

# ResultsPlus

Examiners' Report  
June 2011

GCE History 6HI02 B

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at [www.edexcel.com](http://www.edexcel.com).

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

Ask The Expert can be accessed online at the following link:  
<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can contact our History Advisor directly by sending an email to Mark Bayte on [HistorySubjectAdvisor@EdexcelExperts.co.uk](mailto:HistorySubjectAdvisor@EdexcelExperts.co.uk).  
You can also telephone 0844 576 0034 to speak to a member of our subject advisor team.



## Get more from your exam results

### ...and now your mock results too!

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

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

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

June 2011

Publications Code US028139

All the material in this publication is copyright  
© Edexcel Ltd 2011

## Introduction

Once again candidates have been very well prepared for this option. Most, if not all, candidates seem to be fully aware of the assessment objectives that the examination is testing and attempt to present clearly focused responses. There is increasing evidence that candidates are planning their answers. In an examination which tests sophisticated source-handling skills it is essential that students should take time to plan their responses before writing. Indeed, it is noticeable that the minority of candidates who still tackle the sources in sequential order rarely, if ever, present evidence of planning. It is, of course, essential that for awards in the higher levels the sources are used as a set. There does still seem to be some confusion over the use of contextual knowledge for part a) questions. It should be remembered that part a) is testing AO2a only. Therefore, although contextual awareness should be applied to see the full implications of statements within the sources or to see the significance of the information contained in the attributions, any references should be brief and directly focused on developing arguments from the sources. Long passages of contextual knowledge are a waste of time and may actually lead the candidate away from the task. Part b, of course, does require candidates to deploy their own knowledge, although this should, where possible, be integrated with, and developed from, issues raised in the sources. As well as AO1, part b questions also address AO2b – the ability to analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways. This does not require the formulaic examination of the nature, origin and provenance of a source, and certainly stereotypical comments on the objectivity of historians are unhelpful. It is only necessary to explore the attribution of a source where it helps to advance the evaluation of the representation contained in the evidence.

Candidates should be aware of the conventions of writing History and it was observed this summer that a significant minority of candidates used abbreviations that were not acceptable e.g. RA32 and RA67 rather than the 1832 Reform Act and the 1867 Reform Act.

## Question 1 (a)

Almost all candidates were able to grasp the surface features of the sources and draw some conclusions from them. Many candidates were able to score well as they showed a strong understanding of the message of the sources and the significance of the provenance in determining the weight that could be ascribed to each source.

The best candidates were able to see the similarities between sources 1 and 3 and contrast this with the social/economic issues raised in both sources 2 and 3. The very best reconciled the two viewpoints by seeing the desire for social improvement necessitating political representation. Some candidates still attempt a formulaic approach to provenance and weighting, but the better responses have a good understanding of contextual knowledge which is used to fully evaluate the sources and reconcile them through judgements. This could be achieved through reference to the timing of the sources and a consideration of Stephens' audience. Weaker responses tended to paraphrase the sources, used own knowledge to discuss one of the Chartist debates and made simple comments about the sources being written by Chartists, without any secure contextual knowledge of the provenance e.g. expressing the view that Lovett was middle class. In source 3, some weaker candidates were unable to distinguish between the political and the social.

(a) PLAN → ①+3 - laws → politics equality  
AGREE  
not political

② - economic status  
③ - education status  
→ ①+2 disagree

→ START OF QUESTION :

Source 1 taken from the 'People's Charter' is the most explicit in naming the 'just government of the people' as Chartism's main aim. By inference, <sup>the Charter</sup> it agrees with the London Working Men's Association in source 3 (which states the intention to 'equal bad laws' and put 'good laws in their place')

intention to 'equal bad laws' and put 'good laws in their place') when it states "it is necessary to make those who have the power of making laws responsible". However source 3 goes on to talk of 'a large and liberal system of National Education' and 'justice to the poor', aims which deviate from the purely political aims set out in the charter. The reason for the discrepancy between the two sources can be attributed to the fact that source 3 was written later, in 1841, when the appeal of chartism had broadened along with its aims. The LWMA from which the source <sup>is</sup> ~~was~~ taken was sponsored by its

((a) continued) founder Loett's emphasis on education as a means to the end of political equality.

Source 2 is staunchly in favour of Chartism "not being a political movement". Stephen acknowledges that it is a "hazy and fork question", contrasting the aims of source 2, and, to a lesser degree source 3. The Methodist minister does <sup>not</sup> talk of 'universal suffrage', but only in its relation to the "right to have a good court... a comfortable place... and a good dinner". <sup>in contrast to the "just government" aim in source 1.</sup> The reasons by which suffrage would lead to such a circumstance are not explained ~~in~~ in source 2, but clear are given in source 3 to a possible 'reduction of taxation'. The reason for the different emphasis on ~~social~~ socio-economic reform rather than political can be attributed to the provenance of the source. It is from a speech to a Chartist meeting, where such simple aims would gain a lot more popularity than complex discussion of politics. Though evidently 'universal suffrage'

discussion of politics. Though evidently 'universal suffrage' is ~~misplaced~~ to the minute, here it plays second fiddle to the <sup>possible</sup> ends of it, which will win his satony favour.

Source 3, like source 2, concentrates on the possible reforms that could stem from political equality. Though the formation of "just government" (source 1) is never explicitly referred to, 'the abolition of the economic abuses of the civil and criminal law' is. Furthermore the source talks of "a reduction in taxation", an aim to raise the socio-economic status of the poor and to possibly deliver the results of 'a good divine' (source 2) though it disagrees with both of the

(a) continued) All sources when placing the focus on 'National Education'.

In conclusion all three sources ~~has~~, by inference, broadly agree on the aim of Channing for the betterment of the people though source 1 focuses pure solely on the political means to that end whilst source 2 concentrate on the end achieved by political means ('universal suffrage'). Source 3 is alone in advocating a different means by which equality may be achieved (Education) but agrees broadly with the aim of source 1 for 'justice'. ~~Meaning~~ This source can be seen as a fusion of the aim of social justice and political equality whilst the two above are one or the other.



**ResultsPlus**

**Examiner Comments**

This response clearly sees the sources as a set to be interrogated. There is evidence of cross-referencing, the integration of contextual knowledge to support the interpretation of provenance and judgements are made throughout the response. This is a secure level 4 answer

## Question 1 (b) (i)

This was the less popular of the two questions and was generally not as well answered as bii. Many candidates struggled to address the issues of 'the creation of a two party system of parliamentary government'. However, the best responses were able to use the sources effectively to drive an argument and to identify the key issues. Such responses were fully analytical, weighed up the evidence and often challenged the arguments presented by the historians. Such answers were generally able to use source 5 to good effect to support their line of argument. There were, however, a number of issues with responses to this question. Some candidates found it difficult to range over the whole period and focused instead on one piece of legislation or the other, rather than comparing their effects. Many candidates stuck very closely to the sources because they lacked specific knowledge on the impact of the two reform acts on political parties. They often wrote in rather generalised terms, using the sources to support assertions being made. Many candidates understood the extension of the electorate but failed to then explain this link to forming a two-party system.

\*(b) i)

PLAN : 1832 → 1832 Carlton Club  
1836 Reform Club

Organisation struggle to pass bill → factions became widely recognizable  
Campaign - old to new ballot  
1832 - Lockfield House Campaign - Melbourne writes  
- new organisation 1 shilling Liberal party



1867 - better organisation - con - J. E. Gore  
- party lines  
- new vote to rights - 134% increase

START=P:

Source 6, from Anthony Wood, makes the point that as a result of the 1867 Reform Act the "size of the electorate almost doubled" resulting in the "remarkable transformation of electoral campaigns". This certainly was a factor in the development of the parties. An increase of 134% in the electorate meant that the parties were forced to work harder to gain the support of newly enfranchised voters. In the conservative camp J. E. Gore created a central office for the Conservative party and advocated the formation of

office for the ~~assembly~~ party and advocated the formation of local associations to encourage grass-roots support and the registration of new voters.

As a result of the 1867 act, an atmosphere was created in which the 1872 secret ballot and, <sup>later, the</sup> 1883 corrupt practices act could be passed. Source 6 tells of the abandonment of "Septennial Acts" as a bribe for voters. As a direct result of the removal of such corrupt practices ~~was~~ pressure fell on local MPs and parties to provide effective campaigns. MPs would often ~~can~~ speak in each other's constituencies after 1867 and the number of unopposed elections fell dramatically. This reinforced party rivalry, organisation and created a need for there to be stronger party guidelines to follow. Though the whipping system was not of what it is today, this may be seen as the seed of strong party discipline.

However the polarisation and emergence of two parties with distinct opinions may not have been mirrored by such a split in public opinion. Source 5 explains that the 'moderate members of both political parties represent this spirit very well'. Far from advocating the establishment of strong foundations of liberalism ("sweeping innovation") and conservatism ('Old Tory way'), Bagehot explains that the country is 'equally opposed' to the two ideas. Thus 1867, the year of the reform's passage, can be seen as a year not for the emergence of two parties, but the establishment of a middle ground to which both had to provide evidence. This exists in the number of changes in government

For this exists in the number of changes in government which resulted in the following years. The Liberals were quickly reinstated after the 1867 act, then removed in 1874 after Disraeli's 1872 Crystal Palace speech and were soon re-instated in 1880 after Gladstone's attack on Disraeli's stance on the Bulgarian atrocities. Such a see-sawing

((b) continued) of opinion can be seen as resulting from a public who are ~~not~~ not bound to one party or the other, or at least a large portion who are willing to 'swing' from one side to the other. Such swings are unlikely to occur between two completely opposed positions then it can be said that disunion was not that strong.

The 1832 act can be seen as establishing the foundations of the Victorian Conservative and Liberal Parties. As a result of the <sup>(1832)</sup> struggle for constitutional reform the parties were forced to take stronger and more independent stances. As a result of the need for a place to meet a sheltering used to be requested the 1832 Carlton Club (Tory) and the 1836 Reform Club (Whig) were established. These were the forerunners to later political organisations. Source 4 explains that 1867 was merely further stimulus:

The sources fail to mention the formation of party identity as a result of pacts such as the Lockfield House Compact which established a Liberal party or the effect the Tamworth Manifesto had on Conservatism.

on conservatism

In conclusion though 1867 led to more tangible distinction of a two party system, with J.F. Good; work in the conservatism and the struggle to register voters in a new non corrupt environment, the beginning of the formation of 2 parties from an undivided group of factions began in 1832



**ResultsPlus**

**Examiner Comments**

This is a candidate who has clearly understood the question focus and who has a good knowledge base. The sources are all used with some integration and there is an analytical focus. It would appear that time management may have been an issue as the response does seem to peter out at the end. Nonetheless, this is clearly level 3 in both assessment objectives.

## Question 1 (b) (ii)

This was the more popular of the two questions and was generally better answered than bi. Many well balanced arguments were seen. Candidates were able to use all three sources to range across the chronology and to develop responses that presented an analytical line of argument, which identified differing pieces of legislation as marking the key step. Many candidates argued that the Ballot Act was a step, but not the key one. As long as supported argument was presented, any valid approach was credited. The best responses were able to use source 9 very effectively, drawing on its context to demonstrate their understanding. Many candidates compared the 1867 Reform Act and the 1872 Ballot Act as the key step at some length, but dealt more briefly with the legislation of the 1880s.

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

~~\*(b) (ii) Do you agree - ballot act -> democracy 67-85?  
67 - 72 - 83 - creating NGA  
yes no~~

Each of the sources presents a different idea about what was the key step towards political equality in the years 1867-85.

Source 7 concentrates on the 1867 reform act, source 9 on the later reforms in 85 and source 8 on the various changes made between 1867 and 1885, including the 72 ballot act.

Source seven suggests that Disraeli's act of 1867 was an 'essentially democratic measure'. He abolished the idea of having to pay a ~~rate~~ certain rate on one's property in the towns, and hence introduced universal property suffrage in the boroughs. Haldenham's amendment, which extended the effects of the act by 400,000 people, led to abolition of compounding, which was another important step to democracy. However, source seven also admits that in the counties 'the old order continued'. This shows that perhaps the 1867 act was not so democratic after all. Disraeli's aim in passing the act was seen to have been to

after all. Disraeli's aim in passing the act was seen to have been to gain more conservative votes, which may explain why he did not introduce universal property suffrage in contrast. Therefore perhaps, if we understand that the ~~motives~~ ~~behind~~ the motivations of the Act of 1867 were ~~entirely~~ ~~of~~ self-interest rather than from ~~feeling~~ ~~trying~~ to move towards democracy, it looks like a less important step. After 1867, only 2.5 million <sup>men</sup> ~~people~~ could vote, and no women, leaving the country still very far from democracy.

(b) continued) Source 8, however, concentrates on the series of Liberal reforms following 1867. It implies that the Ballot act was a vital part of this by saying that it had been part of the programme for 'well over a century.' Secret ballot was originally drafted into Russell's first Reform bill of 1831, but then was dropped, and it was one of the key six points of the people's charter, and hence a focal point for chartism. This would suggest that achieving secret ballot in 1872 was arguably the key step towards democracy. By ending the 'branding and compulsion', perhaps for the first time people could vote freely and without external pressures from above.

However, source 8 also mentions the corrupt and illegal practices act of 1883. The fact that this act was necessary seems to prove that the 1872 act failed to eradicate corruption at elections. If this is the case, then the importance of 1872 becomes more spiritual than practical in moving towards democracy. It could be argued that the 1883 act itself was also very important, as for the first time it put a limit on the amount that candidates could spend on their election campaigns, hence opening up the possibility that middle class people as well as the aristocracy could run for seats. Whilst extending

people as well as the aristocracy could run for seats. Whilst extending the franchise and reducing corruption are important, there is no true democracy if it is impossible for anyone but the aristocracy to run for seats in parliament.

Source 8 does not actually mention democracy. However, it does mention 'Gladstonian Liberalism', which is arguably a slightly earlier (b) continued form of the same. Source 8 suggests that it was 'these later changes', including the 1884/85 acts of 1884 and 1885 that were the last achievements of Gladstonian Liberalism, and hence suggests that they were important steps towards democracy as well. However, the difference between Gladstone's ideology and democracy was that Gladstone was very concerned with respectability, as seen by his bill of 1866, and hence it could be argued that achieving Gladstonian Liberalism was a long way from democracy.

Source 9 does not mention the 1867 act or the Ballot act. It concentrates instead on the Redistribution Act of 1885, claiming that this caused the centre of power to shift significantly 'for the first time.' This implies that this was the key step to democracy in this period. The 1884 Franchise Act and the 1885 Redistribution Act go hand in hand, as Salisbury only allowed the franchise act through on the grounds that redistribution would follow. The franchise act was exceedingly important, as it finally universalized the vote across the country, abolished the differences between counties and boroughs and enfranchised a further 2.5 million men, creating universal property suffrage. The redistribution act implemented the second of the points of the people's charter adopted in this period - equal electoral

points of the people's charter adopted in this period - equal electoral districts. Therefore it could, and perhaps should, be seen as equally important, if not more so, to the 1872 Ballot Act. Again, there is little point in having a wider electorate if the constituencies are unequally represented or sized. By saying that this was a 'revolution,' source 9 suggests that this really was the key step towards political democracy.

((b) continued) Both sources 7 and 8 are history books published in the 1970s, once Britain had become a true democracy. This means that, in looking back, they are <sup>considering</sup> ~~conspiring~~ the steps towards democracy in this period from the point with the knowledge that democracy will eventually be achieved. It is important to consider this, because at the time, the people passing the various acts may not have wanted democracy anyway. Quite often, and certainly in the case of 1867 and to an extent 1884/85, reforms were passed to gain party advantage rather than to improve the system. Therefore what may be considered an important step to democracy by an historian may have been to ~~pass laws or amendments~~ <sup>be done</sup> by accident. In light of this, it seems that perhaps things like the Ballot Act and the 1883 Act were indeed more important than the actual franchise reforms, as they were passed with a more deep seated desire to improve the system, and hence represent the mindset of a liberal government that is preparing to eventually embrace democracy because the people deserve the vote rather than because they want to help their party.

In contrast, source 9 is a speech by Chamberlain. He was a radical, launching a radical programme in 82 that included the idea of universal suffrage. Therefore whilst he is an enthusiastic

the idea of universal suffrage. Therefore whilst he is not enthusiastic about reform in 85, he says that the old order 'is giving place' to a new one, suggesting that in using the present tense, he concedes that these acts are not a final settlement to the franchise question, and hence implies that whilst being important steps towards democracy, the system is not yet there.

((b) continued) Overall, therefore, it seems that all the sources agree that the system became more democratic from 1867-85. There is dispute over which was the most important development <sup>and</sup> source 8 being the only one to mention the Ballot Act. It is therefore difficult to see this means that it would be difficult to argue that the sources agree that the Ballot Act was the most important step. In the end, moving to democracy was such a fluid process that it is hard to attribute one key factor. It was an ongoing evolution of a political system, not one single revolutionary event. All of the sources seem to agree on this, as none of them conclude that any one factor was decisive or indeed that democracy was established by 85. In fact in 85 the evolution to democracy was still ongoing, which further underlines the idea that it was the result of a huge number of <sup>factors</sup> ~~through~~ ~~which~~ ~~conditions~~ ~~or~~ ~~significant~~ ~~but~~ ~~none~~ ~~of~~ ~~which~~ ~~were~~ ~~really~~ ~~stand~~ ~~out~~ ~~as~~ ~~being~~ ~~more~~ ~~to~~ ~~democracy~~ ~~sole~~ ~~key~~ ~~to~~ ~~democracy~~ and that it developed over a period of time.



**ResultsPlus**

**Examiner Comments**

This is a very strong level 4 answer in both assessment objectives. It integrates sources and own knowledge to argue and develop a sustained analytical response.

## Question 2 (a)

Despite the clue given in the provenance that source 12 was 'ridiculing the establishment of the Central Board of Health' a number of candidates took this source and its recommendations for a 'Sanitary Police force' at face value, and this approach did impact on their ability to cross reference this source with the other sources and go on to consider the alternative explanations that could be developed from this source. However, many candidates were able to engage in cross referencing and a consideration of the provenance of all three sources in order to reach clearly argued judgements in relation to the question focus. Some candidates engaged in extensive use of their own knowledge to answer this in the style of a part b question. No credit can be given for this approach to a part a question.

(a) Source 10 would suggest that lack of understanding was not the main issue in tackling the outbreak of cholera. While it is clearly not fully understood as it states that the prevalence of the disease "may relate to the waste material" there is some understanding of the connection between filthy <sup>conditions</sup> ~~areas~~ and the spread of cholera. The writer of the source notices "how exceedingly the disease has prevailed" in deprived districts which lack "sewerage drainage and paving".

Source 11 displays a more ignorant ~~but~~ conclusion as to how the disease has spread, outright declaring that it is "caused by atmospheric impurities". However it shows no less understanding <sup>than source 10</sup> of how to prevent cholera outbreaks, suggesting the solution being to remove "all refuse from houses, streets and roads" and sufficient sewerage systems. Both source 10 and 11 show that a number of ~~prof~~ well informed people were aware of what action needed to be taken to ~~prea~~ prevent such loss of life.

((a) continued) However, source one disagrees with this view. It comes from the opening of the People's Charter, so one would expect it to

from the opening of the People's Charter, so one would expect it to contain the main aim of the movement. It suggests that political equality is more important than social justice, as one will lead to the other. For example, it says that the government's responsibility is 'best enforced through a body that is itself responsible to the whole people.' By understanding political equality as the main problem that needs to be solved, it implies that if the people are better represented, social justice will follow.

However, this could be seen as actually agreeing with sources two and three. If the movement sought to bring about political reform in order for social justice to follow, then perhaps social justice could be considered its main aim. After all, source one makes reference to the 'just government of the people' as one of its main concerns, therefore it seems that perhaps source one can be reconciled with the other sources in this respect.

On the other hand, perhaps the other sources also suggest that the movement was more political than they <sup>imply</sup> ~~show~~ on the surface. After all, source three is an explanatory dialogue designed to draw in more people to join the Chartist movement. Most of these people would know and care little about politics, and so the 'dialogue' tries to appeal to their physical and social comforts. However, just because Chartist supporters were not necessarily concerned with politics, this is not if can not be assumed that, therefore, the whole movement was



### ResultsPlus Examiner Comments

There is some attempt to cross reference in relation to the focus of the question and to reach a judgement in the conclusion. The use of provenance is quite weak, so on balance, although this is doing sufficient for level 3, it is low in that level.

## Question 2 (b) (i)

This was the less popular of the two questions. Whilst it did prove problematic for those candidates who did not latch on to the key word of 'objectives', there were also some very effective answers seen. These generally began by pointing out the aims of the New Poor Law at the start of the response so that candidates had a bench mark for measuring success against these aims. They often pointed out that whilst in many respects the New Poor Law did fail to achieve its objectives, there were areas of success and utilised the sources to really debate the question. The best responses made good use of source 15, using it in combination with own knowledge, to weigh up the extent of success in driving down costs through less eligibility. Even those candidates whose contextual knowledge was more limited were able to make use of this source, even if their comments were a little speculative at times. Supporting knowledge of the impact of the New Poor Law varied from the very limited to the exceptionally detailed. Most candidates however, did make reference to certain well rehearsed pieces of evidence, such as the Andover scandal.

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

- (b) (i) ESSAY PLAN
- objectives (lower tax burden)
  - successes (DRRO 1844)
  - failures (Labour Test Orders 1842) vested interests
  - MET WITH OPPOSITION (Chesham mob protest)
    - ↳ not successful in improving the lives of the poor through workhouses
  - SYMBOLIC gov<sup>t</sup> intervention

In order to assess and judge whether the Poor Law (of the PLAA of 1834) failed to achieve its objectives, we must identify and consider what the New Poor Law actually aimed to achieve and why it was introduced.

On an economic note, the tax burden as of 1831 for ratepayers of the Old Poor Law system had reached £7m p.a. Indeed, the government had to respond to this call for a lower tax burden (particularly given the fact

a lower tax burden (particularly given the fact that middle-class men could vote ~~and~~ following the 1832 Great Reform Act).

Furthermore, the aim of the new Poor Law system was derived from a Benthamite utilitarian philosophy of boosting economic growth.

How? By forcing the introduction of the "workhouse" (b) continued (S14), there would be a "deterrence" (S14) effect that would ~~stimulate~~ and force the poor to take up any job and "seek... employment" (S13). This effectively meant wages could be driven down and lower costs of production.

Furthermore, there was a fear of revolt following the French revolution so the government wanted to imprison paupers in workhouses, this was enforced by the Captain Swing Organisation in rural areas that showed that the Old Poor Law did not guarantee social order.

There was also the aim of differentiating the deserving poor from the undeserving poor, according to Thomas Paine.

Indeed, the core objective to sustain such economic ambitions ~~was~~ that coincided not only with Benthamite thinking, but with the Malthusian thinking, outdoor relief were to be abolished and the

relief were to be abolished and the workhouse was to be the only means of relief with conditions being worse than that of the poorest independent worker outside the "workhouse" (S14).

((b) continued) However, on that note of abolishing the outdoor relief system, the new Poor Law system did fail to achieve its objectives.

This was evident in the 1842 Labour Test Orders which granted outdoor relief for work. Even if the Outdoor Relief Prohibitory Order banned outdoor relief, it was allowed in emergency cases thus undermining its success and was further hampered by the Outdoor Relief Regulation Order in 1852 this reflecting "non-resident relief" failings (S14).

However, this does not coincide with the view S13 that suggests that the Poor Law system and the "workhouse" was a success ("satisfactorily") but this deeply compromised by the fact that his view meshed with vested interests as he was the "Chairman of the Poor Law Union" so he would not to praise the successes of the Poor Law system.

Additionally, S13 was released in 1836 so does not cover the whole time period thus lowering validity. However, even if it was successful in ~~the~~ his area, it not may only be true of that area and so the its success may

time of that area and so the its success may ~~be~~ not have been evident nationally.

This is enforced in SIS as the percentage of outdoor ~~rate~~ paupers to the total population (b) continued increased in the years from "1865" to "1870" (from 3.9% to 4%). Such an increase may seem insignificant but considering the information is from the Local Government Board, its reliability may be compromised due to the fact that it may have a personal agenda of displaying or minimising their failings on paper.

This increase in percentage of outdoor pauper was also met by a fall in the percentage of indoor pauper ("0.71% ... 1870" and down "0.62% ... 1875"). ~~For~~ This highlights the failings ~~to~~ of the Poor Law system in the years 1834 - 1875 but why? Indeed, during the 1860s, the ratio of paupers to the total population rose from 1:27 to ~~1:25~~ ~~thus~~ ~~underlying~~ because outdoor relief spending had increased by 25% following the Unions Chargeability Act 1865 which transferred parish costs to the local Union (thus lowering ratepayer burden by extension) and this was also compounded by the 1869 Poor Law Loans Act that extended the loan repayment period from 20 to 30 years. On this note, it proved successful

to 30 years. On this note, it proved successful in lowering the tax burden (that was at £7m p.a. thus pleasing middle class voters).

((b) continued) However, the tax burden might have been lowered but the lives of the poor were virtually sacrificed as the "workhouse ... awful deterrence" (S14) thus demonstrating its prison-like conditions. This is reflected by the 1846 Andover scandal in which M'Donogh abused inmates and following even tasks of bone-crushing in certain workhouses.

This highlights a failing as the Poor Law Amendment Act (1834) aimed to improve the uniformity of practice following the failure of the Speenhamland System. This "uniform" goal (S14) was thrown out of the window following such atrocities.

Indeed, this failing is solidified by the fact that S14 is an academic source based on thorough research covering the whole time period thus increasing validity, reliability and helping remove political bias. One may argue that S14 may be unreliable in the sense that it was not a first-hand experience but this is overshadowed by balanced set of information of different views.

"Workhouse" ~~or~~ (S13) conditions highlighted

"Workhouse" ~~was~~ (S13) conditions highlighted further failings as it failed to distinguish the deserving poor from the undeserving poor (so undermining the Chadwick demoralization of the poor argument) but this was not believed by "Langham Rokeby" who insisted that the PLAA system was "very satisfactory" (S13) but his point of view (he does repeat the use of the word "I") may have been relevant to the time period but it was not a direct experience as SIS (like SIS) are not from the perspectives of the poor.

Such failings of the workhouse were evident through the extensive opposition on many levels - from evangelical Tories to workers. Indeed, John Walter believed the PLAA opposed the Magna Charter & Bill of Rights. There was upheaval in the North led by Oastler who believed that wages were being driven downwards (thus supporting the success of the economic argument of the PLAA of lowering the cost of production) and in the South as well as at Bradford 1837 and Dewsbury 1838.

Moreover, confusion was prominent in PLAA (thus showing its failings of uniformity

PLAA (thus showing its failings of uniformity of practice) through the establishment of the  
(b) continued) "Poor Law Commissioners"<sup>S13</sup> (who were criticised to be London based Baskin tyrants) followed by the Poor Law Board then by 1871 "Local Government Board" (S15). There was more direct government control (which it is certainly symbolic thus reflecting success) but it was only an effect of non-"uniform" (S14) failings such as the 1846 Andover scandal.

Moreover, the greatest failing which overwhelms all other successes and failings is the failure to end the "outdoor relief" (S14) as "80,000" (S14) paupers were given "non-resident relief" (S14) thus going against the "Bastardy Laws" (S14) of the PLAA. It is clear that contradiction was present on all levels of legislation that demonstrated the failings of the Poor Law to ~~integrate~~ <sup>fulfill</sup> its objectives.

Minor improvements on the side: "5% 1850" (S15)

"4.8% in 1855"

"3.7% in 1860"

showing success but

There was population growth at the same time.

Population had multiplied by 3 by 1850 compared to 1800.

((b) continued) Overall, the new Poor Law system failed to fulfill its objectives to a ~~great~~ great extent simply due to the failure of achieving its core objective of abolishing the Old Poor Law outdoor provisions.

Indeed, it was successful in lowering the tax burden but this highlights the problem of the "Poor Law" system - that of losing the paternal relationship between the rich and poor (PM Disraeli "Two Nations" expressed this) and so even though "parishes" were improved in the short term, there was perhaps increased risk of revolt for the future.

But the PLAA was symbolic and as of 1871, only 1 in 6 "unions" abolished outdoor relief. Startlingly poor but symbolically powerful.



**ResultsPlus**

Examiner Comments

This response is outstanding in its range of own knowledge and its ability to integrate this with the sources so that carefully considered judgements can be reached. It is clearly a very strong level 4 response in both assessment objectives.

## Question 2 (b) (ii)

This was the more popular of the two questions and produced some very effective answers which balanced the arguments and the sources to develop well-sustained judgements. The line 'key individuals' was used by many candidates to go through various figures in public health, about whom there was some secure own knowledge demonstrated, although at the lower end this did lead some to a narrative approach. The best responses were able to add in the development of Germ Theory and picked up the reference to the extension of the franchise in 1867 to highlight its importance in driving forward public health. Most candidates were able to contextualise the impact of cholera, although few of them considered the cumulative effects of the disease when addressing 'repeated'.

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

(b) Public health was a largely unnoticed issue during the *laissez faire* pre cholera years. Even after the first outbreak ~~not~~ little was achieved to prevent ~~the~~ <sup>the second wave of</sup> ~~another~~ outbreak of cholera. Source 16 displays how shocking a first hand experience of seeing one die from the disease could be, with the ability to "inspire fear in the strongest heart". As this is a prime source, it can successfully convey the emotional impact the outbreak had upon many people, implying that it would push for action as it would "shake the firmest nerves".

Other elements must also be taken into account of course. The "dedicated individuals" such as Edwin Chadwick, John Snow and Joseph Bazalgette pushed state intervention with reports such as Chadwick's Report on the Sanitary Conditions of the Labouring Population of Great Britain. Their aim was to ensure their appeals were heard and Chadwick's report became held in high regard with some doctors. Source 17 states that "the development of social welfare legislation and the progress of parliamentary reform" played a key role in ~~securing~~ pushing forward

reform" played a key role in ~~securing~~ pushing forward more enlightened views on the matter, as "the extension of the franchise" meant that government would be under higher pressure to ~~reform~~ improve the conditions of the labouring classes, some of whom now had the democratic (b) continued) power to support another party ~~in~~ during election time. Parliament had to now consider their desires and pass social reforms to attain the favourability of all forms of electorate.

Source 18 ~~would~~ argues that the shock of cholera had no large effect on public health provision as much as the "unspectacular growth of scientific thinking". Progression of medical knowledge supposedly set the basis for health reforms. However ~~the~~ Source 18 also states that the connection between poor living conditions and ill health was only accepted "beyond any doubt" by the 1860s, long after the second outbreak had prompted the Central Board of Health in 1848. Source 18 may be somewhat partial, as it is extracted from a book focused upon medical advances as the title *The Medical Revolution* suggests.

Another valid issue raised by Chadwick was the indirect cost to the government in public spending brought about by the ~~death~~ early deaths of male labourers even when the epidemic of cholera was not present. As men were the only provider of income within a household, this left many ~~pe~~ ~~in~~ homeless widows

As men were the only providers of income within a household, this left many ~~poor~~ homeless widows and pauper children who needed to be provided for by public care institutions. Chadwick argued that

((b) continued) In the long run, improving the conditions of the cities would eventually benefit the state and reduce the ever increasing amount of public spending needed to care for families deprived of the breadwinner.

Overall it seems that while many elements were essential in improvements to health legislation, the speed and potency of cholera was a major factor. There had been many diseases in the cities such as typhoid and tuberculosis and yet no others prompted such change via fear of one's own mortality.



## ResultsPlus

### Examiner Comments

This response is level 2/3 marginal for both assessment objectives. It clearly works sequentially through the sources, paraphrasing some information from each source in turn. In the process of doing this, the candidate does show some understanding of the sources, for example, the reference to the 'emotional impact' of cholera demonstrated in source 16. The information taken from the sources is pointed at the focus of the question, albeit not very well developed, and the candidate's own knowledge, although quite narrow, is linked in places with the sources.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code US028139 June 2011

For more information on Edexcel qualifications, please visit

[www.edexcel.com/quals](http://www.edexcel.com/quals)

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

Ofqual  
.....



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



Rewarding Learning