



# **Examiners' Report** **June 2022**

**GCE History 9HI0 34**

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## Introduction

It was pleasing to see candidates able to engage effectively across the ability range in this first post-Covid set of exams with A Level paper 34 that deals with 34.1: Industrialisation and social change in Britain, 1759 – 1928: forging a new society and 34.2: 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. 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. In this examination series, where Advance Information had been provided, it was very disappointing to note that some candidates had a very limited pool of contextual knowledge on which to draw. In some cases, this led to incorrect assumptions being made by candidates.

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. Candidates did use the Advance Information appropriately to support their revision and many of them used wide-ranging and detailed contextual knowledge to support their arguments. 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.

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 was observed that in some responses, candidates were trying to fit the material that was in the Advance Notice for Sections A and B to the demands of the questions in Section C. In many cases, this was not done very successfully as candidates failed to link much of the material to the question posed in a meaningful way.

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.

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

## Question 1

The source was accessible to candidates of all levels who were able to use the source to discuss its value for revealing the choice of location of the mill at Quarry Bank and working life in the mill. Candidates usually commented that Finney was a local resident so would have been able to directly observe what was occurring so giving it more weight and that his comments were at the time the mill was in operation. Most candidates used the source to indicate the location related to River Bollin, so the river flow could be used to power the Mill's large water wheel. The candidates varied in how they related this to their contextual knowledge with stronger candidates considering the move from cottage industry to factory working and that there were likely to be workers with the experience with spinning wheels. There was, however, a tendency for candidates to be somewhat narrative in their writing when considering the different aspects such as the river, business skills and patronage. Weaker candidates also attempted to evaluate where the source lost weight by simply listing what the source did not talk about, or what it excluded, with some candidates simply commenting that the source did not mention the use of apprentices in the mill, their treatment in the mill and their recruitment from local workhouses. Higher level evaluation of the source was present where a candidate had linked what was said in the body of the source to the origin and nature to highlight something in the source that was false/ exaggerated in relation to one or both of the enquiries, and linked in own knowledge to show why this part of the source was false/ exaggerated to analyse this. Stronger candidates were generally able to use the source to comment on the use of overseers and skilled craftsmen, women and children, shifts, pay and fair treatment in terms of overtime. Candidates varied as to how effectively they used their contextual knowledge to comment on Greg's as a relatively model employer. A general trend across answers was the lack of developed inferences candidates made from the source – it was common to use a quotation or point from the caption 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 source is valuable for revealing the working life in the mill ~~and~~ ~~adds more weight for an~~ ~~additional~~ ~~source~~ ~~for~~ and for revealing the choice of the location of the mill. <sup>at Quarry Bank</sup> The source's origin is highly useful for this investigation as it ~~is~~ is by a local resident who lived close to Wilnott. This is ~~an~~ important because Wilnott & Cree Greg got the most of his child apprentices from and so the ~~Pinney~~ ~~being~~ a local resident means he could be a potentially credible source as he would have witnessed the origins of Quarry Bank mill first hand. The title of the Book says "Survey" which also increases the credibility of the source as it suggests first hand interviews of ~~the~~ ~~people~~ ~~at~~ the ~~periods~~ that gave these people children to Greg. They are likely to

know a lot about the working life in the mill and even about the choice of the location of the mill.

Source 1 is useful for revealing the choice of the location of the mill <sup>at Quarry Bank</sup> ~~as <sup>was</sup> ~~was~~ selected~~ due to Greg's use of Arkwright's water frame: "The Mill's large water wheel is used to power the bruising and disentangling of cotton wool and to spin it into twist for thread". This suggests that Greg chose ~~the~~ the location of the mill at Quarry Bank due to the technology he wanted to use in spinning yarn. This is supported by the fact that ~~Arkwright's~~ Arkwright's 1768 water frame introduced the factory system and powered many factories. However, his water frame needed to be located where there was water. Greg chose the water frame to help production of cotton as it was more efficient and productive

~~due to the map and could produce bigger waterwheel 24/2.~~  
Ideally, this then reveals that Greg chose the location of the mill at Quay Bank as it had a significant amount of water supply around it to power the Arkwright water frame. Greg needed to harness the water power at Quay Bank Mill. The ~~credibility of his source is increased by the date "1788". This is because after the French Revolution, around 1783~~

Source 1 is also useful for revealing the choice of the location of the mill at Quay Bank due to the international export market opened by the areas near Quay Bank: "one hundred yards west of this is spun from the finest Brazil cotton". This suggests that Greg had an interest in international ~~market~~<sup>and trade</sup>, which can be supported by his merchant post and trade with the Americas and



West Indies. This reveals that  
Greg chose to locate the mill at  
Quarry Bank due to the <sup>international</sup> export  
market available nearby. This  
is supported by the fact that  
Liverpool was 30 miles  
away from Quarry Bank  
and had one of Britain's  
largest trading docks in the  
world. This would have appealed  
to Greg as he could profit  
more through ~~into~~ selling in  
international markets and locating  
so the mill at Quarry Bank  
which is close to Liverpool,  
lowers his transport costs  
and increases profits. One  
limitation of the source is that  
surely the Perkins may  
not have gotten every exact,  
accurate details on Greg's  
reasons for locating at Quarry  
Bank as they'd probably know  
more about the working life of  
the paper children in the

Source 1 is also useful for revealing that the working life in the mill is quite rewarding and just according to those times: "if any of them are so industrious as to work over-hours, they are paid for it". This suggests that working life in the mill ~~is~~ was tolerable for the workers and that they weren't exploited. This can be supported by the fact that Greg did not identify punish his workers but instead had a fair, systematic form of punishment. For example, Greg would introduce fines - if a lamp was broken, he'd deduct 4 shillings from the worker's wages. ~~However,~~ ~~he~~. This indicates how they were treated well <sup>according to those times</sup> and they ~~are~~ were even rewarded if Greg was pleased. He was known to leave 6 pence on a worker's desk if he was pleased by their work. They were also rewarded by breakfast and lunch breaks, revealing that

working life in the mill was much better ~~the~~ in Greg's factory than the normal exploitative Greg owned at that time.

Source 1 is also useful for revealing that the working life in the mill involved a 'Greg providy education: ~~and even~~ ~~employing a lot of children~~ "Most of the men are workmen and skilled craftsmen such as joiners, smiths, turners and mechanics". This suggests that working life in the mill involved education as Greg providy education as he mostly employed young children, not skilled people. Evidence shows that influenced by Hannah Ceg, Greg would provide the child apprentices with education in reading and writing through slates and sandboxes. ~~A factory~~ Children were also taught skills of ~~sewing~~ and made every part of their own. A worker in the mill

even labelled Creg's education as most advanced for the time. Source 1 is therefore useful as it suggests that ~~the~~ Creg is the one who made his workers skilled overboaters. This is supported by the fact that 70% of his workers agreed or to work for him ~~after~~ <sup>despite</sup> adulthood (once the contract ended). This indicates that work & life in the mill involved his philanthropy and education. The origin of the source leads us to the local parish increases the credibility of the source as the parishes are likely to know Creg's working life system in the mill.

In conclusion source 1 is useful for revealing the choice of location of the mill at Queen's Bank but it's more useful for revealing the ~~work~~ ~~life~~ ~~in~~ ~~the~~ ~~mill~~ ~~as~~

His links were to the origin of  
the source. The paragraph  
highlighted, were things recovered,  
is more likely to provide  
accurate information on early  
life - the mill the for  
my Greg Cook Quarry  
Bank Mill as the location.



**ResultsPlus**  
Examiner Comments

This candidate considers both enquiries and their response is tightly focused on the source. Contextual knowledge is added in support and the candidate considers origin and weight in reaching a judgement. There are parts of this response when the analysis could be slightly further developed but this candidate does enough to access level 5.



**ResultsPlus**  
Examiner Tip

Aim to integrate your points on the origin of the source and the impact this has on both enquiries into the body of your response, rather than as a standalone paragraph.

## Question 2

The source was accessible to candidates of all levels who were able to use the source to discuss its value for revealing why poor relief was needed and the limits of the relief. Candidates usually commented on the source being a petition so aimed at persuading the Commissioners to grant relief. Weaker candidates focused simply on this being one man's experience and therefore lacks value in not showing a range of views. Stronger candidates commented that the petition was probably atypical of those usually claiming as the petitioner could obviously read and write. Candidates occasionally also suggested that his treatment could be related to the petitioner being Irish origin. The strongest candidates linked this to the enquiries, considering why the petitioner may not be in a position to fully reveal information relating to both enquiries.

Most candidates commented that the source showed the needed for relief due to lack of employment in the silk trade and having a large family and a wife to support. Stronger candidates said this unemployment was due to seasonal fluctuations and the depression in the silk trade with the more developed answers arguing that this was a more permanent change with the introduction of machinery and less demand for weavers. Candidates were usually able to comment that changes made by the Poor Law Amendment meant that outdoor relief was not meant to be available to the able-bodied. Candidates also commented that the source did not mention other groups such as the old, the infirm who needed relief or give an account of the experience in the workhouse, with weaker candidates focused on omission rather than considering the source itself. Stronger candidates commented that the source showed the abuse of power by the Guardians and the desire for the Guardian to show he had more power than the magistrate. As the petitioner was from Spitalfields, London, he would not be typical of all of the country in terms of limits of relief as some regions would still be able to gain outdoor relief. The more fully developed placed the source in historical context and suggested that areas such as London would have attracted more people and demands for poor relief would have increased and there would be pressure to keep costs low. Higher level evaluation of the source was present where a candidate had linked what was said in the body of the source to the origin and nature to highlight something in the source that was false/ exaggerated in relation to one or both of the enquiries, and linked in own knowledge to show why this part of the source was false/ exaggerated to analyse this. A general trend across answers was the lack of developed inferences candidates made from the source – it was common to use a quotation or point from the caption and then back it up or challenge it with own knowledge, but the actual analysis through the use of making inference directly related to either enquiry was limited or underdeveloped in many answers.

The source is of considerable utility for investigations into why poor relief was needed and the limits of poor relief. Source 2 is more useful for an enquiry into why poor relief was needed because it gives a first-hand account of the suffering of those in poverty in the relevant period. It is less useful for explaining the limits of support as the experience noted in the source may be unique to the author's area, but some useful information can be gained, still.

The source is written by a pauper to the poor law commission with the object of receiving outdoor relief. As such, it is possible that the source is exaggerating the harshness of the workhouse and the dire nature of their circumstances, making ~~it~~ it

reliability somewhat questionable. However, the source still does present much ~~truth~~ truth surrounding why poor relief was needed. The source blames his low wages for his initial poverty: 'he is by trade a weaver but, through the depression of the silk trade, he is reduced to the greatest distress'. This is ~~an~~ entirely true of most paupers in the 18<sup>th</sup> century.

Seebohm Rowntree, in his investigation into poverty and the poor law, calculated that 52% of paupers were poor due to low wages. Especially since Rowntree states that he worked in the textile industry, an industry with historically low wages, this is entirely true. To add, the source also seems to suggest that poor relief was needed to help the 'deserving' poor, those who were poor out of no fault of their own. This can be seen when the source states: 'your petitioner can, if required, produce a character



reprieve from his last employers that will sustain his industry, honesty, and sobriety'. ~~The warehouses of~~ poverty, throughout the majority of the 19<sup>th</sup> century, was regarded as a moral problem caused by moral failure such as addiction, prostitution or laziness, but poor relief systems remained due to the existence of the 'deserving' poor. Here, through Sumner's ~~testimony~~ testimony to his own moral goodness demonstrates the need for relief: to help individuals such as himself. As has been demonstrated, this is, also, largely true. ~~To~~ To add, another true reason that poor relief was necessary that source 2 contexts is to prevent the poor from starving. This can be seen when the source states that 'he and his family would have died' if it wasn't for the poor relief received from the 'poor box'. This, again, is largely true as outdoor relief, especially, even after the

1832 Poor Law Amendment Act, remained ~~the~~ a way for paupers to get immediate relief for 700,000 paupers throughout the 1830s. As such, Source 2, despite possible exaggeration, <sup>world be</sup> is extremely useful for an enquiry into why poor relief was needed.

Source 2 ~~is more~~ would be much less useful into an enquiry into the limits of poor relief in ~~the~~ 1847. As the source was created by an individual, rather than a report on the overview of the relief system, the account given may only apply to 'Whitechapel', where Dunn applied for relief. To add, the source may give a slightly biased view of the limits and shortcomings of the system as Dunn is writing to the Poor Law Commissioners and would likely not wish to offend them and the act they created, just seeking help for individual relief. Source 2 notes correctly that workhouses were

ineffective in providing relief that would effectively prepare paupers for going back into ~~the~~ a non-supported welfare environment. This ~~was~~ is demonstrated when the source states that, after being 'turned out without any money', 'he was compelled to apply again.' This illustrates that the system ~~was~~ ~~intentional~~ didn't prepare paupers for the outside world and, instead, fostered a number of paupers in such dire situations that they could not escape the system. Indeed, even the fact that the source was made, being a last ditch attempt to get ~~more~~ relief, demonstrates this. All this is ~~entirely~~ largely true as Poor Law Amendment Act workhouses were supposed to serve as a deterrent to the able-bodied worker. Here, if a workhouse "turned out" paupers in latter situations then they entered it, they would be an ineffective deterrent. The source doesn't mention the harsh treatment of

The papers within workhouses, in which physical mental and sexual abuse was rampant, ~~or any other~~ revealing how trustworthy the source is as it may, as mentioned previously, be emboldening ~~it~~ ~~to~~ ~~state~~ it to justify its cause. Overall, the source 2 is partly useful for an enquiry into the link of poor relief.

To conclude, the source is much more useful for an enquiry into why poor relief was needed as opposed to the link of this relief. Although the source may exaggerate, it demonstrates ~~that~~ ~~correctly~~ that poor relief was needed due to low wages and to prevent starvation for the 'deserving' poor, making it very useful. Source 2 is less useful for an enquiry into the link of the support given as the account given may only reflect the Whitechapel Workhouses and the information given is rather limited.

Despite <sup>plus,</sup> some further claims about  
how the warehouse system was  
ineffective at preparing papers for the  
outside world are made.



**ResultsPlus**  
Examiner Comments

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



**ResultsPlus**  
Examiner Tip

Make sure that you not only consider the provenance of the source but also consider the implications of this for the two enquiries in the question when reaching your judgement.

### Question 3

This was the more popular question in this section and candidates were generally able to tackle this question well and consider the benefits of the Trent and Mersey canal and offer other explanations for Wedgwood's success. Some candidates pointed out that full construction of the canal took over ten years, so his success was not dependent on it. Stronger candidates also suggested that with the Duke of Bridgewater's support and Lord Gower's in parliament, Wedgwood himself gained status as well as lessening the financial risk of the investment.

The more developed answers questioned the extent that construction of the Trent and Mersey canal was the main reason for Wedgwood's success arguing that Wedgwood was already successful so the construction could not be the main reason for his success. These candidates argued that Wedgwood's success enabled him to have the finances to have the canal built with support from the Duke of Bridgewater. Weaker candidates, however, offered limited engagement with the assertion in the question and made little attempt to establish criteria for what success in Wedgwood's business would be like (eg profit, increased target audience, increase in productivity, increased patronage, easy access to raw materials to increase profit margins). The responses of these candidates tended to offer a description of the factors that led the business to be successful with the limited analysis. The candidates who offered a sustained analysis argued a range of alternative factors as well as addressing the role of the Trent and Mersey Canal. They related his success to such factors as the patronage of Queen Charlotte and the Empress of Russia which allowed him to rebrand as potter to the queen and so open up a lucrative, well to do clientele. Wedgwood's marketing skills were also mentioned, sales efficiency and his innovative designs which made his pottery trend setting and so desirable. A few candidates pointed out the role of his wife in recording his experiments but less commonly mentioned was the dowry she brought to their marriage which aided in the establishing of his company. Higher level answers set clear criteria to judge what success looked like and how each factor contributed to this. The strongest answers weighed up the relative importance of factors that led to Wedgwood's success through making links between factors.

Trent & Mersey canal

→ 1777

- Duke of Bridgwater, Lord Gower, help M. Boulton
- convinced Parliament
- introduced legislation

→ DFK " £10,000 at the

→ commenced in 1777

→ Liverpool market etc! success b/c

emerging market = goods much easier to get, not only, but = whole of area! better imp

marketing + employees

→ Queen's way 1962, 1965

→ 1770 → 1960s → 1960s to 1970s

→ BOGOF, advertising catalogues, 10p out back

- richest!; prices high, <sup>capt</sup> showroom agents meet wealthy customers etc

Innovation + ~~trade~~ + employees!

→ 1776

→ 1759  
Queen

→ 1760  
Queen

→ 1760  
Queen

→ 1760  
Queen = status etc!

1760

→ 1760  
Queen

→ 1760  
Queen

→ 1760  
Queen

→ 1760  
Queen

- pyromete accurate





~~Wedgwood~~ This led to the success of his business because using modern knowledge, Wedgwood had built <sup>(his factory)</sup> a factory in 1769 across the canal which helped him to export goods much easier.

However, this was not the main reason for the success of Wedgwood's business as ~~his~~ his marketing techniques <sup>and employer skills</sup> were far more significant in leading to his success. One reason why Wedgwood's marketing was the main reason for his success is because he made sure to appeal to the rich and wealthy customers. Wedgwood had kept his prices high and he also had showrooms ~~to~~ for his agents to meet with wealthy customers and ~~attract~~ <sup>get</sup> more customers. He also had <sup>an</sup> attractive catalogue and used the BO 'buy one get one free' marketing technique. ~~Wedgwood~~ <sup>he also put a logo on the bottom which helped people recognise his works</sup> This was important in leading to his success because he made use of marketing techniques that were barely used and appealed to the high end of the market hoping it would also attract the middle class (which it did) and he appealed to those aspirational customers.

Another way Wedgwood's marketing was the main reason for his success is because of his royal patronage. In 1762, Wedgwood sent a ~~set~~ <sup>incomplete</sup> set to Queen Charlotte. In 1765, she ordered the complete set. ~~and his royal patronage~~ He named himself 'Potter to Her Majesty' and 'enamelled & ornamented at Queenstown'. This royal patronage was so significant in his success because it greatly boosted his career. In 1770, Empress Catherine of Russia placed a £3500 order ~~on~~ of a 944-piece set and this also hugely boosted sales. It ~~re~~ helped him to appeal to a much wider customer base which largely contributed to the ~~his~~ success in his business. ~~Another~~ <sup>one</sup> ~~reason~~ <sup>factor</sup> why his ~~employer~~ <sup>fields</sup> helped him ~~to~~ ~~be~~ <sup>successful</sup> therefore it was the main reason in his success.

However, there were also other factors like his ~~own~~ own skills such as innovation and how he was as an employer which also

largely attributed to his <sup>business</sup> success. Wedgwood was a great innovator and he was ~~obsessed~~ obsessed with the quality of his products. One reason why his own skills were important in his success ~~was~~ because he created many things in pottery using his great innovative skills. For example, in 1759 at Fenton low he created a green glaze (made out of mixing with red enamel and copper etc). In 1760 he created an attractive yellow glaze and ~~with~~ he used both to create his pineapple tea pot and his 'Cambridge ware'. This ~~was~~ <sup>led to his</sup> success because these wares were entirely new and very attractive. His high prices were also accepted due to the amazing colours. ~~Another reason why his own skills led to his success is because~~ He created 'creamware' in the 1760's after 400 experiments, he ~~and finally~~ finally created a consistent pale glaze which what many potters were trying to achieve. He named this 'Creamware'. This ~~so~~ led to his success.

because it led to <sup>around</sup> 40 other firms selling his product showing how popular it was. He also created suspension in 1776 which was an attempt at making porcelain china (a fine translucent type of china, usually blue and white)

He did replicate the white and blue and he used kaolin to create it. It had raised emblems (bas relief) which also appealed to neoclassical tastes which were very desired in that time. This led his success also led to his success because as an employer he made use of the

division of labour so that work was very efficient and that no one would know the whole process of his products. He also hired and fined employees for being late.

He kept skilled workers such as John Flaxman and William Greatbatch happy as they contributed to the design of his works. ~~Therefore~~

~~This led to his~~ However, this was not the main reason for his success because for his products innovations

to be wanted and seen, his marketing would need to be really great (which it was) and so

In conclusion, the BERT and Mesery Canal was not the main reason for the success of Josiah Wedgwood because although it did give him better access to transport his goods it wasn't as important as <sup>his</sup> marketing techniques which helped hugely boost his brand especially with <sup>Queen Victoria</sup> ~~creamware~~ other factors like his own skills were also important but Wedgwood's marketing techniques appealed even internationally which led to the success of his business.



**ResultsPlus**  
Examiner Comments

This response has range and sufficient supporting evidence to develop the arguments made by the candidate. The response would be enhanced if the candidate developed clearer comparisons with the factor in the question at the end of each paragraph in order to support the judgements that are being made. However, there is sufficient analysis to reach level 5.



**ResultsPlus**  
Examiner Tip

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

## Question 4

This was the less popular question in this section. Candidates who attempted this question were usually able to provide arguments that supported the focus that the First World War provided a positive impact. Candidates argued that the war had allowed the expansion of production, innovation of the production methods and less reliance on loans. The more developed responses attempted to establish criteria relating to the impact on production, and/ or profit considering the effect of the War on long term production, car production and sales, the design of cars, the impact of loss of the Russian market and the financial position of the Company at the end of the War. Weaker candidates either used evidence out of the time period in the question, offering points from the late 1920s or were able to offer arguments related to the impact of the First World War, but struggled to weigh this against other factors.

I believe that the First World War did impact the Austin Motor company, with the change in working hours and 'pent-up' demand allowing the company to see an increase in sales and demand. However, it could be argued that this change was not positive as Austin himself had predicted the war to last another 2 years, thus it could be said that he was not fully prepared for the end, resulting in economic risks and even debt of £5 million after the war. It could also further be argued whether there was a change at all for Austin Motors.

The First World War did impact the Austin Motor company in a mostly positive change as it provided people with more leisure time, which helped ~~people~~ increase the demand for Austin cars. After the First World War, the government reduced working hours for the public due to the lower rates of productivity, mostly due to the ammunition needs dropping. This meant more people wanted to spend time travelling and going on holiday, with many requiring the aid of cars. As a result ~~was~~ Austin saw a large increase in the number of orders with more people using cars to travel to places such as Blackpool and other smaller seaside towns, thus increasing

the price Austin Motors had seen, especially with the smaller Austin 7 providing cheaper prices, thus making Austin Motors more available to all. This shows that the First World War saw a positive change, even though the increase in cars led to traffic and fuel shortages at stations.

The First World War also enabled the Austin Motor Company to widen the market substantially as during the war, batch-production became useful, especially as the war allowed Austin Motors to sell to Russia to aid its military. This meant

that the war could be used as marketing to help increase global selling. ~~The need for winter motor cars was also allowed by the war as Austin managed to produce a car that the profits made, with an extra £2 million being made in between 1914 and 1915.~~ The Austin Motor Company created 500-armoured cars for Russia, as well as shells, which greatly improved the profits made, with an extra £2 million being made in between 1914 and 1915. The Austin Motor Company was also supported by the British government, who funded any increase in production. The marketing produced by the war also increased global knowledge of the company.

~~war market and aided by the Road Tax of 1920 forcing registration on horsepower, which made it easier for the middle class to the lower classes as the Austin 7 had previously only been available to the wealthy.~~ Thus the First World War impacted the company positively, with the later Road Tax of 1920 furthering the Austin 7.

~~In opposition to~~ In opposition to, the First World War also did not completely positively impact the Austin Motor Company.



as Austin had wrongly predicted that the war would continue for another 2 extra years, so when it didn't, and the government funding stopped, he was left with debt and too much space for production. The government had funded the increased production rates as part of the war effort, which greatly helped the Austin Motor Company, although it could have caused the company to become too comfortable with their position. Hence, when the war ended, prematurely according to Herbert Austin, he was left with high rent and also a large workforce. The prices of materials also greatly increased due to the war, with the prices of materials costing more than the actual car parts, thus it could be argued that the first world war did not completely positively impact Austin.

In addition, the war also meant that there was an ~~increase~~<sup>decrease</sup> in the amount of cars sold, with less people having the money and need for a car, especially due to the Austin 20 costing £580, which was very expensive at the time. This meant that, although the Austin Motor Company saw production through military production, they saw a decrease in car production, which was obviously their trademark. The war also meant that many of the workers left to help with the war effort, leading to lack of skilled workers whom Austin still wanted to be apart of the production of the cars. Thus not all changes caused by the First World

war had a positive impact on the Austin Motor Company.

In conclusion, I believe the Austin Motor company saw an overly positive impact as a result of the First World War, as it helped increase their overall turnouts from the years 1914-1918 due to the military material made to support Russia and Britain, and it also saw more support from the government that was used to grow the business. However, the company did not actually profit directly by a huge degree <sup>from the war</sup>, although it could be argued that they still saw an increase in marketing which may have helped pre-war demand increase.



**ResultsPlus**  
Examiner Comments

This is a well-focused response with the candidate clearly engaging with the assertion in the question. This is well supported with evidence to justify the candidate's arguments. The counter argument lacks some range but is still focused. This is a level 4 response.



**ResultsPlus**  
Examiner Tip

Make sure that you have double checked the dates in the question, and that you have a firm grasp of the chronology of the period – then all the material that you use in the answer will be relevant.

## Question 5

This was the less popular question in this section. Most candidates agreed with the premise of the question that financial considerations were the main pressure for change in relieving poverty in the years 1780-1832. They were generally able to identify a number of factors that had made financial considerations a lead factor caused by such factors as growing numbers of people claiming poor relief, movement to the cities, effect of wars with France and the Corn Laws.

The more developed and sustained responses weighed up the relative importance of factors against each other. Examples of effective criteria to judge whether it was financial considerations that were the main pressure for changing how poverty was relieved linked the pressure to action that was taken (mostly by the government) in an attempt to relieve poverty eg the Gilbert's Act, the Sturges Bourne Acts and the 1832 Royal Commission into the Operation of the Poor Laws were used well as evidence by some candidates to give an example of the change that the factor led to. They also linked ideological arguments such as the ones put forward by Malthus and Bentham with financial considerations.

Weaker candidates described the pressures but struggled to engage with evaluation of how this factor caused pressure for change in relieving poverty. It was noted that a number of candidates misunderstood what the corn laws did, believing that they kept the price of bread low when they actually kept the price of bread artificially high.

Between 1780 and 1832 there were a number of factors that contributed to pressurised the government to change poverty relief. Primarily these were financial considerations, ideological considerations, and the threat of revolution and political instability. Taking into account the measures that the government introduced as a result of these factors, it can be concluded that financial considerations were the main pressure for change.

The increasing cost of poor relief between 1780 and 1832 led many people, particularly wealthy ratepayers, to insist that poor relief was changed to make it cheaper for the ratepayers. For example, following the war with

France, soldiers returned home and the cost of poor relief increased by £8 million over this time. This placed significantly more strain on ratepayers as, in the 1790s, poor relief provision had been just over £2 million. This also placed strain on poor relief systems such as the Speenhamland system. This was a significant source of pressure for change as the wealthy elite began to resent the fact that they had to contribute ~~to~~ so much to the poor relief system. The increasing cost of poor relief was ~~an~~ evidently a significant pressure for change as it led to the government introducing the 1818 and 1819 Sturges Bourne Acts, which aimed to decrease the cost of poor relief by claiming that destitution was no longer a sufficient ~~the~~ reason for claiming poor relief. This shows that it created such a great pressure for change as the pressure came from the wealthy ratepayers

man the government needed support from to get electoral success, therefore they adhered to their demands. Overall, it can be concluded that financial considerations were the main pressure for change in 1780-1832 on the basis that ratepayers and landowners (who held the most influence within the political landscape) resented the increasing cost of poor relief, ~~encouraging~~ pressuring the government to act to change this. It must be considered a more significant factor than ideological arguments as the government were less willing to listen to these, and it is ~~in~~ far more crucial than the threat of revolution as the government could largely afford to ignore the demands of the working class.

Ideological arguments were another key pressure for change in poor relief provision in the years 1780-1832 as they presented the

government with a range of reasons as to ~~why~~ why they should either amend or abolish the 1601 Elizabethan Poor Law. Arguably the work of Thomas Malthus created significant pressure on the government to implement change, as many people either shared or were influenced by his ideas. He stated that the Poor Law should be abolished as it was encouraging paupers to have too many children and placing too much strain on the tax system. Although the poor law was not abolished, his influence can be seen ~~as~~ in the long-term, as many of his ideas for reducing the cost of poor relief which he outlined in his 1798 essay were later implemented.

However, some ideological arguments ~~were made~~ created much less pressure for change. For example Robert Owen, the founder of utopian socialism, argued that poor relief would no longer be needed if

capitalism was abolished and therefore changing the economic system would allow for an effective change in poor relief provision. His ideas were not in line with government opinion and were therefore ignored. This shows the limits to ideological arguments as they only created significant pressure for change if they were in line with government opinion. Overall, ideological arguments created significant pressure ~~for~~ for change in relieving poverty in the years 1780 - 1832 as they showed the government the benefits of adapting their current system. It must be considered more significant than the threat of revolution given that many of these ideological arguments were adopted by wealthy ratepayers whom the government couldn't afford to ignore. However, it can be considered less significant pressure than financial considerations as they ~~be~~ contributed to more



political instability and unrest.

Finally, the Threat of revolution also created pressure for change in relieving poverty in 1780-1832, as the government feared the disruption of the social hierarchy. This can be seen during the Swing Riots of the ~~late~~ early 1830s, where paupers damaged farm equipment as they protested against cyclical unemployment and poor working conditions. Although they didn't necessarily have revolutionary intent, they sent a threat to the government signed 'Captain Swing' which made them fear the possibility of ~~an~~ revolution and disorder. This evidently created significant pressure for change on a local level, as, in Sussex, the workers' new wage demands were met and they managed to remove their overseer of the poor for cruelty. However, although the government did fear the revolutionary intent of

the protestors, it did not lead to significant pressure for change on a national level, as the government was able to subdue and consequently ignore the ~~threat posed~~ demands of the working class. For example, during the Swing Riots, they suspended habeas corpus, imprisoned 644 paupers, and sentenced 19 to death. This clearly shows that the threat of revolution did not create huge pressure for change as the government possessed the power to subdue it. Overall, although the threat of revolution pressurised the govt to act as they feared disruption of the social hierarchy, it ~~was~~ was not the main pressure for change on poor relief as the government was able to ignore it through repressing the paupers. It must be considered less significant than both financial and ideological arguments for change as pressure from the working class was much less

significant than pressure from the wealthy ratepayers due to the electoral implications.

In conclusion, regarding ~~press~~ pressure for change on poverty relief, financial considerations must be seen as the main source of pressure, on the basis that the government was unable to ignore the discontent of the ratepayers. Ideological arguments only created pressure for change if they were widespread among the upper class and in line with government opinion. The threat of revolution was short-lived and undermined by government action, therefore financial considerations were the main pressure for change as they could not be ignored by the government.



This candidate focuses clearly on the question bringing in detailed evidence to support their arguments. There is both range and depth in this response. The candidate relates each alternative factor back to the factor in the question, meaning that judgements are sustained throughout, before reaching a supported conclusion. This is a high level 5 response.



Aim to compare each alternative factor back to the factor in the question at the end of each paragraph. This will ensure that you are making judgements throughout.

## Question 6

This was the more popular question in this section and candidates were able to explain the work of Booth and Rowntree to varying levels. Weaker candidates simply offered descriptions of the work of both and did not offer a full analysis of the effects of the studies. A few candidates neglected the focus of the question or dismissed Booth and Rowntree without attempting to consider what pressure they may have provided on governments. Weaker candidates also needed to link Booth and Rowntree to the social and welfare reforms that put pressure on the government to consider/ legislate for more reform directly.

Higher level answers did link Booth and Rowntree to the social and welfare reforms that they helped effect, and the strongest answers considered whether they were a direct/ indirect cause of the social and/ or welfare reforms and used this as evidence to show they had been successful in pressuring the government for reform.

Stronger candidates considered the location of the studies, arguing for example that as Booth's study was conducted in London it was more likely to gain notice in parliament. Also, as a longitudinal study based over a number of years it offered sustained pressure. The work of Rowntree was often argued as supporting and aiding Booth's findings and both studies offering challenge to orthodoxy on the causes of poverty, providing a definition and explanation of its cause. A number of candidates argued that the qualitative methodology weakened their influence as did the critique of their methodology by Helen Bosanquet, a leader of the Charity Organisation. The more developed answers also considered alternative factors as well as the focus such as the growth of the Fabian Society, the Boer War, the debate on national efficiency, offering a sustained evaluation throughout.

In the years 1880-1914, social and welfare reform saw huge improvements, ~~thanks to~~ caused by factors such as social pressure - from the work of individuals, such as Booth and Rowntree - and economic pressure - <sup>sparked by</sup> ~~from~~ the Boer War and exacerbated by the heated debate for national efficiency. A key factor, too, is that these two factors were becoming close, thanks to the work of the both socially and politically influential Fabian Society. In order to say Booth and Rowntree provided the main pressure, it must be evident that their work caused the government to choose to reform; whilst an essential factor, it is clear that the economic imperative provided by the Boer War was far more influential on policymakers. Therefore, ~~it is only somewhat~~ the statement is only somewhat accurate.

Booth and Rowntree were, however, arguably the two most

~~influenced~~ influential figures in sparking ~~the~~ social reform debates. It is clear that whilst they had different aims - Booth, to investigate the number of people in poverty, ~~and~~ compared to Rowntree, who investigated the nature further - they ~~were~~ carried out highly comparable and similar work. Booth's seventeen year enquiry into the conditions of the labouring population of London, <sup>in 1903</sup> and Rowntree's similar study in York, were ground breaking as the two most organised and detailed enquiries into poverty. Whilst their ~~discoveries~~ <sup>conclusions</sup> - Booth's, of a poverty line and 8 different classes, and Rowntree's, of secondary and primary poverty and a poverty cycle ~~were~~ informed government, (strong contemporary criticism from Helen Bosanquet of the COS in particular) prevented them from ~~being~~ sparking reform in the radical way they desired. In this sense, despite the wealth of information they provided (which certainly impacted government reform), the criticisms of their survey, and the unwillingness of government in the ~~first decade~~ = 1903 particularly in the very early years of the 20<sup>th</sup> century, before the Liberals came to power, prevented them from providing the main pressure.

Another group that provided social pressure was that of the Fabian Society; however, considering their political position and the results of their campaigns, it is clear

they ~~had~~ sparked more quantifiable reform, and therefore were a greater pressure. With its members reaching 2,500, building the London School of Economics, the huge success of the Webbs' *New Statesman*, it is clear that the Fabian Society had far greater social reach. In political terms, sending representatives to the Labour Representative Committee - of which had 26 seats in Parliament by 1906 and formed the Labour party - it is clear that their political lobbying and pressure provided far greater impetus for reform than Rowntree and Booth. A significant counterpoint to this is that without the public health information provided by Rowntree and Booth - ~~drawing the~~ again drawing undeniable links between poverty, living conditions, and the resulting public health - their lobbying would have had far less effect. However, by using radical ~~MPs~~ Labour MPs to introduce private bills and by lobbying for free school meals and minimum wage, the Fabian Society, <sup>and</sup> its widespread social support, provoked the Liberal government into faster and more radical social reform, suggesting that they were a greater pressure.

A final consideration is that of the ~~extremely~~ extremely influential economic imperative. Public health and social and welfare reform depended strongly on it being cheaper to provide than to cope with the consequences. In the late 19<sup>th</sup> and early 20<sup>th</sup> century, economic



the economic imperative was sparked by ~~the destruction~~ Britain's weak army during the Boer Wars. Particularly the Second Boer War, which ~~the~~ saw 26.5% of recruits denied for ~~poor~~ being unfit, and 29% being accepted as 'specials'. The Shocking State of Britain's young labouring population, significantly, affected social and welfare reform by sparking the debate ~~of~~ on national efficiency. With a workforce inferior to the ~~fast~~ ~~quick~~ fast growing economies of Germany and the USA, and the threat of not being able to defend the Empire,  $\Rightarrow$  this debate, by cutting across party lines and, for some, inspiring a complete political upheaval by considering Lord Rosebery as the head of a new political party, transcended the social and political ~~time~~ framework in which Booth, Rowntree and the Fabian Society were confined to. Although the work of these were essential in providing the <sup>statistics</sup> education for, and lobbying for, changes such as school medical inspections and free school meals, arguably, by uniting people from across the political spectrum and bringing public health issues so starkly to the forefront of public life, the Boer War not only provided an impetus to change, but developed the idea in the political and public conscience that change was necessary. The middle and upper classes, too, were affected by the prospect of losing ~~the~~ international and economic military standing.

This caused the liberal government to be able to push through their radical changes, particularly those relating to children, in order to produce a fit army. Whilst the social work of the former factors was essential, the Boer War provided widespread consensus for the need of insurance against illness, ~~aid for~~ and aid for children, directly resulting in the ~~£~~ Education (Provision of Meals) Act 1906, the Education (Administrative Provision) Act 1908, and significantly aided the 1911 National Insurance Act. In this sense, with the biggest impact on government reform, it is evident that the Boer War and subsequent debate was the most important factor.

In conclusion, whilst the work of Booth and Rowntree provided essential information, it failed to adequately provoke ~~for~~ social <sup>and</sup> welfare reform solely. Instead, ~~the~~ ~~it was~~ a more politically and economically important factors took precedence. Whilst their work was important in providing the data needed for change, ~~it was also~~ it was rather the realistic economic imperative of the Boer War that provoked real change, and therefore ~~had the greatest pressure on government~~. It is highly accurate to say that it provided the main pressure on the government in the years 1880-1914.



This is a well-focused response with the candidate arguing in detail about the relative contributions of Booth and Rowntree before moving on to alternative factors. The candidate then weighs up each factor at the end of each paragraph before moving on to a well-supported conclusion. This is a level 5 response.



Even a brief plan will ensure that your answer is organised and focused.

## Question 7

This was the marginally more popular question in this section. Candidates generally argued in favour of the premise of the question offering varying levels of supporting evidence such as the Truck Act 1831, 1833 Factory Act, the Mines and Collieries Act 1842, and subsequent factory legislation. Candidates generally argued that as the government was able to initiate legislation, that had the most significant impact. Lower-level answers described the different factors that had an impact on working conditions but didn't explain how this factor had an impact on working conditions. However more developed answers considered the limits of the legislation and the lack of enforcement with only four factory inspectors appointed in 1833. Higher level answers weighed up the relative importance of factors against each other. Candidates who offered a sustained analysis considered the range of other factors relating to government legislation, for example, arguing that employers such as Titus Oates, George Cadbury, Robert Owen provided the example and impetus for reform. Stronger candidates also considered the collective pressure such as the Matchgirl strike and changes in technology such as the use of electricity was sometimes commented on as changing working conditions. The effect of the First World War on working opportunities for women was less frequently mentioned. Some candidates failed to use evidence from the range of the period, with many leaving out the 20th century part of the time frame all together. Candidates are reminded that coverage across the period is a requirement of the breadth questions.

Government legislation had a significant impact on working conditions in the years 1802-1928; they provided a formidable reaction to abhorrent conditions and treatments occurring in factories, such which employers could not ignore. However, other factors such as philanthropists and unions worked ardently to reform working conditions, with unions representing the loudest voice, ~~as~~ coming directly from the workers themselves, therefore distilling the most significant impact.

Government legislation drafted to change working conditions, primarily by ~~introducing~~ implementing the Health and Morals of Apprentices Act in 1802. This came after a report into Mr. P.M. Robert Peel's factory ~~was~~ suffered an outbreak of fever. The report revealed the almost inhumane and <sup>the</sup> unhygienic conditions employees endured, such as hot bedding, where beds were shared per hour between shifts. The Act introduced adequate ventilation in factories, and alongside the Factory Act of 1802, ~~the~~ factories were unrewalled ~~at~~ twice a year and no more than 2 could share a bed. The Health and Morals Act also introduced obligatory church twice a month. The Factory Act of 1833 saw ~~a~~ inspectors appointed to regularly check factories upheld these rules. Under 9s were not to be employed, and age certificates must be provided for every

employee. Four inspectors, however, for all of Britain was insufficient, and the act was poorly enforced, as well as the 1802 act. Employers were more concerned with profit than the safety of their workers, and similarly, parents <sup>often</sup> relied on child labour for extra income, so sent them to work in despite of the age restrictions. Due to this, government legislation did not ultimately prohibit or prevent the abhorrent working conditions.

Philanthropists had a significant impact on working conditions. One such was Titus Salt. Located in Bradford, Titus Salt observed the horrible and dire conditions. Life expectancy was a mere 18 years old, and pollution of air and water sources (due to sewage dumping) negatively impacted the people. He <sup>proposed</sup> suggested a Rodda smoke burner to reduce <sup>air</sup> pollution, and created a site on the River Aire when met with opposition. Salt's factory introduced the Rodda smoke burner, which helped ventilate the factory, and moved lead shafting underground as to decrease hearing loss. He also implemented public baths, and encouraged the hygiene of his workers. This created a commended atmosphere, and helped ~~to~~ keep workers safe and healthy. Similarly, Ed John Cadbury built Bourneville, a worker's <sup>factory and</sup> village of 313 homes, ~~or~~ each with large gardens. This ~~was~~ employer's style included weekly meetings with a council to discuss runnings of the factory, and a various other benefits. Workers received medical provisions,

and were paid above average wages. This ensured the health of Cadbury's workers, and that they avoided exploitation. Therefore, this was significant in improving workers' conditions, more so than government legislation, as change was really made, ~~not~~ rather than aspired to, without <sup>real</sup> punishment, like the laws. Philanthropists genuinely changed and improved the lives and conditions of their workforce - however, these ~~changes~~ <sup>benefits</sup> <sup>of</sup> course only applied to those in <sup>the</sup> philanthropist factories, meaning - overall - the conditions of workers nationally were not significantly improved, as it was only for a limited group.

Perhaps the most significant impact on working conditions in the years 1802 - 1925 was unions: unions ~~we~~ <sup>inherently</sup> embodied the fight for bettering conditions. They were angered by low wages and long hours, with some employers setting work for 14-15 hours, ~~and~~ and rising cost of living instigated the fight for better reform. New model unions, such as the Amalgamated Society of Engineers, used rational negotiation to fight their cause, which was received favourably by a Victorian audience. They raised funds and taxed members to accumulate strike pay which would cover them when they refused work. Month-long strikes showed the ASE's power, and connections formed with the Labour government displayed their articulation and ability against national prejudices. ~~They~~ Their negotiations with government helped them achieve better conditions and publicity, adding significantly in the fight for better conditions. Publicity was also gained by the Matchless Strike in 1881 which

significantly returned the perception and efficiency of unions. Matchgirls under Bryant and May endured deadly conditions: they risked Phosphy jaw, a <sup>fatal</sup> cancer of the jaw, when phosphorus mixed with their food. Also, they were kept under strict rules which, when broken, resulted in fines. At matches were <sup>subsequently</sup> prohibited <sup>from</sup> sitting, talking, dropping matches or even going to the toilet without permission. This shows the grueling, almost captive, conditions subjected to workers. Annie Besant, a journalist, published an article on these conditions, giving the Matchgirls this well significant play of publicity. At the public outrage, Bryant and May demanded workers sign a document stating their contentment with their conditions. They refused. When a fellow worker was dismissed, they went on a 3-week strike. The awareness the article, and strike created changed workers conditions and perceptions. They were proving they were not to be treated as solely labour, but human beings, too. The publicity made it impossible for employers to ignore the need for reform, unlike government legislation which was often ignored and surpassed. The Matchgirls received a dinner separate to their working area as to decrease the risk of Phosphy jaw, and reprimanding fees were abolished. The acts of these unions gaining public sympathy and awareness provided validity and an unprecedented insight and rage, which made them



impossible to ignore. attitudes accommodated to the advocating unions, upon seeing their conditions, and caused a significant, irrevocable impact on workers' conditions.

In conclusion, government legislation had a significant impact on workers' conditions; it introduced the symbol of change, but, however, lacked real substance of this reform. While it led to other reformative acts such as the Cotton Mills and Factories Act, it failed to incite real impacts as profit ~~was~~ took precedence. Philanthropists provided the real change ~~that~~ workers looked for, but only to a select few. ultimately, unions instigated real unavoidable change. nationally, workers' voices were being heard, and shown by such events like the General Strike of 1926, unions held immense power in making the country stop and listen. As evident by the ASE and the Matchgirls, real change was resultant of <sup>substantial, reformative</sup> unions, a change philanthropists and legislation could only strive to achieve, making unions have the most significant impact on working conditions during the years 1908-1928.



This candidate identifies a range of factors and their argument is largely focused. There could be greater chronological range to the response and judgements at the end of each paragraph could be more securely tied to the question focus. There is sufficient analysis here for this response to merit level 4.



In the breadth questions ensure that you have sufficient chronological range in your argument and in your examples.

## Question 8

This was the marginally less popular question in this section. Candidates generally argued that changes in education for children did not occur until the latter half of the nineteenth century and the most significant changes were related to factory reforms. Lower-level candidates described the changes that occurred in education without always considering other factors or fully evaluating whether these were the most significant changes in children's lives.

The campaign for free compulsory education in 1869 was mentioned by some candidates and the subsequent Education Act of 1870 as starting the foundation for a significant change in children's lives. The major significant change was generally argued to be related to restrictions on the use of children in factories and the working hours which led to some improvements in education. The work of Dr Barnardo was mentioned by some candidates in aiding children and improving their lives. Higher level answers weighed up the relative importance of these factors against each other and offered sustained analysis throughout. Some candidates failed to use evidence from the range of the period. Candidates are reminded that coverage across the period is a requirement of the breadth questions.

While improvements in education was a significant factor in changing children's lives in the years 1802-1918, it was not the most significant change to take place. Over this period other factors had a greater long-term impact on children's lives in all aspects. While education did give children the ability to free themselves from being stuck in the same system, it was the attitudes to children changing that led to this, and therefore to change in their lives over this period. Both the impact of legislation surrounding work for children, and a general societal reforming zeal in Britain had a greater impact on children's lives from 1802-1918.

It is true that improvements in education was a significant change in children's lives over this period. In the domestic system education was sporadic, mostly led by one woman in a village in poorer communities. There was no nationalisation of education in existence, until the late 1800s seeing children's ~~learning~~ opportunities, and therefore lives were fairly started from the start. Pre-legislation it was philanthropists who provided education for working and disabled children. Hannah Moore ~~in the 1790s~~ led a program of Sunday Schools for the 'moral benefit' of the youth. Similarly in the early 1800s both Robert Owen and Dr. Bernardo were changing attitudes to education. Owen developed education, alongside work, for the

children in his factory. He included natural history, art, and music as well as clerical into the curriculum - rejecting a didactic approach to education. Dr Barnardo provided homes for destitute children, but also basic education in 1876 founding 'The Institute for the Formation of Character', as well as later similar facilities like Mossford Lodge. This early education, while not affecting the entire of the country's youth paved the way for pushing the government to recognise the essential importance of education in improving children's lives.

Despite these early philanthropies, it wasn't until 1870 that the first nationwide education law passed in Britain, already towards the end of this period of 1802-1918. This Education Act empowered local education boards to provide primary schooling for all, free for paupers but with fees for the rest. Although seemingly minimal in the modern age, such a legislation for children in this period was huge.

While it did not nearly face the challenge of both work and school, in the longer term it provided a foundation stone for wider education for all. Previously to this the government had only a rather hazy to select church schools, already with the news (as in 1833 with £20,000) - but now this symbolised a recognition of the effect of education on children's lives. In 1870, right at the end of this period, this change in children's lives was reflected too by the 1870's 'Foster' Education Act. Built off of the 1870 Act, the head of the board of education (Foster) provided free primary education for all children over Britain, even employing LOAs to provide secondary education also. In this way education did greatly affect children's lives over this period, but it did not have the lasting impact until later in the 1800s and early 1900s. While

This legislation did affect the whole of society - with children from all different backgrounds, their lives were very fully affected in 1918. Although education was significant in changing one aspect of children's lives, this was limited in scope on a national scale until 1918.

Another significant factor in changing children's lives from 1802-1918, was the huge long-term impact of changes in working lives through legislation. Once again, this must be observed in context of Britain in 1802. The domestic system had only just shifted away after the 1769 creation of the Arkwright's water-powered spinning frame. Children's working lives, greatly affected their overall well-being and future in a world of less affluence than now. The 1802 'Health and Morals of Apprentices Act' marked a huge change. While only clearly affecting apprentices, in providing food, clothes, housing, and basic education in the factories in cotton industry - it laid the foundation stone for changing attitudes to children, leading to their lives being affected. This change, greater than that to education, truly was a change as they shifted slowly from being viewed as 'small adults' to vulnerable people. The 1837 'Agriculture Acts Act' and 1842 'Mines Act' marked this similarly, as legislation now attempted to affect children's morals and private lives. The 1867 Act focussed on the moral health of children, changing work to be primarily work as a place of danger for them. The 1842 Act represented similar, as it again focussed on this 'moral' effect on the young - reflecting Jean Jacques Rousseau's ideas of romanticism and 'Emile' he saw corruption of children from ones surroundings, allowing them to question the consequences of

the terrible working lives and surroundings of children. This change in working lives, had a great effect on children's lives generally - as they were no longer required to work 14 hour shifts or to be treated as an adult - the 1907 Act fully marked this change in attitude, as a result of changes in work, placing a barrier up between adults and children. These changes in working lives in the long-term were huge, as they led to the separation of adults and children which exists today.

Lastly, the most significant change in children's lives from 1802 - 1978 was the change in attitudes, reflected in both education and work. This change was the greatest and most impactful in the long-term, starting with a developing 'reformist zeal' from 1833ish onwards. British society began to recognise the value of children. This change came as a result of a more affluent world that could not afford to view children as vulnerable and not just others' ability to grow, familial income. As reflected in Charles Dickens's genius 'A Christmas Carol', the children like 'Tiny Tim' were now seen to be worthy of respectation (education) and adult regard. After the 1832 'Great Reform Act' and 1833 'Abolition of Slavery', society began to point to the poor treatment of Britain's own child workers. Children's lives changed, as attitudes changed pushing for better working conditions and education reform: Prince Albert in the 1840s soon supported the 1842 'Mines Act' and assisted Lord Ashley and other philanthropists in attempts to improve children's lives. No more by this philanthropy and change in attitude existed - it was now slavery becoming normalised. By 1900, children were now seen as valuable to society both as the future dependent generation, and as youth that

symbolised a desire for perfection. Bonnic's 1907 'Petter Pen' marked this ~~stronger~~ complete change - as childhood was now a 'concept' itself in everyday. Through the influence of novels, the views of society & children were now reflected greatly. Children's lives in work and education changed as a result of this change in attitudes & these was defined what 'childhood' was. In the long term this was reflected as children's lives kept improving until 1978. As part of a new, more educated generation children began to be protected. The work of philanthropists, and legislation while being effective in applying huge changes in the lives of children in all aspects - this came from this developing moralism in Victorian, and then Edwardian society. As adults began to get more rights in work and therefore had improved conditions and wages, so to could they turn to focus on their children. While it is not simple to say the point which this began to happen or over this period of 1902-1978 or in the entire history of Britain, it was a result of the industrial revolution's impact on the British economy. Children's lives faced great long-term change, all over Britain, in the attitudes of others to them. From 'little belittles' to welfare, welfare homes of society - all other changes were caused by this 'reformy zeal'.

Altogether, although all significantly changed factors in children's lives over this period, the one with the greatest 'change' (seen by its effect on the other factors and long-term impact) was the change in attitudes to children in their lives. Education and working lives changes came from a result of this change in attitudes, the greatest change to happen for children's lives in Britain over this period. By 1978 attitudes to



children were completely different to that of 1802, driven by this  
developing moralism and reforming zeal in a more affluent society.



**ResultsPlus**  
Examiner Comments

This is a well-focused response and the candidate applies a range of evidence from across the period to support their argument. Each factor is largely evaluated at the end of each paragraph before the candidate reaches a supported judgement in their conclusion. This is a level 5 response.



**ResultsPlus**  
Examiner Tip

A thematic approach can work as well as a chronological one; just check that you have a range of examples from across the period.

## Question 9

This was the less popular question in the section. Some candidates argued in favour of the premise that parliament had provided the momentum by providing legislation that allowed improvements in public health. Other candidates argued that parliament was reluctant to provide the initial momentum for public health, and as a result the initial reforms were permissive. Weaker candidates focused largely on the role of parliament in promoting vaccination and offered descriptions of various acts without linking these to the specific assertion in the question. Lower-level answers failed to engage fully with the phrase 'greatest momentum' and were unable to judge this in the context of causation.

The most developed answers considered the role of parliament and integrated it with other factors such as the work of Jenner, Chamberlain, Bazalgette as providing the basis on which parliament then passed legislation. The influence of literature was also cited as a spur for reform by stronger candidates in bringing social conditions to a wider audience, so providing the momentum for change. Stronger students were able to show the relationship between individuals and parliament and how one increased the momentum of the other. Some candidates failed to use evidence from the range of the period, with many leaving out the 20th century part of the time frame all together. Candidates are reminded that coverage across the period is a requirement of the breadth questions.

While it is undeniable that certain individuals did play a role in providing momentum for public health reform, I strongly agree that it was parliament that provided the greatest momentum for public health. This can be seen through change of the government away from a laissez-faire approach and also the often pressure on Public Health Officials to maintain the status quo.

One main reason for believing that parliament provided the greatest momentum for public health reform is that people were reluctant to enforce change without a compulsory act from the government. For example, it would not make financial sense for a builder or city planner to provide good quality and sanitary houses for cheaper ~~low~~ prices without acts like Metropolitan Building Act of 1844 which demanded all houses to be built connected and within ~~to~~ 30 feet of a sewer or Torren's Act 1868 which allowed for

Local authorities to inspect and force landowners to repair their houses. In a similar vein, ~~partly~~ the need for legal action and backing for public health reform is perhaps best seen in the development of the role of Boards of Health in the country. ~~to~~ ~~At~~

Without legal support, Boards of Health struggled to be uniformly applied to ensure sanitary conditions.

~~Act~~ ~~to~~ To illustrate, they were set up and quickly shut down again after the Cholera epidemic of 1831-32 and even the Public Health Act ~~of~~ 1848 tried to reintroduce the <sup>concept of</sup> ~~public~~ Board of Health, to monitor

sanitary conditions. Due to the <sup>permissive</sup> nature of the Act, by ~~1858~~ <sup>1868</sup> (after another Public Health Act of 1858) only 568 Boards of Health were set up around the

country, illustrating how slow the change was if there was no ~~of~~ compulsory / legal support from the government. In fact

it was only after the Public Health Act of 1875 (which demanded each town to have a ~~of~~ Public Health Authority which comprised of a medical officer and a sanitary inspector) which led to the compulsory implementation of Boards of

Health, illustrating the need for the support of parliament in order ~~to~~ to make changes and provide momentum for public health reform.

In response to this, one can suggest that it was actually the advancement in technology which led to the greatest momentum in public health reform. ~~From to the dev.~~ It can be argued that without technology, even if one desired to make a reform, such reform would be impossible. This can be seen with the development of the toilet. In 1775, Crummy developed the S-trap ~~and~~ which prevented foul air and germs coming up from the sewerage, likewise in ~~the~~ 1852 Jenny designed the ~~the~~ improved water closet which allowed for flushing and more hygienic usage. ~~As a~~ ~~It~~ ~~reacts~~ ~~to~~ ~~a~~ could be argued that this is a good illustration of how technology provided momentum for reform. In a similar vein, Roe's development of the flushing gate in 1842 allowed sewerage systems, which were once clogged to be cleaned easier, a technology further developed in the years of 1870s - 80s where hydraulic pumps regulated the flow of water, further removing clogs. ~~This suggests~~

When used alongside the development of activated sludge in ~~the~~ 1912 which allowed for the treatment of waste before it was discharged, it can be argued that without such technological developments, it would be impossible for ~~the~~ public health ~~to~~ reform to pick up momentum and it was the celebration and the application of said technologies which led to ~~the~~ public health reform. However, one could make the counter-argument that while <sup>technological advancement</sup> ~~it~~ is important ~~to~~ ~~for~~ it was only applied due to acts from the Parliament. Turning back to the developments of the toilets and sewers, it was only after the ~~the~~ Nuisance Removal Act of 1846 which enforced the ~~need~~ removal of unwholesome houses and the removal of cesspools. Without such an act, it can be argued that there would be no legal incentives for people to change their toilets or convert their houses to sewers, making any technological advancement useless ~~to~~ unless they are used. Therefore, while one must acknowledge the importance of technological development in providing momentum for public health reform, I believe that

It only further illustrates the importance of parliament as it is clear that technological improvements would not have been as influential without the support of parliamentary acts behind them.

In contrast, one can suggest that it was actually the influence of ~~people~~ individuals which ~~allowed for the state~~ led to a growing momentum of public health reform. One may point to the reports of Kay in 1832 and Chadwick in 1842 which both illustrated the connection between dirty living conditions and poor public health. Both ~~of these~~ reports illustrated the need for ~~so~~ better government interference and ~~so~~ public health reform, with Chadwick's 1842 Sanitary Report commonly being ~~attributed~~ given credit for being the main reason for ~~public health reform~~ the Public Health Act of 1848. Proponents of this view can suggest that medical doctors like ~~James~~ Jenner were ~~vital in improving public health and~~ ~~so~~ were vital in ~~providing~~ ~~public~~ leading to public health reform as the establishment of vaccinations and identifying cholera as a water borne disease were absolutely

vital for improving public health and hence  
providing great momentum for reform.  
However, a similar case could be made  
that such contributions could not have been  
made possible ~~with~~ without the legal backing  
behind them. Chace was not enacted ~~immediately~~  
immediately after Kay's or Chadwick's report.  
In fact, Chadwick's report was refused to  
be published precisely because it attacked  
vested interests of private companies and  
other medical officials. In a similar fashion,  
~~John~~ Jenner's discovery of vaccine was rejected  
by the Royal Society just as Snow's discovery  
of the connection between cholera and water  
was dismissed. Therefore, there is good reason  
to believe that without parliamentary support,  
like the ~~acts~~ technological ~~support~~ developments,  
such ~~as~~ individual actions would be futile.

~~However, in the case of Chadwick, it was~~  
~~so through the Public Health Act of 1848~~  
To illustrate, in the case of Chadwick, it  
was the Public Health Act of 1848 which  
led to the implementation of  
his suggestions. ~~A~~ Likewise in  
the case of Jenner, it took  
a parliamentary endowment of £30,000



for him to start his vaccination clinic and spread awareness of the need for vaccination throughout the country. ~~Further~~ More, illustrating the ~~obvious~~ need for parliamentary support for individual discoveries and breakthroughs.

In conclusion, I strongly agree with the idea that parliament provided the greatest momentum for public health reform. This is not to downplay the importance of other technological advancements or individual achievements across the period of c. 1780 - 1929, but rather that the impact of these other developments were only actualised through the support from parliamentary acts, illustrating the importance of ~~parliament~~ parliament in providing momentum for public health reform.



**ResultsPlus**  
Examiner Comments

This is a well organised answer that has a range of examples from across the period. There is a clear focus on the question and the candidate does well to evaluate each factor at the end of each paragraph, weighing it up against the factor in the question. The conclusion is then clearly supported. This is a level 5 response.



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

## Question 10

This was the far more popular option in this section. Candidates were generally able to discuss the work of prominent individuals such as Jenner, Snow, Stopes and Bazalgette, and (to varying levels) explain their work and the opposition they faced which limited their immediate impact. A common theme in lower-level answers was that candidates would describe the work done by individuals or other factors, and state that they had a significant impact on public health but would then not substantiate how the significance of that impact could be seen on public health. A few weaker candidates did not provide a balance between the work of individuals and other factors or focused on one individual's contribution and then the rest of the response considered other factors. Stronger candidates were more successful in developing criteria for judgement in the question such as the extent to which a factor led to increased understanding of disease and increased provisions against disease or the extent to which a factor was able to bring about direct change in improvements to public health in the long term/ short term. More successful candidates often argued there was resistance to the ideas put forward by Jenner which were rejected by the Royal Society and similarly with Snow, with doctors and scientists not initially accepting his ideas. Candidates sometimes argued that epidemics were the spur that mobilised parliament to use the ideas of individuals to introduce legislation. Hence Jenner's impact, once parliament made a series of Vaccination Acts, making a significant change in public health. Some strong candidates, when assessing the influence of Stopes, argued that she concentrated on women and initially her clinic was only in London, so had limited impact, whilst other candidates mentioned the expansion of her clinics and use of pamphlets and her book to reach a wider audience and have an impact on the birth rate and overcrowding. The most successful candidates gave supported judgements that led clearly to the conclusion that individuals and government worked hand-in-hand to produce impact and change. However, some candidates failed to use evidence from the range of the period, with many leaving out the 20th century part of the time frame all together. Candidates are reminded that coverage across the period is a requirement of the breadth questions.

The years 1780-1839 saw more focus and improvements on public health provision. For individuals to have had the most significant impact on public health it would mean that individuals had the ~~most~~ <sup>greatest</sup> effect on society's improvement in public health, and were most influential in ~~improving~~ <sup>pursuing</sup> public health provision. Therefore this is accurate to a large extent. Without the work of individuals, ~~the~~ central governments would not have had the incentives or understanding for the need of further public health provision, which means the government would not have begun to compel local governments to take action. Furthermore, the work of individuals often had a more direct impact on improving public health, unlike government action which was often gradual in taking effect. Thus, overall the work of individuals did have the most significant impact on public health.

The work of individuals was vital in influencing the government in to pursuing public health improvements. For example, it was Jenner's discovery of the small pox vaccine in 1798 which led to various vaccination acts - such as the Compulsory Vaccination Acts - which promoted vaccination and fined parents for not vaccinating their children. Similarly, it was the 1842 Report of Edwin Chadwick, which identified the connection between dirt, disease, overcrowding and Poor health, which led to the eventual implementation of the 1848 Public Health Act which established a General Board of Health.

Joseph Bazalgette's work on the sewers of London following 'The Great Stink' in 1858 was vital in establishing ~~the~~ effective sewerage.

These individuals make it evident that without their work, the government would have continued to lack the knowledge and understanding of the need to pursue public health provision.

Furthermore many individuals had a direct impact on public health, such as George Peabody, who established the Peabody donation fund, housing thousands

of individuals, building his first 57 dwellings in 1864. ~~the~~ ~~Factory~~ and Business/ mill owners such as Titus Salt and William Lever built villages for their workers, improving housing, sanitation and water supplies for them. Furthermore, it was the work of Marie Stopes, who published a booklet on contraception, ~~of a~~ and established <sup>her first</sup> a Maternal Clinic in 1921, which helped limit the size of families, ~~when~~ the government refused to legislate on ~~some~~ <sup>contraception</sup> for fear of offending the electorate and due to the Church. Ultimately it is clear that the work of individuals had an extensive impact on public health, both directly and through influencing the government into action.

In the years 1780-1939 the role of the central government in public health did grow, meaning they also had an impact on improving ~~the~~ <sup>the</sup> health of the public.

~~For example~~ In 1780 the government had a laissez-faire attitude to public health, not believing it to be their responsibility. However by the 19th century this was changing. From 1846 a series of public nuisance acts were

implemented, as well as the Bath and Washhouses Act, demonstrating the government beginning to impact public health. ~~The 1848 Public Health Act~~ ~~However these~~ <sup>The 1866</sup> Sanitary Act introduced an element of compulsion from government on matters of Public Health, if local authorities didn't act on nuisances, the government could do so and charge local authorities. The government also implemented the 1875 and 1936 Public Health Acts which consolidated a range of <sup>Public health</sup> previous legislation. ~~and~~ From these various acts it is evident that the central government did have an impact on public health, demonstrating their growing role in public health provision. However, the work of individuals did have a more significant impact than <sup>the</sup> central government as much of the government's work was ~~per~~ permissive, meaning it did not force change and therefore there was no guarantee their legislation would have an impact on public health. Furthermore, the work of individuals largely provided impetus for central government to increase their role in public health.

The action of local government and

Local authorities also had an impact on public health in the years 1780-1939. Many of the acts implemented by the central government made it the responsibility of local authorities to assume control <sup>in</sup> of matters of public health, such as paving, sewerage, draining and sanitation. For example the 1848 Public Health Act would largely only be enforced if 10-1% of ratepayers demanded it (apart from when a death rate in a town was over 23 <sup>per</sup> ~~1000~~ <sup>per 1,000</sup>), this demonstrated how it was up to local authorities to take action. They were very involved in public health, for example St Pancras was overseen by 16 local paving boards. It was also local governments responsibility to appoint a sanitary inspector and a medical officer of health. These were significant positions in <sup>overseeing</sup> ~~public~~ public health. ~~Local governments~~ <sup>Local governments</sup> also had significant influence on local housing, granted by government acts, for example under the Artisans and dwellings improvements act of 1875, Birmingham could pursue an extensive slum clearance programme.



It is evident local governments were given extensive authority, allowing them to have an impact on public health, however this was not as significant as the central governments impact as without the acts implemented by central govt local govt would not of had such power in public health. Furthermore, their impact was not as significant as the work of individuals as they were often slow to put these powers in to practice and improve public health, not having a significant and impact on improving the health of its population in the way individuals did.

Overall it is evident the work of individuals had the most impact on public health 1780-1839, being the most influential by triggering further public health.



This candidate has produced a well-focused response which has a range of examples from across the period. The conclusion is brief, but because the candidate has clearly weighed up each factor at the end of each paragraph, and in the introduction, this is sufficient for the response to access level 5.



Judgements throughout the response are key. Aim to weigh up each factor at the end of each paragraph – then your line of argument will be clear.

## 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.

### 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:

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

