Mark Scheme (Results)

Summer 2024

Pearson Edexcel
In GCE History (8HI0/1D)
Advanced Subsidiary

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	**1–4**	• 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	**5–10**	• 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 question. • Mostly accurate and relevant knowledge is included, but it 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	**11–16**	• 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	**17–20**	• 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.

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	**1–4**	• 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	**5–10**	• 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 on the view is given, but with limited support and related to the extracts overall, rather than specific issues
3	**11–16**	• 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	**17–20**	• Demonstrates understanding of the extracts, analysing the issues of interpretation raised 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 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.

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 whether popular pressure to extend democracy was the main reason for electoral reform in the years 1852-67. The importance of popular pressure to extend democracy in the years 1852-67 should be analysed and evaluated. Relevant points may include: • The rise of the New Model Unions, and their increasing strength, brought pressure to bear on governments. They continued to agitate for universal suffrage after the Chartist movement faltered • The National Reform Union campaigned for increased manhood suffrage under Liberal leadership and played a part in changing the intellectual context for the 1867 Reform Act • The Reform League mobilised hundreds of thousands to public meetings and demonstrations and channelled the enthusiasm of ex-Chartists and trade unions, which put pressure on government • The huge Hyde Park demonstration of May 1867 mustered 200.000 protesters despite government attempts to ban it. The government were alarmed and parliament was more amenable to reform. The importance of other reasons for electoral reform in the years 1852-67 should be analysed and evaluated. Relevant points may include: • Population growth presented government with the need to both redraw the electoral map and consider electoral reform, and was championed by prominent individuals, e.g. Joseph Hume and Peter Locke King • The Liberal Party, averse to Russell's proposals for electoral reform under Palmerston's premiership, began to lead parliamentary opinion towards electoral reform more boldly after 1865 • The Conservatives embraced electoral reform as part of their plan to modernise and improve their electoral fortunes, e.g. Disraeli's bill of 1858 • In the context of inter-party competition, where both Liberals and Conservatives fought to claim the mantle of reform for themselves, Disraeli emerged as the decisive force in 1867. 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 whether the Andover workhouse scandal was the main reason for changing national opinion about the poor in the years 1834-70. The importance of the Andover workhouse scandal in changing national opinion about the poor in the years 1834-70 should be analysed and evaluated. Relevant points may include: • The Andover workhouse scandal exposed serious defects in the administration of the 1834 Poor Law Amendment Act, e.g. Colin McDougal's actions had been allowed to go unchallenged until 1845 • The Andover scandal confirmed the view of Chartist campaigners, many of whom were Christians, that the PLAA was an attack on the sanctity of family life and it re-energised their opposition to it, e.g. in West Yorkshire • McDougal's thievery and sexual assaults on female inmates informed the public that the poor were victims of immorality rather than instigators of it, and thus changed opinions about the poor • The press covered the Andover scandal in great detail in the months of the enquiry into it and gave the public knowledge that changed opinions about the poor. The importance of other factors in changing national opinion about the poor in the years 1834-70 should be analysed and evaluated. Relevant points may include: • The 1847 Poor Law Commission that replaced the Poor Law Board hardened the opinion of campaigners that the PLAA was flawed and should be abolished • Charles Dickens' *Oliver Twist*, which predated the Andover scandal, popularised antipathy to the workhouse system • Individuals changed opinions about the poor by analysing the causes of poverty and making alternative recommendations as to how the poor should be treated, e.g. Samuel Smiles, *Self Help* • The growth of charitable organisations made a broad appeal for a more humane attitude to the poor throughout the 1860s. 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 about how accurate it is to say that Luddism was the most significant form of industrial protest in the years 1785-1870. The extent to which Luddism was the most significant form of industrial protest in the years 1785-1870 should be analysed and evaluated. Relevant points may include: • Luddism was significant as a very militant form of industrial protest that was prepared to attack property and people, e.g. Luddites battled the British army at Burton's Mill and Westhoughton Mill in Lancashire • Luddism was a significant form of industrial protest in that it attempted to create a tightknit brotherhood based on a sworn oath and dedicated to what they perceived as fighting economic injustice, e.g. machine breaking • Luddism was a highly significant form of industrial protest that alarmed government enough to order its military and judicial suppression, e.g. the hanging of Luddite leaders at York Castle in 1813 • Luddism gave a significant push to other forms of industrial protest, e.g. the Pentrich Rising in 1817 and the trade unions. The significance of other forms of protest and / or the limited significance of Luddism in the years 1785-1870 should be analysed and evaluated. Relevant points may include: • Luddism was confined to particular industrial areas which limits its significance, e.g. northern industrial areas where handloom weavers were being displaced by machines • The Captain Swing movement was a significant protest against the mechanisation of agriculture, e.g. the wrecking of threshing machines • Industrial protests in favour of factory reform in the 1830s gained favour with broad numbers of people and attracted some prominent middle class campaigners, e.g. Michael Sadler and the Ten Hours movement • Chartism included significant forms of industrial protest, e.g. the Chartist Grand National Holiday of 1839, or call for a general strike. 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 about how accurate it is to say that trade unionism failed to achieve its aims in the years 1785-1834. The extent to which trade unionism failed to achieve its aims in the years 1785-1834 should be analysed and evaluated. Relevant points may include: • Trade unionism failed in its aim to bring together skilled and unskilled workers by organising along sectional lines. Only in 1833-4 was a general trade union, the GNCTU, formed with anything approaching success • Trade unionism largely failed in its aim to keep up with the pace of industrial change and to defend wages and conditions, e.g. the deskilling of the spinning and weaving trades in the face of new technology • Trade unions mostly failed in their aim to convince government and employers that negotiation over wages and conditions was better than conflict, e.g. the Combination Act of 1799 was not repealed until 1824 • The trade unions mostly failed to overcome the use of the 'Document' that workers were forced to sign, and which forbade trade union activity, and was used by employers after 1824. The extent to which trade unionism achieved its aims in the years 1785-1834 should be analysed and evaluated. Relevant points may include: • The aim of trade union recruitment was achieved with more success when economic conditions favoured it, e.g. full order books and rising food prices at the onset of war with France • Trade unionist aims of developing new unions was achieved (even if they were short-lived), e.g. the Wigan weavers Association set up in 1799 • Trade unions that represented skilled workers were successful in some areas, e.g. representation for shipyard workers in London and Tyneside • The aim of creating general trade unions was achieved with the short-lived Philanthropic Hercules (1818) and the later, and more successful, GNCTU (1833-4). 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 view that the abolition of the slave trade was due to religious influences. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion. In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • The growth of Nonconformist religious groups in the Caribbean, and among the working class in Britain, was stirring up passions that alarmed many Anglicans • The consequences of Nonconformist recruitment were that it created a bond between Nonconformists in Britain and the Caribbean, and that this in turn produced a network of abolitionists in Britain • The industrialising areas of Britain became increasingly in favour of abolition. Extract 2 • British abolitionists were less important in achieving abolition in 1807 than were slave rebellions and the testimony of freed slaves • The parliamentary case for abolition, led by Wilberforce, was largely unsuccessful • Abolitionist audiences were more moved by listening to a former slave than they were by the most eloquent white abolitionist, even someone with the appeal of Clarkson • Olaudah Equiano was able to convince people that racial differences were superficial and that education and freedom would bring about real equality and success, denied in pro-slavery propaganda. Candidates should use their own knowledge of the issues to address whether the abolition of the slave trade was due to religious influences. Relevant points may include: • Slavery went against Christian teaching and was regarded as unjustifiable, e.g. the religious justification for slavery involved denying that Africans were human, and therefore had no soul to save • The prominent parliamentary campaigner for abolition, William Wilberforce, was motivated by evangelical Christianity • The Quakers exerted a powerful influence in favour of abolition, e.g. Thomas Clarkson was inspired by the works of Anthony Benezet, a Quaker abolitionist • The founding members of SEAST were Christians, e.g. nine out of twelve were Quakers, and the other three were Anglicans. Candidates should use their own knowledge of the issues related to the debate to

	address other factors in the abolition of the slave trade. Relevant points may include: • Abolition was driven by the passion and energy of some outstanding individuals, e.g. Thomas Clarkson and Granville Sharp • Women abolitionists played an important role in collecting money for the abolitionist cause, and were active in abolitionist circles, e.g. the Clapham Sect • Free market thinkers who followed Adam Smith brought powerful arguments to bear against slavery, e.g. arguments against monopoly and for free labour • Slave rebellions impacted the slave economy and the governance of the Caribbean, and won sympathy from abolitionists in Britain. This provided the political context in which abolition was discussed. Other relevant material must be credited.

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