

Mark Scheme (Results)

January 2013

GCE History (6HI02/B)

Unit 2: British History Depth Studies

Option B: British Political History in the  
19<sup>th</sup> Century

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January 2013

Publications Code US034632

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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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-5 marks</b> 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><b>Low Level 2: 6-7 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 8-10 marks</b> 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><b>Low Level 3: 11-12 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 13-15 marks</b> 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><b>Low Level 4: 16-17 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 18-20 marks</b> 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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 1: 3-4 marks</b> As per descriptor</p> <p><b>High Level 1: 5-6 marks</b> 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><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 2: 9-10 marks</b> As per descriptor</p> <p><b>High Level 2: 11-12 marks</b> 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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<b>3</b>	<b>13-18</b>	<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><b>Low Level 3: 13-14 marks</b> The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 3: 15-16 marks</b> As per descriptor</p> <p><b>High Level 3: 17-18 marks</b> 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>
<b>4</b>	<b>19-24</b>	<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><b>Low Level 4: 19-20 marks</b> The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 4: 21-22 marks</b> As per descriptor</p> <p><b>High Level 4: 23-24 marks</b> 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)**

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>1</b>	<b>1-4</b>	<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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-4 marks</b> The qualities of Level 1 are securely displayed.</p>
<b>2</b>	<b>5-8</b>	<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><b>Low Level 2: 5-6 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 7-8 marks</b> The qualities of Level 2 are securely displayed.</p>
<b>3</b>	<b>9-12</b>	<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 the sources, although there may be some lack of balance. The response reaches a judgement in relation to the claim which is supported by the evidence of the sources.</p> <p><b>Low Level 3: 9-10 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 11-12 marks</b> The qualities of Level 3 are securely displayed.</p>
<b>4</b>	<b>13-16</b>	<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><b>Low Level 4: 13-14 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 15-16 marks</b> 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
<b>Total Marks</b>	<b>24</b>	<b>20</b>	<b>16</b>	<b>60</b>
<b>% weighting</b>	<b>10%</b>	<b>8%</b>	<b>7%</b>	<b>25%</b>

### 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
<b>1 (a)</b>	<p>The sources offer evidence to both support and challenge the claim in the question. Source 1 offers some support for the view that the events at Newport posed a threat to the authorities. It suggests that a large crowd are in control of Newport and have attacked the Westgate Inn. Source 2 does not agree about the size of the crowd and hence it can be inferred that it may not see the threat as so significant. Source 3 is less clear; it sees a crowd of several thousand, but they are waiting for more, so this source could be used in different ways; as long as the argument is clear and supported, valid comments should be credited. Candidates may comment on the dating of the sources at this point; it may be that distance from the event (even though all were eye-witnesses), has lead to less of a sense of panic than that expressed by the journalist writing very close to the event for his readership. It is clear that Source 1 does change some of his views within a few hours, but his second entry still sees the Chartists as a threat – they are going to be reinforced; this could be interpreted as more panic or as an accurate reporting based on knowledge. Either interpretation should be appropriately credited. Source 1's comment about reinforcements is supported by Source 3 which comments that they are 'waiting for other divisions' but the extent to which this posed a threat is questionable in view of their 'drenched and tired' state. All the sources agree that the Chartists are armed. Candidates could develop a line of argument from this about the extent to which this posed a threat. Source 1 suggests that the Chartists have guns and are using them; Source 2 thinks that they do not have many guns and does not know who began the firing; Source 3 talks about a range of weapons, but clearly has a low opinion about how effective they will be. Candidates should be rewarded for developing any appropriate line of argument. Sources 1 and 3 seem to agree that the Chartists were intent on causing violence, although they seem to disagree on the state of preparedness of the Chartists; Source 2, despite claiming not to be a Chartist, seems to view their actions as peaceable.</p> <p>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</p>	20

Question Number	Indicative content	Mark
<p><b>1 (b)</b> <b>(i)</b></p>	<p>The focus of the question is the impact of the 1832 Reform Act on the influence of the landed classes. The sources give very different perspectives on this issue. Candidates are likely to begin by an examination of Source 5 and Source 6, both of which support the view presented in the question. Source 5 refers to the new county franchises and candidates could explore these at greater depth using their own contextual knowledge; they might, for example, refer to the Chandos clause to explain the 'opportunity for landlord influence'. Source 6 implicitly refers to the continuing control of some boroughs via its reference to the number of MPs who are elected by a small electorate, although it is only written 7 years after the Reform Act and there had at this point only been one general election since the time of the Act. This conflicts with Source 4's view that rotten boroughs were 'eliminated' in 1832 and gives candidates the opportunity to use their own contextual knowledge to discuss the extent to which the Reform Act brought about change and the extent to which the impact of patronage had been mitigated in the new system. The sources also present very different views of the social composition of the House of Commons. Sources 5 and 6 agree that this has changed very little and detail some aspects of this, whereas Source 4 argues that the influence of the aristocracy in the Commons has been reduced. Candidates should draw on their own contextual knowledge to examine these conflicting interpretations and should be credited for any appropriate line of argument that is developed. It might be argued, for example, that the situation described in Source 6, did improve in subsequent general elections. Source 4 also makes the argument that the influence of the House of Lords relative to the House of Commons was also reduced. It might be expected that candidates would develop this line of argument on the basis of their contextual own knowledge. Candidates are unlikely to address all of these issues in depth in the time available.</p> <p>The sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the degree to which the 1832 Reform Act impacted upon the power of the landed classes 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><b>1 (b)</b> <b>(ii)</b></p>	<p>The focus of the question is an examination of the reasons for improved political party organisation between 1867 and 1885. Candidates are likely to begin by considering Source 7 which supports the statement in the question. It clearly compares the situation before the 1867 Reform Act and attributes the changed situation to the impact of the Act. Candidates could be expected to use their own contextual knowledge to explore the 'new and efficient machinery' that was established by both the political parties at a national level. They might develop this further by pointing out the simultaneous development of local organisations, such as the Birmingham model which is discussed in Source 8. All three sources, in differing ways, make reference, either explicitly or implicitly, to the extended electorate that was a consequence of the 1867 Reform Act and the need to organise in a way that would appeal to this electorate. Candidates could develop a number of lines of argument based on this. Source 7 makes reference to an 'increased working class electorate'; Source 8 refers to the 'popular basis' of the Birmingham Liberal organisation and Source 9 suggests the reason for Conservative defeat in 1880 was the party's failure to organise in a way that would appeal effectively to the common people (although candidates might refer to Gorst's resignation and view this as an overly negative view of what was happening). Source 8 presents an alternative explanation of the development of party political organisations. It notes that the Birmingham organisation was set up prior to the 1867 Reform Act and is also seen as being different to other Liberal organisations. Candidates can develop these arguments by considering the role of Joseph Chamberlain and the nature of the organisation on the basis of their own contextual knowledge. Candidates are unlikely to address all of these issues in depth in the time available.</p> <p>The sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the reasons for improved party political organisation between 1867 and 1885 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
<b>2 (a)</b>	<p>The sources offer evidence to both support and challenge the claim in the question. Sources 10 and 11 both agree that there has been a material improvement in the situation of the poor consequent on the passage of the New Poor Law. Candidates may compare who is in receipt of this improvement; Source 10 refers to the 'aged and infirm' while Source 11 refers to the 'really destitute'. However, Source 10 also makes the point that such relief is 'in most instances' and candidates might debate how extensive it therefore might have been. Candidates could be expected to note that both these sources are from Chairmen of a Board of Guardians and comment on this appropriately. They may also argue that more weight can be put on Source 11, especially if the comments at the start of the extract can be relied on as this particular commentator seemed to be expecting to find the new legislation unsatisfactory, and is surprised by the fact that he does not. Candidates might be aware of the geographical differences of these two sources and comment on the similarity of the experience in both the South (Source 10) and the North (Source 11). Source 12 clearly and obviously contrasts to the messages of Sources 10 and 11. In this instance, a respectable working class man has found his position worsened, not improved by the New Poor Law. Candidates might however, comment that this is the sort of message that would be expected from a 'radical campaigner' and make explicit the contrasts between the attribution of Sources 10 and 11 and that of Source 12. Candidates may go on and contrast Source 12's view that the New Poor Law 'tramples upon the deserving poor' and Source 10's real interest in the ability of the legislation to improve the moral character of the poor. Indeed, it could be argued that this was of greater concern to Source 10 than the material situation of the poor. A further concern that could be elicited from Source 10 was not the situation of the poor, but that of the ratepayers. Candidates could comment on the priorities of the Board of Guardians.</p> <p>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</p>	20

Question Number	Indicative content	Mark
<p><b>2 (b)</b> <b>(i)</b></p>	<p>The focus of the question is the role played by cholera in encouraging public health reform in the period 1830-48. The stated view is clearly supported by Source 13 which examines the impact of cholera. These points could be developed by reference to the cholera outbreaks in this period, showing the spread of the disease to all classes and any consequent improvements that followed in the aftermath of each outbreak. Candidates might also consider exactly who 'everyone' refers to and develop this on the basis of their contextual own knowledge to demonstrate the increasing interest in public health from a range of groups. One of these groups (doctors) is suggested by Source 14, and then developed at much greater length in Source 15. Indeed, counter to the view that cholera was of prime importance, Source 14 suggests that it was only responsible for temporary bursts of interest, and by itself was not of any great importance. Source 14 presents the argument that the role played by the 'medical profession' was of much greater importance. This can be linked to Source 15, in which Robert Baker, a member of the medical profession, argues for legislation to deal with 'defective drainage' which he has linked to the outbreak of cholera. This source might also be used by candidates as the starting point for a discussion of the significance of reports in this period in a broader sense. Candidates might develop these points by reference to their contextual own knowledge. Although the focus of the question is the impact of cholera in this period, it would also be a valid approach for candidates to use their contextual own knowledge to consider factors other than those mentioned in the sources; most notably one might expect a reference to Edwin Chadwick's role and the impact of public health on poverty. This should not, however, be the dominant theme of the response. Candidates are unlikely to address all of these issues in depth in the time available.</p> <p>The sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the degree to which cholera was significant in encouraging public health reform in the period 1830-48 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><b>2 (b)</b> <b>(ii)</b></p>	<p>The focus of the question is the extent to which the improvements in public health between 1848 and 1875 were aided by the growing intervention of central government. Source 16 seems to largely support the argument presented in the question by suggesting that the 1848 Public Health Act and the 1866 Sanitary Act (although not directly named), were part of a process by which central government was starting to direct public health reform. Candidates might develop this line of argument by reference to their contextual own knowledge and by bringing in subsequent public health reform through to the end of the period to support their line of argument. Source 17 points in a different direction: the actions of central government are seen as piecemeal and as presenting difficulties for reformers like John Simon. Candidates may use the reference to Simon to suggest that it was individuals battling against the odds who were more important in contributing to public health reforms in this period. They might consider Edwin Chadwick's role at the Board of Health at the start of the period to further demonstrate the difficulties facing those who wished to drive forward reform and thus to challenge the premise of the question. At face value, some support for this counter argument might be derived from the opening sentence of Source 16 which refers to the 'failings' of the 1848 Public Health Act. Candidates might develop this line of argument using their contextual own knowledge and link it to the question focus. An alternative view is represented in Source 18 which suggests that it may be that local government and local initiatives played a more important role than central government. Candidates are unlikely to address all of these issues in depth in the time available.</p> <p>The sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the degree to which the improvements in public health between 1848 and 1875 were aided by the growing intervention of central government, 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



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Order Code US034632 January 2013

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