

# Mark Scheme (Results) January 2010

GCE

## GCE History (6HI02) Paper 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: A02a (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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*NB: generic level descriptors may be subject to amendment in the light of operational experience.*

3	13-18	<p>Candidates answers will attempt analysis and show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be mostly accurate, but it may lack depth and/or reference to the given factor. At this level candidates will begin to link contextual knowledge with points drawn from sources.</p> <p><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>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material, which will be mostly relevant to the question asked. There will be some integration of contextual knowledge with material drawn from sources, although this may not be sustained throughout the response. The selection of material may lack balance in places.</p> <p><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>

A02b (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><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>
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><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>
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><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>
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><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
1 (a)	<p>The sources offer evidence both to support and challenge the claim. Taken at face value sources 1 and 2 suggest that the power of the aristocracy was reduced by the failure of the House of Lords to prevent reform in 1831-32, so that 'the Lords would know their station' and 'not oppose the wishes of the country'. Source 3, however, describes the continuing influence of the aristocracy and 'their allies', the 'aristocracy-loving, lord-ridden people' and the 'snobs of the towns', who keep the 'citadel of privilege' intact. Developed responses based on this evidence can reach L2. However, if the sources are interpreted in context, a more complex picture can be developed. On the one hand, Sources 1 and 2 can be used to support the claim. Source 1 strongly suggests that the Lords' power was insufficient to maintain their position. They are clearly being swept aside, having 'placed themselves in the way at their peril' which indicates a threat to their power that they were unable to resist. Cross-referenced with Russell's assertion that they would 'know their station' and not hold out against the views of the 'people' as represented in the House of Commons, this clearly suggests that their failure to prevent the 1832 Reform Act had reduced the power and status of the House of Lords, and of aristocratic influence in government. Candidates may also suggest that the style of the cartoon mocks the Lords, suggesting that even in 1831 some commentators showed little sign of deference towards them. This can be explained by the nature of the magazine. What is clear if the sources are used together is that the 1832 Act and the failure of the Lords to prevent it had weakened their power. However, candidates may also note that the speaker in Source 2, Lord John Russell, was himself an example of the 'great families' and their political influence. However, Source 3 challenges the claim. Written by a Liberal MP, it argues that aristocratic influence is still strong within the party system and the House of Commons. Whatever the powers of the House of Lords, the prestige of 'great families' and their ownership of land enables them to control who stands for parliament, especially in the smaller boroughs where their social influence remains effective. Since he is writing to a friend and associate, who shared his views, there is no reason to doubt that this is a genuine opinion. The tone and language of the source indicates a level of frustration and anger that such influence still carried weight, suggesting that it was significant. Candidates can therefore argue that strengthening the powers of the Commons at the expense of the Lords did not remove the political influence of the aristocracy in places where their social prestige and control of patronage was still strong. The 1832 Act had increased the number of middle class voters and removed many 'pocket' boroughs, but without a change of attitudes the choice of candidates was still under aristocratic control. However, Cobden does refer to a different situation in Manchester, and by inference, other large cities, many of which were enfranchised by the Act. Source 3 therefore does imply that some change had taken place, and candidates may note that Cobden and his associates wanted more. Taken as a set the three sources therefore demonstrate some variation in the situation, allowing for a reconciliation of the conflict. Responses at L3 will both support and challenge the stated claim. Responses at L4 will offer an overall judgement, for example by arguing that the 1832 Act reduced some of the powers of the aristocracy, but did not eradicate or even 'significantly' reduce their political influence.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The sources provide conflicting evidence. Taken at face value Source 5 suggests that Chartism was always 'doomed to failure' because campaigns were extra-parliamentary and dependent on the reactions of a 'half-reformed' House of Commons. These points can be developed by reference to the nature and limits of the 1832 Reform Act and contemporary attitudes to further change, which explain parliament's rejection of the Chartist petitions in 1839, 1842 and 1848. In addition, Sources 4 and 5 refer to Chartist weakness, especially the tendency to drift into traditional violence and the divisions over this, and other issues, among its leaders. This can be developed by reference to varied motives, divisions among the leadership, and the periods of economic prosperity that undermined support. In contrast, Source 6 refers to failure, but argues that Chartism demonstrated the ability of the working classes to organise sustained peaceful protests, suggesting that the movement revealed the potential for popular movements to develop and offering experience from which to learn. These points can be used to challenge the notion of 'failure' and attribute some significance to Chartist experience. However, if the sources are interpreted in context, a more complex argument can be developed. Sources 4 and 5 suggest that Chartism failed in its aims, which can be amply demonstrated by reference to its campaigns and the rejection of the Chartist Petitions. However, Source 5 also refers to the development of organisation and the pursuit of reform, suggesting that the movement remained active, if not successful. Source 6 highlights the changing social conditions that encouraged popular protest. These arguments can be developed by reference to the aftermath of 1832 and the exclusion of the working classes from the changes in the voting system. If cross-referenced to Source 4, Source 5 does demonstrate the importance of Chartism in the development of working-class political organisation (claimed in Source 6) and question the totality of 'failure'. On the one hand Source 4 suggests that working-class protest, including Chartist violence, did have some impact, because Carlyle suggests that the underlying problems that sparked the violence need to be addressed. Candidates can develop this by reference to the fear of revolution and the attempt by governments and reformers in the 1830s and 1840s to alleviate distress. On the other hand they can argue that violence was counter-productive, as implied in Source 5, and that the significance of Chartism lay in the attempt to move beyond traditional protest as depicted in Source 4, and develop political organisation as indicated in Sources 5 and 6. Reference to the different kinds of campaigns that were pursued after 1848, and their role in achieving further parliamentary reform in the 1860s can support this. It is therefore possible to reconcile the apparent conflicts and show that, despite its failure, Chartism reflected a growing awareness among the working classes of the need for political reform and the organisation required to achieve it. It also focused attention on the immediate problems that gave rise to Chartist support, and provided further experience from which more effective campaigns could emerge. Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Responses at L1 will offer limited range/depth of material and tend to treat sources at face value. L2 responses will attempt to cross-reference sources, but own knowledge will be limited or the response will be predominantly narrative. At L3 candidates will interpret and cross-reference evidence from the sources to demonstrate the possibility of conflicting arguments, and support this with contextual knowledge, but there may also be passages of disconnected narrative. At L4 candidates will be able to utilise the sources in combination, interpreted in</p>	40

	context, to demonstrate the possibility of conflicting arguments, and utilise a range of accurate own knowledge to develop the arguments and offer a judgement. The best responses may well consider the difference between short term achievements and long term development to evaluate 'failure'.	
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Question Number	Indicative content	Mark
1 (b) (ii)	<p>The question is focused on the ways in which the political parties sought to 'reach out' to the new electorate after 1867. Source 7 suggests that, as a matter of deliberate policy, both parties tried to win votes by offering measures that would appeal to and improve the situation of the newly enfranchised voters - while Gladstone focused on political rights, Disraeli offered social improvements. It can therefore be used to support the claim, developed by reference to measures adopted by both Liberal and Conservative governments between 1868 and 1880. Source 8 adds to this argument by highlighting the tendency for the middle classes to vote Tory by 1874, attracted by the 'leave well alone' attitude that 'suits such comfortable citizens'. Candidates can draw on wider knowledge to show how the Conservatives played on middle class fears of further change, including the Ballot, the impact of popular education, and the development of trade unions and socialism. However, source 8 also highlights some factors that challenge the claim. The extent and efficiency of party organisation was also an influence on the way people voted, and a means by which both parties tried to reach the electorate, as indicated in Source 9. Candidates can develop this point by explaining how such organisation developed after 1867, the work of John Gorst at Conservative Central Office, the weaknesses of the Liberals, and the foundation of the National Liberal Federation in 1877. The impact of these developments can be seen in election results from 1868-85, and it can be argued that improved organisation was the most important way of reaching the electorate. Similarly the Liberal party's links with labour, the sponsoring of Miners' MPs and links with the TUC can be considered. In addition, Source 9 refers to 'public opinion', a 'range of political, moral and religious issues' and Gladstone's attack on the 'moral weaknesses of Beaconfieldism' in 1879. Taken at face value this can be used to challenge the claim and candidates can use their wider knowledge of the period to show that policies and parties focused on much more than 'self-interest'. However, if the references in Source 9 are interpreted in context, it can be argued that both parties addressed the range of issues in terms of the self-interest of different sections of the public, as well as appealing to their conscience and sense of morality, and used/developed party organisation in order to do so. Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Responses at L1 will offer limited range/depth of material and tend to treat sources at face value. L2 responses will attempt to cross-reference sources, but own knowledge will be limited or the response will be predominantly narrative. At L3 candidates will interpret and cross-reference evidence from the sources to demonstrate the possibility of conflicting arguments, and support this with contextual knowledge, but there may also be passages of disconnected narrative. At L4 candidates will be able to utilise the sources in combination, interpreted in context, to demonstrate the possibility of conflicting arguments, and utilise a range of accurate own knowledge to develop the arguments and offer a judgement.</p>	40

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

Question Number	Indicative content	Mark
2 (a)	<p>Sources 11 and 12 are directly in conflict regarding the claims made in source 10. Source 11 shows the removal of two paupers, providing an example of the harsh treatment described by Malthus, while source 12 shows a pauper receiving help from one parish while remaining resident in another. Although this claim was made in 1835 the Laws of Settlement were unchanged, and if anything the climate of the time would make a generous interpretation of them less, rather than more, likely. Taken at face value they both support and challenge the claims in source 10, and developed responses of this kind can reach L2. Candidates at this level may seek to make a judgement by arguing that Malthus is making general claims, and that there may well be exceptions, or by arguing that treatment of paupers varied in time and place. However, if the sources are interpreted in context, a more complex judgement can be developed. In source 10 Malthus is arguing for the abolition of the Poor Laws, and is therefore likely to emphasise their disadvantages. Source 11 supports his claims regarding harsh treatment, but his claims go beyond that. He not only suggests that this treatment is the norm, but implies that it infringes the rights of the common people, restricts their mobility and makes it difficult for them to support themselves. Source 12, which refers mainly to the years before the Poor Law Amendment Act, conflicts with this on several levels. Not only does William Douse receive help without removal to Halton, but his failure to make any attempt to obtain settlement documents during several years residence at Wainfleet suggests that he did not see it as significant. It may therefore be suggested that, in Cheshire at least, such agreements between different parishes were not unusual. In addition, candidates can cross-reference between sources 11 and 12 and suggest that a long-time resident who had always worked and was suffering a specific injury may have been treated differently from the wife and child of a convicted criminal. However, this in itself might suggest that the settlement laws were not always applied in the rigid and tyrannical ways that Malthus suggests. In addition, his claims that the settlement laws inevitably restricted mobility of labour and the search for work are challenged in source 12. Douse had worked in various places, hiring himself out by the year at the Spilsby hiring fair, and apparently taking the best offer regardless of place. It may be inferred from the terminology that these places were within a limited radius, and that Douse expected the overseers to be familiar with them, but they did represent a level of variety and independence in his working life that challenges the impact of the settlement laws. Responses at L3 will both support and challenge the stated claim, while those at L4 will offer an overall judgement. The best may well reconcile the conflict by weighing what the evidence will bear to argue that the nature of the claims in source 10 and the limited evidence available make categorical judgements impossible, while allowing the view that Malthus' claims are intended to support a particular argument and are therefore somewhat oversimplified.</p>	20



Question Number	Indicative content	Mark
2 (b) (i)	<p>The sources offer evidence both to support and challenge the stated claim. Source 13 suggests that deterrence was a key part of the Commissioners' recommendations, and defines the view that harsh treatment of paupers will encourage hard work, frugal habits, and greater prosperity for the labouring classes. Source 15 develops this view and considers the deterrent impact of workhouse conditions in Cuckfield. However, it also recognises that the Poor Law was intended to remove abuses, and refers to conflicting views among historians. Source 14 supports this by outlining the other purposes of workhouse provision, and suggests that it was 'more than a test of destitution for the able-bodied'. They can therefore be used to establish conflicting arguments about the stated claim, which can be developed by reference to own knowledge. The question does not specify an end date, and candidates can draw on knowledge of workhouse conditions to 1875. Examples of bad treatment within workhouses, the refusal of outdoor relief, the repeated campaigns and circulars issued in 1842, 1844, 1852 and 1871 to restrict or ban outdoor relief for the able-bodied, and the general attitude towards poverty as a sign of moral weakness can be used to support the claim. The failure of these measures and the efforts made to improve conditions within the workhouses can be used to argue that some parts of 'Poor Law administration' had a different purpose. Candidates can refer to varying attitudes among local Guardians in contrast to those of the Commissioners. The gradual improvement in medical provision, the education of pauper children, and the response to scandals such as Andover and Mile End suggests that deterrence was not the only concern. Candidates can also argue that the more enlightened aims of the original Commissioners were ignored because of ignorance and lack of funding rather than deliberate intent. It can therefore be argued that the claim is too sweeping. Nevertheless, the attempts by the Local Government Board to restrict relief after 1871, and the continuing stigma attached to poverty suggests that deterrence remained a key aim. Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Responses at L1 will offer limited range/depth of material and tend to treat sources at face value. L2 responses will attempt to cross-reference sources, but own knowledge will be limited or the response will be predominantly narrative. At L3 candidates will interpret and cross-reference evidence from the sources to demonstrate the possibility of conflicting arguments, and support this with contextual knowledge, but there may also be passages of disconnected narrative. At L4 candidates will be able to utilise the sources in combination, interpreted in context, to demonstrate the possibility of conflicting arguments, and utilise a range of accurate own knowledge to develop the arguments and offer a judgement. The best responses may well argue that the aim of the Poor Law Amendment Act was to both deter the able-bodied from seeking relief and improve the quality of support for the 'deserving poor'. They may further conclude that the first made it impossible to address the second effectively, or that the difficulty of categorising real distress in these terms prevented either from being fulfilled.</p>	40

Question Number	Indicative content	Mark
2 (b) (ii)	<p>The question is focused on the failure to make consistent improvements in public health provision across the country in the years before the introduction of major legislation in the 1860s, and on the problems that delayed developments. The sources offer a range of relevant factors. Source 16 considers problems in Leeds, and the reliance on a local surveyor by a local Council as a major problem. This can be cross-referenced with Source 17's reference to resistance by local authorities to support the claim. Source 18 is focused on individual rights and dislike of Chadwick, but if cross-referenced to Source 17 and interpreted in context, it can be shown to be defending local rights and authorities against attempted centralisation. Candidates can draw on own knowledge of different localities, on the work of the Central Board of Health after 1848, and on the reasons for its abolition in 1854 to develop arguments in support of the claim. However, the sources also refer to a range of other relevant problems that can be used to challenge the significance of local interests. Source 16 shows the ignorance and incompetence that undermined attempts at reform, and the concern with cost. This can be linked with the reference to 'private property' in Source 17, and own knowledge can be used to explain the costs incurred by landlords, tenants and manufacturers as well as the burden on the rates imposed by public health regulations. Sources 17 and 18 can be used together to show dislike of compulsion and the defence of individual rights against both central and local authorities as a cause of delay in making improvements, and reference can be made to the limitations of the 1848 Public Health Act as evidence of its impact. Source 18 also suggests that personal relationships and individual mistakes contributed to problems, which can be amply illustrated by the career of Chadwick and highlighted, for example, by the greater effectiveness of Sir John Simon in the 1860s. Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Responses at L1 will offer limited range/depth of material and tend to treat sources at face value. L2 responses will attempt to cross-reference sources, but own knowledge will be limited or the response will be predominantly narrative. At L3 candidates will interpret and cross-reference evidence from the sources to demonstrate the possibility of conflicting arguments, and support this with contextual knowledge, but there may also be passages of disconnected narrative. At L4 candidates will be able to utilise the sources in combination, interpreted in context, to demonstrate the possibility of conflicting arguments, and utilise a range of accurate own knowledge to develop the arguments and offer a judgement. The best responses may well argue that delay was caused by a range of factors, many of them linked to the power of local interests and the limitations of local resources, to establish a balanced judgement.</p>	40

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