

Examiners' Report

June 2019

GCE History 9HI0 1D

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Introduction

It was pleasing to see candidates able to engage effectively across the ability range in paper 1D, Britain, c1785-1870: democracy, protest and reform.

The paper is divided into three sections. Section A comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting any of the second order concepts of cause, consequence, change and continuity, similarity/ difference and significance with a time frame of not less than ten years. Section B offers a further choice of essays using an extended time frame of not less than one third of that offered by the specification as a whole. Section C contains a compulsory question which is based on two given extracts. It assesses analysis and evaluation of historical interpretations in context (AO3).

Candidates in the main appeared to organise their time effectively, although there were some cases of candidates not completing one of the three responses within the time allocated. Examiners did note a number of scripts that posed some problems with the legibility of hand writing. Examiners can only give credit for what they can read.

Candidates are generally more familiar with sections A and B and most candidates were well prepared to write, or to attempt, an analytical response. Stronger answers clearly understood the importance of identifying the appropriate second order concept that was being targeted by the question. A minority of candidates, often otherwise knowledgeable, wanted to focus on causes and engage in a main factor/other factors approach, even where this did not necessarily address the demands of the conceptual focus. Candidates, in the main, were able to apply their knowledge and understanding in a manner suited to the different demands of questions in these two sections.

Candidates do need to formulate their planning so that there is an argument and a counter argument within their answer; some candidates lacked sufficient treatment of these. The generic mark scheme clearly indicates the four bullet-pointed strands which are the focus for awarding marks and centres should note how these strands progress through the levels. Candidates do need to be aware of key dates, as identified in the specification, and ensure that they draw their evidence in responses from the appropriate time period.

In Section C, the strongest answers demonstrated a clear focus on the need to discuss different arguments given within the two extracts, clearly recognising these as historical interpretations. Such responses tended to offer comparative analysis of the merits of the different views, exploring the validity of the arguments offered by the two historians in the light of the evidence offered by both the extracts, and candidates' own contextual knowledge. Such responses tended to avoid attempts to examine the extracts in a manner more suited to AO2, make assertions of the inferiority of an extract on the basis of it offering less factual evidence, or drift away from the specific demands of the question to the wider taught topic.

Question 1

Q1 asked candidates to consider whether reforms passed by parliament in the years 1833-48 were driven by a desire to improve life for the working classes. This proved to be a popular and accessible question.

The majority of candidates were able to describe the major reforms of the period, and to infer government intentions from the extent to which the reforms ameliorated suffering. However, it was quite surprising that the main evidence for a counter argument, the 1834 Poor Law Amendment Act, was not used as often as we might have supposed it would be. The most common counter argument from candidates was to argue that the reforms preserved the lives and health of the working class for longer and, therefore, made economic sense, although some looked to protest as major causal factor.

At the top end, candidates were able to offer detail on the various reforms passed by parliament and build an effective counter argument. Candidates clearly felt that laissez faire attitudes in government framed the passing of reforms, and by inclusion of the PLAA, this argument was often a compelling one. Many candidates had a number of reforms prepared which they were able to assess with varying degrees of success. At the bottom end, candidates tended to describe the atrocious living and working conditions in Britain's industrial heartlands, often explaining why reform was necessary rather than what drove it.

I think that the growing working class, due to industrialisation, were the most ~~significant~~ important reason for passing the reform bills from 1833-48. With new industries (like Canals (1750s), Railways, in the 1830s, mining and textiles, the working class was growing rapidly. However, the living conditions were poor. Housing was back to back, overcrowded and there was lack of space for living. Sanitation was poor, there was the spread of diseases rapidly, like Tuberculosis and cholera, to which 31,000 died from in 1831 alone. Due to these poor living conditions, the working class was obviously becoming aggravated and because living in such close proximities, messages spread very quickly and all of the working class were becoming aggravated with the lack of reform, and there was a threat of revolution, so parliament felt a need to reform to stop an outbreak of revolution. Working conditions were also very poor, the workers weren't protected and often did 16 hour days with very low wages, some only earning 25-50p a week. Not much was really done about this until the 1833 ~~reform~~ ^{factory} act, which slightly helped working conditions. It set the law that no children under 9 could work more than 12 hours a day. Still they were under-represented and this led to further reform from 1833-48, which was benefiting the ~~lower~~ working class. I think that because of the growing working class, there was a high fear of revolution, especially with all of them living very close together and this was ~~the~~ the most important factor in why reform was passed from 1833-48.

There was however, a slightly changing political attitude and some members of parliament had a desire to reform, but I do not think it was enough. I think most members were reforming to preserve, they felt as if they had to to prevent a revolution. The majority of parliament still had a

(Section A continued) 'Laissez-faire' mindset, meaning leave it alone. This was a liberal mindset and was still thought of alot. They thought that the employees should be able to run a business how they want. This is why I think that without the growth of the working class, this reform from 1833-48 wouldn't have happened. Although, I think that the 1842 Mining Act was genuine. This act stopped any children ~~and women~~ under 10 and women from working in the mines, mainly because the men often didn't wear clothes due to the heat. But still, working in the mines saw many injuries and not enough was done. There was some changing attitude from specific members of parliament, like Robert Peel, who believed in reform, which is why the desire within parliament to reform is significant, but I don't think there would have been this much reform without the threat of the working class.

Finally, key individuals played a significant role in helping these reform bills get passed. A significant individual was Robert Owen, famously known for the New Lanark mill. This was a workhouse that was the first one to give children free education, not allow children under 9 work longer than 12 hours and generally was very different to other workplaces. Robert Owen set an example of what workplaces could be like and was extremely significant in getting the 1833 Reform Act passed. They used alot of his New Lanark Mill ideologies in this reform act which is why he is significant for the passing of reform by parliament from 1833-48. Another key individual was Edwin Chadwick. He was a social reformer and also helped pass many of the reform bills from 1833-48. He spoke alot about poor living conditions and poor sanitation for the working class and got out

(Section A continued) (to change this), he was also very significant in the 1833 Factory Act. These key individuals were very important and without an individual like Robert Owen, many of these ideologies of improving conditions for the working class may have taken much longer to be introduced.



This is an example of level 3 work. The candidate selects some valid factors which could be used to answer the question, such as the growing working class and protest external to parliament. However, the response fails to deliver on these issues. In dealing with the stated factor of legislation being passed to improve the lives of the working class the candidate offers a description of unpleasant working and living conditions but does not show how this leads to reforms being passed. The other factors used, although largely valid, are not developed very far and are largely descriptive. The response has some argument and structure but it falls some way short of level 4 and was awarded 9 marks.



The issue of why reforms were passed is an important one. Historians have been debating this ever since. When you revise, prepare an outline of the competing arguments and the evidence used to support them. An argumentative approach automatically leads to discussion and evaluation.

In between 1833-48 Parliament passed a number of reforms which effected the working and living conditions of the working classes including factory reforms, repeal of the Corn laws and the Public Health Act. These Acts ~~are~~ ^{and changing attitudes} were largely driven by public pressure ^{and in some ways} were driven by a desire to improve the lives of the working classes, however the ineffectiveness of some of the reforms does cast some doubt over this view.

Some of the most significant reforms made in this period were the various factory Acts passed ~~and~~ which on the face of it seem to have been driven by a desire to improve working class lives. The most important act was the 1833 Factory Act which introduced a minimum working age of 9; 8 hour days for 9-13 year olds with two hours education a day; and a 12 hour day for 14-18 year olds within the textile industry. The most important provision of the Act was the creation of an Inspectorate of factories. This allowed for enforcement of some kind. Whilst ~~these~~ This Act did provide some legislation to regulate the working conditions for working class women and children

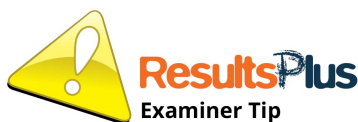
(Section A continued) it did have numerous issues.

The Act largely came about due to the pressure created by the Ten Hour Movement ~~which included~~ ^{led by} Richard Oastler and George Bull. They won over Michael Sadler MP who got a select committee into poor working conditions. He lost his seat in 1832 but the cause was taken on by Lord Ashley. There seems no doubt these men were driven by a desire to improve the ~~the~~ lives of the working classes. Oastler compared the ~~effect~~ treatment and conditions of factories ~~as~~ to slavery in a letter to the Leeds Mercury. However, how far this desire spread to parliament is questionable given the limitations of the Act. The regulation only covered women and children, men were left out due to the government free trade belief that men should be able to sell labour freely as they wish. Further, the provisions only covered the textiles industry leaving thousands of women and children in other industries vulnerable and open to exploitation. The textiles industry did have the highest death and injury rate which made it hard to ignore the need for reform. Finally, the inspectorate only had four

(Section A continued) men to cover thousands of factories, which meant true enforcement was lacking. Further factory Acts followed in 1844 ~~and there was~~ but again the focus was upon women only. Whilst the origins of the Act lie in the desire of individuals to improve working class lives, the Act passed by Parliament does not necessarily support this and may instead have been men giving into public pressure with as moderate reforms as they could manage.



This is an example of good level 4 work. The extract selected shows the candidate exploring key issues relevant to the question, such as the Ten Hour agitation, with analysis. The candidate has good knowledge, and the discussion reflects the establishment of valid criteria by which the question can be judged. The answer shows good organisation, although the omission of anything on the 1834 Poor Law Amendment Act is an opportunity missed. Nevertheless, this is a good example of a successful response to this question.



At the planning stage check that the most important evidence is included in your answer.

Question 2

Q2 asked candidates to consider the extent to which attitudes to the poor changed in the years 1785-1834. The performance of candidates answering this question depended on their focus on the second order concept of change and continuity.

A sizeable number of candidates tackled the question by showing how poor relief changed over the time frame, rather than identifying specific attitudes and then considering the extent to which they changed or remained the same. This is a legitimate way of approaching the question on condition that continuity is also assessed. The result was often that candidates who had good knowledge failed to access the higher levels of the mark scheme because they were unable to establish the criteria by which to judge change and continuity. As in the case of Q1, the PLAA was often overlooked.

At the top end there was an impressive range of evidence on offer, and candidates distinguished the attitudes of government, the middle classes, and thinkers and authors. A minority made the case that a key theme of change and continuity was the attitudes of the poor themselves to poverty, and their own conditions of life. These candidates knew about radical thinkers and their influence on protest movements. At the bottom end candidates tended to describe some key thinkers such as Malthus and Townsend without analysis of how their ideas changed/ remained the same. There was also a tendency to ignore the time frame of the question and refer incorrectly to Dickens, Smiles and others.

It may be argued that the attitudes
towards the poor did change in the years
1785 to 1834, as many became more
critical of those who suffered from poverty.
~~But~~ Throughout the 18th century, a cynical
view of the poor has always existed
throughout the 18th century, as it was

(Section A continued) believed that the poor were poor due to a weakness in their character, ~~that~~ and poverty was their own fault. However, ~~many~~ a more critical opinion of the poor ~~begin~~ started to emerge due to the work of Thomas Malthus and Joseph Townsend. Malthus argued that the population would soon outstrip food supply, therefore ~~the poor are~~ rather than giving the poor poor relief, we should let nature run its course and leave the poor to die. Townsend argued that poverty was necessary for the overall improvement of society, as people need to suffer in order to improve, therefore ~~by~~ helping the poor and providing poor relief ~~will~~ prevented the ~~general~~ general improvement of society and individuals. Both ^{of} these ~~is~~ approaches to the poor became widely accepted by many, especially the middle class, ~~who~~ who favoured Adam Smith's concept of laissez-faire policies (minimal government intervention) and therefore agreed ~~to the~~ ~~poor should be~~ with the views of Townsend and Malthus. This clearly demonstrates a

(Section A continued) rise in critical views on the poor, as rather than acknowledging the causes of poverty, many chose to focus on the "symptoms", and ultimately ~~not~~ preferred to believe that the poor were of less importance than others in society. Thus, attitudes towards the poor ~~also~~ changed, as they became far ~~more~~ less sympathetic.

~~However~~ Furthermore, attitudes towards the poor may have changed in a more positive way, from 1785 to 1834. ~~The~~ Thomas Paine and Robert Owen promoted a more progressive view of the poor. Paine argued that poverty was the fault of the government, and its lack of ^{care} ~~care~~ for the poor, rather than the fault of the paupers themselves. In his 1792 'Rights of Man', Paine established provisions ~~which~~ which could help the poor, such as a pensions scheme for the elderly, ~~and the poor~~ ~~for the poor~~. Paine's ideas were largely influential, as 200,000 copies of his book were sold by 1793. Robert Owen argued that ^{the poor} ~~people~~ should be given the opportunity to help themselves, rather than simply neglected. While ~~the~~ the more progressive

(Section A continued) Views of the poor were influential to an extent, they were not widely accepted in government, as most ~~more~~ Mrs preferred the system of laissez-faire policies, and the idea of blaming the poor for their own situation. This is evident through the fact that the government did very little to help the poor before 1834, and the Poor Law Amendment Act seemed to punish the poor rather than help them. Therefore, ~~the~~ although there was a slightly more progressive attitude towards the poor amongst some in society, this was not largely significant, nor did it represent a real change in the views of the poor.



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Examiner Comments

This is a good level 4 response. The extract shows the candidate expounding on both change and continuity in attitudes towards the poor. The information is accurate and well selected. Themes relevant to the question are explored, such as continuity in viewing the suffering of the poor as self-inflicted. The analysis is successfully applied but falls short of fully meeting the demands of the question. More discussion and evaluation would push this response to level 5.



When writing about change and continuity remember that these are not absolutes. For example, the attitude that the poor were responsible for their suffering was a continuous feature of this period, but it changed as the numbers in poverty increased.

In the period 1785-1834, the views of thinkers towards the poor changed to a large extent. From 1785-1800, there was a real debate over compassionate and more vindictive views of poverty and the poor. For example, Thomas Paine's 'Rights of Man', which sold 200,000 copies by 1793, argued in favour of a paternalistic government, suggesting that a child benefit of £4 per year be given to 250,000 poor families. This suggests that one should care for the poor and aim to assist them, creating a caring view. Other thinkers like Joseph Townsend, whose 'Dissertation on the Poor Laws' in 1786,

(Section A continued) took a more punitive view, stating 'it is only hunger that can spur and goad them onto labour', taking a more punitive and harsh approach to the poor. Thus, there was real debate and contention in the early part of the period. However, by 1834, the punitive view was more dominant amongst intellectuals. In 1830, M Nassau Senior, an Oxford professor, gave his 'Three Lectures on the Rate of Wages' savaging the allowance system that had given support to paupers. Furthermore, Malthus' views had spread to those like Sumner of Chester, and these condemned compassion as only creating more poverty. Therefore, the hardline view of the poor had become an established orthodoxy in the minds of prominent thinkers by 1834, signalling a large level of change from the more nuanced earlier positions.

A second group whose views to the poor changed significantly was the government, from paternalism to less eligibility. In 1782, the government affirmed its commitment to outdoor relief, which aimed at supporting the incomes of the poor through, for example, the 'Roundmen' system, by passing Gilbert's Act, which mandated that only the sick, elderly and infirm be admitted to workhouses, clearly taking a paternalistic approach to the poor. However, by the late 1810's, this attitude began to become less paternalistic, with Acts passed in 1818 and 1819, one being the 'Act for

(Section A continued) The Regulation of Parish Vestries', that made one need the approval of 2 Justices of the Peace instead of one to claim relief, showing a fear that the poor were lazy and wanted to cheat the system, showing change. By 1832, this movement in attitude was finalized by the appointments of Nassau Senior and Edwin Chadwick, a known utilitarian, to the Commission on the Poor Laws, which resulted in the 1834 Poor Law Amendment Act, instituting workhouses with sexual segregation as a means to humiliate the poor into improving themselves, clearly demonstrating a large change in attitude to the poor from paternalism to 'less eligibility'.

It could be argued that the attitudes of the middle classes to the poor only made minor, if any, change in the years 1785-1834. The middle classes had attained their wealth through productive industry, with Richard Arkwright amassing a fortune of £500,000 from nothing and a knighthood in 1786, making them less sympathetic, in general to the plight of the poor. In the period 1785-1800, this was less of an issue for the middle classes, as, in the period 1783-85, poor relief only cost £2,004,000 a year, keeping middle class attitudes soft, if not friendly. However, after the imposition of the Corn Laws in 1815, wheat prices rose to 96s in 1817, causing the cost of Poor Relief to rise to a peak of £7,871,000 in 1818, from an average of £6.4 million in 1814-18, the middle

(Section A continued) classes, who were Poor Rate payers, tended to take a harsher view to the poor, evidenced by the fact that the 1834 Parliament, backed by the newly enfranchised middle classes, passed the New Poor Law with less than 50 members voting against any clause, as Eric J. Evans argues. Thus, it could be argued that the middle classes moved from relatively ^{harsh} ~~harsh~~ ^{full on} ~~harsh~~ to a 'less eligibility' attitude to the poor. ~~However, this argument neglects that the key factor in shaping middle class attitudes to the poor was cost, as they paid the Poor Rate. This means that their actual attitudes~~ Hence, it could be argued that middle class attitudes only changed a bit. However, this argument is ~~less significant~~ ~~unsatisfactory~~ as it ignores the reason why middle class attitudes became important, the 1832 Reform Act. After 1832, the relatively harsh middle class attitudes could be effectively expressed through Parliament, as in 1834 meaning that their attitudes to the poor, as expressed through real outcomes, had ~~really~~ ~~the~~ ~~gotten~~ become more severe.

It could be argued that attitudes to the poor did not change at all in the north. In 1802-03, only 10% of those in the north claimed relief, compared to 23% in the south, providing evidence that the old poor law was still fit for purpose, and thus suggesting the dominance of the more paternalistic view of the poor. Even by 1834, there is evidence to suggest that this did

(Section A continued) not change. In 1837, the Huddersfield Board of Guardians would not appoint an administrator for the new parish union, and the local magistrate would not force an appointment. Here, both local government and the middle classes could be seen to oppose the new harsh view of the poor as expressed by the 1834 Poor Law, which implies that northern attitudes did not shift during 1785-34, as the same views were still held after 1834. Thus, it could be argued that attitudes to the poor did not change in the north. However, this argument misunderstands the nature of northern opposition. It was more to do with a rejection of southern centralisation and the inappropriateness of workhouses to northern cyclical poverty, than a true expression of a compassionate view to the poor.



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Examiner Comments

This is an extract from an excellent response which earned full marks. There is a wealth of evidence deployed and treated to a sustained analysis. Not only is change and continuity fully considered, the candidate also weighs the evidence carefully to evaluate the extent and limitations of change rather than just asserting it. The answer is well organised and logically presented. It was a pleasure to read.



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Examiner Tip

Use this answer as an exemplar. Look at how arguments for change and continuity are nuanced and build that into your essays.

Question 3

Q3 asked candidates to consider whether the principle of self-help was the most significant feature of the cooperative movement in the years c1800-70. This was the least popular question in section B and it proved to be less accessible than Q4.

At the top end, candidates pretty much followed the indicative content in the mark scheme, locating self-help in Owen's New Lanark project, and successfully tracing it through the setting up of cooperative stores and its inclusion in the Rochdale principles. In establishing the criteria by which to judge significance, most candidates at the top compared the principle of self-help to mutualism, or the attempt to offer the working class a fairer and more democratic market place. However a large number of candidates thought that 'self-help' referred to the book by Samuel Smiles. At least for some this had the advantage of being able to elucidate what the principle of self-help was all about, but for others they tended to move the focus of the question away from the cooperative movement and towards attitudes to the poor. This meant that access to level 4 of the mark scheme was out of reach to a significant number of candidates. A large number of candidates offered enough on the main principles of the cooperative movement to reach the top end of level three, but the distribution of marks for this question was disappointing.

At the bottom end, candidates either wrote about the poor in general or focussed on one preferred aspect of the cooperative movement such as New Lanark or the Rochdale Pioneers.

The principle of self-help was relatively significant as it advocated and created a sense of hope among the poor and working class. An idea which is at the core of the cooperative movement as well as advocating ~~optimist~~ optimism and the arguing everyone will get their share if they work hard. The principle was promoted by Samuel Smiles in his pamphlet called "Self Help" in 1859 which suggested an ^{optimistic} intrinsic quality to life, that everyone can achieve, ^{prosperity}. This idea can be seen as a significant feature as it emphasises the same core values that the cooperative movement does. This idea of optimism and hard work can be seen

(Section B continued) in socialist viewpoints similar to that of Karl Marx at the time stating "each according to his ability, each according to his need". ~~However~~ However, this principle was overshadowed by the impact of Robert Owen and his New Lanark Mill in 1800 as it set a groundbreaking precedent for the cooperative movement, as Robert Owen advocated for socialist and moralist thinking over the ideas of individualism suggested by self help. ~~and~~ This therefore shows that Self Help did align in part with cooperative movement and did contribute to it but it was the work of earlier thinkers who contributed the most significance to the cooperative movement.

The creation of other systems of cooperation also contributed to the cooperative movement more than Self-Help. The Friendly Societies were a collection of people and groups who offered mutual aid to ^{one} another. ~~and the Acts passed~~ The Friendly Societies Acts passed in 1793 and 1855 show they contributed a legal benefit to the movement as they were recognised as a legal entity by the government and amassed over 21,000 societies across ~~the~~ Britain. However, ~~this was~~ their significance was dampened by the fact they had membership fees and they were short lived in comparison to the ideas of self help. Other attempts

(Section B continued) also proved to be short lived such as George O'Connors Cooperative Land Company which only lasted a few years and provided little benefit to the members of the movement. This therefore shows that other attempts at cooperation were mildly successful but Self-Help did not rely on others and lasted longer, and it reached a wide audience, selling over 100,000 copies.

The use of actual cooperative companies and societies were the most significant feature as they lacked the flaws of Friendly Societies and lasted longer. This can be seen with the Rochdale Pioneers in 1844, who created a cooperative society with no strings attached as it had no membership fee and was democratic in deciding who ran it. This idea can also be shown with the Cooperative Wholesale Society in 1863 who followed along the footsteps of the Rochdale Pioneers and successfully created a cooperative. However, Self Help ~~was~~ allowed for the introduction of capitalism as it focused on ~~hard~~ working hard to achieve more whereas cooperative societies favoured socialist ~~the~~ ideas and became weaker as Britain embraced capitalism from mercantilism. This therefore shows that Self-Help was relevant to the time but not significant as other attempts at cooperation were clearly more



This candidate presents an argument and a range of valid evidence to achieve a mid-level 4 award. However, because the response does not show an entirely secure understanding of self-help, by associating it with “rugged individualism” for example, the argument falls short of the top of level 4. The candidate is more successful at exploring other significant features of the cooperative movement.



The stated factor which is given in the question is a central feature of the answer. Once the strengths and limitations of the stated factor have been evaluated other factors can be weighed against it.

In the years 1800-70, the cooperative movement developed throughout Britain, and held the ~~feature~~ principle of self-help as one of its main values through the work of Robert Owen's New Lanark factory and the development of a wider co-operative movement by the Rochdale pioneers. However, there is a debate as to whether self-help was the most significant ^{feature} ~~principle~~ of co-operative movements as other features such as working class solidarity and protection of skilled trades were also significant during this period.

There is evidence to suggest that self-help was the most significant feature of the co-operative movement due to the pioneering work of Robert Owen in his New Lanark model factory community. Taken over by the social reformer Owen in 1799. @New

(Section B continued)

Lanark became the most famous example of the co-operative activities due to the principles by which it was run. Owen firmly believed that people would improve themselves if they were given the chance to, and so removed the use of punishments and implemented shorter hours for his workforce. This suggests that self-help principles were key to the co-operative movement, as ~~they~~ the work of Owen emphasises his want for his employees to be able to improve themselves with his help removing barriers to self improvement. This is supported by the fact that Owen opened the Institute for the Formation of Character in New Lanark in 1816, which aimed to help the working class improve their social standing by first improving their own character, emphasising the extent of influence self-help principles had on the activities at New Lanark.

Therefore, the principle of self-help was the most significant ^{feature} ~~factor~~ of the co-operative movement due to the work of Robert

(Section B continued)

Owen at New Lanark to improve the lives of his employees by allowing them to improve themselves.

As well as the activities at New Lanark, self-help was also a key feature in the development of co-operative stores by the Rochdale Pioneers. Established in 1844, the Rochdale Pioneers brought a more respectable reputation of co-operative stores to the British public, and aimed to help the working class improve themselves by providing the best quality goods at market value as well as dividing profits equally between members, depending on their contribution. This encouraged people to invest in the continuance of the stores by becoming a member in order to receive profits which could be re-invested in ways that would help their ~~per~~ personal life improve, highlighting the self-help principles promoted by the Rochdale pioneers in the form of offering a way for people to become involved in

(Section B continued) their business for a communal as well as personal benefit. Therefore, the work of the Rochdale Pioneers supports the idea that self-help principles were the most significant feature of the co-operative movement to some extent, as the ~~the~~ opportunity to invest in the co-operative stores and help them grow, ~~and~~ with over 1000 stores and material profits of ^{over} almost £300,000 by 1870, not only encouraged people to improve the stores for more benefits overall, but also use the profits to improve their lives and social standing by investing in self improvement.



This is an example of an answer from one of the more successful candidates. The extract illustrates how the concept of self-help was presented and discussed at the top end. The candidate understands the centrality of self-help to the cooperative movement at its inception and through its development. Having dealt with the stated factor comprehensively it was relatively easy to analyse the significance of other features of the cooperative movement such as working class solidarity and mutualism.



In a significance question keep returning to it. Use language focused on significance such as, 'self-help is significant because'. This will give your answer focus.

Question 4

Q4 asked candidates to consider whether parliamentary reform occurred mainly because of political attitudes within parliament in the years 1820-67. This question was both popular and accessible with the majority of candidates accessing levels 4 and 5. This is clearly a topic that is well taught.

There were some stellar answers at the top end, with excellent detail on changing political attitudes in parliament and the changing political landscape across the country. Many answers were well argued with candidates making very strong linkages between, for example, the growth of the industrial middle class and the dynamics of the two party system in parliament. Candidates seem to feel very confident about dealing with parliamentary reform. The majority of candidates could make a good case for the strength of extra-parliamentary forces demanding change. A minority of candidates interpreted “parliamentary reform” as reforms passed by parliament. However the distinguishing factor in the spread of marks tended to be due to the quality of evidence and the sophistication of argument.

At the bottom end, less able candidates tended to describe the events of one or other of the reform acts, and to assert the reasons for their passage.

To an extent, it can be agreed that parliamentary reform occurred mainly because of political attitudes within parliament during the years 1820-67. The political opportunism that arose during around both reform bills in 1832 and 1867 show political attitudes as clear driving force. Changing attitudes from those within government towards the working classes also played an important role in reform. The extension of the franchise. § Alternatively, the pressure from reform groups also played an important role in influencing the demand for reform. Popular protest in the events surrounding the reform acts also forced the parliament to act. ¶ Overall, ^{changing} political attitudes would be the main driving force for reform.

Political opportunism from the parties which passed reform was clearly the main reason for the change in attitudes towards reform. During the 1832 Reform

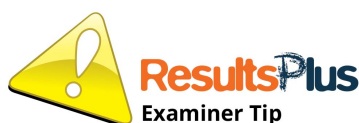
(Section B continued) Act, Earl Grey who ~~wasn't~~ ~~over~~ oversaw the extension of the franchise to the middle classes, remarked that it was "the most aristocratic bill to ever be passed in this house." The bill still maintained landed interests but granted the Whigs the support of the new enfranchised voters. This same attitude was reflected in ^{Benjamin} Disraeli's decision to forward a Tory Reform bill in 1867 as means to ensure the future success in election from the support of ^{the} newly enfranchised working ~~class~~ ^{class} men. If the Tories did not pass reform, the Whigs certainly would as Gladstone had previously attempted in 1886. Therefore it is clear that political opportunism played ~~in~~ a major role in changing attitudes in parliament towards the success of reform.

The changing attitudes towards the working classes in parliament also influenced changing attitudes towards reform. In the post 1832 years, movements such as Chartism in the late 1830s and ~~early~~ ^{late} 1840s affected the decision to grant the vote to the working class. However the professionalisation of the Tory party in ^{the} 1834 Tamworth manifesto and the Whigs during the Leithfield house meeting in 1837 demonstrated the need to ~~appeal~~ appeal to a larger voter demograph. In 1864, the decline in ^{cotton} imports from the Southern US states during the American civil war, saw many textile workers fall on hard times. During a visit to the Lancashire textile mills in 1864,

(Section B continued) Gladstone was impressed by the organisation of the workers who had publicly voiced their support for the Union and ~~see~~ the abolition of slavery in the U.S. Gladstone believed that this demonstrated the political maturity of the working classes who could no longer be recognised as radicals. This attitude would ~~not~~ influence the outcome of the 1867 Reform Act as well as ~~ending~~ on the professionalisation of party politics. Therefore, changing attitudes towards the working classes ~~influenced the outcome of demonstrates~~ the role of parliament in leading reform.



This is an example of work at mid-level 3. There is an attempt to deal with the stated factor of changing political attitudes within parliament, but this is not very successful. The candidate refers to political opportunism within parliament and changing attitudes to the working class within parliament but fails to locate the precise issue. The evidence cited is valid and helps to shape the answer but it is not well argued and therefore the argument has weak substantiation.



When considering causal arguments always make sure that the factors you wish to use are tied directly to the change in question. Therefore if you argue that Chartism was a factor that led to the 1867 Reform Act give explicit reasons, such as Chartism informed millions of Britons of the need for parliamentary reform. Be careful not to assert cause and effect.

It is often argued that the 1832 reform Bill would not have taken place without the switch of power to the Whigs from the Tories, who had ruled between 1809 and 1830 and not introduced reform. This was a result of the Tory Crisis which saw the party split following the death of uniting leader Lord Liverpool as well as divisions of over Catholic Emancipation in 1829 which was supported by Wellington and Peel but not others. This allowed Whig MPs to take seats and Earl Grey to issue reform bills. Arguably, however this was due to the King's desire for reform as he threatened Tory Lords with creating more Whig MPs if they did not allow the 1832 Bill through the House of Lords. Furthermore, 1867 was passed due to party rivalry between Conservative Disraeli and

(Section B continued) Liberal Gladstone. They both were desperate to pass reform before the other, demonstrated by Gladstone's unsuccessful attempt in 1866 which failed as his Bill was too radical to pass through parliament. Party rivalry was clearly the cause of 1867 since Disraeli had once claimed Britain was never destined for democracy; showing that if there had not been a rivalry inside parliament, the 1867 Bill would not have passed.

It could also be argued that both 1832 and 1867 were passed, not out of party politics or political attitudes but out of fear of the growing unrest at the lack of reform. Such pressure was evident in 1832 when the Tory House of Lords rejected the 2nd attempt at a bill and the public anger resulted in the 'Days of May' 1832 when was withdrawal from banks a order to halt of government funds and force reform. 6 months later, 1832 was passed, showing of the public's significance. Furthermore, it could be argued that 1867 was passed due to pressure from the Reform League and Union who demanded extended suffrage and, in the case of the Reform League, a secret ballot. The Reform Union was respected protesters who helped bring the government's attention to reform, whilst the Reform League were violent and often off putting for reform. Having said this, it might be argued that the 1866 Hyde Park Riots following Gladstone's failed reform were a key cause of 1867 since the public had demonstrated their discontent. However, as to regards to 1832, public pressure is unlikely to have caused reform since there

(Section B continued) ~~proletariat~~ were working class and not capable of
winning a party through the vote as they were not yet enfranchised.
Therefore, the only cause of change for 1832 was middle parliament.

Alternatively, it was the changing political landscape which best
brought about reform. For example, in 1830 the Birmingham
Political Union formed and lobbied the government into the signing of
1832. They demonstrated a desire from the middle classes to help
enfranchise the working class. Because of this, they helped protest by
offering their superior finance, organisation and respectability given that
they had the vote and subsequent leverage over parliament; a
tool which previous protests did not have. Therefore it could
be argued that the middle class changing in a new political
climate led to improved reform ~~from~~ protest and subsequently 1832.
It could also be argued that they influenced parliament ~~was~~ so
were the primary cause for reform. However, ultimately had the
Tory collapse not occurred, ~~the~~ parliament would not have given
in to public pressure. As for 1867, the changing political landscape
arguably caused ~~the~~ parliament to believe that the working class
deserved the vote, ~~as~~ ~~it~~ ~~was~~ ~~not~~ ~~until~~ since the 1867 Act saw $\frac{1}{3}$ of all
men granted the vote; a million more for the working class. This
was due to the 1861-5 Cotton Famine in Lancashire where 350,000
jobs were connected to the supply of cotton from the US to which
dried up following the US Civil War. Gladstone was so impressed
with the workers' tolerance to the situation that he agreed to
parliament that they deserved to be enfranchised. This took the form of 1867.

(Section B continued) Alongside that is the fact that parties were more
~~Willingness~~ willing to listen to voters as leading up to 1867 and
more centre based. Therefore, demands for parliamentary changes were
heard. However, since Disraeli had previously stated that he never
saw a democratic system as fit for Britain, it can be argued
that regardless of a changing political landscape, Disraeli would
not have passed reform had it not been for party rivalry with
the Liberals.



This is an example of work at the top end of the range. The candidate considers a wide range of evidence. The stated factor of changing political attitudes within parliament is dealt with convincingly and other factors are weighed against it throughout. The argument is not sustained throughout but nevertheless valid criteria by which to judge the question are established and applied fairly consistently.



Use this answer as an exemplar of how to handle a causation essay.

Question 5

Q5 asked candidates to consider whether the slave trade ended because of the fear of slave rebellions. It was pleasing to see that the majority of candidates found the extracts stimulating and the question worthy of serious thought. Apart from the increased technical ability to answer section C questions it is also important to mention the increasing number of candidates who understand the grandeur of the debate that this particular controversy evokes. The Whig view of history, relevant to both extracts, was explicitly debated by a handful of candidates. This was good to see, although it goes beyond the requirements of the specification.

At the top end, candidates showed the ability to interrogate the extracts and pick out points of interpretation that could be compared and integrated. While the majority of candidates explained fear of slave rebellions in terms of the economic challenges they brought through the need to suppress them militarily and the loss of produce, and linked this to the economic argument in extract 2. A minority took this further; a few candidates argued that what the slave owners feared above all was that the slaves might reveal themselves as fully human and possessed of the same enlightened ideals as their British counterparts. At the top end, candidates tended to make much more of the Haitian Constitution of 1805, pointing out its similarity to Rousseau's ideals referred to in extract 2, and arguing that the unity of Black slaves and white British campaigners was what really frightened policy makers. Candidates who did this tended also to offer a nuanced understanding of the different interpretations. Most candidates offered reliable information about slave rebellions and successfully explained why this contributed to the ending of the slave trade, and compared this to the enlightened work of humanitarians. The works of Thomas Clarkson, Olaudah Equiano and William Wilberforce were well cited in this regard. Candidates who denounce the extracts as secondary sources were fewer in number this year.

Less successful candidates tended to pick out relevant points from the extracts and offer a judgement as to their correctness, but this was a small number.

Extract 1 ^{argues} ~~argues~~ that the main cause of ~~of~~ the end of the slave trade was due to slave rebellions and uses the Haitian Revolution and their Constitution as the main argument. This extract is correct that slave uprising such as the Haitian Revolution led by Toussaint L'Ouverture or the Jamaican uprising led by Tacky had a huge impact in the abolition of the trade. This is because when such an uprising occurred it ~~cost~~ the slave owners large amounts of money and as uprisings became more regular the slave trade became less economically beneficial, this then led ~~some prominent~~ to the abolition of the trade as one of the main arguments for it is economical. The Haitian Revolution influenced more and more slave rebellions as other slaves could see the success that Toussaint L'Ouverture had had and wanted to replicate it, therefore slave rebellions were extremely influential in the abolition of

~~the~~ the slave trade.

Extrat 2 disagrees that slave rebellions were the most influential factors in the abolition of the slave trade. Instead he argues that it was more ~~the~~ the work of humanitarian reasons. He uses Tom Paine's book, 'The Right of Man' as his focus and this led to the abolition as it forced the Government to see the slaves as humans who had rights. The humanitarian factor influenced a lot of people in Britain through authors such as Equiano who published his novel 'the interesting life of Ottobah Equiano' and toured Britain, this impacted a vast number of people and highlighted the humanitarian need for change and inspired people such as Hannah Moore to boycott slave products and was also one of Wilberforce's driving force for passing the bill to end the slave trade which he attempted 15 times. This shows that humanitarian reasons were a ^{large} ~~large~~ influential factor in the abolition of the trade.

Extract 2 also argues that it was economic reasons that the slave trade was abolished. He believes that authors such as Adam Smith and his book 'The Wealth of Nations' show that slavery did not benefit the country's economy, this was largely influential as if the economic benefit does not outweigh the humanitarian drawbacks then realistically there is no argument to keep the slave trade. An example of the slave trade not being economically beneficial is the Zong case in which slaves were thrown overboard to claim insurance money as the slaves were worth more dead than alive. The economic factor is extremely influential as benefiting economically if the sole purpose of the trade and if that's taken away then it is a useless trade.

Extract 1 also suggests that it was the also the work of white abolitionists such as Wilberforce or Clarkson alongside the slave rebellions that caused the end of the slave trade. This could be seen as accurate as it was Wilberforce who actually passed

the bill on the 15th attempt to abolish the slave trade. Without white abolitionists the slave rebellions would not have got the bill passed as the rebellions were violent and therefore used against the cause to abolish the slave trade. But Wilberforce with the help of Thomas Clarkson and support of Granville Sharpe, they were able to get the bill passed & therefore ended the slave trade.



This is an example of a top level 3 answer. The candidate understands the important points made in both extracts, and having made quotations, supplies evidence to develop them. The candidate has good knowledge. The response does not really engage with the extracts as differing interpretations that contribute to an important historical controversy. This is therefore, a good level 3 answer and goes to the top of that level, 12 marks.



At the planning stage highlight the points of interpretation in the extracts in one colour and the key evidence in another. Always start with an introduction that offers a comparison of the points of interpretation (there may be a few) because this will get you focused on interpretations and the wider argument.

The historian claims that the most prominent ~~and~~ opposition to the slave trade was 'among the slaves themselves', evident in a range of uprisings, including that of Haiti. The Haitian slave revolt occurred when the sugar crop failed and slaves rose from the plantations and attacked the owners. Over 120,000 people were killed here. This was efficient in highlighting the evils of the slave trade to the public but also generated that of a conservative reaction from government. The British government became fearful of the spread of such events and paraded militia to reduce the chances of this happening. As the historian highlights, 'British opposition to the trade was important', which can be seen in the work of Thomas Clarkson and William Wilberforce. However, the historian maintains that such uprisings, 'combined with the work of the abolitionists, directly explained the reason for eventual abolition in 1807. The historian also notes the significance of the new Haitian constitution of ~~1808~~ 1805

which can be seen as a 'product of transforming slave rebellion'. Published two years before the abolition of the British slave trade, the creation of a new Haitian ~~constitution~~ constitution can be seen as direct progress to achieving such an aim.

Ultimately, extract 1 highlights the fact that the most pressure to abolish slavery came from that of the slaves themselves.

The British government were fearful of their ideas ~~press~~ spreading to British colonies (as they did, to the British Virgin Islands and British-owned Caribbean islands). ~~Although~~ and also saw the vast ~~as~~ cost it would incur. These issues, highlighted by British abolitionists, can successfully explain ~~the reasons behind~~ ~~abolition~~ why ~~for~~ it was in the government's best interests to abolish the trade.

Extract 2 provides the contrasting view that abolition was due

to the changing political climate, specifically the ~~era~~ Enlightenment. The Enlightenment was a period of time where Europe underwent a 'major intellectual revolution' which affected philosophy, politics and economics.

This promoted ~~through~~ the development of new ideas of liberty and individual freedoms. During this period, people began to come up with new concepts of what it meant to be free and how this was restricted by the slave ~~for~~ trade.

Richardson highlights the work of several philosophers who prompted ~~the~~ this revolution in attitude. For example, he raises the work of Thomas Paine's 'Rights of Man' which embodied the spirit of freedom and promoted these ideas.

to be enforced and applied to areas such as the slave trade. Richardson highlighted the fact that the work of such philosophers ~~unthought~~ 'forced the defenders of slavery were ... not fully human' which endorsed outrage and opposition. The Enlightenment was effective at drawing humanitarian groups to the cause e.g. the Quakers and Evangelical Christians who formed the Society for the Abolition of the Slave Trade'. Richardson also highlighted the Adam Smith's work, which showed how 'the slave economy did not contribute to the direct wealth of the country' which would have posed a significant problem for supporters, such as the West Indian Planters. Ultimately, ~~moreover~~, extract 2 highlights, the Enlightenment was significant in changing attitudes towards the trade and its economy, meaning it was more widely-criticised, ~~which~~ creating the climate for increased opposition and abolition.

There were other ~~peoples~~ contributors to the Abolition Act of 1807. Most notably, the work of individual abolitionists, which extract 1 does suggest is significant. Thomas Clarkson, who published the essay 'Is it lawful to enslave the un-consenting', was essential in changing the attitudes of the nation, most notably the middle class who were economically and politically important to the government. He described awareness of the cause by travelling around the country and highlighting the evils of slavery, thus stirring up a greater call for abolition. He was successful in drawing

William Wilberforce to the cause, who attracted the support of William Pitt, prime minister. Wilberforce's impact could be viewed as most significant as his bill directly led to the passage of the 1807 abolition Act. As an MP, he enjoyed the most practical success in forwarding abolition as he could present, and vote on laws. Even when the French Revolution of 1789 challenged the abolitionist movement with revolutionary intent, Wilberforce's unrelenting interaction was able to maintain the support of government. However, you could argue that the work of Equiano was more significant. Olaudah Equiano had taught himself at of slavery and aimed to educate the British public on the evils of the trade. In his autobiography, 'An interesting narrative of Olaudah Equiano', the evils of slavery were highlighted to such an extent that it forced people to push for abolition. The greater moral weight of his argument and the ~~the~~ dispelling of misconceptions of Africans through the Sons of Africa group, makes the argument for individuals most compelling.

Economic contributions were also a significant factor in the abolition of the slave trade. For example, Eric Williams' decline thesis suggests that the prime reason for abolition was the fact that slavery was becoming increasingly unprofitable. However, little prominence is given to Williams' argument ~~and~~ as there is little evidence to support it. ~~It also~~ The nature of the argument

also maintains that we ~~reduce the confidence that we have~~
~~in other arguments~~ there is ~~some~~ place for importance on
this, reducing the value of other factors which we knew to have
significance. Seymour Drescher also explains that Milliamore's
argument is not sound because abolishing slavery would do more
to undermine ~~the~~ the model which often yielded a 100% profit
return. Perhaps a more convincing argument is that of Adam ^{free trade} Smith's ~~laissez-faire~~ ideology and the idea that people would
do better work if they were free to do so. The element of
financial risk was also important. Increased shipwrecks and
problems on shipboard voyages were making ~~to~~ investors more
reluctant to provide capital. However, the overall strength of
the economic argument is decreased by the fact that the
slave trade remained profitable until its abolition in 1807.



ResultsPlus
Examiner Comments

This is an example of work at mid-level 5. The candidate interprets the extracts with confidence and discrimination, and analyses issues arising from them. Generally the candidate's own knowledge is integrated with the extracts, although towards the end the candidate feels the need to expound the wider debate separate from the extracts. The argument is evaluative and sustained and therefore this is a secure level 5 response.



ResultsPlus
Examiner Tip

Authors who contribute to the wider debate are important and can be cited in an answer where they do not feature. However, try to tie them in to the discussion generated by the extracts you have been given.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice. To score in the higher levels for sections A and B, candidates should:

- pay close attention to the date ranges in the question;
- give sufficient consideration to the issue in the question (e.g. main factor), as well as some other factors;
- explain their judgement fully; demonstrate their reasoning in relation to the concepts and topic they are writing about in order to justify their judgements;
- focus carefully on the second order concept targeted in the question;
- give consideration to timing to enable themselves to complete all three questions (with approximately the same time given over to each one);
- aim for an appropriate level, in terms of depth of detail and analysis, as required by the question, e.g. a realistic amount to enable a balanced and rounded answer on breadth questions.

Common issues which hindered performance in sections A and B:

- paying little heed to the precise demands of the question, e.g. writing about the topic without focusing on the question, or attempting to give an answer to a question that hasn't been asked – most frequently this meant treating questions which targeted other second-order concepts as causation questions;
- writing a response without giving sufficient consideration to the given issue in the question (e.g. looking at other causes/consequences with only limited reference to that given in the question);
- answers which only gave a partial response, e.g. a very limited span of the date range, or covered the stated cause/consequence with no real consideration of other issues;
- an assertion of change, causation, sometimes with formulaic repetition of the words of the question, with limited explanation or analysis of how exactly this was a change, cause, of the issue within the question;
- a judgement not being reached or not explained;
- a lack of detail.

To score in the higher levels for section C, candidates should:

- pay close attention to the precise demands of the question, as opposed to seemingly pre-prepared material covering the more general controversy as outlined in the specification;
- make thorough use of the extracts; this need not mean using every point they raise, but a strong focus on these as views on the question;
- make a confident attempt to use the two extracts together, e.g. consideration of their differences, attempts to compare their arguments, or evaluate their relative merits;
- make careful use of own knowledge, e.g. clearly selected to relate to the issues raised within the

sources, confidently using this to examine the arguments made, and reason through these in relation to the given question (selection over sheer amount of knowledge);

- carefully read the extracts, to ensure the meaning of individual statements and evidence within these are used in the context of the broader arguments made by the authors;
- attempt to see beyond the stark differences between sources, e.g. consideration of the extent to which they disagreed, or attempts to reconcile their arguments.

Common issues which hindered performance in section C were:

- limited use of the extracts, or an imbalance in this, e.g. extensive use of one, with limited consideration of the other;
- limited comparison or consideration of the differences between the given interpretations;
- using the extracts merely as sources of support;
- arguing one extract is superior to the other on the basis that it offers more factual evidence to back up the claims made, without genuinely analysing the arguments offered;
- heavy use of own knowledge (or even pre-prepared arguments), without real consideration of these related to the arguments in the sources;
- statements or evidence from the source being used in a manner contrary to that given in the sources, e.g. through misinterpretation of the meaning of the arguments, or lifting of detail without thought to the context of how it was applied within the extract;
- a tendency to see the extracts as being polar opposites, again through expectation of this, without thought to where there may be degrees of difference, or even common ground.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

