



# Mark Scheme (Results)

Summer 2023

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

Paper 1: Breadth study with  
interpretations

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:** 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.  |
| <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   |
|----------|--|
| <b>1</b> | <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 Chartism was the most significant campaign for electoral reform in the years 1832-67.</p> <p>The extent to which Chartism was the most significant campaign for electoral reform in the years 1832-67 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Chartists led a working class insurgency into politics, which was formerly seen as the preserve of the well-to-do, and was therefore highly significant</li><li>• The Six Points provided a significant focus on the limitations of the 1832 Act and post-reform government, e.g. payment for MPs would allow the working class to stand their own candidates to represent their interests</li><li>• The Chartist demands for electoral reform and the support they had was significant enough to produce a robust response from the government, which made preparations to use military force against the Chartists</li><li>• The Chartists were significant for drawing unprecedented numbers into the campaign for electoral reform, e.g. through mass petitioning and huge demonstrations.</li></ul> <p>The extent to which other campaigns for electoral reform were significant and / or the limited significance of Chartism in the years 1832-67 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• There was a significant campaign for electoral reform in 1832, e.g. the 'Days of May' action after the Tories in the House of Lords blocked the Third Reform Bill</li><li>• The significance of Chartism was limited to a great extent by the failure to get the Six Points passed into law in its own lifetime</li><li>• A small number of radical Whigs, e.g. Joseph Hume and Peter Locke King, were significant in keeping electoral reform on the parliamentary agenda, promoting extension of the suffrage and the county franchise</li><li>• The Reform Union was significant in influencing middle class radical opinion in the direction of reform in the 1860s</li><li>• The Reform League was significant in that it brought middle and working class campaigners together and provided a lively campaign in the run-up to the passing of the 1867 Act.</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 far they agree that ideological pressure was the main reason for reforming the old Poor Law in the years 1785-1834.</p> <p>The extent to which ideological pressure was the main reason for reforming the old Poor Law in the years 1785-1834 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Joseph Townsend's polemics in favour of using poverty as 'a spur and a goad' to urge the poor to labour (1786) clearly had an impact on the thinking behind the 1834 PLAA, e.g. the workhouse regime</li> <li>• Thomas Malthus (1798) had an enduring appeal among those who thought that keeping the poor alive would lead to a population catastrophe, and affected attitudes to 'outdoor relief'</li> <li>• Thomas Paine provided a vision of a welfare state that criticised the old Poor Law from a democratic perspective in his 1797 pamphlet <i>Agrarian Justice</i>. Indoor relief was supposed to address welfare in the 1834 Act</li> <li>• Robert Owen's New Lanark works influenced radical thinking about the Poor Law, and how to provide for the poor humanely and efficiently</li> <li>• Jeremy Bentham and Utilitarianism used the 'pain and pleasure' coefficient to urge reform of the old Poor Law in the name of efficiency. The PLAA was heavily influenced by this, e.g. the workhouse regime.</li> </ul> <p>The importance of other reasons for reforming the old Poor Law in the years 1785-1834 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A consistent response to poverty became increasingly necessary as provision became both more costly and uneven, e.g. the different provision offered by the Roundsman and Speenhamland systems</li> <li>• Population growth and the growth of urban centres made Poor Law provision too complex to be handled by the governance of JPs, e.g. illustrated by the 1818 and 1819 acts to create parish Poor Law committees</li> <li>• Poverty was greatly increased by unemployment after the end of the wars with France, and the existing Poor Law failed to cope, which intensified the need to reform</li> <li>• Industrialisation uprooted some craft industries and caused other social issues that fed poverty beyond the resources of the old Poor Law, e.g. farm labourers seeking work in towns through the 1820s</li> <li>• The 1832 Royal Commission of Nassau Senior and Edwin Chadwick used 'scientific methods' to address the issue of poverty that led to the 1834 PLAA.</li> </ul> <p>Other relevant material must be credited.</p> |

## Section B: indicative content

| Question | Indicative content  |
|----------|---|
| <b>3</b> | <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 the attitude of government to factory reform changed little in the years 1833-70.</p> <p>The extent to which the attitude of government to factory reform changed little in the years 1833-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Whig government of 1833 took up the issue of factory reform only because they believed some reform was going to be necessary, e.g. in light of the 1832 Select Committee's findings</li><li>• The 1833 Factory Act was minimalist, e.g. giving sufficient reform on child labour to appease campaigners without upsetting the employers, this was a consistent attitude of government throughout the period</li><li>• The 1842 Mining Act, passed by a Tory government, only limited female labour in mines on moral grounds, showing a continued reluctance to reform, even where working conditions were extremely hazardous</li><li>• The 1844 Factory Act introduced reforms to working hours for women in the textile industry and brought in some safety legislation, but the legislation was not effectively enforced, and was therefore tokenistic</li><li>• In 1856 a Factory Act was passed that actually repealed some of the safety requirements of the 1844 act, which shows that governments were still reluctant to act in favour of the workers if it hurt profits.</li></ul> <p>The extent to which the attitude of government to factory reform did change in the years 1833-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The 1833 Factory Act indicated to both workers and employers that children should have their childhood respected, e.g. the educational provisions for working children</li><li>• The 1844 Factory Act recognised the danger of physical impairment to working women in the textile industry by reducing their hours of labour to those of children under 18 years</li><li>• The 1847 Factory Act (Ten Hours Act) introduced ten hours working to women and children in the textile industry, which shows openness to the cause of factory reform and state intrusion in the affairs of business</li><li>• Safety legislation passed in 1860 was extended to cover other industries in 1864, showing that the government was willing to act in favour of workers' health and safety, e.g. the inclusion of the paper and pottery industries.</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 aims of the co-operative movement were very similar to the aims of the trade unions in the years 1785-1870.</p> <p>The extent to which the aims of the co-operative movement were very similar to the aims of the trade unions in the years 1785-1870 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Early trade union and co-operative ventures aimed to use the collective strength of the working class through combinations, e.g. The Society of Weavers in Finnick was part co-operative, part trade union</li> <li>• Both trade unions and co-operative activities were primarily defensive organisations to protect workers' wages in the face of rapid economic change, e.g. Hull's 'Anti-Mill' flour mill established in 1795</li> <li>• Trade unions and the co-operative movement shared the aim of seeing the self-improvement of the worker, e.g. as seen in the role of Robert Owen in the New Lanark Mill and the GNCTU</li> <li>• Trade unions and the co-operative movement both had the aim of democratic governance, e.g. the Rochdale principle (1838) of 'one man one vote' and trade union member-led meetings</li> <li>• Trade unions shared the co-operative aim of achieving some degree of independence from the market for working people, e.g. through the idea of pooling resources and 'co-operative economics'.</li> </ul> <p>The extent to which the aims of the co-operative movement were different from the aims of the trade unions in the years 1785-1870 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The trade union and co-operative movements differed in that the co-operatives aimed to represent workers' interests as consumers, and trade unions aimed to represent workers' interests as producers</li> <li>• The co-operative movement did not necessarily share the trade union aim of organising strikes to win wage increases, as they had the aim of being an effective business themselves</li> <li>• The aim of the co-operative movement was to create a society based on mutualism, whereas the trade unions aimed to create a brotherhood of workers prepared to take collective action</li> <li>• After 1852 and New Unionism, the spheres of interest between the co-operative and trade union movements became more distinct, e.g. building a network of shops and creating national, professional trade unions.</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 'free market arguments' played the main role in the abolition of the slave trade.</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>• The industrialisation of Britain and the force of free market economic arguments led to the defeat of the Caribbean planters' defence of slavery</li><li>• Many abolitionists were very much against economic monopolies, and this was their main objection to the slave trade</li><li>• Free trade abolitionists criticised the slave trade for its cruelty and its inefficiency, because free labour is more productive than slave labour</li><li>• Abolitionists used humanitarian arguments because it was the weakest point of defence for the planters, but their real motives were economic.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• The slave trade and slave economy were of great value to Britain on the eve of abolition</li><li>• The slave trade was at its most profitable, and Britain was dominating the trade and had a high investment of capital in it</li><li>• British slave territory in the Caribbean was growing and compensating for economic difficulties, caused by war with France, in Europe</li><li>• The economic arguments for abolition run contrary to the increasing prosperity Britain gained from the slave trade, and this makes humanitarianism the essential factor of abolition.</li></ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the strength of 'free market arguments' played the main role in the abolition of the slave trade. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The economic theories of Adam Smith were gaining increasing influence on the new middle class and MPs</li><li>• The slave trade was dependent on the Royal Navy to guarantee safe passage, and the army to put down slave rebellions, which was a state subsidy to the planters</li><li>• Freedom of trade and labour were important values that resonated with the working class and gained the abolitionists much support in the industrial north.</li></ul> <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the strength of 'free market arguments' played the main role in the abolition of the slave trade. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Slave rebellions in the Caribbean, e.g. in Haiti, had changed the perception of Africans as naturally servile</li></ul> |

| Question | Indicative content  |
|----------|---|
|          | <ul style="list-style-type: none"> <li>• The mood in parliament towards abolition changed as the danger from revolutionary France lessened, and abolition would show the world that Britain was a progressive force</li> <li>• The determination of individuals like Thomas Clarkson and William Wilberforce to force the issue of abolition into the political life of Britain was extremely important.</li> </ul> |