

Mark Scheme (Results)

Summer 2014

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>
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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>

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<p>3</p>	<p>13-18</p>	<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>
<p>4</p>	<p>19-24</p>	<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>

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 both 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>The sources offer evidence to both support and challenge the claim in the question. Source 2 and Source 3 are in agreement that the Liberal Party's organisation is more effective than that of the Conservative Party and candidates are expected to refer to this distinction between the political parties. Source 3 comments very positively on the system of party political organisation that has been implemented by the Liberals and which is referred to in Source 2. Indeed, Churchill goes so far as to suggest that the Conservatives should imitate this approach. Source 2 implies that it is unlikely that the Conservatives would be able to do this because 'popular representative associations are not at all favoured by them'. This difference in emphasis is likely to be explained by reference to the provenance. Source 3 was written by a leading Conservative politician who was reflecting on the reasons for his party's defeat by the Liberals in a personal letter to the party's leader and is likely to be frank in the views that are being expressed, whereas Source 2 was a speech made by a leading Liberal who would want to criticise his political opponents. Source 3's view of the effectiveness of the Liberal organisation contrasts very strongly to the message of Source 1, which suggests that the 'Liberal associations' have been a 'failure'. Although there are four years between the sources, Source 1 was written in the election year to which Source 3 refers. Unlike Source 3, Source 1 appears to imply that the 'old methods of party organisation' which Source 3 believes to be 'obsolete' are not. The source discusses a 'simple' system of party organisation. Candidates are likely to use this material to point to the ineffectiveness of party political organisation. Candidates might also note the contrast between the views expressed in Source 1 and Source 2 although they are both Liberals. They may comment on the location of both sources – Source 1 is the MP for Newcastle and Source 2 makes this speech in Newcastle; any sensible suggestion along these lines should be credited.</p> <p>Any valid conclusion that is drawn by candidates should be credited. Developed responses based on these arguments can reach L2. At L3 candidates will both support and challenge the stated claim, using evidence from different sources interpreted in context. At L4 they will use the sources, interpreted in context as a set, to reach a reasoned judgement about how effective party political organisation was by 1884.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The focus of the question is the reasons for the passing of the 1832 Reform Act. The sources give very different perspectives on this issue. Candidates are likely to begin by an examination of Source 4 and Source 6 which offer support for the given view that popular pressure played an important role in the passage of the 1832 Reform Act. Source 4 outlines the range of different types of popular pressure that were in operation in the period 1831-2. Source 6 offers an example of a specific meeting. Candidates should draw on their contextual knowledge to provide further examples of popular pressure. Better responses will be able to develop these examples as occurring at different points in the crisis and with different specific aims or causes e.g. riots, such as that in Bristol, October 1831, which were a response to the Lords' rejection of the second reading of the Bill or the Days of May 1832 which aimed to stop Wellington forming a government. Candidates are likely to pick up on the line of argument in Source 4 that such popular pressure meant that 'reform of Parliament was needed to avoid revolution' and might consider whether popular pressure amounted to this. Whilst Source 4 suggests that the threat was 'credible', Source 6 could be used to counter this line of argument in view of the 'order of its proceedings'. This should not, however, be the dominant theme of the response. Source 5 offers a number of alternative arguments for the passage of the 1832 Reform Act. Candidates should be able to identify these arguments and develop them further through the use of contextual knowledge. As they present the arguments, higher level work is likely to start to weigh the various arguments against each other. The key points presented in Source 5 are: a desire to attract new support (possibly developed by considering who this was likely to be); a belief in the need to change a system that was not working (possibly developed by a consideration of what the faults of the unreformed system were); the break-up of the Tory party 1827-30 (possibly developed by showing how this aided the progress towards reform). Candidates are unlikely to address all of these issues in depth in the time available. The sources can be combined with own knowledge to reach high levels by a variety of routes.</p> <p>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 reasons for the passage of the 1832 Reform Act with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

Question Number	Indicative content	Mark
<p>1 (b) (ii)</p>	<p>The focus of the question is a consideration of whether or not Chartism was a success. The best answers will be able to reflect on the distinction both between long and short term success and between the movement's impact on working class political consciousness and changes to the political system. There are a number of routes by which this question could be tackled and all relevant approaches should be appropriately credited. Candidates are likely to begin with Source 7 from which the view expressed in the question is drawn. This identifies, albeit briefly, that this was a predominantly working class movement. Candidates could develop this point by reference to Source 9's comments that these men, however poor, wanted to discuss the 'great doctrine of political justice' and elaborate further using contextual knowledge. Although Source 8 is critical of using hindsight to draw links, it does make the point that it is possible to make 'connections' between Chartism and later movements and this argument can be used both to support the view that Chartism was a success in achieving such a link, but also to challenge the basis on which it is argued. Source 9 completely contradicts the view that Chartism fed into later political movements. Although it was written by an ex-Chartist, he clearly does not see these long term links between Chartism and later movements when he compares the working men of only thirty years later to the Chartists. Reasoned arguments to suggest why Cooper felt like this should be credited as it is an interesting perspective. Source 7 additionally suggests that the achievement of 5 of the 6 points in the Charter should be seen as a long term success, but this view is not supported by Source 8 which argues that it was the removal of the threat of Chartism that led to these concessions. Candidates should explore these alternative arguments and reach a supported judgement incorporating contextual knowledge to help them reach a valid conclusion. The sources can be combined with own knowledge to reach high levels by a variety of routes.</p> <p>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 consequences of Chartism with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer 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>The sources offer evidence to both support and challenge the claim in the question. Source 10's opening line supports the view that cost is an issue as he objects to legislation to introduce a new authority because it will 'impose taxation'. Source 11 agrees with Source 10 that cost is an issue, but the focus here is specifically on the cost to landlords as opposed to the more general population. Source 12 can be used to counter the argument that cost was an obstacle. Although it opposes government intervention, it does say that 'nuisances are wrong and ought to be removed'. There would clearly be a cost implication, but this is not mentioned and so it might be inferred that it is not always cost that is responsible for obstacles to public health improvement. Source 10 and Source 12 are both agreed on an alternative obstacle to improvement – an attachment to laissez faire principles and opposition to any greater intervention. Source 10, in a parliamentary debate, makes it clear that this MP did not approve of greater 'centralisation'. This is supported by Source 12 which does not want 'new institutions' which can be read as government intervention. It should further be noted that this source seems to object to intervention on any level, that it seems critical of the view that 'everyone must look after every other's business'. The fact that this article appeared in a journal which had been set up to promote laissez faire might be factored in to the argument. Candidates may well draw a conclusion about whether cost or opposition to intervention is more significant and this should be rewarded accordingly. However, within the three sources, there are further obstacles that can be identified, either explicitly or implicitly. Conflicting responsibilities (Source 10 – municipal authorities, Source 11 – pipe repairs outside and inside properties); vested interests (Source 11 – landlords); lack of knowledge (Source 12). It is unlikely that candidates will consider all of these possibilities in the time available to them.</p> <p>Any valid conclusion that is drawn by candidates should be credited. Developed responses based on these arguments can reach L2. At L3 candidates will both support and challenge the stated claim, using evidence from different sources interpreted in context. At L4 they will use the sources, interpreted in context as a set, to reach a reasoned judgement about the extent to which the main obstacle to public health reform in the 1840s was the costs involved.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The focus of the question is an examination of the factors that drove the opposition to the new Poor Law. Source 14 makes the useful point that the opposition to the Poor Law varied according to the locality. These sources offer candidates some scope for considering these different localities. Source 13 talks generally about the issues, Source 14 refers to the North and Source 15 deals with the South. Candidates might use their contextual knowledge to show how opposition was linked to the onset of the new Poor Law in a particular region. Candidates are likely to begin by an examination of the arguments in Source 13 and Source 15 which offer support to the view outlined in the question. Source 13 suggests that there are three key reasons why the poor were likely to oppose the new Poor Law. They lost their 'right to a basic level of support', the deserving poor feared who they might be in the workhouse with and there were rumours about what went on in the workhouse. This latter point in particular might well be supported by reference to contextual knowledge, such as the Book of Murder. The view that there were unsubstantiated rumours finds considerable support from Source 15. This source is also likely to be used to demonstrate that when the fears about the rumours were allayed, it was claimed that opposition to the new Poor Law was reduced. Candidates may wish to consider the weight that can be put on this argument in light of its attribution. Source 14 offers an alternative explanation for opposition to the new Poor Law. It suggests that there was a tradition of radical action in the North and that this combined with Tory opposition to produce concerted action. It also points to the fact that this opposition was galvanised by the centralising tendencies of the new Poor Law. Candidates might use their contextual knowledge to discuss how this impacted on opposition in both the North and the South. These centralising tendencies also meant that there was a lack of local information and candidates are likely to use their contextual knowledge to discuss the fact that the workhouse was not an appropriate solution for the economic circumstances of the North. Candidates are unlikely to address all of these issues in depth in the time available. The sources can be combined with own knowledge to reach high levels by a variety of routes.</p> <p>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 why opposition to the new Poor Law developed with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

Question Number	Indicative content	Mark
<p>2 (b) (ii)</p>	<p>The focus of the question is an examination of the reasons why there was progress in public health provision in the period 1848-75. Source 16 and Source 18 offer a clear contrast of opinion and it is likely that candidates will come to the conclusion that one of these views is more convincing than the other, although some may also argue that both elements were necessary for improvement. Source 16 supports the view in the question by suggesting that the key factor in improvement was the civil engineering work of Bazalgette in developing a sewerage system. Using contextual knowledge, candidates may be aware that Bazalgette's scheme did not get under way until after the Great Stink which is what is being referred to in Source 17. It might be argued from this that the scheme required an impetus to overcome the obstacles to the implementation of civil engineering projects. Prior to the Great Stink, as Source 17 says, 'the Metropolitan Board ... had no money and ... no power'. From this position, candidates could argue that Bazalgette would not have been able to take action without this impetus or that because he was in place at the time he was able to take full and speedy advantage of the impetus. Source 16 suggests that Bazalgette and his work was more important than any other person, but Source 18 offers an alternative view and points to the importance of the work done by John Simon. This is linked in the source to further public health legislation and the implementation of the principle of compulsion by the Government. It is anticipated that candidates will use their contextual knowledge to elaborate on the points made in this source and weigh their significance against that of Bazalgette and the creation of a sewerage system. Candidates might further use their contextual knowledge to explore additional reasons for public health improvements. For example, growing medical knowledge which was derived from the groundbreaking work of John Snow might be considered. This again would contradict the line of argument presented in Source 16. Candidates are unlikely to address all of these issues in depth in the time available. The sources can be combined with own knowledge to reach high levels by a variety of routes.</p> <p>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 reasons why there was progress in public health in the period 1848-75 with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

