

Examiners' Report
January 2012

GCE History 6HI02 B

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to the subject team at Pearson about Edexcel qualifications. Their contact details can be found on this link:

www.edexcel.com/teachingservices



Get more from your exam results

...and now your mock results too!

ResultsPlus is Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance, helping you to help them more effectively.

- See your students' scores for every exam question
- Spot topics, skills and types of question where they need to improve their learning
- Understand how your students' performance compares with Edexcel national averages
- Track progress against target grades and focus revision more effectively with NEW Mock Analysis

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. To set up your ResultsPlus account, call 0844 576 0024

Pearson: helping people progress, everywhere

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

January 2012

Publications Code US030598

All the material in this publication is copyright
© Pearson Education Ltd 2012

Introduction

There were many good responses seen in this examination series. The best responses demonstrated well developed analysis which was focused on the task; the sources were used effectively and, in part (b), supporting own knowledge was specific and detailed. It was clear that such candidates were often aware of the demands of the assessment objectives and were framing their responses in order to meet these demands. It is therefore worth reiterating the key issues with each assessment objective:

Question (a) requires the application of AO2a. This requires candidates to analyse, cross-reference and evaluate source material. They should aim to develop this as fully as possible in relation to the focus of the question and not merely assert similarities and differences.

Question (b) requires the application of both AO1 (the selection and deployment of historical knowledge) and AO2b (the analysis and evaluation of how issues have been interpreted and represented, in relation to historical context).

An understanding of what each assessment objective tests would help candidates to focus their comments more securely. For example, there are still a significant number of candidates who spend considerable amounts of time exploring the provenance of sources in question (b) and may very well be addressing AO2a which is not rewarded in this question.

There were far fewer candidates working through the sources sequentially in question (a) than has been the case previously. This is to be commended. However, candidates now need to develop the quality of the cross referencing that they are engaged in. A significant minority pick out a quote and match it to another quote without explaining how this relates to the question. It should also be pointed out that although a discrete paragraph on provenance is preferable to no reference to this at all, the very best answers integrate provenance within the arguments that are presented in the cross referencing. This enables the candidates to develop more specific arguments than the general comments that characterise most of the separate paragraphs. Candidates should be encouraged to use provenance as the basis for reaching a judgement in response to the question. This particularly distinguishes level 4 candidates from those operating at level 3. The purpose of testing the weight and validity of the evidence is to come to a judgement. It is always disappointing when perceptive comments made in the body of the answer are ignored when reaching a conclusion.

In question (b), examiners were impressed by many responses which demonstrated a strong understanding of the sources, the issues that they related to and which were supported by extensive own knowledge. Fewer candidates than has been usual treated the sources and own knowledge discretely. There were however many responses which demonstrated very little knowledge beyond what was offered in the sources. Where this material was well used, it was possible to achieve top level 2 in AO1. It is however, disappointing that some candidates have not prepared well for the examination.

It was pleasing to note that previous advice in examiners' reports has clearly been acknowledged and this applied also to the use of inappropriate abbreviations. There was however, this January something of a resurgence of the use of bias, with its attendant misspellings and misuse.

Question 1 (a)

There were a number of effective answers to this question where candidates were able to cross reference the arguments of the sources convincingly whilst considering aspects of the provenance in order to reach measured judgements. Some candidates, however, took this question as an opportunity to write all that they knew about the failings of the unreformed system. In this question, there is no credit to be gained for description based on own knowledge. Other candidates dealt with each source in turn, paraphrasing its content, thus making it difficult for themselves to engage in genuine cross referencing. Candidates are advised to consider fully the implications of the provenance. Source 1, for example, was written about thirty years before reform, but this was not picked up by most candidates.

(a) ~~Sources~~ The political system before 1832 was one that was not representational of the country. This essay will discuss how sources 1, 2 and 3 suggest that the political system was in need of reform.

Sources 1 and 2 both have elements of wanting to keep the system as it was. Source 1 sees Sir Philip Francis easily winning the place of representing Appleby. For him, this is the best case. He didn't have to do much to get elected and there was no opposition. It was incredibly easy for people in pocket boroughs to be elected. In this case he probably didn't think there was need for reform because he was able to air his views in parliament. ?

this is much the same for source two. It says, "The House of Commons is the most complete representation of the interests of the people." This is ^{an} interesting ~~be~~ thing to say. Sir Robert Inglis obviously thought that this was the best way. Back before 1832, people saw working class

((a) continued) people as not fit ~~for~~ to be able to vote and so many people didn't think that it was right for them to be able to vote and thus didn't think parliament need reforming.

Sources 1 2 and 3 all show that the political system needed reforming. All three sources show that the ^{constituencies} ~~franchise~~ ^{were not} ~~was not~~ equal. Source 1 shows us that even though there was only one inhabitant & in the rotten borough of Appleby, there was still ~~representation~~ an MP sent from there. Where as, in places like Birmingham there was a high number of inhabitants and ~~a very~~ ~~small amount~~ of no representation in parliament.

Although source 1 says that there was a complete representation of interest in parliament that couldn't have been true due to the fact that ~~a~~ lots of people were unable to vote. This shows that parliament needed reforming. ~~Not even the~~

In source 3 we can see that Lord John Russell is saying that the ~~poor~~ ~~constituencies~~ constituencies are either really big with a small franchise or really small with a big franchise and that shows that ~~the~~ parliament needs reforming in order to give

((a) continued) an even representation.

Source One was a letter written to Sir Phillip Francis' daughter. This is probably quite a reliable source because he is writing to family and so can be honest.

Source two was a speech made in parliament so there would have been a specific audience of middle-class MPs, so we can't see what the view of the working class was.

Source three was a speech made about the 1832 act so it would have been aimed at trying to persuade people to get on board with the reform act.

In conclusion, sources 1, 2, and 3 all agree with the reform, whether in an obvious way or not. ~~But~~ However, 1 and ~~two~~ 2 disagree also, but only on the basis of them benefitting not having a new reform act.



ResultsPlus

Examiner Comments

This is a level 2 response. It broadly works through the sources in sequence. Although there appears to be some attempt at cross referencing in the answer, there is actually either no development of the point or it is matching up elements that are not comparable. Provenance is treated discretely at the end and the points raised there are generic comments that add only a little to the arguments presented.

Question 1 (b) (i)

This was the slightly more popular of the two questions that were set. Weaker candidates tended to work through the sources sequentially, picking out brief quotes and incorporating varying amounts of own knowledge to support what they were saying. There were, however, very few candidates who took this as an opportunity to describe all that they knew about Chartism. Better candidates were able to develop an argument that revolved around 'economic motives' and 'political motives' integrating the arguments that were presented in the sources with their own knowledge. Such answers often referred to Chartism as a 'knife and fork' issue and contrasted this to the six points of the Charter. This approach was further developed by some candidates to a very sophisticated level in which social issues were often integrated into the line of argument and own knowledge might incorporate reference to less obvious issues such as the Land Plan.

* (b) i) There were many people involved with trying to get the ~~charter~~ peoples charter passed through government. They all will have had a variation on their motives as to why they wanted to get it passed. This essay will discuss whether it was economic reasons ~~was~~ more than political motives.

Source 4 starts with an interesting thought, "It may be ~~be~~ doubted ~~that~~ whether there ^{ever} was a great political movement of the people ~~that~~ ~~wasn't~~ without the basis in material needs".

~~This is to~~ This is also backed up by source 6. Source 6 says, "they wanted the charter because they believed it would bring them material benefits". Both of these sources pick up on the nature of humans to seek material goods. The people who were wanting to get this charter through would have been the most wealthiest of people and so, naturally would have wanted it to go through in order to make life easier for them.

After the failure of ^{the} 1832 reform act people were wanting, more than ever, to make Parliament equal. It could be argued that the reason

((b) continued) that Chartism came about was because of political motives. As it states in source 6, "Chartism was, indeed, a political movement."

However, it could very clearly be argued that political motives and economic motives go hand in hand. In source 5 it says "Chartism is not a pendulum swinging between 'political' and 'economic' agitation, but in a direct progression".

~~In other words~~ They all wanted better living conditions, fair prices, better wages (as stated in source 6) but to get that they had to have political motives. They needed to make Parliament see that it was not right that they didn't get a fair representation in parliament and were being treated like second class citizens, being manipulated by the middle and upper class. The fact that under a third of the population could vote yet they house of commons said that they represented the interests of all the population. But they also wanted to be better off.

Source ^{four} ~~was~~ was a ~~newspaper article~~ ~~article~~ from a book written by Gummage, a Chartist. This means that he was in the centre of all the goings

((b) continued) on in Chartism and probably makes it reliable. Also, as he met many of the Chartist leaders he would have known exactly what was going on.

Source ~~two~~ five was a book published over one hundred years after the Chartist movement, so Thompson was able to gather all of the facts about Chartism. But, since he wasn't there at the time and never got to meet the Chartist, it could make it not so reliable.

The same goes for Source 6. Although it was published over 150 years after the Chartist movement, it means that he had time to collect evidence.

In conclusion, ~~you~~ in this case ~~Chartism~~ economic and political motives go hand in hand. The Chartists wanted better living conditions, wages, and lower taxation but they also wanted fair representation in Parliament. In order to be able to get their voices heard they needed representation. Rotten boroughs, uneven constituencies and ~~low~~ ^{high} franchise qualifications made it incredibly difficult for people to get their voice ~~is~~ heard and so they had to do something about it.



ResultsPlus Examiner Comments

This answer is a strong level 3 in both assessment objectives. The candidate is clearly aware that the sources represent differing views of the nature of Chartism and makes this clear in the response. There is some useful supporting own knowledge integrated with the sources. Unfortunately, the flow of the argument is interrupted by the inclusion of a discrete paragraph which discusses the provenance of the sources. In question (b), there is no credit for AO2a and so the candidate has wasted valuable time here which would have been better used further expanding on the arguments relating to the question focus.

Question 1 (b) (ii)

This was slightly the less popular of the two questions that were set but was generally tackled very well by those candidates who selected it.

The sources were well used by most candidates to show support and challenge to the view expressed in the question. Many candidates were able to support the issues with secure own knowledge about the reform agitation, the personal rivalry between Gladstone and Disraeli and personal and party advantage. Where candidates lacked such supporting own knowledge, the answers were considerably weaker as they relied heavily on the content and arguments presented by the sources.

Answer EITHER part (b) (i) OR part (b) (ii) of your chosen question.

*(b) ii) PLAN

Intro

- ① Agree — result of public pressure — R.U. — R. League
Source 3
- ② Disagree — not public pressure — political union, opposition, modernisation
- ③ Weigh provenance
- ④ Conclude. — not p. pressure!

The 1867 Reform Act can be viewed to have resulted ~~for~~ for a number of ~~things~~ different reasons, as a result of public pressure, a growing sense that it was necessary to create a more representative parliament by Disraeli's political opportunism. Sources 8 and 9 to some extent suggest public pressures to be of importance, whilst Source 7 and Source 8 also disagree, however public pressures were not evident in the same way they were pre-1832 and the 1867 Act was more likely to have been as a result of factors more internal to Westminster.

"Public pressure for reform" as stated of high importance in considering the occurrence of the Reform Act of 1867

((b) continued) in Source 9 can not be disregarding wholly as a factor. The creation of the Reform Union, ^{consisting} ~~created~~ mostly of middle classes and the more working-class Reform League which had a large membership, goes to prove this, as described in Source 9. These groups no doubt had an impact on government reform ideas, and alongside the Hyde Park Riots of 1865, it can be seen that opposition to the current system with 1/5th men enfranchised was strong. Source 8 agrees with Source 9 here, and the assertion of the question when it states 'reform agitation' as a factor worthy of consideration. The huge ^{movement} ~~total~~ of public pressure for reform, the Chartists, were widely supported by working-classes during the late 1830s to the late 1840s can also be seen to show just how much public pressure there was, with 37,000 copies of the Northern Star pro-Chartist newspaper being bought at its peak. Disraeli's letter in Source 7 can be seen to argue that there was a degree of public pressure

((b) continued) when he writes that the amendment and final passing of Reform Bill would "destroy present agitation", which can be clearly taken to mean the agitated unenfranchised men throughout the country, showing that Source 7 loosely can be viewed to agree with both Sources 8 and 9.

Conversely, there is strong evidence to suggest that public pressure for reforms was not the main cause of the 1867 Reform Act. Disraeli in Source 7 explicitly state that the want to "extinguish Gladstone and Co" is clearly on the agenda. Disraeli's disliking of Gladstone combined with his wish to show the Conservatives to be the "party of reform" ~~and~~ thus gaining popular support and hopefully winning elections can easily be argued to be a reason for the passing of the Bill. The original Bill that was passed was in fact more radical than the Liberal one of 1866 and after Disraeli accepted 'amendment after amendment such

((b) continued) as extending the franchise to include compounders, it can be argued that Disraeli simply wanted political power for the Conservatives. Source 8 equally suggests this saying the 1867 Act "owed much to Disraeli's parliamentary opportunism". ~~the~~

Elsewhere, a growing sense of global modernisation can be said to be an impetus for reform, Britain grew + evolved much between ~~1832~~ the time of the previous reform act of '32 and the one of '67 and a more enfranchised population would truly represent this progress.

~~Source~~ After having assessed the provenance and reliability of the sources 7.9 it can be argued that Disraeli writing to Hardy ^{holds reliability} ~~would be a~~ ~~reliable source~~ for the facts that he is not speaking to his party or Liberal Adullamites in parliament (i.e. ~~his~~ persuasive language) he is giving a personal view on the present situation. Sources 8 and 9 are not contemporary and cannot quite be as

((b) continued) specific and descriptive of ~~personal~~ individuals' opinions as Disraeli is of his own in Source 7, however their reliability is still strong as all four writers are historians and will have assessed the events of 1867 with a long-term view. In short they will have been able to compare Disraeli's opportunism with other contributing factors and made a judgement thus enabling a considered approach.

The Reform Act of 1867 can be seen to have occurred for varying reasons, ^{through} namely Disraeli's ability and desire to smite Gladstone + the Liberals and present the Conservatives in a positive light. The Sources 7 and 8 both suggest this to be true, only briefly mentioning the relevance of public pressures whilst Source 9 concentrates on public pressure. ~~and~~ Taking the reliability of the sources and the wider context of the period into consideration (i.e. a low amount of public uprisings pre-1867), the other

((b) continued)
dedication
+ need for political success and a wider
growth of need and acceptance of
democracy public + political feeling
that more political reform was
needed, hold more overall credibility
in contributing to the Reform
Act of 1867 than public pressures.



ResultsPlus

Examiner Comments

This is a very clear opening paragraph which considers immediately the conflicting views that are present in the sources. This is then built upon in the course of the answer which contains some very good supporting own knowledge which is integrated with the sources. This is level 4 in both assessment objectives.

Question 2 (a)

Many candidates were able to successfully comprehend and cross reference the sources. The provenance and weight of the sources was often more of a challenge, but the best answers were able to reconcile the differences by identifying the differing geographic areas, dates and purposes of the sources. Candidates must beware of lifting quotes out of context. Some candidates, for example, quoted or paraphrased source 12 as follows: 'few Unions ... possess an efficient workhouse', thereby changing the entire meaning of the source's message. Better candidates, however, not only understood this comment, but were able to use it to argue to both support and challenge the view expressed in the question. Some candidates wrote quite extensively in this answer using their own knowledge; this is not required and not credited in part (a) questions.

Question 1

Question 2

(a) ~~New poor laws was app~~ introduced in order to ~~The new poor law was introduce~~ in order to remove the corruption of the old poor system and also other various factors such as rising cost etc. The implementation new poor law was very hard made by harder because of the opposition of many people who preferred old poor law. The rule that new poor law wanted to implement was ^{idea of} less eligibility, punishing able-bodied, demolishing outdoor relief etc. Building ^{new} workhouses etc. This question is going to address whether the ^{new} poor was successfully implemented in 1834-40.

Source 10 is ~~write~~ evidence from Mr Gilber ~~of River~~ from Poor law union Kent. It suggest that new poor law was success fully implemented as it state ^{directly} that person who choose poor relief

(a) continued) Under the work act is changed because of new poor law "he now prepares the laborious" which means idea of punishing able-bodied workers shows success of less-eligibility and harshness of workhouse. ~~the~~ ^{and more} How

However this source cannot be reliable as it is ^{evidence given to} ~~not~~ from a poor law commission ^{new} which is a system implement by ^{new} poor law so, they might have ~~then~~ wrote nice things to make New poor law working.

But Source 11 from sixth Annual report of the poor law commissioners, suggest that ~~the~~ new poor law was not successfully implemented as it says it was very harder to imply new poor law in place such as Lancashire where "disturbance" was occurred. The ~~condition of new~~ applying the New poor law implemented very slowly.

Source 12 from ^{report} ~~reports~~ of the poor law commissioners agrees with the source ~~10~~ as it ~~proves~~ tells us that eventually

((a) continued) ought new poor law was introduced only a few years ago its already having success as there is less "unions remains do not passes an efficient workhouse and are still giving out-door relief" Source 12 also state that many corrupt methods of poor relief have been "ceased" hence, ~~argue~~ ~~to show~~ This means the new poor law was working properly as it was able to ~~demolish~~ demolished the old poor corrupt system which was one of the aim of their ~~a~~ systems. However this, ~~Both~~ Source cannot be trust worthy as it a report from poor law commissioner ~~but~~ they work for new system so, they might have write good things ~~also~~ ~~the~~ about new system.

~~Both~~ Source 11 argue against the new poor system being successful as it state it was

((a) continued) slow in some areas like Lanchanshrie where In the other hand both sources from the source 10 and 12 support the di idea it is that new poor law was successfully implemented as they were able to discover to or reach their goal by disciplit banning the "harpul old method relief" and "disciplineing" the papur
' Overall the poor law was implemented successfully as it was able to complete some of their aims such as disciplining the papur etc however it was very slow there were ~~no~~ the new system was also had some failure because of oppposition. However it doesn't ~~tab~~ these sources doesn't totally tell the situation of new poor law as it only a extract.



ResultsPlus
Examiner Comments

This is clearly a level 2 response. The introduction is based on own knowledge rather than thinking about the sources. Most of the answer works through the sources sequentially, paraphrasing what they say and making a rather generalised comment about the provenance. There is an attempt in the penultimate paragraph of the answer to overview the sources and this is to be credited.

Question 2 (b) (i)

Question choice in this section was fairly evenly split with this question being completed by about half of the candidates.

Most candidates were able to comprehend the sources and many went on to use them to support and challenge the view presented in the question and supported by varying degrees of own knowledge. Answers often referred to the problems created by the various systems of outdoor relief, the views of commentators such as Malthus and Ricardo and the Swing Riots and fears of unrest. There was a tendency for some candidates to incorporate own knowledge that did not strictly fall within the parameters of the question; a significant minority, for example, discussed the impact of soldiers being demobilised after the French Wars. Some candidates clearly thought that the 'political turmoil' in France referred to the revolution of 1789 rather than that of 1830.

Answer EITHER part (b)(i) OR part (b)(ii) of your chosen question.

* (b)(i) In this essay I am going to show that I agree ~~that~~ of the view that the decision to amend the old Poor Law was based mainly on financial concerns. Source 13 clearly shows that labourers and agricultural workers relied on their parishes relief to much, farmers did not have to pay out proper wages as they could get cheap, subsidised labour from parishes. Labourers had no intention to work hard or respect employers as they believed that parishes would help with financial needs. Due to the widespread agriculture disturbances in the

government and the ruling elites that rural populations were out of control, due to

((b) continued) agricultural and labour workers depending on parishes, this forced the amendments to the poor law due to financial needs.

Source 14 is completely true, if demands for poor rates had not increased, no new Poor Law would of been brought into place, the new poor law was brought into place so that people could have help with finding work and be spared by not ~~to~~ going to workhouses. ~~Due~~ Due to the rise and fall of poor relief, began to spark a financial crisis, due to figures rising again in 1831, and higher poor rates gave a renewed debate, bringing into power the New Poor Law.

With source 15, the best bit of the Poor Law System is

((b) continued) the outdoor relief as no possible fraud can be conducted if paupers remain in the workhouse. Even if paupers are let out, it is completely impossible to prevent any type of fraud, which I also agree with, any able-bodied person could quite easily forge hospital documents stating an illness or disability and still claim parish relief.

I highly agree that the Poor Law was amended due to financial needs, possibly due to fraudsters or just from people who would rather live off parish relief as it was easier than going to work, or genuinely due to people being too ill to work, this is possibly why there was a decision to amend the act.



ResultsPlus
Examiner Comments

It is unusual to see a level 1 answer, but this is an example of one. The candidate works through the sources sequentially, engaging in a simple paraphrase of what each says, not always clearly understanding the message of the source. There is no clear sense of question focus and no contextual own knowledge.

Question 2 (b) (ii)

Question choice in this section was fairly evenly split with this question being completed by about half of the candidates. There were different approaches that were possible with this response and all relevant approaches were rewarded accordingly. Some candidates struggled to appreciate what 'local councils' actually were and a significant minority failed to see that their opposition might include the vested interests that were referred to in source 16. A number of candidates were able to make good use of source 17's reference to Chadwick's perceived bullying and its impact on improving public health, but the source was not fully understood by all candidates.

Most candidates were able to offer some supporting evidence in their answers, although the weaker answers tended to describe rather than argue. Candidates should take note of the chronological parameters of a question. In this case, some candidates went back into the 1830s and many did not go beyond Chadwick. However, some very thoughtful responses were seen which were extremely well informed, well argued and ranged across the period.

Answer EITHER part (b) (i) OR part (b) (ii) of your chosen question.

*(b)ii Between 1848-1875 dramatic changes took place in the spheres of public health legislation. However, there was always a ~~ragging~~ nagging misinterpretation among the public and local councils alike. Source 16 highlights the role of vested interests on local boards and vestries. However, source 18 shows the community at large. Source 17 is simply a piece of evidence showing that in fact public opinion itself was against the idea of a branch of Laissez-faire. I don't agree local councils were the main obstacle to improvements in public health between 1848-1875.

The 1848 Public Health Act allowed local governing bodies to set up Boards of Health and to manage and be responsible for removal of refuse and keeping water supplies sanitary. However, these selected Boards of Health were made up of local business owners, water company managers and occasionally poor law officers. None were qualified to put into practice practical health reforms in their localities. They all also had vested interests which is clearly highlighted by Rosemary Rees in Source 16. She believes that it was the political wrangling and dealing on these Boards of Health which led to delays in reform. This was certainly true among the water companies who were often trying to out-compete each other with costs despite knowingly supplying dangerous water. However, when you take into account public opinion such as that in Source 17 when they don't want to be bullied into health care

local councils really be to blame for delaying public health? Or is it misinterpretation and scare stories circulated in the press which turned public opinion against public health legislation? I believe it was the latter. People were not given enough information to make clear judgments on what they wanted to see happen in their local communities. Source 18 clarifies this even further when it says 'it will not do to blame only narrow-minded councils intent on keeping rates low'. The culture of blame that had built up surrounding public health led to public confusion and anger over what they saw to be an unnecessary Act and waste of money. The 1866 Sanitary Act was much more coherent and gave local Boards of Health the ability to appoint a medical officer and sanitary officer. This reduced the burden on local councils and made them less involved in terms of making decisions themselves but rather relying on medical professionals on how to deal with public health in local areas. Therefore, you could argue that in fact after the 1866 Sanitary Act councils instead of creating an obstacle actually helped the public health issue. However, overall I believe that it was in fact public opinion as highlighted in Sources 17 and 18 that was the main obstacle in improvements in public health between 1848-1875.

Public opinion held great sway over what local councils were able to do. If many felt the way the person writing Source 17 then what hope did local councils have in enforcing public health legislation without the fear of violent opposition? The Scientific belief of what caused disease was a major obstacle in using public health improvements were implemented. Even after John Snow's investigation at Broad Street, Scho in the 1854-6 cholera outbreak which proved that cholera was waterborne many still believed in the miasma theory which was held by Chadwick especially

((b) continued) ...and the majority of people. It wasn't until the germ theory by Louis Pasteur in the 1870s that people began to come around to the idea that cholera was in fact not air-borne like the miasma theory told. Therefore, I believe that local councils faced an impossible situation with mixed scientific opinions and increasing scepticism from a ever growing industrial population which had the greatest effect in ~~stopping~~^{slowing} public health improvements between 1848-1875.

Many would argue that not local councils but the poor law Commission itself was to blame for obstacles to public health improvement, especially Edmund Chadwick who was often portrayed as a bully, this is exposed in Source 17 where the term bullied into health comes to meaning. It was the Commission which halted work such as Bazalgette's sewerage plan in 1856 until 1858 during the great strike. Chadwick was ignorant to the plan and believed in small pipes to carry sewage when in reality his plan would never work. The Commission also disagreed with prominent Scientists such as John Snow and the chief medical officer John Simon who continually argued their case for further health reform which only ~~took~~^{took} baby steps into coming into fruition between 1848 and 1875. Therefore one could argue it was the Commission's ignorance to change, not especially Chadwick which was the main obstacle to further improvements in public health between 1848-1875.

In conclusion I believe that it was not the fault of local councils that public health improvements were seemingly halted between 1848-1875.

((b) continued) but was actually a mixture of public opinion as shown in
Source 17 and 18 which was an obstacle to public health improvements.
Further to that I disagree with Source 16 that vested interests played such
a big role and that it was in fact the Commission and more especially
Chadwick's ignorance to change legislation which was the main
obstacle to improvements in public health between 1848-1875.



ResultsPlus

Examiner Comments

It can be a useful opening to consider the key arguments that are presented by the sources and explore the disagreements that they present. The sources are integrated with some relevant own knowledge that does have some chronological spread across the period. This is level 4 in both assessment objectives.

Paper Summary

In order to improve performance candidates should address the following issues:

- Read the question carefully in order to be able to address the precise issues that are required
- Read the sources carefully before beginning to write in order to ensure that all the sources are securely understood
- Ensure that in part (a) the sources are cross referenced as fully as possible in relation to the question
- Ensure in part (b) that the sources are integrated with secure own knowledge
- Leave time for a well-judged conclusion to part (b)

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>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code US030598 January 2012

For more information on Edexcel qualifications, please visit

www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual
.....



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Rewarding Learning