Mark Scheme (Results)

Summer 2023

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

Paper 1: Breadth study with interpretations

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2023
Question Paper Log Number P68769
Publications Code 8HI0_1D_2306_MS
All the material in this publication is copyright
© Pearson Education Ltd 2023

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
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 the factory system was the main reason for the growth of trade unions in the years 1785-1834. The importance of the factory system as the main reason for the growth of trade unions in the years 1785-1834 should be analysed and evaluated. Relevant points may include: • The factory system broke the paternal relationship between 'master and man' that existed in home-based industry and workers turned to trade unions to secure their interests • The factory system meant long working hours, shift work, the disciplining of the workforce and poor safety. This encouraged workers to consider joining trade unions to fight for reforms in working conditions • The factory system encouraged the growth of industry-wide trade unionism rather than craft trade unionism, e.g. the Manchester Spinners Union • Owen's Grand Consolidated National Trades Union was developed partly to encourage workers to demand a greater say over the mechanised conditions of work in factories. The importance of other reasons for the growth of trade unions in the years 1785-1834 should be analysed and evaluated. Relevant points may include: • Early union organisation was strongly linked to late eighteenth century radical beliefs in political freedoms and the right to 'combine' • Factories based on waterpower were in rural settings, e.g. Arkwright's mill at Cromford in Derbyshire, and their isolation was not conducive to trade unionism • The passing of the Combination Acts and later government attempts to hinder trade union activity encouraged political activists to organise friendly societies in opposition • Trade union growth was stimulated by other forms of protest that aimed at social and economic justice, e.g. the Luddite and Captain Swing riots. 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 about whether government fear of major democratic change was the main reason for the failure of Chartism in the years 1838-48. The importance of government fear of major democratic change in the years 1838-48 should be analysed and evaluated. Relevant points may include: • The Chartist demand to enfranchise all men over the age of 21 would give too much political influence to the working class, in the minds of those who feared a 'tyranny of the majority' • Chartist demonstrations of thousands prompted fearful memories of the French Revolution and the conflation of radical democracy with terror that, in turn, prompted government intervention • The Chartist demand for the removal of the property qualification for MPs suggested social levelling that was unacceptable to the government whose role was to defend the rights of property • The demand for annual elections was a form of political accountability that was unacceptable to the elite, who were aware of the disruptive effects of elections, e.g. three different governments 1838-48. The importance of other reasons for the failure of Chartism in the years 1838-48 should be analysed and evaluated. Relevant points may include: • The divisions in the Chartist movement, e.g. physical force and moral force Chartism • Government legislation undermined Chartism by offering reform, e.g. the passing of the Ten Hours Act in 1847 • Government determination to defeat Chartism using the state, the army and the courts, e.g. the role of General Napier in the north • The British economy was growing with some workers becoming prosperous, and therefore unwilling to commit to Chartism. 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 the extent to which living conditions in urban areas changed in the years 1785-1870. The extent to which living conditions in urban areas changed in the years 1785-70 should be analysed and evaluated. Relevant points may include: • 1785-1800, rapid industrialisation in industrial urban areas saw rapid population growth and led to the 'urban penalty' of high mortality among children, e.g. notably in Manchester • Some new-builds saw industrial sites developed along with laid out housing for the workers, e.g. Silvertown and the model village of Saltaire, which was a sharp departure from the norm for less well off workers • By the 1850s infrastructure improvements were benefiting living conditions, e.g. clean water supplies reduced contagion, and rail transport brought a greater range of fresh foods to urban centres • The Sanitary Act (1866) made corporations responsible for sanitation and was enforced by government inspectors, which improved living conditions, e.g. it dramatically affected the scourge of cholera. The extent to which living conditions in urban areas did not change in the years 1785-1870 should be analysed and evaluated. Relevant points may include: • Pollution from smoke and the chemicals used in production was a continuous feature of city life, e.g. in dye works, paint and polish manufacturing, and smelting • Low wages and high rents continuously blighted the lives of the unskilled working class leading to poor diet and continuing poor health • Despite some fluctuations overcrowding and slum housing was a continuous feature of working-class life as house building consistently failed to keep up with population growth • Continued limited access to fresh, clean water led to regular outbreaks of diseases such as dysentery caused by drinking water supplied by wells and streams. 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, in the years 1834-70, the most significant feature of the workhouse system was its harshness. The extent to which the most significant feature of the workhouse system, in the years 1834-70, was its harshness should be analysed and evaluated. Relevant points may include: • The workhouse regime was designed to deter all but the most needy from seeking relief and this led to scandalous mistreatment of inmates, e.g. the Andover workhouse scandal • The furnishings and food supplied to the poor in the workhouse was kept to the bare minimum, e.g. a diet of bread, cheese and gruel in the Southwell workhouse • Inmates were often forced to work ten hours a day wearing uniforms of coarse but hardwearing material • Families were split up on arrival, husband from wife, and parents from their children, thus denying the inmates emotional and familial comfort. The extent to which other features of the workhouse system, in the years 1834-70, were significant should be analysed and evaluated. Relevant points may include: • The workhouse system was cost effective. Although workhouse construction was expensive many poor people chose not to enter them, and thus ratepayers were protected from the full cost of assisting the poor • A pioneering system of Poor Law management was put in place and this contributed to making the system standardised and efficient, e.g. boosting the numbers of workhouses built (350 1834-9) • The workhouse system provided a base for some health reforms, e.g. the development of hospitals attached to workhouses with a nurse and a doctor on call • A by-product of the workhouse system was that it opened up a debate about social provision that fed into other areas where reform was needed, e.g. sanitation. 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 economic arguments persuaded parliament to abolish the slave trade in 1807. 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 • Adam Smith's economic argument was the strongest case for abolition of the slave trade • Wilberforce used ineffective arguments to persuade parliament because he focussed too much on the humanitarian and moral, rather than economic, aspects of the trade • The economic case for abolition became stronger as the war with France dragged on and Wilberforce missed the opportunity to make the economic case • Other parliamentarians were more effective than Wilberforce because they chose to concentrate on the effect that banning or continuing the trade would have on the British economy. Extract 2 • Wilberforce was unmatched as an orator in parliament as he debated courteously and persuasively and was effective in making the case for abolition • Wilberforce pointed out the detrimental effects the slave trade had on Africa • Wilberforce and Fox were motivated above all by the humanitarian and moral injustices of the slave trade, and this was the case they presented • Wilberforce's use of the moral argument against the slave trade proved successful because he forced his opponents to retreat into defending their own economic interests. Candidates should use their own knowledge of the issues to address whether economic arguments persuaded parliament to abolish the slave trade in 1807. Relevant points may include: • The slave economy in the Caribbean was dependent on guaranteed exports that made them vulnerable to oscillations in demand and inhibited the development of a modern economy based on manufactures • Slave rebellions in the Caribbean and on-board slave ships made the slave trade expensive to police • The market for sugar and rum was being affected by the boycott

	campaign organised by the abolitionist movement • Slave reproduction in the colonies through better treatment would remove the expense of transporting slaves from Africa. Candidates should use their own knowledge of the issues related to the debate to address other reasons why parliament abolished the slave trade in 1807. Relevant points may include: • The abolitionist movement had growing support in Britain and the government had to take this into account • The British government wanted to gain the moral high ground over France after they committed to carry on with the slave economy in their Caribbean colonies • The death of Pitt and the formation of a new government moved the parliamentary arithmetic in favour of the abolitionists. Other relevant material must be credited.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom