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Examiners' Report June 2009

GCE

GCE History 6HI02 Option B

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6HI02

General Comments

There were many candidates who attained high levels in this examination, having demonstrated a good range of historical knowledge, clear understanding of historical development and its related concepts. While the option-specific comments set out below offer detailed reference and examples of student work, the purpose of the comments that follow is to highlight problems experienced by students across all options, and to suggest strategies for improving performance in the future.

Some candidates continue to create difficulties for themselves because they do not plan their time and do not read the sources with sufficient concentration.

The marks awarded for (a) and (b) questions indicate the amount of time that should be spent on each. The best responses in both (a) and (b) tended to be based on **analysing the sources as a set, with a sense of context**, to establish arguments that relate to the question. This approach allows the response to be source-driven, directed towards developing a judgement, as the question requires. It is therefore likely to score highly because **it is coherent and focused**. A key point is that the analysis should be carried out **before** the response is planned and written, so that the response is **structured around points of argument**, with **selective** source reference offered in support. Candidates who base a response on the sources in isolation are rarely able to cross-reference effectively and build a developed conclusion, sometimes running out of time.

Under pressure, candidates sometimes overlook key words or connections within the source, which can cause a serious misunderstanding that undermines a whole response. This is less likely if they habitually ask themselves whether what they **think** the source is saying is logical and appropriate in the context of the period to which it relates. Confidence in reading and using historical sources is derived **from regular and ongoing use of historical texts for research**. The essential skills of reading, comprehension, analysis and making notes from a range of historical texts lay the necessary foundations for handling extracts from such texts under examination conditions.

It is pleasing that the great majority of candidates avoided these basic pitfalls, and produced responses that varied from competent to excellent. Most candidates achieved good L2 in at least one objective, thereby demonstrating some knowledge and understanding of the period that they had studied, and the ability to analyse and comprehend individual sources, at least at face value. The skills of inference and cross-referencing, however are required to reach the higher levels.

Broadly speaking, the performance descriptors related to the E/U boundary, as described in the Specification, page 233, indicate a secure L2 performance, and a candidate achieving good L2 in all three descriptors will move beyond the borderline area.

Progression towards higher levels in objective AO2 depends on the ability to make **developed inferences** from sources that have been **cross-referenced** as a set. Candidates who analyse sources into relevant points, reason from the evidence and link points taken from more than one source are likely to achieve L3. Those who also demonstrate the ability to **apply provenance and contextual understanding** to the **evaluation** of such evidence are moving into L4. It is the ability to **weigh the evidence** in order to come to an **overall judgement** that takes account of any conflicts, takes a response to the top of L4.

Progression in AO1 depends on the **contextual understanding** that is applied to the sources as a set, in order to **develop and explain their implications as relevant arguments**, and on the deployment of **contextual knowledge to support, challenge and develop such arguments towards an overall judgement**.

Examples of such progression are included in the option-specific comments below, but certain points are

applicable across all options and may usefully be summarised here to highlight the ways in which candidate performance can be improved.

Most candidates made some attempt to draw inferences from source material but weaker candidates tended not to develop them. A **developed inference** requires the point to be clearly stated and supported by some reference to the source material, and **the connections between them made explicit**. This can be described, as in the AO2b mark scheme, as 'reasoning from the evidence' and the reasoning needs to be explicit. It is the key difference between treating sources as information (L2) and treating them as sources of **evidence**, which needs to be interpreted and explained.

Many candidates appeared to believe that pointing out agreement or disagreement between sources or parts of sources meets the requirements of **cross-referencing**. There remains a widespread tendency for candidates to analyse (or too often describe) the content of each source in turn, then try to draw out points of comparison. This tends to lead either to responses that are overly long, or to comparisons that are brief and general. The purpose of cross-referencing is to develop and bring out the implications of **sources as a set**, on the basis that if they are used in combination they offer more understanding than can be developed by considering them separately or cumulatively. **Cross-referencing therefore requires sources to be broken down so that comparisons can be drawn between points, rather than between whole sources**. The candidate can then reassemble the points into an answer to the question.

An area of particular weakness seems to be the **application of provenance**, using the nature and purpose of a source to evaluate the significance and reliability of the evidence within it. Very few candidates failed to mention provenance, and equally few were able to **apply** it effectively. Many candidates could identify 'bias', often quite accurately, but few were then able to make a **reasoned judgement as to how far this discredited the evidence within the source**. Many simply discounted the problem by finding a matching bias in other sources. Others assumed that the nature of a source dictated its value – newspapers were generally deemed unreliable, private letters accurate. Some candidates had difficulty accepting that opinions could be both sincere and objectively unreliable. There is also a tendency for candidates to see provenance only in negative terms, and not to take into account that testimony which is unwitting or from a 'biased' source can provide very strong evidence if it runs against expectation. The key issue is that **provenance needs to be related to particular points** within a source to **demonstrate its effects** on the **quality** of the evidence **in relation to the particular enquiry**. In (a) questions, where candidates are dealing with contemporary sources, this is often the means by which they can come to an overall judgement.

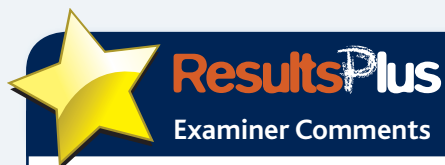
Candidates also offered some strange perceptions as to the value of historians' interpretations. Some candidates were aware of different 'schools' of historians, and often sided with one or other according to their own preference. A few engaged in polemics to the point where their response was seriously undermined. It is clear that the concept of reliability remains difficult for many candidates, but most have some idea of how to approach contemporary sources. However, historians' views do not lend themselves to explicit evaluation for 'reliability'. **The best candidates demonstrated an understanding that historians offer views that are based on reliable research, but are nevertheless interpretations using evidence and judgement**. As such, they indicate possible explanations of the past, from which we can learn by comparing the different interpretations, and evaluating them in the light of the evidence in order to develop our own. Candidates will address this more fully in A2, especially in Unit 3. It is not expected that they will routinely demonstrate a full appreciation of historical interpretation at AS level. However, those who understand that historians' views are interpretations, and that they can be both valid and varied, are likely to reach high levels at AS as well as laying good foundation for further progress. In the context of the Unit 2 examination, the historians' sources often provide a structure for the (b) response as a whole. They allow conflicting arguments to be established, evaluated against the other sources and the candidate's contextual knowledge, and used as the basis of a balanced judgement as required for L4. In doing this candidates can evaluate the historians' sources without specific consideration of 'reliability'.

In both (a) and (b) questions the best candidates offered an overall judgement drawn from their preceding arguments. However an effective judgement cannot simply ignore the existence of conflicting evidence, or describe differences before asserting a preference. The key to L4 is recognition of different or conflicting interpretations **and** an attempt to **weigh the quality of evidence** in order to judge between them or resolve apparent conflicts. In (b) questions candidates could also assess historians' judgements, such as the role and significance of particular factors, in the light of the evidence and their own knowledge. Some candidates offered these elements within the body of their response, others in a developed conclusion. The best did both, pointing to evaluation as they developed their arguments, and summarising the results in a direct comparison at the end.

Option B

Question B1

1a Most candidates found this an accessible question, and had little difficulty in comprehending the sources. A few candidates misread or misinterpreted a source, perhaps because of pressure, but more often because they were misled by assumptions. For example, a number of candidates were aware of Palmerston's resistance to reform in later years, and assumed that he would be agreeing with Peel in opposition to Russell. They therefore twisted his remarks to fit their assumption. More common weaknesses, as in Option A, were the tendency to treat sources as information and describe statements at face value. There was also the tendency to take the sources in order and in isolation. Both led to marks within L2. Nearly all candidates referred to provenance, but many described it without application to the quality and reliability of the evidence, or simply asserted that all three sources were 'biased'. The majority of candidates, however, attempted to make inferences, and the nature of the question encouraged cross-referencing, allowing many candidates to access L3. Some highlighted points of agreement, especially between Sources 2 and 3, arguing that Palmerston agreed with Peel, since if 'great blemishes' were removed, the constitution would change. Others argued that Peel agreed that reform was necessary, but opposed this particular Bill. The majority, however, focused on the impact of the Bill, the 'rooting up' of respect and the authority of the constitution (S3) as opposed to the strengthening of its authority by the inclusion half a million middle-class property owners and the removal of 'great blemishes'. These responses achieved L3 or L4 depending on the range and development of points considered, and the extent to which they were weighed in a final judgement.



The range of responses within these levels can be illustrated by the two examples that follow. The first begins by considering provenance, and claims that all three sources are biased, but makes no further use of the information. The next two paragraphs draw relevant points from the sources, with some inference – for example the claim from Sources 1 and 2 that half a million new voters will 'strengthen the House rather than weaken it'. These qualities move the response towards L3. However, the candidate is constantly side-tracked by a desire to set the sources in context and discuss the nature of the Bill rather than the implications of the sources. The response is increasingly lacking in focus, and ultimately fails to address the Question. In examination marking it is essential a candidate is awarded marks for what is there, but there are large chunks of this response that cannot be rewarded because the material is either irrelevant or based on contextual knowledge (AO1) rather than reasoning from evidence. All three sources are addressed; there is analysis, some cross-reference and limited inference, allowing a borderline L3 mark out of 20.

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 1

Question 2

(a) ~~Source's 1, 2 and 3 are all speeches made by in parliament, which~~

Source 1, by Lord John Russell, can straight away be put into question, because of the fact that he said it, and that it was in parliament. Lord John Russell is a biased party because he is the one introducing the bill and so will naturally accentuate its significance, especially as he needs to convince the rest of the House of Commons of its importance. Equally, Source 2 is a speech in ~~the~~ parliament by Lord Palmerston, who was the foreign secretary, making him one-sided and trying to sell it to ~~the~~ parliament. Source 3 is slightly different, although it is a speech in the parliament, it opposes the act, and is therefore trying to convince others of its dangers, which will be apparent after its passing. Therefore, this source is also extremely biased.

So Robert Peel, in source 3, is opposed to the reform bill, this may simply be because he's Tory and Lord Grey, who's passing the bill was Whig, perhaps he felt threatened by it, whatever he was, he is unlikely to say it in parliament, a diary entry, in this instance may have been more useful, because this source could

((a) continued) quite easily contain a lot of bias. However, what he does say in the source is that firstly, it is the first step to a whole scale turnover of the constitution of the country. This tells us firstly, that he doesn't realise the necessity ~~of that~~ of change that the constitution needs, and secondly that he doesn't realise that the Whigs didn't particularly want change, just wanted to stop any revolution that may happen as a result of not giving some reform. ~~Therefore~~ Peel's view is that a revolution will occur as a result of these changes, however it may be that he was just using the word revolution to scare people into agreeing with him.

Source's 1 and 2 argue that ~~of~~ the act adds to the ~~constitution~~ electorate about half a million, that it covers over blemishes in the system, and that it strengthens the House rather than weakening it. Firstly, half a million isn't a lot compared to the whole population of the United Kingdom, probably about 8%. Secondly, covering blemishes and strengthening the House aren't exactly radical, 'reform that you may preserve', seems to be the overall message within the reform bill itself as well as these two sources.

In conclusion, Source's 1 and 2 support the view that of 'reform that you may preserve', as they never wanted this much reform (very little) never mind

((a) continued) Any afterwards. However, Peel seems to think that this will result in a 'revolution', changing the entire constitution, although he does suggest that he would be open to a more considered bill. To sum up, the first reform act was never meant to be radical, as source's 1 and 2 suggest, in fact they were meant to be as ^{conservative} un-radical as possible, as most concessions going to the middle classes. They added very little to the constitution, and it can only be considered of any importance as a stepping stone to further reform. However, this isn't what anyone wanted, or thought was going to happen. It is perhaps easier now to say Peel's view of this being the start of a revolution is bogus, however, hindsight can cloud or judgement, perhaps in the heat of the moment it may have seemed that way, but Peel had nothing to worry about, the system barely ever changed at the next act, 35 years later.



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Examiner Comments

In contrast, the second response is well planned and organised, beginning with an analysis of Peel's view as highlighted in the Question, and followed by cross-referencing of Sources 1 and 2 to establish points of agreement and disagreement with Source 3. Inferences are clearly, if briefly developed, with both provenance and a sense of context applied to develop the reasoning in relation to the Question. The conclusion introduces some comparison of 1 and 2, and moves to brief (but not entirely coherent) judgement. The response is clearly L4, but the lack of clarity in the final few sentences undermines the judgement, although the final statement is clear and coherent. The response was therefore awarded 18 out of 20, rather than full marks.

~~(CROSS REFERENCE SOURCES 1&2V 2&3V 1&3V)~~
1832

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 1

Question 2

(a) Sir Robert Peel clearly voices his opinion in Source 3 that the 1832 Reform Bill would change the character of the constitution. He felt it would 'root up the feelings of respect, reverence and loyalty' which could lead indirectly to revolution and shake the foundations of government. He claimed to not be against Reform in general, but felt that this Bill would 'totally change the character of the mixed constitution' of England. Peel was a Tory however and in spite of concessions made in Conservatives interests he was still part of the 'anti-reform party' so to speak.

Source 1, an extract from Lord John Russell's speech introducing the Reform Bill challenges Peel's view. It obviously would however as it is trying to make it seem unthreatening to the status quo so the House of Commons would pass it. Russell argues that the new voters had 'a valuable stake amongst us and deeply interested in

our institutions.' This ~~is~~ suggests Russell feels it wouldn't change the character of the constitution as the new voters had similar vested interests. In source 3 Peel claims it would root up 'respect, reverence, and loyalty' suggesting he feels the new voters would cause problems for the constitution and fight for different things that ~~perhaps~~ were perhaps not in the government's interest.

((a) continued) Russell in Source 1 however totally challenges this view, ^{and claims} that the new ~~are~~ voters 'are persons on whom we can depend in any future struggle in which this nation may be engaged' This could be because allowing the middle-class to vote, it stopped them joining the lower orders and threatening the aristocracy. So, not only does Russell say they aren't a threat, he says they will in fact help the constitution ~~and~~ in times of need.

Source 2, ^{a speech} made by Lord Palmerston, does challenge Peel's view in source 3, however maybe not as strongly as Source 1 does. It shows that Palmerston is pro-reform and realised the 'several great blemishes' of the constitution. He said it is necessary to remove them to 'strengthen the bonds of influence, respect and deference'. This suggests he feels it won't change the character of the constitution in a negative way if he wants it to happen. Peel feels in source 3 that it would change the 'inherited constitution' and take away the 'only sure foundations of government', Palmerston

seems to accept it would alter the constitution very slightly, but that the measure was 'not intended to affect this power, but to give additional reasons for supporting and defending it.' This infers that Palmerston feels the changes need to be made to protect and retain the character of

((a) continued) the constitution, however Peel in source 3 feels it is this measure that will in fact change 'our inherited constitution'.

Sources 1 and 2 both reject Peel's idea that the 1832 Reform Bill would change the character of the constitution, source 1 more than source 2 however, source 1 claims it would do nothing but help ~~retain~~ the constitution, however it is Russell saying it to get the Bill past so he was obliged to say that to gain support. Source 2 however accepts the need for this reform to retain the constitution rather than help it. Both sources 1 and 2 do not strongly agree with Sir Robert Peel in source 3 that it would threaten the ~~character~~ character of the constitution, and accepted it needed to be done in fact to not affect the character of the constitution.

1bi Candidates in this option were fairly equally divided in selecting Questions 1bi and 1bii. As the more open of the Questions 1bi produced a wide variety of responses. Most candidates dealt comfortably with the development of political parties and were able to support the material offered in Sources 5 and 6 with wider knowledge of developments, such as the establishment of the Carlton and Reform Clubs, the Lichfield House compact, the 1841 election and the repeal of the Corn Laws. Marks for this aspect of the response depended mainly on the range and precision of the supporting reference. Most were able to relate party development to the decline of patronage. However, many candidates treated the reduction of the powers of the Crown and the Lords as a separate issue, and sought to argue its effects in opposition to the impact on parties. Better candidates linked the nature of parties, the role of patronage, and the significance of elections as the major impact of reform. In challenging the claim in the question many responses considered the emergence of Chartism, although not all established clear links to the Reform Act, while others considered the limits of party development to 1850, or emphasised long term effects and the significance of the Act as a precedent. Very few candidates lacked focus on the question, and those who chose to describe the provisions of the Reform Act in detail were usually able to link the material to its impact and effects.

1bii Most of those who opted for 1bii seemed to find it a very manageable question, and most responses were clearly focused on the issue of party rivalry. A number of candidates accepted Source 7 at face value, and cross-referenced it with Source 8 to challenge the question in relation to Gladstone. Others, however, saw the significance of the 'happy' coincidence of principle and party advantage. Most concluded that Disraeli, and to an extent the Conservative Party, was heavily motivated by party rivalry, using Sources 8 and 9 to support the argument in the context of their failure to win power in 1846-67. Better candidates also considered the impact of the 1867 Reform Act and the increased party rivalry caused by the need to appeal to the electors. Understanding of the circumstances in which the Act was passed was generally secure, and many candidates were equally able to bring out the significance of Source 9 in terms of voting patterns, changes in distribution and the development of 'villa Toryism'. Many candidates challenged the claim in the question by arguing that other factors were significant, including the personal rivalry between Disraeli and Gladstone and popular pressure for reform. There were a large number of high-scoring responses to this question, which combined good analysis of the sources, cross-referencing and developed inference with secure and precise contextual knowledge. The best were able to add understanding of how the different factors combined and interacted to encourage reform, and how the impact of one change led to increased popular influence, greater party competition and, ultimately, further reform.

Question B2

2a Question 2a posed difficulties for a large number of candidates, who apparently did not understand the issue of local and central authority. Given the specification and the explicit references to centralisation and central authorities within the clarification of content, this was surprising. The issue is also significant in relation to public health, and it is important that candidates studying this option are able to address the role of central government and its changing relationship with local authorities across the period. Lack of such understanding led many candidates to rely on taking the sources at face value in order to find a response to the question, as they failed to understand the implications of the source material. Most could make some sense of Source 10, but were unable to cross-reference effectively with Sources 11 and 12, except by arguing that central authority had no significance in creating opposition in Huddersfield or Nottingham. Well-organised candidates could reach L3 by this approach, but many weaker candidates became extremely confused.

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The script provided below offers an example of a secure response, but the failure to identify the evidence of conflict between local and central authorities in Sources 11 and 12 limited the range of points that could be made. It therefore gained a secure L3 mark of 14 but fell clearly short of L4.

(b)(i)

Public health in Britain in the mid 19th century became an important issue after the agriculture and industrial revolutions caused high rate of urbanisation. Causing mass overcrowding, poor housing, and lack of or no proper sanitation. In this essay I will discuss whether the improvement to public health was due to the work of selected individuals or because of the government's growing responsibility to look after the people.

Edwin Chadwick, who was a big influence on the old poor law, and an assistant commissioner on the

new poor law, did also to help improve public health, which could be due to her single minded, focused personality. In source 13 Chadwick points out his thoughts on the causes of, and how to improve public health. Even though we know that the miasmatic theory is wrong, the improvements suggested by Chadwick are correct in improving public health. Chadwick at first was denied to publish his source as it had outraged the water companies, however he was able to publish it under his name. It is because of Chadwick's devotion to public health that people were able to see the view points

((a) continued) done for a long time. This source can be taken that the opposition is that against central authorities. However John Walter was known to giving outdoor relief, as it ~~is~~ tells us, so John Walter's opposition could lie with that he believes outdoor relief is an easier solution and he simply was setting ammunition to fire against the ~~general board of health~~ ^{poor law commission}.

George Tinker wrote to the commission in source 11 of riots against the workhouses, threatening it to have it speed down. George Tinker, who was a questioner spoke of how the district got organised as required and so does not show opposition against central authority. It does however show opposition against workhouses. Source 11 tells us that a mob threatened to tear down the workhouse if the board

board of guardians didn't end their meeting.

In source 12 it tells us of how the poor would rather die than go into the workhouses, and that the conditions are so horrible, that the poor law is put aside and outdoor relief is given. The source is a letter written by major-general Napier, to his brother, and so can be assumed he is telling the truth of the conditions. This source can be taken that it is opposition against ~~the~~ both the workhouses and the system itself which wanted to abolish outdoor relief, and wasn't opposition against central authorities.

((a) continued) So in conclusion I think that sources 11 and 12 show no opposition against the central authorities. Source 10 however does show opposition to the poor law commission but the writer of source 10 is a well known opposer and so could be against many aspects of the poor law amendment act, and not just against the commission.

2bi The same problem tended also to undermine some responses to Question 2bi, where candidates failed to see the issue implied by Source 14, and concentrated almost exclusively on the role of individuals. Most candidates understood the role of Edwin Chadwick, and were able to identify his contribution to improvement despite his misunderstanding of the causes of disease. Although many also referred to John Simon's more effective handling of opposition, few were able to assess how far Chadwick's personality had acted as a hindrance to development, and only the very best responses related this to Source 14 and the issue of local independence. However, most candidates were able to explain the contributions of Simon and Pasteur, while many extended the range of individuals to include John Snow. While weaker candidates relied on the source material, better responses drew on contextual knowledge to support and develop their argument. However, only the better candidates were able to develop and explain a range of other factors contributing to improvement. Some described industrialisation and urban conditions, but struggled to explain why this led to improvement only in later years. A number considered the impact of cholera, and many referred to the 1867 Reform Act, but only a few candidates were able to show secure knowledge of the political context and explain clearly how it led to reform in the years 1867-75. The best responses had a clear sense of chronology and an understanding of how the barriers to reform, as highlighted in Source 14, were gradually overcome. The examples provided by individual and local effort, the permissive legislation of 1848 and after, the growing knowledge and experience provided as a result these measures and the gradual recognition of the need for central direction and resources were shown to bring gradual progress and greater acceptance of compulsion. Only the very best candidates were able to explore this process in any detail.

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The response set out below offered coherence and understanding, with a clear sense of interaction that took it to the L3/4 borderline in AO1 but lacked the depth of reference and in places the explanatory links to reach the highest level.

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

(b)(i)

Public health in Britain in the mid 19th century became an important issue after the agriculture and industrial revolutions caused high rate of urbanisation. Causing mass overcrowding, poor housing, and lack of or no proper sanitation. In this essay I will discuss whether the improvement to public health was due to the work of selected individuals or because of the government's growing responsibility to look after the people.

Edwin Chadwick, who was a big influence on the old poor law, and an assistant commissioner on the new poor law, did a lot to help improve public health, which could be due to his single minded, focused personality. In source 13 Chadwick points out his thoughts on the causes of, and how to improve public health. Even though we know that the miasmatic theory is wrong, the improvements suggested by Chadwick are correct in improving public health. Chadwick at first was denied to publish his source as it had outraged the water companies, however he was able to publish it under his name. It is because of Chadwick's devotion to public health that people were able to see the view points

((b) continued) on the causes of poor public health, and how to improve it.

To fight against individuals, source 14 states that because there was no power saving peoples lives, there were poor public health. The government do implement new legislation like the 1948 public health act, and the 1956 public health act, along with other legislation in order to control local authorities to maintain a good public health. It was because of the government's increasing involvement with the public which led to a better standard of living, in the form of legislation over local authorities, which source 14 says it needed.

Source 15 can also suggest that it wasn't the selected individuals which improved public health, but the 1867 reform act, which allowed working class men to vote, meant that the government had to listen to their problems. So it wasn't the work of some individuals, but the work of the working class men which helped pressure the government to improve public health. Source 15 also states that there was a third cholera outbreak in 1865-66 which killed 20,000 people. We know cholera was a big influence on public health as it killed many thousands of people, and

((b) continued) was named being cholera. We know it was an influence as with each outbreak there were ~~less deaths~~ a general decline in deaths. However this could be due to the government and individuals trying to prevent cholera. For example source 15 says that John Simon was a key mover behind the 1866 Sanitary act, which did happen after the third cholera outbreak. Also 1866 was the year Louis Pasteur proved his germ theory. However it will still take years to follow for his germ theory to be widely accepted.

So in conclusion I believe that it was the push of disease which forced individuals to research and fight for public health which then influenced the government to take more responsibility for public health, which gave legislation governing local authorities on housing and sanitation.

2bii Question 2bii was attempted by fewer candidates than 2bi, and often with less success. Candidates had good understanding of attitudes to the poor, but often lacked a secure grasp of chronology in defining and explaining the concept of change. The result was a great deal of generalised assertion that could not go beyond L2 at best. Most were able to make use of Source 17, but some failed to relate the material to the date, and both Sources 16 and 18 created problems for those who did not read them carefully. Some candidates dwelt on the Poor Law Commission as evidence of a changing attitude rather than a starting point, but this was acceptable within the terms of the question where it was used to suggest growing resentment or a lack of sympathy. Some candidates treated Source 16 as information to be taken at face value, and became confused by statements that apparently contradicted their contextual knowledge. Others failed to see the implications of Source 18, and simply opted for a brief reference to disapproval of 'the able-bodied adult male' or the 'stigma of the workhouse'.

Good candidates were able to use the Poor Law Amendment Act as a starting-point and demonstrated the existence of hostility to the Old Poor Law and the idle pauper. They developed this by reference to costs and dislike of outdoor relief, and the best candidates demonstrated that this did not change by referring to the orders of 1844 and 1852, which attempted to restrict. Some were able to cross-reference to Source 18 to develop the argument by explaining the principle of less eligibility, and in some cases to challenge the extent of hostility, at least to the deserving poor. Others reinforced the claim of hostility by pointing to the problem of cost, and the actual conditions in 'mixed' workhouses. Nearly all candidates were able to use Mayhew's evidence to argue that there was some change, but only the better candidates tried to assess the impact of his work and Question how far he represented or influenced changing attitudes. Those who did were able to gain high marks. However, a number of responses that made good use of the sources and thereby showed good understanding of the issues that merited L3 or L4 in both AO2b and AO1, failed to offer secure and precise supporting reference. They therefore remained at best borderline L3/4. It is understood that the nature of social history sometimes makes precise examples difficult to find, but candidates do need to offer some range and depth of reference, and good explanatory links, to reach the highest levels. Local studies can be helpful in this, but need to be utilised in context to serve as points of reference and exemplify more general patterns.

Conclusion

There were many good responses offered in all options. A few lacked sound knowledge of the periods that they had studied, and there were a number whose understanding was simplistic. Some had difficulty in expressing their points clearly because they lacked confidence in using the terminology of the period. However, most candidates had some range of knowledge and some understanding of how to approach the questions. Most attempted to focus on the question and there were relatively few who wrote purely narrative or descriptive responses. A significant weakness in part (b) was the tendency to rely mainly on the information taken from sources, but most candidates offered some contextual knowledge or showed contextual understanding. Most candidates were capable of reaching L3, although poor planning and timing sometimes prevented them from doing so.

Points for improvement are:

In both (a) and (b) questions, sources should be analysed as a set to draw out points for and against the claim in the question, before planning a response. This allows conflicting interpretations to be established to structure the response.

Both (a) and (b) questions require a developed conclusion that addresses the conflicting arguments and judges between them or shows how they can be combined.

Any judgement must be based on both quality and quantity of evidence – i.e. the content and provenance of the sources, interpreted and evaluated in context. In (a) questions contextual knowledge

informs interpretation; in (b) questions it is deployed to develop it.

Grade Boundaries

6HI02 B

Grade	Max. Mark	A	B	C	D	E
6HI02 B grade boundaries	60	42	37	32	28	24
UMS	100	80	70	60	50	40

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