



Examiners' Report June 2023

GCE History 9HI0 34

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2023

Publications Code 9HI0_34_2306_ER

All the material in this publication is copyright

© Pearson Education Ltd 2023

Introduction

It was pleasing to see candidates able to engage effectively across the ability range in this A Level paper 9HI034.1 which deals with Industrialisation and social change in Britain, 1759-1928 and 34.2 which deals with Poverty, public health and the state in Britain, c1780-1939.

The paper is divided into three sections. Section A contains a compulsory question that 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. A minority of scripts continue to pose some problems for examiners with a lack of legibility of handwriting; examiners are only able to 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. Some candidates used their contextual knowledge to continue to describe events in great detail, rather than using it to illuminate and to discuss the sources. This sometimes resulted in candidates not dealing with the sources adequately. In other cases, candidates might offer up no contextual knowledge to support their arguments and analysis.

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 and shaped their responses appropriately to meet the demands of the question. More responses were seen this summer that had a tendency to only deal with one side of an argument; some of these were a sophisticated analysis of that one side, showing the links between the issues that were raised, but it is essential that candidates acknowledge the existence of a debate, where appropriate. Candidates need to be aware of the chronological parameters of questions and to ensure that they write across the chronology. Equally, the evidence that is presented should come from within the timeframe of the chronology of the question. It was disappointing this summer to note that a number of candidates seemed to have only a weak grasp on the timing of key events.

Section C requires candidates to answer a breadth question. The questions in this section are set to encompass a minimum of 100 years. Candidates are reminded that, as has been pointed out in previous Principal Examiner reports, 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. It should also be pointed out that 'bookending' the chronology with little between those 'bookends' is unlikely to meet the demands of the higher levels in bullet point 2. Candidates are also reminded that engaging with the specific stated factor, or turning point, if one is identified in the question, is vital if candidates are to show that they have responded to the specific question asked.

The candidates' performance on individual questions is considered in the next section.

Question 1

Most candidates were able to use the source from The Times newspaper October 1912 to comment on the development of the Longbridge site and the production methods and candidates accessed all levels of the mark scheme.

Candidates were able to comment on the origin of the source and its readership as representing the groups the cars at Longbridge were aimed at and that the article in the newspaper would be a good way of further promoting the development and sales of the cars. Some candidates mentioned that as a national newspaper it showed that Longbridge was of interest nationally and that as the Times had a reputation as a quality newspaper was possibly more likely to be accurate or well researched.

Candidates were generally able to select information to show the development of the site, related car production increasing, the number of employees growing, the size of the site and workshops. As the source was from 1912 candidates at lower levels based their evaluation on the argument that the source could not show how the development that occurred during the war and the effect of the war on the development and production. Candidates were generally able to discuss the range of models at Longbridge and some commented on how production was changed during the war years. The production methods and the use of special tools were linked to the reputation of quality. Candidates sometimes argued that the production was more characterised by batch production and was slow causing waiting list for cars from buyers. Also, the introduction of new methods and 'automatic tools' was a result of the influence of methods used by Ford to speed up production was sometimes argued. A general trend across answers was that candidates did not make developed inferences from the source – it was common to use a quotation or a point from the nature/ origin/ purpose and then back it up or challenge it with own knowledge, but the actual analysis through the use of making inference was limited or underdeveloped in many answers. Higher level evaluation, rather than listing what the source left out, looked more closely for what is exaggerated/ false from the source and candidates used their own knowledge to prove why it was false/ exaggerated.

more valuable → production methods

① long process → Q + analysis
+ plc → batch production.

② "work is done almost entirely by hand +
special skills"
labourers.

→ old techniques
e.g. hand painting.
skilled workers at
Longbridge → took some from
Wetley.

Whilst source 1 is valuable for revealing the development of the Longbridge site, the source carries more value in revealing the production methods at Longbridge. The source gives a detailed account of the laborious and time-consuming process of car production providing a detailed insight of the many steps involved. On the other hand the source lacks the same detail for revealing how the site at Longbridge developed. The source was written in the early years of Austin's development as it was prior to world war one, and therefore

lacks the breadth understanding of the temporal shifts in development that occurred at the site across the 1900s. However, ~~at~~ in 1912 Austin's production at Longbridge was very intricate as mass production had not been introduced, so the source holds ~~value~~^{weight} for describing these ~~intricate~~ details.

The source is very valuable for revealing the production methods at Longbridge as it illustrates the time consuming process that occurred. Source 1 states that ~~"Every part is carefully examined"~~ "a detailed record is kept showing the progress of each chassis through the works" showing how the process of construction at Longbridge was deemed to be one of a lengthy nature and contained multiple steps. This is certainly true as before the first world war Austin focussed his production on the 'batch production' method. This was opposite to 'mass production' which he adapted later from 1919. Batch production allowed Austin to be flexible in the car market of 1912, as at the time there was not a ~~real~~ mass market for cars, so sales were slow but steady. Each ~~of~~ step in the production processes was carried out by ~~workers~~ by skilled workers ~~in~~ in a time consuming manner, allowing production to be increased or reduced to meet demands. Source 1 holds

weight ~~to~~ to reveal this as it was written at the height of batch production, and therefore provides an accurate description of the production process at the time, accounting fine details which is very valuable to understand the ~~long~~ ~~pro~~ long process.

Source 7 ~~also~~ is also valuable for revealing the production methods at Longbridge as it reveals that finally the car is "handed over to the finishing department" and that the whole production process "is done almost entirely by hand and calls for special skills". This reveals how source 7 depicts the production at Longbridge to be ~~all~~ reliant upon skilled workers who are competent in all specialities. This was certainly the case as the location of Longbridge was deemed favorable to Austin due to the large supply of skilled workers already in existence. ~~Austin was~~ ~~born~~ In addition, prior to Longbridge Austin ~~was~~ had worked with Walsley, an Australian sheep shearer, for 12 years on a car plant. After Austin left to establish Longbridge in 1905 he managed to secure a large influx of ~~a~~ highly skilled Walsley workers to join Longbridge. This illustrates how Austin thought having skilled workers was vital for his production to be successful. In addition we know Austin's production methods prior to would ~~be~~

one more very traditional, for example almost all paint work was finished 'by hand' by his skilled workpeople, adding weight to source 1. The fact 'The Times' was a national newspaper and was read and respected gives value to the source. This suggests the source holds validity ~~as the newspaper~~ in revealing production methods, as the newspaper would of wanted to uphold it's reputation and provide factually correct information about the production.

Whilst source 1 is less valuable for revealing the development of the Longbridge site, it does hold some weight. The source states that ~~Aspin~~ ~~to~~ one of the crucial developments of the site were Aspin "constructed one of the first motor cars ever built in this country", showing how this was a significant ~~factor~~ ~~and~~ achievement that developed the site at Longbridge by improving it's reputation. This was certainly the case as Aspin's first design was the Endcliffe Phantom 25 hp car in which he cruised at the Olympia Motor Show, which boosted the reputation and development of the Longbridge site. In addition, the Endcliffe Phantom sports prototype was entered into the Grand Prix in 1908 and came 18th & 19th in a starting field of 52. Again this adds weight to source 2 by

demonstrating ~~the~~ how the casing of the first motor-car helped to develop the Longbridge site as it improved Austin and his plant's ~~reputation~~ reputation which allowed him to expand ~~on~~ even further. Furthermore the source reveals that "1800th work people" were employed in 1912, ~~and~~ and there is a steady increase in development as the "output has reached to over 1000 cars". These statistics demonstrate the huge growth Austin experienced at Longbridge. This trend of growth was certainly the case as by 1914 the workforce had expanded to 2600 people. This demonstrates how in ~~just~~ just a two years the site had grown and developed rapidly, adding weight to source 2 that infers the rapid growth of Longbridge.

However, source 2 must be treated with some care because 'The Times' is written for the upper class reader. At the time Austin's market was directed towards the upper class as ~~expensive~~ expensive cars were seen as prestigious and not for utility. Therefore, the article may of worked to ~~of~~ focused particularly in depth of the production process in order to highlight and reinforce ~~the~~ the quality of the cars ~~and~~ and how exclusive they were. Therefore, it lacks large details on revealing the development at Longbridge as the focus was on appealing to the upper class.

car market ~~who's~~ who's interests lay in the production process and the high quality nature of Austin's cars.
 XX

Overall, Source 7 is valuable for revealing both how the site developed and the production methods at Longbridge. However, the source has more use ~~in~~ revealing the production methods as it gives a detailed description of the time-consuming and skilled process. The source was written in 1912 in the height of 'batch production' so is reliable for accounting a factual description of the process, however there may be more emphasis on the quality of this process than ~~the~~ the development. This is due to 'the Times' trying to appeal to a ~~the~~ upper class market who focussed upon the prestige of motor cars.

XX In addition, the source was only written in 1912 and therefore lacks an understanding of the breadth of development that occurred. The writer of the source does not get know of the development that will ~~has~~ occur at Longbridge following World War 1 & the introduction of the Austin 7. Therefore, the view on development of Longbridge of Source 7 is limited as it lacks an appropriate time span in which development would of been seen at Longbridge.



This response makes valid inferences from the source material, for example, considering both the development of the Longbridge site and the production methods at Longbridge. Contextual knowledge is added to expand upon these inferences, though this could have been more detailed and precise. In addressing the utility of the source to the two enquiries, the candidate evaluates the position of the author and takes this into consideration when making a judgement. As the candidate weighs up both enquiries in the conclusion, the response accesses level 5.



Try to consider the provenance of the source for both enquiries rather than in a separate, stand-alone paragraph.

Question 2

Most candidates were able to use the source to comment on the two aspects of the enquiry. Candidates were generally able to identify the problems that Malthus raised such as wasting money in the ale house, not saving, reliance and restrictions on freedom. Some candidates questioned the identified problems related to Malthus's background as an upper-class academic who had a low opinion of the poor and that although the Poor Law was open to corruption the cyclical nature of some work meant there was a need for support and that not all poor would behave in the way Malthus suggests.

Regarding Malthus's proposals for reform. Most candidates identified some or all of the proposal such as abolition of the Poor Law, so providing a deterrent to having a large family, removal of the Settlement Laws, encouraging Friendly Societies and only providing indoor relief in very strict Workhouses.

Provenance presented a challenge for many candidates. Where candidates recognised Malthus they often got sidetracked into writing about his ideas in a lot of detail to the expense of the analysis. When they didn't, comments were often very generic ('he was there at the time and so the source is reliable...'). Some candidates used the information on the provenance to comment that Malthus was an economist and specialised on human population and so this gave the contents weight.

Those that developed this said he would be more interested in how the Poor Law operated from an economic point of view and hence his Essay represented the ideologic thinking of the middle – and upper-class rate payer, which blamed the poor for their situation. Some added contextual knowledge regarding Malthus view on population control and said this made him unsympathetic to the poor.

Candidates seemed to struggle with balance between analysis of the source and deployment of contextual knowledge. Where contextual knowledge was deployed it was often divorced from the source analysis (for example long-winded sections about Bentham/utilitarianism).

A general trend across answers was that candidates did not make developed inferences from the source – it was common to use a quote/ point from the nature/ origin/ purpose and then back it up or challenge it with own knowledge, but the actual analysis through the use of making inference was limited or underdeveloped in many answers.

The existing poor laws in 1798 were seen as contradictory and not applicable for life in the 19th century, this essay will address the problems highlighted by the source and the proposal to highlight the great value of the source and that it ~~is~~ holds the most value for proposal of reform.

This source addresses and highlights the enquiry of the problems of the existing poor law as it ~~is~~ argues that parish assistance takes away all incentive for hard times, this is addressed as the source mentions how "the poor consider parish assistance a reason they may spend all their wages." This was seen as the case with the 1601 Elizabethan poor law where paupers relied on parishes to collect money and give it to them in times of need. This meant that people thought there was a

problem as the poor was ~~only~~ using poor relief as opposed to utilising their wages. However this does lose value as people believed it was the fault of the poor for being in poverty which was not the case as wages were temporary and the ~~and~~ amount of work offered was not sufficient. This enquiry is therefore only partially backed up as while people saw a problem with too much relief being offered, they did not account that relief was necessary to maintain a standard of living that wages were not providing. The source can also be seen as useful for the enquiry as it addresses the issues that arose with regards to relief and settlement laws. This is ~~repeatedly~~ ~~point~~ highlighted in the source which says "The whole business of settlement law is utterly contradictory". This was a problem for the existing form of poor relief as the settlement laws were only focused on removing people if they hadn't found work in ~~the~~ 1662, however it changed in 1795 to mean that people only had to

move if they claimed relief. This implies that poor relief was a problem as the focus on relief was placed heavily back on rural areas. This is because people moved from rural to urban areas due to industrialisation, when they could not find a job and had to claim relief they were sent back to their home parish. This meant that a problem as rural areas could not afford to pay the paupers as there were too many returning and in need of poor relief. This ~~means~~ demonstrates that this source holds value into the enquiry of the poor law as it addresses how ~~people~~ rural areas suffered due to the settlement laws. Overall, for enquiry on this source holds a fair amount of value, however loses weight as it does not address the problems of wages, however this was not seen as the case in 1798 as people believed the poor were to blame for their economic failings as opposed to the economic system.

This source is seen as invaluable in noting

the ^{proposals} ~~opinion~~ for reform as it ~~argues~~ shows and reflects the changes made to the poor law in 1834. The source argues one pressure for reform should be the removal of reliance on the parish. This is shown in the quote "total abolition of all the present parish laws". This was the case as in 1832 the commission ~~in~~ addressed that outdoor relief should be removed. This was a huge pressure for change as people believed the total reliance on parishes was not an incentive to work and people were investing too much into the poor rate through the collection of taxes and so had to be removed. This means that the source holds value in the pressure for reforms as it demonstrates the discontent ^{of} ~~and~~ reliance on parish and now a link was established. This source is also valuable for the enquiry as it demonstrates the principle of making workhouses uncomfortable and not well lived. The source mentions this when saying "these workhouses should not be considered comfortable" This was a pressure

for reform as people believed they were investing too much in workhouses for the deserving poor under the Gilbert's Union Act of 1782 and so a principle of less eligibility should be upheld which would deter people from the workhouse. This was a significant pressure as it addressed a different treatment of the poor which would be less costly and allow people to lift themselves up through self help which was a popular belief under the prevailing orthodoxy. ~~This source does however~~ This source is incredibly valuable to a historian as the proposals for reform are mirrored in the reforms of the royal enquiry in 1832 and also uphold the idea of the discontent economically of previous legislation.

The source's provenance can be seen as useful and valuable for the enquiries in a number of ways. This is first because of its ~~that~~ nature, this is a public essay produced in 1798. This is helpful for the enquiry of the problems as it ~~a~~ mirrors the view of society

and wants to maintain the image that ~~public~~ poverty was not a public issue as should not be relied upon by the parish. This essay will have been accessed by the middle and upper classes and so the popularity of this would increase the pressures for reform. This essay is also useful for an enquiry into the proposal for reform as Thomas Malthus was a strong believer in self help and disliked the idea of a poor law and parishes reliance, hence it is clear that his ideas mirrored the rest of society due to the future reforms and that his writing would clearly link to that of the prevailing orthodoxy and the government reforms. However, it partially loses value as due to this it will not address any other reforms such as providing better and more accessible work to the working class and so deliberately leaves out this as he strongly believed in self help as oppose aiding the poor.

This means that this source is

incredibly useful for enquiring into previous poor legislation and the proposals for reform as the issues are addressed, however only focussing more on reliance of parishes and moral failings which means that it holds more value for the inquiry into the reasons proposals for reform, more so than the issues of the poor law.



ResultsPlus
Examiner Comments

This Level 5 response effectively interrogates the source to address the two enquiries. A particular strength of this response is the way the candidate weaves their contextual knowledge throughout their answer to weigh up the source convincingly.



ResultsPlus
Examiner Tip

Try to integrate your points on the provenance and purpose of the source into your response, rather than including these points as a stand-alone paragraph.

Question 3

This was a question attempted by a few candidates although the full range of marks was accessed. Some were very informed regarding the problems caused by the different gauges and how this disrupted passenger travel and freight transportation. Some candidates argued that it was the problems that led to the narrow gauge winning. More developed answers argued that Brunel's wide gauge cost more and Brunel had developed his wider gauge later than Stephenson's so despite design superiority related to comfort and speed of the wider gauge the narrow gauge won. This was because of the report by the Royal Commission 1845 and the subsequent Gauge Act 1846, which was influenced by cost and the fact more narrow gauge was already laid.

In addition, some argued Brunel had not established his reputation, so this came too late to have an impact on the 'battle', and that he had a reputation for not keeping to budgets so his wider gauge was not seen as a cost-effective alternative to the narrow. At the lower-level answers were predominantly narrative – they described why the narrow gauge triumphed but not engaging with any historical causal reasoning over why one cause was more important than the other. At the higher level there was an impressive depth of knowledge shown in some responses to this answer, with candidates confidently understanding the difference between the different sizes of gauges and historical context around the "battle".

The problems caused by the differences in gauge ~~was~~ were the main reasons for the victory of the narrower gauge as the break of gauge caused delays which ~~were~~ were unavoidable and the speed of Brunel's broad gauge ~~did~~ was not valuable enough for this delay. This can be seen by more narrow track being laid down at the time of the Battle of the Gauges in 1845.

adoption of one track and narrow would be more significant

The other factors were not as significant, as the ~~speed~~ quality of his trains were much higher than that of Stephenson. As well as mil to cost played a significant factor in their decision but the prospect of laying down gauges was going to be costly regardless - ^{the decision} proving that the main reason was due to the issues of connectivity ^{brought by difference in} rather than ^{cost}.

Technically superior - Broad gauge was in the minority and so emphasis on the main issue was difference of gauge so the lesser number of miles led to its loss. As well as this the transfer time ~~was~~ was made worse by the need to buy two separate tickets for effectively one train journey, 'pushing' this inconvenience in the difference of gauge. Therefore the main factor was difference of gauge due to the inconvenience of travel as well as Broad gauge ~~not~~ being more convenient to abandon.

~~One other factor which was a main reason for the battle~~
→ Another factor contributing to the Broad gauge's loss in the battle of the gauges was the cost. Brunel's GWR had cost £5 million rather than the 2.5 million estimated, emphasising the expense in adapting the broad gauge railway due to Brunel's

tendency to go over budget.
As well as this there was the
added cost of converting narrow
gauge track to the broad gauge
as ~~it~~ it was expensive to add
the extra rail ^{made worse by converting} for ~~all~~ ¹⁹⁰¹ all
miles of the track, highlighting
that cost was a significant
factor in the victory of the
narrow gauge. However the main
reason for the victory of the narrow
gauge was the ~~cost~~ issues caused
by differences in connectivity
because the cost of conversion
and creating Britain's railway
was always going to be high so
the overall did not ~~become~~ become
the main reason of concern of
the public of the gauges, due to
the expense of both decisions -
proving that the main issue was
the difference in gauges.

~~Another~~ factor ~~which~~ one factor
which ~~it~~ was a main consideration
of the ~~best~~ battle of the gauges

but was not the main reason for success ~~was~~ of the narrow gauge was technical advances. The Royal Commission of 1845 ~~was~~ led to the conduction of speed trials. This was won by the broad gauge with the journey of from Paddington to Piccadilly - reaching top speeds of 50-60 mph carrying 80 tons. ~~How~~ This demonstrated the superiority in technological advances, as the Stephenson was overruled in its race 22 miles in. This demonstrates that technological superiority was not the main reason as otherwise broad gauge would have been adopted. The Regulating the Gauges Act in ~~18~~ 1846 favored the narrow gauge despite the ~~broad gauge~~ a committee admitting the broad gauge was much more technically advanced with its first class by Daniel Gooch. This therefore proves the main reason for the narrow gauge victory of the war of the gauges was down

to be issues caused by the differences in gauge as without this reason the commission likely would have gone the other way - favouring Brunel's broad gauge.

To conclude the main reason of the narrow gauge victory of the gauges was down to the issues of connectivity caused by the differences in gauges.

This can be seen due to the technical superiority of Brunel's firefly class and his victory in the speed trial. This reason supported ^{time} by the break in gauge at Gloucester and the convenience of adapting the ~~the~~ narrow gauge due to its 1,901 miles of track compared to the Broad 274. The cost of conversion played a significant role supported by Brunel's tendency to go relatively average. ~~As~~. However the issue of

cost was not the main reason as the ~~issue~~ of cost would be ~~the~~ high despite the decision made by the Royal Commission. Therefore the main reason to the victory of the narrow gauge was the issues caused by connectivity and differences in gauge



ResultsPlus
Examiner Comments

This is a level 5 response. The candidate maintains an analytical focus throughout and supports that focus with precise and specific knowledge of the development of the gauges.



ResultsPlus
Examiner Tip

Make sure your conclusion focuses on the specific wording of the question to make sure you are thoroughly evaluating.

Question 4

This was the more popular Section B question in option 34.1 and candidates accessed the full range of marks. Generally, candidates were able to comment on Starley's design, related to the bicycle frame and argued that this made it more usable than the Penny-farthings. Some argued that marketing of the bicycle and it taking part in races were responsible for its success. Others suggested that increase in popularity was due to cycle clubs, and or the adoption by women's groups to popularise their campaign and offer second hand bikes to working class women and the development of a second-hand market. The introduction of pneumatic tyres was also commented on by some as contributing to its success. Overall, candidates were confident in identifying a range of causes that were responsible to the success of the safety bicycle. In lower-level answers, there were limited links to show causal reasoning and relative significance of causes. The stronger candidates were able to show links and to consider the relative importance of a range of issues before reaching a supported, evaluative conclusion.

During the industrial revolution, bicycles became extremely popular with the upper and lower classes. The first bicycle that was created was very similar to the bicycles you find today. However the main difference was that the pedals were attached to the front wheel. This meant that if your front wheel hit an object, like a small rock the whole bike would shake. This meant that the early bikes to be called Bone shakers. One way to reduce the impact of an object was to create a larger surface. This caused people to make the front wheel a lot bigger. These bikes reduced the impact of obstacles and were called penny farthings. However Penny Farthings were so unsuitable in their own way. They were expensive to buy, meaning

only the upper classes had access to them. As well as this, they were also highly dangerous. Due to the front wheel being so large, it was very difficult to get on, ride, as well as get off. The large front wheel also meant that cyclists would fall ~~out~~ ~~entirely~~ further from a great height in the event of a crash.

1880s //

This caused a new type of bicycle to be created. The safety bicycle was created by John Kemp Starley, and like its name was the first (relatively) safe bicycle. The Safety bicycle is very similar to a modern bike, with its design still carrying on in the modern day. The pedals were in the middle, ~~powering~~ moving the wheels through a chain and reducing the amount of shaking when hitting obstacles. Starley obviously created the safety bicycle and is responsible for its success, however there were numerous other factors in place

that were also ~~responsible~~ responsible for its success.

11

The Safety Bicycle was very expensive to buy, meaning that ~~cheap~~ only the upper class could buy them. However the safety bicycle was extremely popular, with the upper classes buying a new bike every year. This led to the upper class selling their old bike. This opened up a huge second hand market that allowed the poorer lower class to purchase safety bicycles themselves. This led to nearly everyone owning a Starley made safety bicycle and was one of the main reasons for the bike's success.

11

Another reason for the safety bicycle's success was the change in social and political attitudes. More and more people

living in urban areas like cities and towns and were starting to get used to the urban atmosphere. This led to a large number of urban citizens to take trips into the countryside. Obviously they could ride their safety bicycles to the countryside and enjoy a new sense of freedom. One group of people who ~~also~~ found this freedom were women. The safety bicycle allowed women to freely go wherever they wanted quickly creating a sub culture of female cyclists. These cyclists found themselves talking to one another opening themselves up to new political ideas. What followed was another fight for female empowerment, similar to the suffragette movement a couple years prior. Women began to wear ~~the~~ their clothes designed for cycling with Amelia Bloomer being turned away from a cycling

club because of her clothing. This movement led to more and more women buying Starly Safety bicycles. This meant the safety bicycle became even more successful.

//

Overall it is hard to deny that Starly was responsible for the success of Safety bicycle. He saw that other bicycles were not suitable for use, and create one so much better than the rest that it forced people to buy it, as it was the only valid option. However you also can't deny that the growth of the second hand market as well as the empowerment of women didn't heavily impact its success. Even without those external factors it is clear to see that the safety bicycle would have been successful however

the safety bicycle got to its level of success because of those external factors.



ResultsPlus
Examiner Comments

This Level 4 response considers a number of different factors related to the success of the safety bicycle. It does address the impact of Starley and attempts to compare this to other factors but struggles to sustain this throughout, and at times the factors are considered in isolation.



ResultsPlus
Examiner Tip

Remember to compare each factor back to the factor stated in the question so that you are evaluating throughout.

Question 5

This was the more popular question in Section B. Most candidates were able to identify different groups such as Friendly Societies, the Charity Organisation Society (SOC), Burial Societies and Trade Unions. Across a noticeable number of responses there was a lot of consideration of other factors outside of charity and self-help leading to some answers being less directly focused on the demands of the question.

There was a confusion from some candidates on the difference between what charity and self-help were. Some used the terms synonymously and some labelled organisations wrongly, e.g., referring to a group as a self-help organisation when it was a charity, and vice versa.

In lower-level responses, depth of their own knowledge about charity and self-help organisations was less secure, with candidates not giving any examples of specific charity and self-help organisations between the period, but a general view of what charity/ self-help was.

There was limited engagement in responses to consider relative significance e.g., why one charitable organisation was more successful than another.

Higher level answers were forensic in assessing the effectiveness of individual charities e.g., the exclusionary nature of subscription fees meant that those who were destitute and arguably needed help the most did not benefit from it.

Dealing with pauperism became an increasingly difficult problem within 1847-80. Therefore charity and self-help organisations were set up to help support the existing government reforms to help support those in pauperism but to also attempt to relieve pauperism as a whole.

There were many charity and self-help organisations established within 1847-80 such as COS, friendly and burial societies, co-operatives and trade unions. To assess the effectiveness of these organisations in dealing with problems of poverty in the years 1847-80, this essay will establish if poverty was relieved, the degree of help given, and the ~~effectiveness~~ impact on the whole of pauperism.

The Charity Organisation COS was one example of the ~~self-help~~ Charity Institutions established to help deal with poverty. The aims of this charity was to ensure the policies of the Poor Law was administered at a local level and to ensure that the only

deserving received help. This in turn is an effective way in dealing with poverty as as became as a result of no able-bodied paupers claiming and receiving relief declined therefore the total cost of the poor rate would inevitably decline. This therefore enhances the effectiveness of COS as a charity organisation dealing with the problems of the poor law as one main problem was the rising cost of the poor rate. Alongside this, COS had an immense influence on official thinking. This also advocates the dealing with poverty as higher bodies would become more concerned with poverty, in turn increasing the efficient reforms taken against pauperism. Despite this, COS was a voluntary leadership. This decreases the effectiveness of this organisation as relieving poverty as they struggled to have enough volunteers to support. This therefore declines the effectiveness of COS being effective in dealing with poverty as the organisation would not be big enough to make an immense impact. Overall, although charity COS did decline the

cost of pauperism, the practical implementation declines in effectiveness. This is because the lack of volunteers enhances the idea that many individuals still did not care enough about pauperism throughout 1847-80.

Another self-help organisation that was established within 1847-80 to deal with poverty was friendly societies. Friendly societies were groups of friends, neighbours and families that joined together to provide money in times of need such as sickness and unemployment. This is effective in dealing with poverty throughout 1847-80 as many had the support to be able to live during times of hardship. This therefore is effective as many many were ~~able~~ who did not fall into pauperism and need to turn to workhouses to receive relief. This is also effective in dealing with the problems of an increase in relief cost. This is because the decline of pauperism meant a decrease in those claiming for relief. Despite this there were problems with friendly societies. For example, many required a membership to be able to become a member of them. This

Therefore reduces its efficiency as the poorer of the working class would not be able to afford these payments. This suggests that friendly societies were not effective at reducing poverty as a whole as they only helped the wealthier members of society which declines its usefulness in reducing poverty and the problems alongside it. Overall although friendly societies did advocate support for its members in times of hardship these societies only impacted the wealthier individuals of the working class, therefore lowering the population validity of friendly societies reducing the problems of poverty.

Within friendly societies, burial societies were also created to attempt to relieve poverty with problem in 1897-80. Burial societies were created due to the stigma and fear of having a 'pauper funeral'. One advantage of these societies were that they advocated a cheaper alternative to friendly societies. This therefore increases the efficiency of dealing with poverty problems as more of the poorer working class were

able to afford these and therefore receive a little
reparation of dignity to their name when they
passed. For example, the Bunal Society in Blackburn
(for a cheaper membership) provided a £4
allowance on the funeral of that individual
when they passed. ~~But therefore~~ Despite this,
again, the very poor of the working class still
may not be able to afford the membership
of these societies. This therefore declines the
effectiveness of dealing with the problems of
poverty as it does not include the whole range
of paupers. Overall, despite the poorest
members of society not being able to
keep up with the payments, burial societies
did include a wider range of paupers
compared to that of friendly societies,
therefore potentially being superior in
effectively dealing with the problems of
poverty through 1847-80.

A final charity and self-help organisation is
the establishment of co-operatives to
really deal with the problems of poverty.

Co-operatives involved a group of individuals
working together to rent a building/shop and to
sell high quality goods and a fairly average

price. The ideology behind co-operatives can prove effective in dealing with poverty, this is because it ultimately reduces the price of quality goods, enhancing the population of individuals able to afford these goods. This is effective in dealing with problems of poverty as ~~there~~ a wider range of paupers ~~could~~ ^{at a lower price} could afford the nutrients that they needed, perhaps keeping them from claiming relief within the workhouse. Alongside this, these foodstuffs were not adulterated in order to increase the nobility of the food that they had sold. This ultimately increases ~~the~~ their effectiveness as more individuals would buy these foods due to the realisation that they are healthy versions. This is effective in dealing with poverty as this keeps the group ~~from~~ running co-operatives as a panacea due to the increase in profit, but also the customers as they are receiving the food unlike they require at a subsidised price, therefore saving money to keep them out of long-term poverty. Overall co-operatives are an effective ~~charity~~ self-help organisation in relieving the problems of poverty.

throughout 1847-50 as they benefited a wide range of paupers therefore knowing more that claimed relief.

To conclude, charity and self-help organisations dealt effectively with the problems of poverty in the years 1847-50. This is because they provided a much bigger support network and benefits to those in pauperism. This inevitably reduces the conditions of pauperism and also benefited those ~~app~~ paying for the poor law reforms therefore could be argued to benefit the whole of society, in turn increasing significantly the effectiveness of relieving problems of poverty. Some historians may disagree as some individuals were not included within these organisations, such as the poorer members of society not being able to afford memberships of friendly and burial societies, however, again they did increase the number of people able to access support than prior, therefore improving the validity that charity and self-help organisations were effective in dealing with problems of poverty throughout 1847-50.



This Level 5 response effectively establishes criteria for judgement in the introduction and then refers back to the criteria throughout the response. There is range and depth in this response, which also has a well-focussed conclusion.



Try to relate your response back to the specific wording of the question to ensure that your answer is fully focussed at all times.

Question 6

Responses to this question demonstrate the importance of engaging with the specific question asked. Weaker responses tended to look at the general impact of the Great Depression on Britain generally, rather than analyse and evaluate specifically how successfully the government dealt with the impact of the depression on the poor. These responses were often narrative – about the Depression itself (including the Wall Street Crash), the travails of the Labour administration or the experience of the Jarrow marchers.

Overall candidates often did not engage consistently with the idea of relative significance and there was very little weighing up of factors/ comparison of factors.

Higher level responses were able to evaluate the specific government measures put in place in the 1930s and candidates were able to evaluate the successes and failures of each measure through valid criteria such as the impact across geographical regions/ areas of industry. Stronger responses were also able to argue about the effectiveness of the government response (e.g. Unemployment Act, means test, Special Areas Act, McKenna Duties). Those most successful responses challenged how successfully the government dealt with the problems, considering the uneven effect of the depression across the country.

It is arguable that the government failed to deal with 'the impact of the Depression of the 1930s on the poor', as their heavy industry was heavily and negatively impacted ~~by~~ as a result ^{of the Depression} and ~~they failed~~ ^{their failure} to deal with the low exports and income. They also failed to ~~pay~~ pay back US loans and experienced high inflation. However, they had some success ^{when} ~~as~~ they introduced Acts such as the unemployment act ~~1933~~ 1934. ~~These~~ This can be argued by analysing each a factor and considering whether they had long term or short term impacts and whether they negatively or positively impacted the poor in ~~particular~~ particular.

The government was unsuccessful in reducing the Depression's impact ~~as~~ as suggested by the ^{rise in} ~~consequences~~ unemployment ~~and~~ the fall of the heavy industries. The government did not focus on ~~the~~ how

The lack of income from exports affected the heavy industries, this continued in the depression and during the 1930s, unemployment only increased, especially for shipbuilders and employment in the coal industries as production halved. ~~with~~ This suggests that the government failed to deal with the rise in unemployment and therefore the impact of the Depression on ^{the} poor.

This is supported by evidence that in 1921 6.9% of coal workers were unemployed but in 1934 it increased to ~~28~~ 28.9%. It can also be seen by how shipbuilders' unemployment rose from 6% in 1927 to 40% in ~~1934~~ 1936. This heavily supports the notion that the government failed as it shows ^{a long term negative impact and} a lack of attempt to deal with the impact on unemployment following the depression. Whilst it can be challenged by the fact that the Labour exchanges act of 1909 should have solved this alongside the National Insurance Act (1911), most employees in heavy industries ~~could not~~ ^{did} not have transferable skills and no effort was made to train them and help find employment for

the poor.

The ~~British~~ government also was not able to pay back ^{£66 million to the} the US, meaning an inflation in the economy. This was especially large as it could also not receive the £2.8 billion it was owed by ~~Britain~~ ^{France} and ~~Russia~~ and other countries following the First World War. The inflation as a result led to an increase in food prices and an increase in the poor as many could not afford the price of food.

This is supported by the NUWM who led hunger marches, most notably in the 1930s. This was most well-acknowledged in ~~the~~ 1936 as marchers of Jarrow March joined in showing how the government's failure to deal with unemployment linked to the impact of the inflation on the poor and its failure to ~~also~~ ensure food was affordable. ~~and~~ These hunger marches continued throughout the 1930s ~~and~~ suggests a ~~short-term~~ long-term negative impact. However, this could be

challenged as hunger was not necessarily an impact of the Depression in 1929 but the war in 1918 as Newcom was established in 1921 and marches were also during the 1920s. Nonetheless, the link between ^{the results} unemployment and the impact of the inflation is evident and the stronger presence of hunger marches suggests a failure to deal with 'the impact of the Depression... on the poor'.

Nonetheless, the government was successful to some extent as they introduced acts to stabilise the state such as the ~~1931~~ 1931 Unemployment Act, which allowed it to ~~some~~ deal with inflation to an extent, and improve employment. Furthermore, it ~~improved~~ ^{worked} to improve ~~food~~ prices through the Safeguarding of Industries Act.

Whilst, the acts it introduced did help to an extent and have long-term positive impact on the poor, suggesting it did deal with the impact of the 1929 Depression.

The Acts came too late ~~for~~ before 1934 unemployment was already largely rising.

and it clearly was not very effective as hunger strikes continued and the Jarrow March followed in 1936. Furthermore it was clear that they did not care to deal with the impact as ^{they} they sent the Jarrow marchers home with no charges and to find their benefits cut. This suggests any attempt to deal with the impacts were not successful and ^{it can} ~~be~~ be inferred this is because there was not enough interest to do so.

In conclusion, the government ~~did~~ failed to deal with the impact on the poor as both hunger (due to inflation) and unemployment (due to not being able to make income from exports) were strike due to impacts of the depression. Although the government made some attempts they appeared to be futile and ~~they~~ ~~as~~ as they were not effective ~~at~~ with impacts continuing after the implementation of Acts.



This response is well focussed and maintains an analytical focus throughout. The response is slightly one sided but the evaluative approach, supported by precise evidence means that this is a high Level 4 response.



Aim to weigh up at the end of each paragraph, not just in the conclusion, to ensure that your answer is analytical throughout.

Question 7

This question was answered by only a few candidates. Overall, candidates considered a good range of causes that brought about significant changes in working patterns and conditions. Most candidates were able to comment on limits of water power and the need to be cited by rivers and hence the freedom given by Steam engines. Those that developed their answer were able to cite other factors such as the introduction of electricity as being more significant than steam. While others mention the examples by factory owners such as Robert Owen or Titus Salt as well as increased government legislation related to working patterns as being more important.

In answers awarded marks in the lower levels of the mark scheme, there were limited attempts to link between causes to establish relative significance and look for causal relationships.

Candidates who were awarded marks in the lower levels of the mark scheme also tended to cluster evidence around the mid-19th century so miss the opportunity to incorporate a range of evidence spanning across the period the question identified.

Candidates tended to focus answers on working conditions and less so on working patterns and are reminded of the importance of reading the question carefully.

Question 8

This was the more popular of the Section C questions in option 34.1 and candidates were able to access the full range of marks. Candidates showed a secure understanding of the Mines Act overall, and how it changed the working lives of children. Mostly candidates were able to comment on changes made by the Mines Act 1842. Those that developed their response challenged the significance related to how wide it made changes to children and that Factory legislation being cited as having more wide impact than the mines legislation. Higher level answers engaged with the fact that there were children working across different industries and that it did not impact all children, but those specifically working in mines. Candidates who were awarded marks in the lower levels of the mark scheme tended to cluster evidence around the mid-19th century so miss the opportunity to incorporate a range of evidence spanning across the period the question identified. The 1908 Children's Act was used by some candidates as evidence of another act that improved the working lives of children, but in many cases explanations were not explicitly linked enough to working lives. Stronger answers that did make this link provided explanations along the lines that the promise of education meant that time working was reduced and in the long term they had a better prospect of a better working life as a skilled worker. The stronger candidates were also able to cite the work of Dickens as exposing conditions and so educating the middle and upper class into the lives of working children.

1842 Mines Act

no children under 10 working in mines

no women or girls working in mines

partial apprentices aged 10-18 could still work in mines

circumstances = broader broader recognition of

h+s of children → health + human

Victorian morality → positive balance

↳ more values of the 19th century (best + pure

utilitarian) compared to

historical collision → Lord Ashley royal commission

in 1841 → 26 killed

impact

↳ children taken - broader result

but instead of under 10 - dropped down from 13 yrs

also people refused on children's apprenticeship

↳ struggled financially

1802 Health + Morals of Apprentices Act

• no 12hr days + no high ceilings

• separate sleeping for apprentices

• hills visited 2x a year

circumstances → rebel peer 1784 lot better

labourer

no widespread impact

we

but set precedent / process was in

when reform

children no longer used
or assets

ways to make work

1908 children's Act

- can't buy cigarettes under 16

- reduce neglect of children - responsibility
of parents to children

erasing awareness of precursors to child
childhood

I disagree ~~with the~~ to an extent that
the 1842 Mines Act was the most significant
change in the working lives of children in the
years 1802 - 1908 as although it did improve
~~the~~ some children's working lives, it was
not impactful for all children and also
caused some children to struggle more. A
significant change in the working lives of
children can be measured by an improvement
in the conditions that children work in, how
long they work for and the age of children
employed. The most significant change in
the working lives of children was the 1908

Children's Act as it affected all children in the country and saw the emergence of the idea that children are not cash for which to achieve financial gain. Additionally, the 1802 Health and Morals of Apprentices Act also changed the working lives of children. However, it did not see as large of an effect as the Mines Act and the Children's Act as it only applied to child apprentices. Therefore, I disagree that the 1842 Mines Act was the most significant change in children's working conditions in the years 1802-1908.

Despite this, the 1842 Mines Act did have a significant impact in changing the working lives of children in the years 1802-1908, as it banned children under 10 from working in the mines and banned women and girls entirely. The creation of this act was motivated by a broader recognition of the health and safety of children in the mines as, before 1842, the youngest children would act as 'mules', pushing the carts through the tunnels by the leads which resulted in premature balding. The danger of the mines to children was also exemplified in

the Hosiery Cellars, incident in which 26 children died by drowning in the river. It was clear that the working lives of children in the mines before 1842 were absolutely appalling and incredibly dangerous. This incident led to Lord Ashley leading a royal commission in 1841 which formed the basis of the 1842 legislation. The Mines Act somewhat improved the ^{working} lives of children as it stopped the premature employment or employment in dangerous or the mines, therefore preventing the premature development, long term health issues or even encountering fatal situations. However, the law was only applied to children under 10 or the age ^{limit} was pushed down from 13 to 10 by those who were not supporters of the act. This meant that parish apprentices aged 10-18 could still work in the mines. Therefore, very young children were still being put in danger and being forced to perform heavy physical work in their working lives. Furthermore, many of the young boys and especially girls that were born in the air mines believed that there was the family to survive; one of the reasons

begin to pinch child's wages these were the lives of the children and only resulting in their going to find another job elsewhere. The 1842 Mines Act did not make a significant change to the working lives of children under 10, it did not make a significant change to the working lives of all children. Due to this, I disagree that the 1842 Mines Act was the most significant change in the working lives of children in the years 1802-1908.

The factor that was responsible for the most significant change in the working lives of children in the years 1802-1908 was the 1908 Children's Act as it forced parents to no longer see children as assets who could be put to work for their own physical gain. The Children's Act sought to reduce the neglect of children and emphasize the responsibility of the parent to their children; a parent could be fined £10 for leaving their child in a room alone with an open fire. The Act was created under the Chamberlain of the exercise of the power that childhood

It is incredibly precious and valuable and that a child should be able to enjoy their youth rather than having to work in a factory for 12 hours a day. The Act emphasises the clear divide between adulthood and childhood, with children under 16 not being allowed to buy cigarettes. While adults abide just as much to be restrictive, the freedom, the Act was key in establishing the difference between adults and children. This heavily highlighted the fact that children should not be forced to work in an adult world. Therefore, the 1908 Children's Act was responsible for the most significant change in the working lives of children in the years 1802-1908 as it legally represented the idea that children should not be working in dangerous jobs and children who would instead be enjoying activities in their youth and childhood. This was, therefore, the most significant change in children's working lives in the years 1802-1908.

Additionally, the 1802 Health and

Morals of Apprentices Act also contributed to the damage of children's working lives in the years 1802 - 1908 as it reduced child apprentices working time to 12 hours a day and banned them from night working. It was the first piece of government legislation which specifically regulated the work of hours that could be worked by children, though significantly delaying their working lives. The Act also enforced a rule that there could be no more than two child apprentices in a bed and that the premises of the mill should be visited 2~~4~~ times a year. This regulation was in response to the outbreak of fever in Robert Peel's Radcliffe mill in Manchester in 1784, which was caused by the practice of 'hot bedding' in which one apprentice sharing a night would sleep with the same bed or cover about to sleep a night. The practice of 'hot bedding' made the children extremely susceptible to disease, so these the Health and Morals of Apprentices Act tried to implement measures to prevent it. However, despite the act aiming to reduce significant damage

in the working lives of children. In reality, the legislation was poorly enforced as there was no one to enforce it. The act also only applied to child apprentices rather than the broader child workforce. Hence, although the act paved the way for future social legislation, it was not responsible for the most significant change in the working lives of children in the years 1802-1908.

Overall, I disagree that the 1842 Mines Act was ~~the~~ responsible for the most significant change in the working lives of children in the years 1802-1908 as although it did remove the very young from the dangerous working environment of the mines, it did not protect all children and therefore did not have the most significant impact on children's working lives. Similarly, although the 1802 Health and Morals of Apprentices Act attempted to improve children's working lives, ~~as~~ it only applied to child apprentices, not the broader workforce of children. Therefore, it is clear that it was the 1908 Children's Act which was responsible for the most significant change in the working lives of children in the years 1802-1908 as it applied to all children and was a significant step forward in pulling children out of the factories.



This response considers the changes in the working lives of children across the chronological range with particular attention to the stated factor, the 1842 Mines Act. There is depth as well as breadth to the evidence it introduces, and it establishes clear criteria for judgement. This is a Level 5 response.



A plan is particularly helpful in ensuring that you cover the full chronological range specified in the question.

Question 9

This was the less popular question in Section C. There was a clear lack of contextual knowledge in relation to TB Sanatoria overall, which hamstrung many responses. Sometimes this aspect was dismissed in one summary paragraph or even a few lines, before candidates moved on to more secure ground (at the expense of the overall quality of response). This led to less focussed/balanced answers overall. Apart from TB sanatoria which was in the question, in answers awarded marks in the lower levels, there was a lot of clustering of evidence around the mid-19th century to a range of evidence limited in some answers. Many candidates did not seem to understand what TB sanatoria were, instead using evidence of what Medical Officers of Health advised to deal with TB such as spitting in bowls. A few candidates confused sanatoria with sanitation. There were limited links between key features of the period to evaluate relative significance needed to reach Level 5 in bullet point 3 of the mark scheme. Stronger candidates, who had prepared for this question, were able to discuss the growing provision of sanatoria and compare this to other changes such as growing public health provision related to Acts of Parliament and the Public Health Act of 1875.

To assess this question, I will consider the factors of the sanatoriums, vaccinations, and individuals. To judge them, I will use the criteria of if they effected large areas, and if they had a long-term impact on health. I will overall conclude that the TB Sanatorium is not the most significant factor, but instead individuals is the most significant factor.

To begin, I will consider the given factor of the TB Sanatorium. Tuberculosis was a heavy disease which killed over 4 million people. This ~~shows how~~ meant that large amounts of sanatorium had to be built to control the disease. This shows how sanatorium had a large effects on areas

as over 500 sanatoria were built to deal with the ravenous disease. However, ~~while~~ there were nearly not enough sanatoria to deal with the number of infected people, therefore showing how the Sanatoria's did not effect large enough areas. Sanatoria were also consistently present after they were built by the late 1800s, they were never removed, and instead when TB declined, they were refurbished into hospitals. However, before the rise of TB, sanatorias did not exist, and therefore while they were consistent after they were built, they did not have a long-term impact. This all shows that sanatoria were not the most significant improvement because while they had somewhat large numbers, they were not large

enough, and they were not something which was present in the 1700s. Therefore, I believe that the Sanatoria were not the most significant health improvement, and instead the least.

Secondly, I will consider the factor of Vaccinations.

Vaccinations are significant factor when considering if they effected large areas, because the Vaccination helped prevent the futher spread of small pox, ^{and} ~~the~~ typhus. ^{This} ~~and~~ shows how ~~a~~ Vaccinations effected large areas because most diseases in this time period were treated with a vaccination. However, some people (religious) refused to have the vaccine, and it required acts such as the Compulsory Vaccination Act 1853, which stated that parents

would be fined if they did not vaccinate their children.

This shows ~~th~~ that while vaccinations treated most diseases, not everyone wanted to have it because Jenner could not explain his findings.

Vaccinations are also a long-term factor because they have been present since they were created. ~~th~~ This shows how they have a long-term impact. However, they only became popular and significant at improving health when ~~they~~ there was an epidemic, which was not consistent.

This shows how while they are present long-term, they can only be impactful when needed. Therefore, I believe that vaccinations are not the most significant factor, but a majority impactful factor on improvements to health provisions because while they were present

throughout the time period, they could not be impactful, and not everybody wanted the vaccine. However, they are more consistent in the time period than Sanatoria, and effected more people, therefore is much more significant than the Sanatoria.

Finally, I will consider individuals. Individuals such as John Snow, Edward Jenner, Edwin Chadwick, and Marie Stopes were all present throughout the time period having their own particular influence. This shows how they had a long-term factor because they appear throughout the year 1780-1939. However, there were periods of time, in which individuals were not present, meaning their long-term influence was not consistent. This shows that they could

not be the most significant as they were not making improvements consistently. The individuals covered a basis of areas. Jenner and Stopes covered ^{the} a medical area with vaccinations and contraception; while Chadwick covered the government laws and investigations - as seen with the Report ^{of the} ~~into~~ Sanitary conditions of labouring people population of Manchester 1944; and Bazallgett covered improvements in technology as seen with his improvements to sewers. This shows how individuals effected large areas as they influenced all areas which needed to improve health provisions. However, not everyone accepted their work as seen with Stopes and religious people, and the fact people found Chadwick

annoying and self-interested. This shows that they did not ~~gain~~ have influence over all areas as they were not always in favour with the people, ~~but~~ however when just considering health provisions they had a large influence. Therefore, while they were not consistent, they did effect all areas with concern to health provisions. In comparison to the Senatona and vaccinations, individuals were alot more present and had more ~~influence~~ effect in large areas.

That is why, the development of the TB Senatona is not the most significant factor and instead individuals are. This is because when considering

my two criteria of if they effected a large area and lasted a long-time individuals are more present than both Vaccinations and Individuals, which is why Individuals is the most significant improvement in public health provisions.



ResultsPlus
Examiner Comments

Whilst this response has appropriate chronological range (although there are examples from outside the period stated in the question) and is focussed on the general theme of the question, it lacks precise evidence, particularly on the stated factor of TB sanatoria. In places the argument is asserted rather than supported. There is sufficient analytical focus however for the candidate to access Level 4.



ResultsPlus
Examiner Tip

Double check the dates in the question to ensure that your chosen examples are appropriate for the specific question asked.

Question 10

This was by far the more popular question in Section C. Most candidates were able to provide examples of improvements related to drainage usually citing the work of Bazalgette. They were able to argue effectively that this had significant effect in preventing the spread of Cholera. However, the cholera epidemic of 1832 was also seen as important as providing the motivation for government legislation and producing reports that led to the Public Health Act of 1848. The growing understanding of germ theory provided by Pasteur were also seen as being significant. Stronger responses argued, for example, that drainage and water supplies were important because improving them had wider effects (e.g. less deaths from cholera and other diseases), whilst others argued other innovations carried more weight. Candidates should be cautious about relying on pre-planned arguments because either they dismissed the premiss of the question without argument or included evidence which was not appropriate e.g. Jenner's initial smallpox vaccination was out of the date range of the question.

In responses awarded marks in the lower levels of the mark scheme, sweeping evaluative statements were made e.g., therefore this led to the improvement of public health. There was limited evidence of what impact this had in improvement of public health e.g., decrease in death rates from a disease etc. Candidates whose responses were in lower levels of the mark scheme struggled to establish and use criteria for judgement to drive their evaluation. This led to lower-level responses that were predominantly narrative in nature with a summary evaluative sentence such as 'therefore this shows that it did have a significant impact on the population'. There was less consideration for the nuances of this e.g., the impact across geographical regions (small scale/ national)/ long term or short term/ the different classes of groups it impacted or didn't impact.

There was a noticeable number of responses that did not consider the relative significance of factors compared to each other.

~~1832-1939~~

- ~~1: advances in drainage & water supply - 80% in 1939 pub health, Croxden typhoid 1937~~
- ~~2: 1865 opened Boral drainage 1858 Metropolis local manag act. drainage improve~~
- ~~3: 1835 Municipal Corporation Act, borough comm. Manth & Ledstone adv~~
- ~~4: 1875 PH act compuls, 1888 local gov act, med degree.~~
- ~~5: vaccine acts 1/4 by 98 unv~~

There were many factors with significant impact on the health of the population 1832-1939. From a period where poor drainage and water supply had caused issues like Cholera Epidemics and the Great Stink of 1858, the advances in these systems made a large impact that was significant, but not as significant as the 1875 public health act and vaccinations. This will be shown by considering how widespread the impact of each factor was, and how longlasting.

A large advance in drainage occurred in 1858, when the Great Stink, caused by a hot summer and a sewage filled Thames required parliament to evacuate. They then passed the 1858 Metropolis Local Management Act, which allowed Barzillietti and the Metropolitan Board of Works to design a new, brick lined sewer with capacity for twice the population's sewage. The brick lined sewers aimed to reduce sewage leakage into water supply, and to eject the sewage ~~after~~ downstream of London, to stop ~~dirty~~ 'dirty' diseases such as typhoid, cholera and diphtheria being carried through London in sewage. This advance in London's drainage had a somewhat widespread impact, as all flushing toilets within 30 feet of a sewer were connected, but not everyone had a flushing toilet, meaning that the poorest peoples ~~were not kept~~ conditions in their homes did not improve, however this change was longlasting, and helped the cleanliness of the Thames - which was a drinking source for many - helping improve the health of the population from 1832 1856, when it was opened, onwards, showing a significant impact on health of the population.

There were also ~~changes to~~ advances to water supply, such as in 1936, when the Public Health Act demanded local governments take direct responsibility for the health of their locals as well as their water supply (80% was controlled by local government). This change in water supply was attempting to reduce sewage contamination, preventing epidemics and improving people's health. However, ~~as~~ a Typhoid epidemic occurred in Croydon in 1937 due to water contamination, showing the impact on health was not long lasting or ~~at all~~ widespread, with some areas still experiencing issues with water supply just a year after, ~~showing a lack~~ implying a less significant impact on the health of the population. ^{However} Water supply ~~was~~ ^{did} improve locally in 1835, with the Municipal Corporations Act allowing the creation of borough councils to lay drainage, water supply & pavements. Despite this having some impact in Manchester and Leeds thanks to their initiative, vested interests meant this development was not widespread or long-lasting, showing a lack of improvement of the health of the population as a whole ~~due~~ thanks to water supply.

The 1875 Public Health Act had a more significant impact than either water supply or drainage advancements in improving the health of the population. Previous reforms had ~~only~~ shown little effect on the organisation of public health, with 62 areas with no public health authority. The 1875 act made a public health administration compulsory everywhere, leading to much greater initiative at a local level. It also enforced a ~~medical officer~~ ~~of health~~ sanitary inspector and a medical officer of health, who after the 1888 local government act was required to hold a medical degree and diploma in public health or sanitary science. This introduced less 'laissez-faires' (hands-off) administration, beginning a widespread co-ordination of public health administration, with educated officials implementing change at a local level to improve the health of the population. The medical officers were still existing at the end of the time period, so had a longlasting impact, using medical knowledge to guide local reform and improve the health of the people.

Vaccinations however, are the single most

significant in their impact on health of the population, of any change between 1832 and 1936. In 1840, ^{the vaccination act made} vaccinations ~~were~~ free, which increased accessibility of vaccines to the poor, who were worst affected by ~~poor~~ overcrowding and poor ventilation in their back-to-back housing. This opened opportunity to ~~prevent~~ prevent 'dirty' diseases for the poor through vaccines, improving public health for the sector of the population where it was most needed. The subsequent vaccination acts of 1853 and 1871 made this compulsory, enforceable by fines, and then imprisonment. This meant people were required to vaccinate their children before they were aged 3 months, allowing for a new, immune generation to develop immunity to disease, increasing ~~the~~ health of the population. Although $\frac{1}{4}$ ~~remained~~ of the population remained unvaccinated by 1898, leading to a ~~conscience~~ conscience clause, allowing exemption certificates, $\frac{3}{4}$ had received a vaccine and many diseases became completely eradicated such as smallpox, showing a widespread and long-lasting impact on the health of the population, to a greater degree than drainage or water

supply.

Overall, although advancements to drainage in the building a more cohesive ~~se~~ drainage and sewer system in the mid 19th century led to lasting and widespread ^{improvement} ~~impacts~~ on the health of the population, the condition of individual lodgings without flushable toilets remained unsanitary, leading to poor health from continued use of ash pits and ^{unconnected} cesspits. The water supply advancements ~~also~~ showed little lasting or widespread change when compared with the 1875 Public Health Act, which revolutionised public health authorities at a local level or vaccinations which completely eradicated diseases such as smallpox, showing a much greater impact on the health of the population. Therefore, advances in drainage & water supply ^{did} ~~were~~ not ^{have} the most significant impact on health of the population 1832-1936.



This response has a sustained analytical focus on the question throughout. It does not approach the question chronologically but draws on a range of examples from across the chronology to illustrate and support the analysis. Although the candidate would benefit from ensuring each alternative factor is clearly weighed up against the stated factor, there is sufficient analysis and focus for this response to access level 5.



A plan is very helpful in ensuring that your answer is focussed and covers the chronological range stated in the question.

Paper Summary

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; there will be material in the sources to support 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 read the caption carefully, so they do not mistake its intent
- Candidates should make use of relevant contextual knowledge to support inferences and evaluation. It is not the quantity of contextual knowledge that is key, but the use to which it is put.

Sections B and C

- Candidates should avoid a narrative/descriptive approach; this often 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:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

