and corn • The 1832 Act excluded all women from the democratic process • The political landscape shifted slowly towards reforms affecting working conditions in mines, factories and foundries among other things • A small number of better off working class men, e.g. those living on property worth £10, got the vote. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	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. Candidates are expected to reach a judgement on how far they agree that the Rochdale Pioneers made the most significant contribution to cooperative activities in the years 1799-1870. The extent to which the Rochdale Pioneers made the most significant contribution to cooperative activities in the years 1799-1870 should be analysed and evaluated. Relevant points may include: • The Rochdale Pioneers met the challenge of the hardship caused by three decades of industrialisation with physical and moral support that reflected their belief in self-help • The Rochdale Pioneers created a cooperative business model that acted as a template for the development of the movement in the future, e.g. based on the first shop that opened in 1844 • The Cooperative Principles, established by the Pioneers, led to shops with high quality provisions sold at full weight and measure that established trust between the retailer and customers • The Principles allowed for the redistribution of profits and the denial of credit, which was a significant attempt to achieve economic and social justice • The Principle of 'one member one vote', elected managers and the opening up of membership to women was highly significant at a time of restricted suffrage and the second-class status of women. The extent to which the Rochdale Pioneers did not make the most significant contribution to cooperative activities in the years 1799-1870 should be analysed and evaluated. Relevant points may include: • Robert Owen's New Lanark project was significant in giving the world an example of the benefits of cooperative manufacturing, e.g. workers' productivity was high without the threat of punishment • New Lanark was significant in the value that was placed on working class education, e.g. education to improve technical skills and spiritual growth • New Lanark was significant in the development of cooperative thinking about self-help and the duty to be morally upstanding as the basis for co-operation with others • New Lanark laid the basis for developments in other important aspects of cooperative activity in the nineteenth century, e.g. responding to poverty and Poor Law reform, social housing and culture • Cooperative economics was significant in connecting social equality principles with economic practice and tried to offer an alternative to the vagaries of the free market. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on how far they agree that the Poor Law Amendment Act provided an effective way to deal with poverty in the years 1834-70. The extent to which the Poor Law Amendment Act provided an effective way to deal with poverty in the years 1834-70 should be analysed and evaluated. Relevant points may include: • The PLAA improved the efficiency of the system of poor relief by setting up a central authority to administer the legislation, the Poor Law Commission • The grouping of parishes together with a common workhouse overcame the unevenness of parish-based poor relief • Fear of the workhouse regime may have encouraged poor people to try harder to find work, and was therefore effective in promoting self-help to those in poverty • Some workhouses offered effective support to those in poverty through basic welfare provision, e.g. opportunities for education and training and basic hospital care • The workhouse regime was cost efficient in dealing with poverty, e.g. poorly furnished, cheap diet and an average ten hour working day that raised funds. The extent to which the Poor Law Amendment Act did not provide an effective way to deal with poverty in the years 1834-70 should be analysed and evaluated. Relevant points may include: • The PLAA was ineffective in dealing with the causes of poverty, e.g. low pay • The PLAA was condemned by swathes of public opinion that considered it to be cruel rather than effective in dealing with poverty, e.g. attacks on the workhouse in Carmarthen during the Rebecca Riots • The PLAA was ineffective in alleviating the suffering caused by poverty, e.g. poor people often preferred to suffer in freedom and the workhouse poor suffered too • The workhouse regime could do nothing to disrupt cyclical poverty, e.g. the periodic unemployment caused by changing seasons • The workhouse regime sometimes encouraged harshness from overseers, corruption of officials and ineffective provision for those in poverty, e.g. at Andover and Huddersfield. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	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. 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 in 1807 because the political climate favoured it. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The political context of the French Revolution coerced the abolitionists into inactivity • The changed political climate after 1805 revived the abolitionist movement • Once France was no longer perceived as a threat in the West Indies, Britain could claim moral superiority through abolition of the slave trade • Parliament passed the act to abolish the slave trade because British imperial interests and humanitarian concerns were no longer in conflict. Extract 2 • The British abolitionists formed the spearhead of the attack on the slave trade and to ignore that would be an historical error • Thomas Clarkson was a great humanitarian who worked tirelessly to find the evidence about the conditions and consequences of the slave trade • William Wilberforce brought his powerful gifts of oratory and eloquence to bear in his leadership of the parliamentary campaign for abolition • The humanitarians were subjected to dehumanising epithets by the planters, but the public extolled their saintly qualities. Candidates should relate their own knowledge to the material in the extracts to support the view that the slave trade was abolished in 1807 because the political climate favoured it. Relevant points may include: • The rebellion in Haiti showed the world that slave freedom did not threaten civilised values, e.g. the former slaves produced an enlightened constitution that included the protection of human rights • The abolition of the slave trade was predicted to help British imperial interests by releasing troops and ships from patrolling the Caribbean • Charles James Fox was a longstanding supporter of abolition and was included in the Ministry of All the Talents, changing the political climate in Westminster and encouraging Wilberforce • The growing importance of India to Britain diminished the importance of the West Indies. Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the slave trade was abolished in 1807 because the political climate favoured it. Relevant points may include:

Question	Indicative content
	• The abolitionist campaign had huge support across the country and encouraged radicalism in the new industrial areas • Christian opposition to slavery and the slave trade focussed on the unchristian treatment of slaves by the planters and this resonated through the educated middle classes • Free market followers of Adam Smith resented the protection offered to the slave trade, e.g. the subsidy on British sugar • Slave rebellions on ships and plantations were costly and wasteful, and encouraged the natural replenishment of the slave population.

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