

Mark Scheme (Results) Summer 2010

GCE

GCE History 6HI02/B

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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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

GCE History Marking Guidance

Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

Deciding on the Mark Point Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4, would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

6HI02: Generic Level Descriptors

Part (a)

Target: AO2a (8%)

(20 marks)

As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.

| Level | Mark | Descriptor |
|-------|-------|---|
| 1 | 1-5 | <p>Comprehends the surface features of the sources and selects material relevant to the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-5 marks The qualities of Level 1 are securely displayed.</p> |
| 2 | 6-10 | <p>Comprehends the sources and selects from them in order to identify their similarities and/or differences in relation to the question posed. There may be one developed comparison, but most comparisons will be undeveloped or unsupported with material from the sources. Sources will be used in the form of a summary of their information. The source provenance may be noted, without application of its implications to the source content.</p> <p>Low Level 2: 6-7 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 8-10 marks The qualities of Level 2 are securely displayed.</p> |
| 3 | 11-15 | <p>Comprehends the sources and focuses the cross-referencing on the task set. Responses will offer detailed comparisons, similarities/differences, agreements/disagreements that are supported by evidence drawn from the sources.</p> <p>Sources are used as evidence with some consideration of their attributes, such as the nature, origins, purpose or audience, with some consideration of how this can affect the weight given to the evidence. In addressing 'how far' there is a clear attempt to use the sources in combination, but this may be imbalanced in terms of the issues addressed or in terms of the use of the sources.</p> <p>Low Level 3: 11-12 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 13-15 marks The qualities of Level 3 are securely displayed.</p> |

| | | |
|---|-------|---|
| 4 | 16-20 | <p>Reaches a judgement in relation to the issue posed by the question supported by careful examination of the evidence of the sources. The sources are cross-referenced and the elements of challenge and corroboration are analysed. The issues raised by the process of comparison are used to address the specific enquiry. The attributes of the source are taken into account in order to establish what weight the content they will bear in relation to the specific enquiry. In addressing 'how far' the sources are used in combination.</p> <p>Low Level 4: 16-17 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 18-20 marks The qualities of Level 4 are securely displayed.</p> |
|---|-------|---|

NB: generic level descriptors may be subject to amendment in the light of operational experience.

Part (b)

Target: AO1a & AO1b (10% - 24 marks)

Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.

AO2b (7% - 16 marks)

Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

(40 marks)

AO1a and AO1b (24 marks)

| Level | Mark | Descriptor |
|-------|------|---|
| 1 | 1-6 | <p>Candidates will produce mostly simple statements. These will be supported by limited factual material, which has some accuracy and relevance, although not directed analytically (i.e. at the focus of the question). The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 1: 3-4 marks As per descriptor</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> |
| 2 | 7-12 | <p>Candidates will produce a series of simple statements supported by some accurate and relevant, factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between simple statements. Material is unlikely to be developed very far or to be explicitly linked to material taken from sources.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 2: 9-10 marks As per descriptor</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|---|-------|---|
| 3 | 13-18 | <p>Candidates answers will attempt analysis and show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be mostly accurate, but it may lack depth and/or reference to the given factor. At this level candidates will begin to link contextual knowledge with points drawn from sources.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 3: 15-16 marks As per descriptor</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p> |
| 4 | 19-24 | <p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material, which will be mostly relevant to the question asked. There will be some integration of contextual knowledge with material drawn from sources, although this may not be sustained throughout the response. The selection of material may lack balance in places.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 4: 21-22 marks As per descriptor</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p> |

NB: generic level descriptors may be subject to amendment in the light of operational experience.

AO2b (16 marks)

| Level | Mark | Descriptor |
|-------|-------|---|
| 1 | 1-4 | <p>Comprehends the sources and selects material relevant to the representation contained in the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-4 marks The qualities of Level 1 are securely displayed.</p> |
| 2 | 5-8 | <p>Comprehends the sources and selects from them in order to identify points which support or differ from the representation contained in the question. When supporting the decision made in relation to the question the sources will be used in the form of a summary of their information.</p> <p>Low Level 2: 5-6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7-8 marks The qualities of Level 2 are securely displayed.</p> |
| 3 | 9-12 | <p>The sources are analysed and points of challenge and/or support for the representation contained in the question are developed from the provided material. In addressing the specific enquiry, there is clear awareness that a representation is under discussion and there is evidence of reasoning from the evidence of the sources, although there may be some lack of balance. The response reaches a judgement in relation to the claim which is supported by the evidence of the sources.</p> <p>Low Level 3: 9-10 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 11-12 marks The qualities of Level 3 are securely displayed.</p> |
| 4 | 13-16 | <p>Reaches and sustains a conclusion based on the discriminating use of the evidence. Discussion of the claim in the question proceeds from the issues raised by the process of analysing the representation in the sources. There is developed reasoning and weighing of the evidence in order to create a judgement in relation to the stated claim.</p> <p>Low Level 4: 13-14 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 15-16 marks The qualities of Level 4 are securely displayed.</p> |

NB: generic level descriptors may be subject to amendment in the light of operational experience.

Unit 2 Assessment Grid

| Question Number | AO1a and b Marks | AO2a Marks | AO2b Marks | Total marks for question |
|--------------------|------------------|------------|------------|--------------------------|
| Q (a) | - | 20 | - | 20 |
| Q (b)(i) or (ii) | 24 | - | 16 | 40 |
| Total Marks | 24 | 20 | 16 | 60 |
| % weighting | 10% | 8% | 7% | 25% |

Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

B1 Britain 1830-85: Representation and Reform

| Question Number | Indicative content | Mark |
|-----------------|--|------|
| 1 (a) | <p>Taken at face value the sources are in conflict. Sources 1 and 2 focus on the demand for political rights and the need for the working-classes to be adequately represented alongside other 'classes of society' thereby gaining political equality. Source 2 accepts that not all supporters have acted peaceably, but considers this a difference about means rather than aims. Source 3, however, attributes the Chartist agitation to economic distress, and argues that reform has been too slow when people are 'famished'. Candidates can therefore argue that the Chartists were equally concerned with economic conditions, and thereby challenge the statement. Some evaluation can be offered by pointing out that sources 1 and 2 are publications by Chartist leaders, while Source 3 is the view of an outsider who sees the conditions of the rank and file. Candidates can offer a judgement for or against the statement on this basis, and developed responses of this kind can reach the top of L2. However, if the sources are interpreted in context a more complex argument can be developed. It can be pointed out that Source 1 is focused on class representation and links this to economic interests - the reward for labour and the interests of landholders and capitalists (an interesting term in this pre-Marxist period). It can therefore be argued that the political rights sought by the Chartist leaders were seen as significant in themselves - especially if the reference to serfdom is developed - but also as an 'essential step to all social improvement' (Source 2). The implication is that the working-classes need political rights to improve their conditions, and this can be supported by Source 3. Napier's concern that reform is too slow when men are starving suggests that reforms are needed to improve economic conditions, and while he does not specify political rights, his reference to the main political parties may suggest a political dimension. Source 2 indicates support for Napier's view in that some Chartists have resorted to other 'means' such as violence, which can be explained more easily by the fact that they are 'famished'. However, the emphasis placed in Source 2 on peaceful methods reinforces the claim that they sought equality within the political system rather than its destruction. It can therefore be argued that all three sources suggest that the primary aim of Chartism was to secure political rights as the basis for all other improvements in working class conditions, and that the evidence is not, therefore, in conflict. Responses at L3 will both support and challenge the stated claim, while those at L4 will offer an overall judgement.</p> | 20 |

| Question Number | Indicative content | Mark |
|-----------------|---|------|
| 1 (b) (i) | <p>The sources offer conflicting evidence as to the nature and significance of the 1832 Reform Act. Source 4, from the Whig Macaulay shows opposition to universal suffrage and defends the Bill as an attempt to preserve/conservate existing institutions against 'revolution'. Coming from one of its supporters, this clearly suggests a conservative purpose and a desire to limit change. This can be developed from own knowledge by reference to the attitudes of other defenders of the Bill, and to its provisions, which offered limited change. Cross-referencing to the evidence of sources 5 and 6 can develop the argument further. Source 5 explains the change in the relationship of Lords and Commons brought about by the Bill, but highlights the extent of power that the landed interest and the aristocracy continued to exercise. This can be supported by reference to the background of MPs, especially those who held important positions in government, and the role played by the House of Lords to 1885, including the compromises forced on reformers, for example in the Reform and Redistribution Bills of 1884-85. Source 6 explains the purpose of the Whigs - to defuse a political crisis, and this implies a measure of compromise. More explicitly. It was a 'non-democratic reform' that excluded the majority of ordinary citizens, which can be developed by reference to working-class protests and the emergence of the Chartists. However, the sources also include conflicting evidence, which, if interpreted in the context of contemporary attitudes, can challenge the stated claim. The bill did bring change, as explained in source 5, and it is pointed out that 'in a crisis the Lords did give way'. The implication is that their continued power depended on the common interest shared with the Commons, as well as technical rights, and that if the composition of the Commons were to change then the Lords' powers would be at risk. This can be developed by reference to gradual changes in the background of MPs, and candidates may (but cannot be expected to) point out that after 1885 a major conflict developed between the two Houses that led to reform of the Lords. Although technically outside the specified period, the point is relevant. Source 6 also points to the significance of the Act in the long term. Tory opposition expected catastrophe, suggesting that at the time the changes seemed significant, and there is also a reference to the role of popular pressure. The 'means by which' the passage of the Act was achieved suggests that this was significant in itself, a point that can be amplified by reference to the development of popular movements and the later extensions of the franchise that they achieved. The key point is made in setting Britain 'on a road whose only logical conclusion was democracy', and the Universal Suffrage feared by Macaulay. Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the impact of the Reform Act with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the difference between short term changes and the long term significance of the Act, removing the apparent conflicts to develop an overall judgement.</p> | 40 |

| Question Number | Indicative content | Mark |
|-----------------|--|------|
| 1 (b) (ii) | <p>The sources offer conflicting evidence about the role of Disraeli in the extension of parliamentary reform and the passage of the 1867 Reform Act. Sources 7 and 8 emphasise the role of Derby. Source 8 suggests that 'Derby took the lead' and more significantly, that he deliberately sought to win popularity for the Tories as a party of reform, while giving away as little as possible. This is illustrated in Source 7, where he is seeking to persuade Disraeli that reform is necessary. The sources therefore suggest that reform was not initiated by Disraeli, and therefore that it 'owed little' to him. These points can be further developed by reference to wider knowledge of Disraeli's career and attitudes, his opposition to parliamentary reform in the 1850s and his role in defeating Russell's attempts to extend the franchise in both 1859 and 1866. Candidates can also show that his eventual conversion to the idea in 1866 was motivated mainly by the desire to retain power, and to defeat Gladstone. Source 7 also highlights the wider pressure for reform that eventually forced both Derby and Disraeli to act. Candidates can develop this by reference to popular campaigns, to the widespread and mainly peaceful demonstrations organised in favour of reform, and to the arguments of supporters like Gladstone that the 'respectable' working-class and their organisations had already demonstrated their responsible attitudes and merited an extension of the franchise. Sources 7 and 8 together show that Derby, and eventually Disraeli, were responding to these pressures and attempting to prevent greater upheaval by offering limited changes, thereby also supporting the claim in the question. Source 9 supports the statement by pointing out that the 'myth' of Disraeli's role as the architect of the 1867 Reform Act has been discredited, but it also suggests that Disraeli played a key role, both in 1867 and after. In 1867 it suggests that he did much to 'manage' parliament, and if this is interpreted in context, it can be argued that he played an essential role in enabling the Act to pass through the Commons. This can be developed from own knowledge, by reference to Tory divisions, the problems of a minority government and the role of the opposition, all successfully manipulated by Disraeli. The statement can therefore be challenged, and it can be argued that the Act as it eventually emerged was very much the work of Disraeli. His ability to outmanoeuvre Liberal opponents, his management of the Tory opposition and his opportunism in accepting the Hodgkinson amendment can all be used to support the quote in Source 9 as to Disraeli's personal contribution to the success of the Bill. It can therefore be argued that the statement is partially accurate in highlighting the role of other factors and individuals, but inaccurate in undervaluing the part played by Disraeli in the success of the measure. Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the significance of the role played by Disraeli with a sharp focus on agreement or disagreement with the given view. The best responses may very well address the complementary roles of Derby and Disraeli in the context of other factors to produce an overall judgement.</p> | 40 |

B2 Poverty, Public Health and the Growth of Government in Britain, 1830-75

| Question Number | Indicative content | Mark |
|-----------------|--|------|
| 2 (a) | <p>Taken at face value the sources suggest that Leeds City Council did lack effective power to deal with public health problems. This is stated in source 10, and indicated in source 11 by the need to acquire such powers through parliamentary legislation in 1842. However, source 11 shows that such powers could be acquired, and source 12 claims that by 1863 the Corporation had the power to act, but failed to do so. The stated claim can therefore be both supported and challenged, and the conflict explained at face value by reference to dates. Developed responses of this kind can reach L2. However, if the sources are interpreted in context, a more complex judgement can be established. Source 10 refers not only to the lack of power exercised by local Councils, but also demonstrates the hostility that they faced in attempting to 'usurp such authority'. This may help to explain the lack of action condemned in source 12. Source 12 points out that authority could be obtained, but if cross-referenced with source 11, shows that the process could be slow and expensive. The Leeds Council had obtained an Improvement Act in 1842, but its powers had to be individually itemised. Not only did this cost time and ratepayers' money, but it could also leave significant gaps. Source 11 can therefore be interpreted in different ways, to both support and challenge the stated claim. It can also be seen to conflict with source 12's assumption that powers could be 'readily' obtained. If cross-referenced with source 10 and the implied hostility among some citizens to the extension of such powers, this claim can be undermined. Both sources 10 and 12 represent particular opinions, but it can be argued that a local newspaper might well represent and/or influence a wider view than source 12. It can therefore be suggested that, taken as a set and interpreted in context, the sources support the claim that local authorities could acquire the powers that they needed, but only with determination and local support. Responses at L3 will both support and challenge the stated claim, while those at L4 will offer an overall judgement.</p> | 20 |

| Question Number | Indicative content | Mark |
|-----------------|---|------|
| 2 (b) (i) | <p>The sources provide evidence to support the existence of both change and continuity, and to establish a judgement as to their relative significance. Source 13 testifies to the existence of workhouses, the attempts to put the poor to work and the attempts by some to run away under the old Poor Laws, suggesting significant continuity in both practice and attitudes. Candidates can develop this by offering examples from own knowledge to support the claim to continuity, or to challenge it by comparing conditions and the ways in which powers were exercised. They can also refer to Source 13 to suggest that the use of workhouses may well have been less systematic before 1834. However, wider knowledge can be used to explain the delays in building workhouses in some areas after 1834, the time taken to establish unions and the existence of some unions under Gilberts Act. It can therefore be argued that it was not until c.1870 that the workhouse system was fully established. Similar arguments can be developed regarding the provision of outdoor relief, especially to the able-bodied. Source 15 demonstrates how long and how widely the practice persisted, and knowledge of the many circulars against it, the complaints about costs and the extent of regional variation can be used to develop a judgement about change and continuity. In contrast, Source 14 emphasises the intention to make 'radical' changes in the system through the Poor law Amendment Act of 1834. Candidates may well utilise this source to define the criteria for assessing changes as well as demonstrating the intention. Using their own knowledge they can explain the efforts made by the Poor Law Commissioners, the Poor Law Board and later the Local Government Board to put the changes into practice, and the difficulties that they faced. If the sources and arguments are then cross-referenced, a balanced assessment of the extent of change and continuity can then be offered. The best may well distinguish theory and practice, intentions and reality, and/or establish the inevitable variations under both systems, to offer a balanced judgement. Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear judgment regarding whether the system of Poor Relief in the period was characterised more by continuity or by change.</p> | 40 |

| Question Number | Indicative content | Mark |
|-----------------|---|------|
| 2 (b) (ii) | <p>The question is focused on the progress made in public health reform, especially in the last decade of the period, and on the reasons for it. Sources 16 and 17 focus on the stated claim, the impact of an extended franchise and the response of political leaders. While most candidates may tend to focus on the 1867 Reform Act and the growth of the urban working-class vote (reinforced in Source 18) it is possible to relate earlier, often local, developments to the growing influence of middle class voters and their role in local government from the 1830s. Source 16 argues that attitudes to reform and the relationship between state and individual were changing in the 1870s, and source 17 demonstrates how this was used by Disraeli to extend support for the Conservatives and attack the Liberals. Candidates can use their own knowledge of these issues, and particularly of the personal and party rivalries symbolised by Disraeli and Gladstone, to argue that competition for the urban working (and to some extent middle) class vote was a major factor in social improvements of all kinds. They may also demonstrate that public health, more than most areas of social change, required action by central government and could not proceed without general acceptance of such measures. This is highlighted in Source 16, and can be used to explain changing attitudes, while Source 17 focuses more directly on political rivalries following the 1867 Reform Act. Source 18, however, suggests other reasons for progress, including the continuing impact of disease, especially cholera, and the demonstration of what could be achieved by local authorities who undertook improvements. Each of these factors can be developed using own knowledge. Cholera outbreaks in 1848, 1853 and 1865 can be related to measures taken to make improvements, and the results in particular localities, for example Bradford, Leeds and Birmingham, as well as the achievements led by the Board of Health can all be used to demonstrate the importance of factors other than political rivalries. Similarly, the growing body of knowledge about the links between dirt and disease can be shown to have an impact. Candidates can further challenge the statement in the question by reference to scientific and technological developments, which offered both better understanding of the need for improvements, and the means to achieve them. Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the factors that contributed to the development of public health provision across the period with a sharp focus on agreement or disagreement with the given view. The best responses may very well address political issues and the changing climate created by political and other developments to challenge the apparent conflicts and explain the interaction of factors to establish an overall judgement.</p> | 40 |

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