

Examiners' Report

June 2018

GCE History 9HI0 34

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Introduction

It was pleasing to see candidates able to engage effectively across the ability range with A Level paper 34 which deals with Industrialisation and social change in Britain, 1759-1928 (34.1) and Poverty, public health and the state in Britain, c1780-1939 (34.2).

The paper is divided into three sections. Section A contains a compulsory question which is based on two enquiries linked to one source. It assesses source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting five second order concepts - cause, consequence, change and continuity, similarity and difference, and significance. Section C comprises a choice of essays that relate to aspects of the process of change over a period of at least 100 years (AO1). Most candidates appeared to organise their time effectively and there was little evidence of candidates being unable to attempt all three sections of the paper within the time allocated. Examiners continue to note that there are a number of scripts that pose problems with the legibility of handwriting. Examiners can only give credit for what they can read.

In Section A, the strongest answers demonstrated an ability to draw out and develop reasoned inferences from the source for both enquiries and to evaluate the source thoroughly in relation to the demands of the two enquiries on the basis of both contextual knowledge and the nature, origin and purpose of the source. It should be reiterated that weight is not necessarily established by a discussion of what is missing from a source. If the author of the source has omitted something intentionally in order to modify its meaning or to distort the message of the source, then it will be relevant to discuss that omission in reaching a conclusion regarding the use that a historian might make of the source. However, commentary on all the things that the source might have contained, but failed to do so is unlikely to contribute to establishing weight.

In Section B, examiners were impressed by the number of responses that clearly understood the importance of identifying the appropriate second order concept that was being targeted by the question. However, as was noted in last summer's report, weaker candidates often wanted to turn questions into a main factor/other factors approach, even where this was not appropriate to the focus of the question. The generic mark scheme clearly indicates the four bullet-pointed strands which are the focus for awarding marks and centres should note how these strands progress through the levels. Candidates should be aware of key dates, as identified in the specification, and ensure that they draw their evidence in responses from the appropriate time period.

In Section C, candidates were better prepared this year to engage with the elements of the process of change that are central in this section of the examination. This is a breadth question and the questions that are set encompass a minimum of 100 years. Candidates are reminded that, as pointed out in last summer's report, this has important implications for the higher levels in bullet point 2 of the mark scheme. To access bullet point 2 at Level 5 candidates are expected to have responded 'fully' to the demands of the question. The requirements of questions will vary and key developments relating to the question may be more specific to the entire chronological range in some questions and options than in others. However, it was judged not possible for candidates to have 'fully met' the demands of any Section C question unless at least 75% of the chronological range of the question was addressed. To access bullet point 2 at Level 4 candidates need to meet most of the demands of the question. It was unlikely that most of the demands of the question would be met if the answer had a restricted range that covered less than 60% of its chronology.

In both Sections B and C when dealing with AO1, not all candidates demonstrated a secure understanding of what is meant by 'criteria' in terms of bullet point 3 of the mark scheme. Some candidates explicitly state in the introduction to the essay that they are naming the criteria that they plan to use, when in actual fact they are referring to the issues or the factors that will be

discussed in the response. 'Criteria' in bullet point 3 of the mark scheme refers to the basis on which candidates reach their judgement, not the issues that are discussed in the process of reaching that judgement.

Overall there continues to be challenging handwriting, poor spelling and errors in grammar and punctuation. Paragraphing was missing from some responses. The last bullet point in the mark scheme for Sections B & C includes 'communicated with clarity' and 'well organised' so the structure of the response is key here. Very few answers included a plan and this was reflected in the unstructured way that some questions were answered.

Question 1

Candidates were able to use the source to explain some of the benefits for the apprentices, such as training, education and health. The aspect of the enquiry regarding organisation was not always as equally addressed. Weaker responses relied heavily on summarising the source. The word 'benefits' was often interpreted very narrowly - leading to extended narrative on Greg and the set up at Quarry Bank Mill. There was a lot of comment on the source's omissions - particularly in regard to apprentices at other factories or that as the source was only focussed on one Mill it offered no broader use, leading to some unfocussed essays. Also, comments on Ure's position were often stereotypical (or claimed simply that as a friend of Greg he was 'truthful'). At the mid level these sections on provenance were still separate paragraphs rather than being used to weigh up the enquiries. Stronger responses analysed the source in detail making the distinction between benefits for Greg and for the apprentices themselves. They were able to link the organisation of the system at Quarry Bank Mill to broader developments in the apprentice system. At the highest level perceptive comments on Ure were woven into the response.

Chosen question number: **Question 1** ☒

Question 2 ☐

Source 1 addresses both the benefits of the apprentice system for the apprentices at Quarry Bank mill, namely their accommodation, education and general wellbeing, and also the organisation of the system at the mill. The source is therefore of great value in addressing both the benefits for apprentices and the organisation at the mill. However, the ^{author} ~~subject~~ of the source, a historian and ~~also~~ 'chief defender' of the factory system, is likely to portray the information in a biased fashion due to his viewpoint, and this will therefore limit the value of the source.

The source is hugely valuable for revealing the benefits of the apprentice system for apprentices ^{as it} ~~and~~ outlines how all of the basic needs of the apprentices are catered for through the paternalism of the Greg family. For example, the source states that near the factory is a two story house which serves as 'accommodation of the female apprentices'. The source then emphasises that the workers come 'partly from its own parish, partly from London, but mainly from the Liverpool poor-house'. This particular point is of significance - as a supporter of the factory system,

Andrew We wants to portray Greg's factory in the most positive light possible, therefore trying in every way to make the conditions of accommodation ^{and rest of workers and apprentices} seem suitable ~~for the apprentices~~. whilst this point made by the source may be seen to be biased due to the origins of the source, Greg's care for his apprentices are undoubted. For example, he ensured that every apprentice received an education between eight and nine o'clock at night, and as the source states, ~~from~~ with 'Mr Greg' for the boys and 'Miss Greg' supervising 'that of the girls'. Education wasn't merely 'reading writing and arithmetic' but also included 'sewing and other domestic skills'. The source then goes on to state that health is 'inequalled by that of any other class of work-people', and whilst this is quite likely true, it could be seen to be a slightly biased argument to make, given the author of the source.

However, it is interesting to note that ~~it is~~ although We mentions the brilliant health of workers at the mill, the ^{'handsome'} ~~brilliant~~ accommodation and 'superior education', the source does not ~~address~~ address in large detail the health problems that were endured by a number of apprentices. ~~It~~ It mentions that the medical certificate showed ~~less than~~ 'deaths are only one in 150', but conditions in the mill caused ~~other~~ health

problems that were unseen. ~~For example~~ This limits the source's value to some extent, as it does not address the problems faced by apprentices also. For example, there ^{and} were numerous eye, leg and hand injuries caused by dangerous moving parts, and young apprentices frequently had to climb under moving machines. In addition, fibres in the air from spinning clogged the lungs. ~~and whilst~~ there were dangerous health issues and nasty injuries, they were not deaths, and hence not reported in the medical certificate, nor the source written by Ure. As previously mentioned, this is for the reason that Ure is trying to seek further support for the factory system, and so any major dangers or drawbacks to the system are glossed over or not made a point of, so as to gain more support for his viewpoint. This consequently limits the source's value in showing how certain elements of the system didn't benefit apprentices.

The source is also valuable in revealing the organisation of the system at Quarry Bank Mill, but to a lesser extent than the benefits to apprentices. It describes how 'a man and a woman' have been given the ^{task} ~~task~~ of 'take care of the ~~water~~ apprentices' - this suggests that the system is organised so that apprentices are consistently well looked after and loyal to their employers for that reason. Perhaps a testament

to the success of the system's organisation is the figures that we mention to add further credibility to his ~~an~~ argument; the fact that the mill produces 'one-hundredth part of all the cotton used in Great Britain'.

This demonstrates that the mill was experiencing great success through the organisation of the system, and especially the capitalisation on young, malleable apprentices taken from the 'Liverpool poor-house'.

The source also doesn't make much of the fact that the system of organisation was designed to achieve maximum productivity from its workers. The schemes that Greg introduced for the supposed benefit of his workers and efficiency of the system were cleverly calculated by him - ~~providing~~ keeping all apprentices on site ensured that the system worked effectively and all of his workers were loyal to him - this being the reason that 'girls... almost always marry some of the men belonging to the factory', and 'continue to work'. The system essentially provided employees who enjoyed their work, but ensured the ongoing productivity and success of the mill. This is something again that the source is less likely to dwell on as it draws away the reason for the author's central argument. Whilst we ~~maintain that~~ demonstrates a system of care and personal betterment through education, the system

of organisation in the mill was a calculated effort on Greg's part to increase loyalty. As the source does not credit this for being one of the reasons for the organisation of ~~the~~ the factory system at Quarry Bank Mill, the value of the source is limited by this.

It is clear that the source is incredibly valuable in revealing both the benefits & apprentices of the system and also its organisation, but it is ~~clear that~~ obvious that the source is intended to only credit the mill at Quarry Bank rather than also point up any problems within the system for apprentices. As Ure visited the mill himself, the information given is likely to be highly reliable, which undoubtedly increases the source's value, but the biased nature due to Ure's standpoint as a chief defender of the system mean that the arguments presented are largely one-sided. However, the information provided is hugely valuable and gives a brilliant insight into how apprentices were cared for, and through the personal teaching by the Greg family, the gap between employer and employee grew narrower. It is for this reason that the source is more valuable in revealing the benefits to apprentices of the apprentice system than the organisation of the system itself.



This is a clear Level 5 response that considers both enquiries in detail and brings in contextual knowledge. The candidate considers the provenance and weight of the source and uses this to reach a well developed conclusion.



Make sure that you not only consider the provenance of the source but also consider what the implications of this are for the two enquiries in the question.

Question 2

Candidates generally were able to use the source to address the two enquiries but not equally. Some candidates dismissed the source for the purposes of revealing how workhouses were regulated by saying it was just one workhouse. Other candidates focussed too much on what was missing from the source to the detriment of not commenting on what it did show. At the lower levels candidates tended to use the question as an opportunity to explain the causes and ethos of the 1834 Amendment Act. The word 'regulation' was often interpreted very narrowly - leading to extended narrative about M'dougal and his cruelty. There was a lot of comment on the source's omissions - particularly in regard to abuses in Andover, leading to some unfocussed essays. Most candidates commented on the position of Ralph Etwal as MP for Andover to be able to be informed of what was happening, although few made any inference that he had not himself appeared to have visited the workhouse and at the lower levels candidates simply stated that as an MP he was likely to be 'truthful'. The contextual knowledge used was not always clearly linked to addressing the two enquiries. The higher level responses focused solely on how the source met the requirements that made it useful to the two enquiries. They discussed provenance, noting inter alia that the MP could criticise the regulatory system precisely because the Commission was extra-parliamentary. That was used to evaluate the content of the source in terms of the two enquiries. At each step they checked the inferences made with their contextual knowledge, measuring and linking accuracy and value. The highest levels were achieved by those who did this efficiently and with aplomb.

Chosen question number: Question 1 ☒

Question 2 ☒

In the period 1780-1939, there were many ways in which the government tried to 'combat poverty'. Workhouses are believed to be one of their most used methods to discourage poverty in society in which I agree. The workhouse can be judged on its effectiveness of its objective of ^{and helping those in poverty} discouraging poverty. // Workhouses were used more ~~to~~ at the beginning of the period of 1780-1939, the main case showing atrocities of the workhouse is the Andover workhouse scandal in 1846. ^{This is where} ~~when~~ paupers ~~were~~ accused the overseer of allowing torture and starvation ~~to the~~ of the paupers. This ^{Gone gnawing} ~~became~~ so bad that paupers began ~~eating the bone~~ marrow from bones they were ordered to crush. This shows the brutality of the workhouse and that paupers would want to avoid it at any cost.

The idea of the workhouse was the using less eligibility where if the conditions of the workhouse were less appealing than ~~the~~ ^{than} living on the street. ^{This} ~~then~~ it would discourage ~~poor~~ paupers for asking for relief and instead survive independently. This way only the truly desperate will go to the workhouse for relief.

However as source 2 agrees, the idea of less eligibility in the case of Andover workhouse had become out of hand. ^{Not} ~~as~~ ^{not} only were those who could survive help discouraged but also those who needed relief would rather die than enter the workhouse in some cases. This therefore does not achieve the objective of only helping the desperate but instead helping no one and therefore "inefficient".

The workhouse ~~the~~ also was used to help those in need of relief recover to a self-^{sustainable} ~~sustainable~~ point. ^{This would be done by} ~~by~~ giving them food and a bed for the night and hopefully in the future find them a placement for work as a labourer ^{for an} ~~for an~~ ^{company.} ~~company.~~ Source 2 implies this objective of helping the poor was clearly not achieved as Etwell MP for Andover inspected the workhouse "questioned 10 paupers". "All except two admitted" they were "in the habit of eating the marrow and gristle from the bones". This indicates that the paupers were given little food and so resulted to this "disgusting work".

Source 2 also provides evidence that this is not just rare occasions as once the paupers ^{had} ~~had~~ ate the marrow once, "they preferred that ~~to~~ labour

to any other". This shows how the paupers were always in desperate need of food and would result to the "horrible occupation" of crushing bones for some more food to survive with.

In most workhouses, the paupers ended up dying due to the treatment they were given. ^{It} ~~as it~~ was regular for workers to die of ^{Starvation} ~~Starvation~~ and exhaustion of work if not any other ~~illnesses~~ they had ~~or~~ will obtain while in the workhouse.

In source 2 it explains that Parliament trusted the poor law commissioners and overseers in carrying out "the greater in their responsibility". Due to this trust, many paupers ~~who~~ suffered terrible conditions in the workhouse could not speak out against their ~~or~~ overseer. ^{This was due to knowing they} ~~as~~ ~~they~~ wouldn't be acknowledged and most likely punished.

The workhouses across the country did have some way of deciding who would be let in known as the workhouse test. ^{This} ~~which~~ would look to see if a pauper was eligible to be let into the workhouse due to their current economic position. This way the workhouse could ~~in~~ ^{help} ~~some~~ achieve its objective of only helping the desperate and not those who are lazy.

Overall I believe ~~that~~ Source 2 can be seen as a reliable source due to being written in the same year as the Scandal and being written by someone who would have no hidden agenda but finding out the truth.

Overall I believe that workhouses in rare cases will have helped people to stay alive who are desperate. However I mostly agree with Source 2 that the workhouses were ineffective, ~~and~~ corrupt and allowed paupers to die inside the workhouse ~~instead~~ instead of on the street.



ResultsPlus
Examiner Comments

This is a Level 2 response - the candidate uses too much own knowledge in this response and does not consider how these points can confirm or challenge those made in the source. The provenance is considered but in simplistic terms only.



ResultsPlus
Examiner Tip

Don't write everything you know about a topic - make sure your knowledge points are contextual and are clearly linked to the source.

Question 3

This was the most popular of the Section B questions for 34.1. The candidates who answered this question were generally knowledgeable about the ways the safety bicycle may have been significant. Some of the candidates pointed to increased freedom to travel, changes in fashion, development of tea rooms. Others supported their answer by considering sales and the cost of the bicycle which meant it was only available to those who could afford it. Some candidates did not balance the evidence against its significance with evidence in favour of it. At the lower levels candidates focussed only on the detail of the bicycle and the consequent fashion changes. At the higher levels candidates considered a range of factors that had an impact on the lives of women, and went on to discuss the impact such independent mobility had on other means of independence, notably work in the Suffrage movements.

Chosen question number: **Question 3** ✕

Question 4 ✕

Question 5 ✕

Question 6 ✕

very significant

- emancipation
- new women
- social change
- freedom, life outside home
- leisure
- suffragette movement, spread propaganda

wheels of change

your course

John Kemp
Starley

less significant

- lots of opposition, clothes
- still quite expensive

The safety bicycle, invented by John Kemp Starley significantly increased the independence of women in the time period 1885-1901. This is due to the fact that before this innovation in the bicycle industry, women hadn't been able to participate in the sport as ~~the bikes had~~ the penny farthing (the previous

format of a bike) was impossible for women to ride, ^{largely due to} ~~the~~ the fashions that they wore in the time period, but also due to the requirement of a running start. As a result the safety bicycle allowed women to enjoy this leisure without a course in gymnastics and only slight adjustments to their clothing, massively increasing their independence as ~~they~~ it gave them means to travel and a life outside the home. However, the significance of this needs to be weighed up by how many women ^{were} ~~were~~ affected by the invention of the safety bicycle, and how independent it made all women in society - or just a limited few.

For those that were touched by John Starley's innovative new design of the bicycle, with its lower centre of gravity, the significance is undoubtedly huge in increasing the independence of women in the years 1885-1901. It was a means of social change, where young women could break the mould of previous demands of society and become independent women who were well educated and had political

viewpoints. The safety bike helped this as many cycling clubs were introduced, such as the Pichnick club, where political ideas were discussed and spread. Furthermore, the freedom to travel that the bicycle gave women, allowed suffragettes to spread their word more easily, by cycling around posting ~~pamphlets~~ leaflets. Its questionable but it could be said this help to spread views about women's rights and increase the number of suffragettes, helping the movement to be more powerful in passing legislation and change public attitudes towards women, allowing them to become more independent.

A further reason why the safety bicycle played a significant role in increasing the independence of women is it gave them a new freedom and a taste of life outside the home participating in conservative activities. ~~There is that~~ The safety bikes speed up the move towards a generation of new women who decided they wanted to change the social norms and requirements of how women should conduct themselves. This

was probably most noticeably shown in the changes to the clothing that women began to wear to take on the new found ~~business~~ pursuit of cycling. There was a large ^{rise} increase in demand of ~~clothing~~ garments such as knickerbockers and ~~to~~ bloomers. This was incredibly daring at this time, when women ~~were~~ had been required to be extremely modest in their dress sense, ~~only~~ with long skirts filled out with petticoats, high ^{necklines} necks and long sleeves. Therefore this move by some young cyclists to wear garments that revealed the shape of their body much more than dresses had done, showed a massive shift in social attitudes and revealed that women ~~beg~~ became significantly more independent with the invention of the safety bike as they now changed their clothing to match their activity, as opposed to limiting themselves to a few limited activities because their clothing would only allow that. However, there was still a large proportion of society who had not changed their attitudes and voiced much opposition to this increased emancipation of women.

Whilst the safety bicycle undoubtedly increased independence, this can be seen as over exaggerated as there was still a broad number of the British society who found these advancements totally undesirable and improper to be involved in. The clothes worn by independent female cyclists seemed to attract the most opposition and even led to a court case when a Lady tried to ~~enter~~ enter a posh Surrey coffee house in her bloomers! This shows that whilst women were becoming more independent and whilst the safety bike aided this, there was still a while to go before this was to become accepted, leaving the possibility that women weren't becoming more independent if society rejected it, even if they felt so themselves. Furthermore, it was still only a relative few ~~that~~ women that owned a safety bike in proportion to the population, although prices had been falling they were still an advantage for the middle class and skilled working class, limiting their impact on increasing independence for all women.

Overall, I think that John Starley's safety bicycle had a significant impact on increasing the independence of women as it gave them a freedom they had not experienced before as well as means to fight for social change. However this ~~was~~ is limited to those that were able to afford a bicycle, which was still a large proportion of young women by the end of the time period, making it a less significant factor, ~~yet as it was~~. As a result the safety significance of the safety bicycle in increasing women's independence is undoubtedly great, and an important factor in changing the way that society viewed women.



ResultsPlus
Examiner Comments

This response is clearly focussed on the question and is well planned. There is plenty of supporting knowledge and a well developed conclusion - a Level 5 response.



ResultsPlus
Examiner Tip

Make sure you plan before you start writing - you will have a stronger and more focussed answer if you do this.

Question 4

This question was not widely answered. Candidates were generally able to point to rail developments and tunnel building. Some were able to suggest that these developments were limited because of competition from Stephenson and the eventual use of Stephenson's rail gauge. The development in steam travel was not usually as well covered but at the higher levels candidates were able to discuss factors that may have helped or hindered such as the number of passengers and the cost.

Chosen question number: **Question 3** ☒

Question 4 ☒

Question 5 ☒

Question 6 ☒

The work of Brunel succeeded in expanding passenger travel in the years 1833-59 to some extent. Whilst he had success with the construction of new railways and bridges, he also had setback such as the rejection of the broad gauge.

One way in which Brunel succeeded in expanding passenger travel in the years 1833-59 was in his construction of various bridges and tunnels all across Britain. This meant that railways could then utilise these bridges and tunnels. This made journey times shorter and also allowed for the railway lines to be ~~more~~ more direct as they no longer needed to ~~avoid~~ avoid mountains and valleys. This expanded passenger travel as it meant that people could take day trips to places without having to worry about long travel times restricting them.

Another way in which Brunel succeeded in expanding passenger travel in the years 1833-59 was in the creation of new railway lines. These new lines were constructed in areas where there had not been access to previously, allowing for these areas to be made

available for people to visit which they could not have done previously. This expanded passenger travel as it allowed more places to become accessible by train, which meant that more people were attracted to visit them, which meant that the demand for passenger travel increased.

One way in which it could be argued that Brunel failed to expand passenger travel was with the rejection of the broad gauge. The broad gauge allowed for train carriages to hold 10% more passengers than what a regular carriage would allow. It also meant that trains could achieve higher speeds, whilst also maintaining the smoothness and comfort of the journey for the passengers. This would have expanded passenger travel further as it would have allowed for more people to catch the same train due to the bigger carriages, it would have also meant that the journey times were shorter as the trains could travel at faster speeds. However, in a test against the narrow gauge, the broad gauge lost as it ~~was~~ was too expensive to replace the existing railway lines with the ~~new~~ new broad gauge tracks. Therefore the effect that ~~the broad gauge~~ ^{the broad gauge} could have had on passenger travel was lost.

In conclusion, Brunel was successful in expanding passenger travel ~~transportation~~ in the years 1833-59 to some extent as whilst his broad gauge idea was rejected, he was still able to expand passenger travel through the construction of new railway lines in places that were not previously accessible, and also through the construction of bridges and tunnels which allowed train journey times to be shorter and the routes of the trains to be more direct.



ResultsPlus
Examiner Comments

Although this response is focussed it lacks some detailed supporting evidence and only discusses rail not passenger ships - a Level 3 response.



ResultsPlus
Examiner Tip

Make sure that your answer has range - plan before you start writing so you can check.

Question 5

These Section B questions were equally popular for candidates sitting option 34.2. Candidates were generally able to cite opposition from Oastler or Fielden against the Poor Law Amendment Act. Not all candidates addressed the issue of widespread opposition, although some argued that opposition might have not always resulted in riots as fear of the consequences may have stifled some opposition. The notion that opposition did not occur everywhere or that some supported the reform was sometimes omitted. At the lower levels candidates focused on reasons for opposition rather than areas of and extent to opposition. There was some misunderstanding of key terms such as 'rural'/'industrial' etc. Too few candidates were in a position to develop (and fewer still moved on to discuss) criteria relevant to the question. At the higher levels responses dealt impressively with geographical and economic factors leading to different levels of resistance to the new poor law - hence dealing with the term 'widespread'. These candidates were able to look at the diversity of opposition in terms of geographical distribution and socio-economic differences and keep within the timeframe of the 1830s. Most of these noted Fielden's opposition before 1834 as well as after.

Chosen question number: **Question 3** ☒

Question 4 ☒

Question 5 ☒

Question 6 ☒

The Poor Law Amendment Act passed in 1834 sought to improve the efficiency of relief provided to the poor and to save costs. I believe that 'opposition to the Poor Law Amendment Act was widespread ~~to~~ in the 1830s' to a certain extent; even though opposition was heaviest in Northern England, as seen through the Ten Hours' Movement and actions of John Fielden in 1837, the act also faced opposition in the rural South, in areas like Buckinghamshire and East Anglia.

The Act was passed by the Poor Law Commission which was based in the South of England, in London. As the Poor Law Amendment Act's terms had been devised following research heavily focused on the southern population, it was assumed that its imposition would face little opposition from these areas. However, protests and uproar began to emerge sporadically

from southern areas like Buckinghamshire and East Anglia ~~in the~~ after 1834. These protests attacked the imposition of the Act due to ^{the} ~~its~~ unnecessary centralisation of poor relief and because it disrupted the matron-servant relationship that existed. The presence of opposition to the Poor Law Amendment Act in 1830s shows that opposition was widespread because even though they were accurately represented by the Act (unlike the Northern areas), they opposed certain aspects of the Act, mainly the centralisation and loss of autonomy in regards to enforcing poor relief. The fact that the Anti-Poor Law Movement was short-lived also shows that opposition was too widespread, as the movement lacked sufficient organisation.

On the other hand, I believe that opposition to the 1834 Poor Law Amendment Act was not widespread, and that it was focused in Northern England due to the role of Richard Oastler, and his involvement in the Ten Hours' Movement. The Northern population were always opposed to the Act as the London based Commission that

created it focused only on the south when conducting its research - the Northern population felt misrepresented and that the terms of the Act failed to cater to their regional needs. For example, the Act was only imposed up North by guardians in 1837, when there was an industrial downturn. The Northern industries also faced cyclical, short-term unemployment, so admittance to workhouses and the separation of families wouldn't help their situation. Oaster was a supporter of the Ten Hours' Movement which campaigned for mill workers to get a 10-hour working day. He opposed the Poor Law Amendment Act as it suggested dumping paupers in factories to work, which would effectively lower wages and living standards for the working class. He encouraged women to protest and not against the imposition of the Act, though he never actively participated. I believe this shows that opposition to the Act wasn't widespread as it's heaviest opposition came from the North, as the population hated the fundamental principles of the Act, and movements were greatly supported.

Furthermore, the role of John Fielden shows that opposition to the PLAA was focused regionally, not widespread across England. Fielden and his brother owned many ~~mill~~ ^{Todmorden} factory mills in ~~a part of Northern~~ ^{Todmorden} England. Strongly against the imposition of the Act in their area in 1838, Fielden threatened to close down all the mills unless the guardians sent from London to enforce the law resigned from their duties. The guardians ~~were forced to~~ refused to back down, so the mills were closed for a week, forcing 3,000 employees out of work (though Fielden paid them for the week they had been made unemployed). After the week, the workers returned and fierce opposition against the enforcement of the Act continued. Workhouses were not set up in Todmorden until 1877, long after the introduction of the PLAA in 1834 and the death of John Fielden. I believe John Fielden's influence in Todmorden shows opposition was not widespread against the Poor Law Amendment Act; like in the case of Oastler, those with influence in the north of England used this to delay

the imposition of the Act which they so strongly opposed.

In conclusion, I agree with the statement 'opposition to the Poor Law Amendment Act (1834) was widespread in the 1850s' to a limited extent. I agree because the Act faced ~~heavy~~ heavy opposition from the North, some from the South and from both local authorities (who opposed the centralisation of relief) and paupers themselves, as workhouses made their lives miserable. On the other hand, I disagree with the statement as opposition from the North was much more consistent and significant. While opposition from the rural south was sporadic and often short-lived, in the north it was consistent and aggressive; certain areas didn't set up their first workhouses until the 1850s and 1860s, with Todmorden only doing so in 1877.



This is a largely detailed argument which covers a range of points both for and against the argument. The candidate reaches a well focused conclusion which is substantiated throughout - a Level 5 response.



Make sure that your conclusion is clearly focussed on the question and has supporting evidence to back up your argument.

Question 6

Candidates were generally able to explain what the reforms were and make an assessment of the degree of success. Again criteria for judgements were often absent, with many preferring to jump in with overview of the relevant and sometimes irrelevant reforms. Limitations of reforms were largely based on limits of health provision through National Insurance. Many were keen to discuss education reforms and Free School Meals and medical inspections to the detriment of more relevant material. Pensions/labour exchanges and National Insurance were all well covered although focus on the extent of impact was often not what candidates wanted to answer. Limitations generally were often not treated separately and when they were it was often in the most general way. The date range was sometimes an issue, with reforms such as the 1906 Provision of Meals Act erroneously included. Much of the maternal/infant and school-related benefits, were enacted before the earlier date, and still focussed attention. The meaning of 'working class' was sometimes problematic, being taken to mean simply 'workers', which led to some confused analyses. Strong responses assessed the key liberal reforms, often in turn - exploring both their strengths and weaknesses in terms of improving lives. At the higher levels candidates focussed on diversity within the provisions of the Liberal Reforms (who received and who didn't) and the benefits on offer. Some analysed the nature of, for example, pensions and could infer that the mentality that underpinned it was not too far removed from 'majority report' ideas. These candidates further argued that the Old Age Pension did not make a substantial difference due to life expectancy or to the restrictions on claiming. At the highest level candidates did point out that the working class are a diverse group and the effect may have been different related to industry or geographical factors.

If change is measured by ~~the~~ the impact on the lives of the working class, then in the long-term, the liberal reforms had great impact on the lives of the working people, but in the short-term they were largely ineffective. This can be seen mostly through the implementation of the ~~Old Age Pension~~ ^{National Insurance} Act, ~~Not~~ then the ~~National Insurance~~ ^{Old Age Pensions} Act and then through labour exchanges, ~~and child~~ ~~protection~~ acts. Given that the time period is 1908-14, it is clear that they did not hold great impact. David Lloyd-George's ~~official~~ liberal government implemented the Old Age Pensions Act in 1908 and it benefited the majority of the country in small amounts. All working-class men and women over the age of 70 would receive 5s a week from the government. Given that the minimum wage (implemented in 1906) was £160 a

years, (about 135 a week) during this period, it would suggest that when retired the majority of the working-class would receive half of their final salary. Clearly, this would not be sufficient so many carried on work past the age of 70. Moreover, many of the working-class population did not even reach the age of 70 due to industrially-stimulated health problems. This would firstly suggest that between 1908-14, ~~there~~ the pension rate clearly was not high enough and the majority of people did not receive it anyway because they never reached this age anyway. This clearly implies the short-term impact was largely ineffective between the years 1908-14. However, many historians could and should argue that this reform on pensions was the first of its kind and ~~hence~~ because of this it lay the infrastructure to a pension system which would benefit the entirety of the working class, therefore its long-term effectiveness is great. Despite this, the question only really focuses

on the short-term impact on the lives of the people and ~~of~~ because the pension was not sufficient enough, it is accurate to say the liberal reforms made little difference to the lives of the people during this period.

The liberal government also implemented the national insurance act of 1911 which had greater short-term impact than the Old Age Pensions Act.

The National Insurance Act was implemented to cover the unemployed over a 26-week period where, ~~afterwards~~ within this time, the labour exchanges should find them employment. For the first 13-weeks the family would receive 11s a week and the later 13 5s a week. The first 13 weeks had greater impact because the minimum wage was 13s a week so this would have been just about sufficient enough to feed the family on a weekly basis. This does show good short-term impact because the working-class would be relieved from poverty on reasons out of their control. However, the

second B-weeks were nowhere near great enough because they watched the pension rate which was ridiculously low already and it would now have to be extended to the entire family, not just a retired person. Therefore it proved in many circumstances such as long-term illness, the National Insurance pay would not drag many out of the realms of poverty despite the majority of the nation contributing to National Insurance anyway. Therefore it would imply a short-term ineffectiveness on the lines of the Working-Class more than ~~of the~~ Old Age Pensions Act. Despite this, it was, again, the first sign from the government that they were comprehending the research of the likes of Barthe and Rowntree through implementing a mechanism for cyclical unemployment. ~~Despite~~ Although, this would only prove useful in the long-term and given the nature of the ~~length~~ length of time of the question, the short-term ineffectiveness outweighs the

long-term implications, hence it is entirely accurate to say the Liberal regency ~~1908-1914~~ did little to effect the lives of the working-class people between 1908-14.

Labour exchanges also display signs of short-term ineffectiveness in changing the lives of the working class between these years. They were implemented in 1909 and promised to find ~~about~~ employment within 26 weeks (enough time for the National Insurance Act to cover the income for unemployment). On the whole they were efficient because ~~many~~ 89% found employment for the working-class ~~between~~ in under 20 weeks. This shows some short-term impact because the able-bodied working-class could hence physically gain a wage and individually drag themselves out of poverty. However, this only really agrees with the prevailing orthodoxy that had hindered relief for the previous 100 years. It agrees with 'Self Help' although only in this case the government were finding jobs the jobs and not

Committees such as the C.O.S and friendly societies. Hence between 1908-14, nothing really changed in the short-term because the government were only continuing the work of committees from the start of the period to the end of it. Therefore, not a lot had changed during this period, and ~~the~~ the short-term impact was ~~totally~~, on the whole, ineffective and there was no ~~long~~ long-term impact. Hence, it agrees with the statement in saying the liberal reforms did not ~~change~~ change much in the lives of the working-class people during this period.

In conclusion, if change is measured by short-term impact then the statement is entirely accurate. Despite having some new provisions in infrastructure to tackle poverty via relief, the short-term ineffectiveness of the liberal reforms were largely ineffective in changing the lives of the working class people between 1908-14. In doing so, the ~~inefficiency~~ can

ineffectiveness can be seen mostly through the insufficiency of the National Insurance Act but also through the Old Age Pensions Act. The short-term continuity is also identified through the work of labour exchanges who continued the previous work of charities. Therefore, it is entirely accurate to say that the liberal reforms changed little in the lives of the working-class people between 1908-14.



ResultsPlus
Examiner Comments

This is a solid Level 5 response - the candidate clearly links the points made to the question throughout the essay and uses detailed historical knowledge to make the case. The essay is analytical and well focused. The candidate reaches a supported judgement and stays within the date range stated in the question.



ResultsPlus
Examiner Tip

Make sure you double check the dates in the question so that your examples are relevant throughout your response.

Question 7

This question was the slightly more popular one in Section C for 34.1. Most candidates were able to discuss factors related to the impact. A few candidates pointed out that the 1st World War could have had no impact on patterns of work prior to the outbreak of the war and hence other factors would have been important by virtue of this, e.g. Arkwright's water frame and the development of the factory system. Candidates at the lower level dismissed or ignored the 1st World War and cherry picked other developments. At the mid level candidates were able to cover the chronology more effectively. At the higher level candidates were able to compare earlier developments to the significance and impact of the 1st World War on working patterns to reach a substantiated judgement.

Chosen question number: **Question 7** ☒ **Question 8** ☐
Question 9 ☐ **Question 10** ☐

PLAN

- ② - Daylight savings - brought up work/ issues
 ① - Brought up women work issue - 1818 LON ^{transport} ~~industrial~~
 strike - 5 sh was bonus
 → Huge - women in work like never before

BUT

- ⑤ Initial shift domestic - factory biggest change
 ↓ facilitated by tech
 ③ Individuals eg TS - 1870 Saltaire
 1789 Arkwright
 1769 Watt
 1821 Faraday
 1879 Bameville
 ④ Trade union eg ASE (1851) and TUC (1914)

ANSWER

ANSWER



Whilst world war one did bring about changes to working patterns by bringing women into the workplace, there were other, more significant factors during the years 1759-1926. For example, trade union advocated for improved conditions, yet ultimately the most significant and drastic change was the initial move from the domestic system to the factory system.

The First World War was indeed an incredibly influential factor in changing working conditions during the years 1759 - 1928, largely because it introduced women into the workforce en masse. When men were called up for service in 1914, women stepped into previously male dominated roles, ~~for~~ such as in munition factories or agricultural labourers. In fact, by the end of the war, over 40 000 women were working in munitions. Though once the war ended in 1918, most returning soldiers took their jobs back, the war had provided a valuable opportunity for women to prove they could do 'male' work, and created an appetite for work, and therefore equality. // As well as this, the war particularly highlighted wage discrepancies between genders, ~~and there were~~ ^{unequal} ~~unequal~~ ^{unequal} The most significant example of this was ^{unequal} ~~for example~~ in 1918, ^{female} London transport workers struck for equal pay. The strike spread, and within ~~or~~ less than two months they achieved a war bonus of 5 shillings. This strike in particular in turn led to a royal commission to investigate the possibility of equal pay. The subsequent report did advocate equal pay, and though no tangible results arose from it, it proves that the war brought gender ~~dis~~ pay discrepancies into the foreground of political discussion.

Furthermore, the adoption of British Summer Time during the war, (allowing factories to remain open

or longer) reshaped long standing issues of working patterns and conditions - for all genders.

~~Sig. new addition to the working world~~

Though the First World War did impact working ^{patterns} conditions, more significant factors had shaped long before 1914, namely the action of trade unions. The nature of rapid industrialisation created an ~~exploitative~~ atmosphere in which employers sought to profit financially through exploitative measures, and therefore trade unions arose in response.

Initially trade unions were made up of skilled labourers and sought to prevent division by unskilled workers, and their nature as skilled, and therefore not easily replaced, workers granted them considerable leverage to achieve suitable working patterns. The 1851 Amalgamated Society of Engineers was one such organisation, and they favoured moderate, respectable negotiation (in line with moral Victorian morality) to achieve changes to working patterns.

//The Triple Alliance, however, created 1914, favoured strike action and sheer size to command change to working patterns. For example, in 1919 the members of the Alliance struck against wage cuts, and following the threat of the Railwaymen and Transport workers to strike too, the government subsidised rail

owners so wage cuts wouldn't be necessary. ~~at~~
The government was desperate to maintain essential
services, therefore the sheer monolithic body ^{of the Alliance} was able to
command great leverage despite being unskilled workers.
Whether skilled or unskilled, trade unions were
a brand new, hugely significant factor in changing
working patterns during this period.

However, by far the most significant factor
in changing working patterns over this period was
the initial shift from a domestic to factory system.
The old ^{pattern} ~~system~~ of families
individual ~~families~~ ~~were~~ ~~from~~ working on a piecemeal
basis, according to their own rules and in their own
home was completely overhauled by the factory system.
They now were split up, working in separate areas of
the factory, under unfamiliar masters and unfamiliar
rules, with regulated working hours. [The balance of
power had shifted, and every single ^{pattern of} ~~domestic~~ ^(more to #1) labour had completely changed.] It is
unsurprising that Richard Arkwright is heralded as
the father of the Industrial Revolution, as his 1768
spinning frame facilitated this drastic change. Ultimately
[x1]

The First World War undoubtedly impacted patterns of work, most notably by introducing so many women to new domestic fields. However it was by no means the most significant factor in changing working conditions during the years 1759-1928. Trade unions advocated and fought for improvements to patterns of work. ~~however~~ yet by far the most significant change in patterns of work arose from the initial shift to the factory system. This shift overhauled all pre-existing patterns of work in Britain, and without it trade unions and patterns of work brought about by WWI wouldn't have existed.



ResultsPlus
Examiner Comments

Here the candidate focusses clearly on the stated turning point, considering both for and against, before assessing the relative importance of other turning points. The candidate covers at least 75% of the time period with reference to trade unions and developments in factories. A substantiated judgement is reached - this enters the response into Level 5.



ResultsPlus
Examiner Tip

The plan is key in these Section C responses - this way you can check that you have the chronological range necessary in your examples.

Question 8

This was the marginally less popular question in Section C for 34.1 but candidates who did answer it were generally able to explain what the 1870 Education Act did. They did not always address aspects to counter it such as lack of funding or significance of factory Act or Education reforms such as the Fisher Act. A few candidates dismissed the Act entirely and simply discussed alternative reforms, or focussed only on the 1870 Act and failed to compare other education acts to it. At the higher levels candidates were able to draw out trends and to compare the 1870 Act to later reforms throughout their response before reaching a substantiated judgement.

Chosen question number: Question 7 ☒ Question 8 ☒
Question 9 ☒ Question 10 ☒

- ed act 1870
- 1908 children's act
- 1862 ~~Health~~ + ~~Factory~~ 1833 fact
- philanthropist

From 1759 - 1928, children's lives changed greatly, both in terms of the individual, but also in society's overall view of 'childhood'. Whilst the Education Act of 1870 holds significance in the development of children's lives, when taking into account their development should be measured in terms of the number of children affected by a factor, and how well ~~improves~~ entered or not, the 1908 children's act holds the most significance in child development. However, this was aided by the work of philanthropists in the early 19th century, as well as the 1833 factory act. The 1870 Education Act holds significance in the development of children's lives from 1759 -

1928. With it embodying a similar nature to that of the National Education League, it made education available for 5-13 year olds, with non-religious teaching becoming available. Indeed, this holds great ~~weight~~ significance in child development as education became more widely accessible, with the government paying for pauper children to enter the education system. With 4000 schools being created under this act, and boards checking up to ensure there were sufficient school places, this does also mean the 1870 education act was well implemented. Yet it holds less significance than the 1908 children's act, because education was not made compulsory, meaning that a broad spectrum of children were still not entering education - in 1871, ~~many~~ only 117 schools enforced compulsory attendance. Therefore, whilst the 1870 act clearly contributed to aiding the development of children's lives, due to the limits of its enforcement and a ~~exclusive~~ ~~are~~ failing to enforce compulsory attendance, it means it was not as broad-reaching as the 1908 children's act.

The most significant developments in children's law was the 1908 Children's Act. This focused primarily on the rights of children, coupling well with the Victorian's increasing moral concern over their children. The act was inspired by Booth's study of the poverty line in London in 1898, discovering that 30% of people lived below the poverty line of 22 shillings a week. Therefore the 1908 Children's Act gave children the rights to be protected by harsh circumstances that often caused neglect and crime. The fact that the act exempted children from capital punishment, and adult punishment, but also dealt with the more mental aspects of children's lives, such as banning the sales of cigarettes to children U16, highlights the breadth of this act. Indeed it holds significance in ^{the} child development life because it applied legally to all children, ^{and} it was enforced: there were numerous reports of park keepers searching children U16 for cigarettes. This clearly demonstrates that the 1908 Children's Act recognised and implemented the

differences between children and adult lives
~~was~~, and these differences were successfully
consolidated in 1908. Yet perhaps these
'differences' may not have been so well-
received if it were not for the work of
earlier philanthropists.

The work of philanthropists, specifically
Robert Owen and Dr Barnardo held
great significance in child development
of children's lives, but saw a the
shift in society to appreciate the
"childhood innocence". Owen specifically
advocated the development of children's
lives through his 1800 "Institute for the
formation of character". In this school
he acknowledged Rousseau's "blank slate
theory", believing that childhood innocence
should be met through appropriate nurture.
Indeed this was carried out, where children
were taught to dance, sing and paint,
avoiding the traditional academic target
of education. This work held great
importance as it was the first time
society were truly being exposed to the
view of childhood innocence. Owen's work
was indeed clearly significant in terms

the development of children's lives because it only cost 3d a month to get there, a minimal amount in comparison to the cost of £700 a year to run. This therefore meant that when, and the work of other philanthropists, somewhat kickstarted the development of children's lives. Yet due to the small scale of these philanthropists, they hold less significance than the 1901 children's act.

The first significant contributor to the development of children's lives was the 1833 factory act, changing the working conditions of children's lives. The act had paralleled child labour with the work of slave labour that had also been abolished in 1833. Therefore the act stated that children 9-13 could work for a maximum of 9 hours a day, whilst 13-18 years old this was 12 hours. Perhaps more

importantly this act holds significance in the development of children's lives, because of its ^{policy of} enforcement. Four inspectors were appointed as part of a commission to enforce factories held age certificates and were meeting the legal requirements of the

ack. This therefore highlights the significance of the 1833 factory act in the development of children's lives, as it altered their working conditions - somewhere where they spend 50% of their time.

Yet this holds less significance than the 1908 children's act due to the inspectors' ~~insuff~~ ^{inability} ~~inadequately~~ being able to inspect 4000 factories, meaning its intention of enforcement failed, unlike the 1908 children's act.

Overall, it can most definitely be argued that the significance of the development of children's lives from 1759-1928 was extremely prominent. The most significant factor however, is the 1908 children's act, as this applied legally to every child, and fundamentally changed ~~the~~ every aspect of their lives. Nonetheless, the work of the philanthropists and the 1870 education act all contributed to the acceptance and establishment of the 1908 children's act. Whilst the 1833 factory act did provide a similar pathway of success in developing children's lives, its failure of enforcement means that

the 1908 Children's Act had the greatest
significance in the development of children,
from 1759 - 1928.



ResultsPlus
Examiner Comments

Although the candidate has good range in this response, the stated turning point is dismissed once discussed and subsequent turning points are not compared back to it. This slight lack of focus, especially in the conclusion, means that this response just enters Level 4.



ResultsPlus
Examiner Tip

Make sure you consider and refer to the stated turning point throughout your response, especially in your conclusion.

Question 9

A popular question which candidates were generally able to argue for or against. Higher level candidates argued effectively that writers educated and used their influence to promote reform, countering with the argument that there were limitations between the link with writers and reform and that they did not provide a route to reform. Seldom was there reference to works like "Self Help" or perhaps more tangentially "Efficiency and Empire" which largely argued against increased intervention. These candidates suggested that the press could be clearly linked to reform with the Times as an example and the 'Great Stink'. Stronger candidates moved beyond Dickens and Gaskell to consider Orwell, Mayhew and official reports. A few candidates dismissed writers and the press as significant and proceed to write about other factors or did not address writers and the press adequately. Mid level candidates had good contextual knowledge on the impact of writers however they were not always focussed on the limitations of writers, these candidates just switched to looking at other areas of importance. Candidates at the lower levels dismissed the given factor and discussed the importance of other issues and thus did not fully focus on the demands of the question. The biggest weakness in this question was the ability of the candidates to span across the time period and the range of knowledge on writers and press was often underdeveloped, hence the balance of some responses was rather skewed and essays became general.

Chosen question number: **Question 7** ☒ **Question 8** ☒
Question 9 ☒ **Question 10** ☒

There were several reasons why public health reforms were driven forward significantly in the years 1830 - 1939. Amongst them was the influence of writers and the press but there were many other events that helped drive reform during this period including advancements in scientific understanding, better keeping of ^{medical} records as well as the influence of cholera and the fear it wrought.

The influence of writers and the press was undoubtedly extensive and for reaching in driving public health reform. Authors such as Charles Dickens and George Orwell reached thousands with their realistic and poignant novels of poverty whilst newspapers continuously influenced the country both locally and nationally. Charles Dickens wrote novels such as Oliver Twist and they had massive effects on the popular masses. Dickens' stories were often ~~not~~ ^{often} readable for many of the nation's poor as he'd been through severe poverty himself and he had them serialised which allowed them to read an even greater

audience. Another author was George Orwell. One of his novels ~~was~~ ^{was} 'The Road to Wigan Pier' which explored poverty ~~after~~ and destitution after Dickens' time ~~and~~ which reflects the continued influence of ~~the~~ ^{throughout the} ~~the~~ ^{period}. Orwell also made his stories reliable by describing what he saw ~~and~~ and then dramatising it some more. As well as novelists such as these the press was massively influential in this period. An example of this is the campaign in 1848 led by 'The Times' newspaper about the Great Stink. It had a large influence and eventually helped bring about Parliament's go ahead to Bazalgette's massive sewer reform. Local news also covered advances such as typhus and scarlet fever outbreaks helping to highlight what was happening and drawing attention to the effects of disease.

An alternative influence to bring about reform was the massive advancements made in scientific understanding of disease. In 1867 Louis Pasteur completed his Germ Theory. It may be argued that due to all the opposition to this theory and reluctance to abandon the miasma theory it had less of an impact on public health reform. This may be true however

in the 1880's and 90's when Robert Koch stated pinning specific bacteria is the cause of big killer diseases using Lister's new microscopes more influential people became convinced. For example William Farr, chief Actuarial, abandoned his strong held belief in the miasma theory in the face of overwhelming evidence.

This raises another factor that influenced public health reform, the much improved record keeping of the nation. In 1837 Civil Registration started and William Farr started collecting and analysing masses of statistics about public health including births, marriages and deaths. Very notably he took into account the cause of death as he compiled data from parishes ~~across~~ ^{across} the country and his work was invaluable to potential reformers. For instance it highlighted the connection between mortality rates and different parts of the country, for example 57% of children not reaching their 5th birthday in the 1840's.

A further influence for public health reform was the impact of the cholera epidemics. The epidemic of 1831 - 32 which caused 31,000 deaths and the epidemic of 1848

~~causing~~ killing 62,000 brought fear to the nation like no other disease. The speed with which it took hold and the high mortality rate it had for its victims, 40-60% were the reasons for this. The epidemic of 1831-2 can be seen as significant for driving public health reform as it led to temporary Cholera Acts, which gave authorities ^{the power} to cleanse infected houses and quarantine sufferers. Mayors setting up the General Health Board and many local health boards. These boards made effective recommendations such as fumigating clothing, food distribution to the poor and some less effective such as white washing houses. However what is important is that for the first time the Central Government had become involved in managing public health and started to recognise what was needed to keep a population healthy.

In conclusion there were many factors that helped drive public health reform in the years 1830-1939. The work of ~~act~~ writers and newspapers had influence through gripping, reliable stories as well as effective campaigns such as the Times' over the Great Stink that brought reform. However it may also be judged that while highly significant

This was not the only significant factor as ~~was~~ advancements in the scientific understanding of disease, improved record keeping as well as epidemics such as cholera all influenced change as well. These factors combined may ~~point to~~ present that the influence of writers and newspapers was significant, it wasn't the most significant in driving reform despite its massive sway over public attitudes.



ResultsPlus
Examiner Comments

The candidate has a range of examples from across the period and has sufficient focus on the stated factor. There could be clearer reference back to writers and the press when considering alternative factors but the conclusion is well supported and considered - this response enters Level 5.



ResultsPlus
Examiner Tip

Make sure you have a range of examples from across the date period - this is vital for a Section C response.

Question 10

Most candidates were able to explain what the Public Health Act of 1848 did and to explain why it might be significant and to discuss its drawbacks such as its permissive nature. The higher level candidates argued effectively that although the 1848 Act was permissive it set the framework for future public health legislation. At the highest level candidates linked the reluctance of government in the 1840s following Chadwick and the Royal Commission to implement measures that contradicted its laissez-faire doctrine. They also commented on the progression from 1832 to 1936 and noted the 1848 Act may have indeed been a turning point, which made subsequent Acts more likely and better placed to have a positive impact. Again a few were able to link the development of public health with the increasing franchise, and similar political and economic developments. Some pointed to the 1866 and/or 1875 Act because of their compulsory elements being more significant. Very few candidates seemed to really know how to judge significance and for most it became largely an overview of all the relevant Acts and assessing their strengths and weaknesses. Many took the line that 1848 was the most significant as subsequent acts simply built on it. Candidates did not generally address factors before 1848 or take their response up to 1939 to cover the whole period and this is something they need to be aware will hinder the quality of response. Another issue was lack of focus on 'public health provision' and consequent lapse into discussion of medical reforms or scientific developments without clear links to the question.

Chosen question number: **Question 7** ☒ **Question 8** ☒
Question 9 ☒ **Question 10** ☒

Several public health acts took place in the years 1780-1939, with some historian regarding the 1848 Public Health act as being the most significant change to public health provision. I however feel that there are other acts which potentially hold more significance. Examples include the 1840 + 1853 vaccination act, the 1875 Public Health act and the 1936 public health act. All of these acts hold significance in being responsible for changing public health provision, hence I feel it can only be partially accurate that the 1848 PHA was the most significant act 1780-1939.

The Public Health act of 1848 was very significant at its time of passing - this is because it demonstrated the state attempting to push public health reform. It entailed the setting up of a general board of health and allowed towns to elect a medical officer. The general board of health was expected to be permanent - unlike the ones set up

during the cholera epidemic of 1832. Whilst I agree that this act holds significance, I disagree that it's highly accurate to name it the most important public health act. My reasoning for this is that the act itself was permissive, meaning many towns didn't take up the ideas presented by the act - places that did have medical officers only did so because it was cheap. Not to mention that by 1858, the general board of health was abolished and replaced by a medical department in the privy council. Therefore it can be suggested that it's not very accurate to call the 1848 PHA the most significant act from 1780-1939 because it was permissive and had limited impact. However, it still holds some significance as it can be labelled as implementing blueprints for later changes to public health provision. Nonetheless, it wasn't the most significant act.

Alternatively, the vaccination acts of 1840 and 1853 have been considered as significant

public health acts 1780-1939. In 1840 vaccinations were made free - this made them widely available, particularly to the working class and pauper who would need it the most.

This is ~~also~~ because these people tended to live in overcrowded conditions (72% population lived in industrial cities), these conditions created filth diseases. The 1853 vaccination act tried to force parents to vaccinate their children by threatening with a fine.

In comparison to the Public Health act of 1848, I would argue that it's more accurate to label the vaccination acts as more significant. ~~that~~ This is because they weren't permissive. ~~Now~~ On the other hand, this argument can be counteracted by the fact that people were able to avoid vaccinations through a set of clauses for religious reasons. Nonetheless, the vaccination acts were compulsory to begin with and as a result had a widespread effect leading to the wipeout of some diseases. Ergo I ~~feel~~ ~~that~~ it still feels that ~~the~~ it's ~~not~~ not really accurate to call the 1848 PHA the more significant act in changing public health provision 1780-1939.

Moving on, another act which I consider to hold more significance than the Public Health act 1848 is the 1875 Public Health act.

This act has been considered as one of the most comprehensive public health acts because it extended powers to local health authority. Each town was required to have a medical officer and a sanitary inspector, as well as local health authorities, extensive power was given to allow the construction of more public baths and reservoirs. In comparison to the 1848 PHA, I would agree that this act (1875) is a far more significant change in public health provision because it wasn't permissive and enabled local authorities to have greater control. It also consolidated the powers given from previous acts relating to public health such as the 1866 sanitary act and the 1844 metropolitan act (houses to be 30ft within a sewer). Overall I find it less accurate to say that the 1848 PHA was the more significant and instead feel that it was the 1875 PHA.

A final act to consider is the 1936 Public Health Act. This gave local authorities control of water supplies and increased power over food regulation and slaughterhouses. Likewise with the 1875 PHA, it consolidated the powers of previous health acts. This may suggest that most of the significant changes to public health provision in the 1780-1939 period were carried out by the 1875 public health act. Hence, in comparison to the 1875 PHA - this act is less significant as it wasn't as dramatic, but when comparing this act (1936) to the 1848 PHA, it can be considered more progressive.

To conclude, it is not highly accurate to say that the 1848 Public Health Act was the most significant act in bringing public health provision change 1780-1939.

As aforementioned, I feel this because it was a permissive act and part of its terms e.g. the general board of health were abolished 10 years later. This shows it wasn't able to have much long term

impact. On the other side, I find it highly accurate to say the 1875 Public Health Act was the most significant change in public health provision 1780-1939 because it marked compulsory state intervention and was the most comprehensive of all the discussed acts. The 1840 and 1853 vaccination acts also demonstrated compulsory state intervention but unfortunately weren't as effective on public health provision as the 1875 PHA. The act with the least significant in changing public health provision is the 1936 PHA as it didn't lead to dramatic change like the other acts. Overall, it's not very accurate to say the 1840 PHA was the most significant change to public health provision 1780-1939.



This is a well focussed response that clearly considers and critiques the stated turning point before comparing its significance to other significant turning points in public health provision. The conclusion is substantiated and clearly focussed with the candidate reaching a clear judgement - a Level 5 response.



Make sure your conclusion weighs up the stated turning point in the question and reaches a clear judgement.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

Section A

- Candidates should ensure that they deal with both enquiries
- Candidates should not simply paraphrase the content of the source; they should develop valid inferences supported by the arguments raised in the source
- Candidates should avoid stock evaluation, e.g. it is a newspaper report so it is exaggerated because it is designed to sell papers
- There is no requirement to argue that the source is better suited to one enquiry than the other; any comments made in relation to this will be rewarded according to how they fit with the three strands of the mark scheme.

Sections B and C

- Candidates should avoid a narrative/descriptive approach; this undermines the analysis that is required for the higher levels
- Planning of essays will help candidates develop an analytical approach
- Candidates must be aware of key dates, as identified in the specification, so that they can address questions with chronological precision
- Candidates should aim to range across the breadth of the chronology in Section C questions.

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>

