



Mark Scheme

Summer 2025

Pearson Edexcel
In GCE History (9HI0/34)
Advanced

Paper 3: Themes in breadth with aspects in depth

Option 34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society

Option 34.2: Poverty, public health and the state in Britain, c1780–1939

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Question Paper P76448A

Publications Code 9HI0_34_2025_MS

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Generic Level Descriptors: Section A

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8–12	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
4	13–16	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two enquiries may be uneven. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	17–20	• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion, • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Sections B and C

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	17–20	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Option 34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source to consider its value for revealing the strengths in the design of the Great Western Railway and the difficulties in building the Great Western Railway. The author of the source is named in the specification and candidates can be expected to be aware of the building of the Great Western Railway. - The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: - Brunel was writing to the Directors of the Railway, who had invested in the line, so his tone is formal and reflects his position as engineer - The report is written in August 1838, just after the first section of the railway had opened Brunel's tone is persuasive, he is attempting to justify the decisions he has made. - The following inferences and significant points of information could be drawn and supported from the source: Strengths in the design of the Great Western Railway: - The source indicates that both the location of the line, and its straightness, has enabled 'Unusually high speed' to be reached - The source claims that a benefit of this would be high volume of 'passenger traffic' and indicates that this will result in a profitable return for the Directors and the shareholders - The source claims that it is Brunel's expertise as an engineer and designer that has enabled this success ('In fairness to myself' and 'improvement of the line') - The source implies that the success of the line might lie in the decision to adopt a gauge of 'about 7 feet'. Difficulties in building the Great Western Railway: - The source indicates that the construction of a new railway required the permission of parliament and that the plans had to be approved in advance - The source indicates that Brunel faced 'Many objections' whilst constructing the railway, particularly surrounding the issue of the width of the gauge - The source indicates that a wider gauge requires an increase in the purchase of land for the railway and the 'dimensions of bridges' that would increase the cost of the project - Brunel's continued justification of the width of the gauge suggests that he was aware of some nervousness amongst the Directors in the light of the increased costs. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the strengths in the design of the Great Western Railway and the difficulties in building the Great Western Railway. Relevant points may include: - The 'battle of the gauges' and the arguments surrounding the use of narrower gauge versus broad gauge, culminating in the Gauge Act (1846)

Question	Indicative content
	• Brunel's capabilities as a designer and engineer, including his design of bridges, viaducts, and stations • Brunel's ambition to create a link between London and New York, via Bristol, by rail and sea • The expansion of the railways across England, and the increasing use of railways by passengers and for the transportation of goods.

Option 34.2: Poverty, public health and the state in Britain, c1780–1939

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source to consider its value for revealing the actions taken by these rioters in 1830 and the reasons why such actions were taken in response to the system of poor relief. The author of the report is not named in the specification but candidates can be expected to be aware of the context of the organisation of the parish-based relief system and the issues raised in the source. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • Majendie was an official tasked with carrying out an investigation into the workings of the poor law, thus his account is authoritative in tone and nature • The report appears to be based on original, first-hand accounts of the events detailed • Although largely formal in tone, the report does include opinion and is clearly concerned about the actions of the rioters. 1. The following inferences and significant points of information could be drawn and supported from the source: Actions taken by these rioters: • The source suggests that the actions of the rioters were coordinated ('all at once...by arrangement.') • The source indicates that the rioters presented a set of 'written pamphlets containing their demands.' • The source indicates the actions of the rioters continued for 'a month' and that they used mass assemblies, 'intimidation', and set fire to farm buildings in an attempt to achieve their demands. Reasons why such actions were taken: • The source suggests that the reason for these actions were due to insufficient wages being paid if labourers were unable to work due to the weather, and the need for support for larger families • The source implies that labourers believed that the original rate of poor relief was too low to survive on • The source indicates that the labourers were unhappy with the role of the assistant-overseer ('there should be no assistant-overseer') and the workings of the poor laws as they were currently enacted • The source claims that arson was used as a method of aggression to deter farmers from speaking out at vestry-meetings, which were held to determine the poor rate. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the actions by these rioters in 1830 and the reasons why such action was taken in response to the system of poor relief. Relevant points may include:

Question	Indicative content
	• The 1832 Commission into the operation of the poor laws, the visits made by the investigators and the questionnaire sent out • The nature and extent of rural unrest • The use of poor law funds, the organisation of the parish-based relief system and the Speenhamland system • The problem of the 'able-bodied pauper' and the labour rate.

Section B: indicative content

Option 34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the accuracy of the statement that the apprentice system at Quarry Bank Mill was of major benefit to both Samuel Greg and the apprentices. Arguments and evidence supporting the statement that the apprentice system at Quarry Bank Mill was of major benefit to both Samuel Greg and the apprentices should be analysed and evaluated. Relevant points may include: • Greg's recruitment of apprentices was highly successful, and the use of apprentices enabled Greg's business to grow by providing him with a regular, long-term workforce • Factories had been increasing in number and Greg increasingly used the poor law as a means of recruiting apprentices in a sparsely populated area, which gave those recruited the opportunity to learn a trade • Greg's use of the poor law as a method of recruitment was so beneficial for his business that he recruited from an increasingly wide area, as far from the Mill as London • A significant proportion of apprentices stayed on at the Mill once they reached adulthood, having acquired the necessary skills for this regular employment • The apprentices were taken out of the poor houses in order to train and were provided with board and lodging; these conditions were usually superior to those in the poor houses. Arguments and evidence counter the proposition should be analysed and evaluated should be analysed and evaluated. Relevant points may include: • There were significant costs accrued by Greg in both housing and educating the apprentices. The apprentice house built in 1790 cost c£300, and the workers' cottages cost between £50 and £100 to build • There were significant health risks experienced by the apprentices. Eye, leg and hand injuries were caused by dangerous moving parts and younger apprentices frequently had to risk climbing under moving machines • Young apprentices were selected from poor houses in Liverpool and London and taken far from home, without their consent. Some apprentices escaped and wanted to be reunited with their families • The system was designed to achieve maximum productivity from the apprentices for the benefit of Greg rather than apprentices; keeping the apprentices on site ensured that the system worked effectively. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the accuracy of the statement that the female bicycling craze did little to enable greater independence for women. Arguments and evidence supporting the statement that the female bicycling craze did little to enable greater independence for women should be analysed and evaluated. Relevant points may include: • Women who cycled faced significant opposition, and even physical abuse, as the bicycle was seen as a challenge to their traditional place in society, meaning some women were unwilling to cycle alone, or stopped altogether • There were hotels and tea rooms that refused to serve women who were dressed in rational dress, e.g. The Hautboy Hotel in Surrey, limiting the facilities that women could access whilst cycling • Writers produced works which suggested that cycling was unwomanly and unattractive, e.g. Eliza Linton in <i>The Girl of the Period</i> (1883); these attitudes meant many women were restricted from using the bicycle • The cost of the safety bicycle meant that it was only enjoyed by those women who could afford it. Arguments and evidence that counter the proposition should be analysed and evaluated. Relevant points may include: • Thousands of women bought or hired bicycles and joined cycling clubs with men. This involved a change in social interaction between the sexes, allowing women to break away from some of society's traditional demands • There was a massive increase in mobility for women who were able to travel independently to events, e.g. suffrage meetings, and become more involved, socially and politically (for example, delivering leaflets) • Fashion changed to accommodate cycling, the restrictive corset was abandoned and replaced by rational dress, knickerbockers and bloomers • Cycling allowed women to experience the freedom of a world beyond the domestic, and led to the feminisation of social spaces, e.g. tea rooms and hotels. Other relevant material must be credited.

Option 34.2: Poverty, public health and the state in Britain, c1780–1939

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the accuracy of the statement that the Andover workhouse scandal was the main factor leading to the abolition of the Poor Law Commission in 1847. Arguments and evidence supporting the statement that the Andover workhouse scandal was the main factor leading to the abolition of the Poor Law Commission in 1847 should be analysed and evaluated. Relevant points may include: • The Andover Union had been used as a model of good practice following the New Poor Law Amendment Act (1834), so the scandal at the Union was highly controversial • The inmates' rations were set by the local Poor Law guardians and were less than those set by the central Poor Law Commission, showing that the Commission lacked effective oversight of workhouse practices • Stories about malpractice at the workhouse reached the national press, with <i>The Times</i> reporting allegations that the master had diverted workhouse provisions to make a profit • The Commission took longer than expected to dismiss the master, having ordered two enquiries, and this further diminished the standing of the Commission. Arguments and evidence that counter the proposition should be analysed and evaluated. Relevant points may include: • As the Commission was independent of Parliament, it was criticised by those in Parliament, which raised the profile of criticisms • The Commissioners had edited the reports made by the Assistant Commissioners from the very first reports, removing details of opposition and abuses. This undermined the credibility of the Commission • Whilst the Commission could issue directives, it had no powers of enforcement in parishes, which meant directives could be ignored • Opposition to the PLAA, particularly in the North of England, meant that the Commission had been challenged and opposed from its inception, and outdoor relief continued in these areas • Tensions within the Commission, e.g. Chadwick had hoped to become one of the three Commissioners rather than secretary, further reduced the effectiveness of the Commission. Other relevant material must be credited.

Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the accuracy of the statement that the Jarrow March and the hunger marches of the 1930s had significant successes. Arguments and evidence supporting the statement that the Jarrow March and the hunger marches of the 1930s had significant successes should be analysed and evaluated. Relevant points may include: • The NUWM hunger march (1932) ensured that the imposition of a means test was raised in the national press, and questions were asked in parliament on the necessity of such tests; an aim of those marching • There was popular support both within and beyond the community for the Jarrow marchers; the public lined the march, cheering on the marchers, and at some stopovers provided accommodation, clothing and food • Huge numbers attended the rally in Hyde Park on 1 November 1936 (3000 according to the police, 50,000 according to a journalist), which shows that there was widespread support for those marching • The Jarrow March in particular, and the hunger marches more broadly, successfully raised the profile of the plight of the unemployed, particularly to those in the Midlands and South-East • The marches were successful in shaping people's perceptions of the 1930s. Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include: • The aim of the Jarrow March was to deliver a petition to the House of Commons, but the petition presented was not debated and the March had little immediate impact • The Jarrow March and the hunger marches were not supported by the TUC or by the National Executive Council of the Labour Party, which limited their political impact and showed that they lacked official support • Some marchers were arrested for incitement, which detracted from the aims of the marches, particularly following the Incitement to Disaffection Act (1934), which gave police greater powers to break up rallies • The Jarrow marchers had their unemployment benefits and dole money cut whilst they were on the march, which meant that the marchers suffered financially for taking part • Palmer's shipyards, the closure of which prompted the Jarrow March, remained closed and no government action was taken. Other relevant material must be credited.

Section C: indicative content

Option 34.1: Industrialisation and social change in Britain, 1759–1928: forging a new society

Question	Indicative content
7	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the accuracy of the statement that employers were more responsible than government legislation for improving the patterns of adult work and working conditions in the years 1759-1888. Arguments and evidence supporting the statement that employers were more responsible than government legislation for improving the patterns of adult work and working conditions in the years 1759-1888 should be analysed and evaluated. Relevant points may include: • Many employers recognised that employees had value and that the workforce should be protected and nurtured, e.g. Richard Arkwright at Cromford Mill in Derbyshire • Robert Owen, in New Lanark from 1800, made efforts to improve working conditions and education for all labourers • The work of philanthropic factory owners, e.g. Titus Salt at Saltaire in 1848, provided exemplar working conditions for others to follow • In Manchester, Rylands improved the wider lives of his employees by funding orphanages and chapels in the 1870s and 1880s • Cadbury created Bourneville in 1879, which aimed to provide a cleaner, healthier environment for his employees. Arguments and evidence that counter the proposition should be analysed and evaluated. Relevant points may include: • Government legislation was necessary due to poor working environments e.g. at Litton Mill, built in 1782, and the Bryant and May factory in the 1880s • In 1831, the Truck Act improved working conditions by legislating that wages should be paid in coins • The 1833 Factory Act legislated for improvements in working conditions, by establishing a professional Factory Inspectorate • The Mines and Collieries Act (1842) prevented women from working underground • The 1867 Factory Act extended the existing legislation to the working conditions of labouring people throughout the country, which had a significant impact on working conditions nationally • The 1878 Factory Act introduced rules on safety, ventilation and mealtimes; this had a clear impact on patterns of adult work. Other relevant material must be credited.

Question	Indicative content
8	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the accuracy of the statement that, in the years 1759-1928, the impact of workers' unions on the improvement of working conditions was limited. Arguments and evidence supporting the statement that, in the years 1759-1928, the impact of workers' unions on the improvement of working conditions was limited should be analysed and evaluated. Relevant points may include: • The Combination Act (1799), the use of 'the Document' signed by employees against strikes, and the focus of associations on single, skilled trades meant the effectiveness of the workers' associations was limited • The Grand National Consolidated Trades Union (1834) was ineffective in achieving its aims • Working conditions for unskilled workers had still not significantly improved by the end of the nineteenth century; the focus of the new model trade unions was on skilled trades • Pre 1914, a minority of workers was unionised The timing of the Triple Alliance (1919) limited its impact, in part due to post war patriotism, and the depression of 1920 onwards meant that it was less effective. Arguments and evidence that counter the proposition should be analysed and evaluated. Relevant points may include: • Pre-1799 workers' associations were significant as they were the forerunners of later unions, focussing on the fixing of wages and the enforcement of contracts • Successful negotiations were achieved by the new model unions, e.g. to restrict the number of apprentices entering a range of skilled occupations preserving the scarcity value of skill sets, and to reduce their hours of work • The New Unionism of the 1880s, enabling unskilled workers to become unionised, e.g. the Dockers Union in 1889, which achieved an increase in pay and four hours' continuous work at a time • In 1910, the National Federation of Women Workers successfully agitated for a minimum wage for women, e.g. this was achieved first for domestic chainmakers, which allowed for improvements in their working conditions. Other relevant material must be credited.

Option 34.2: Poverty, public health and the state in Britain, c1780–1939

Question	Indicative content
9	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the accuracy of the statement that central government actions, rather than the influence of individuals, brought about the greatest changes in public health provision in the years c1780-1939. Arguments and evidence supporting the statement that central government actions, rather than the influence of individuals, brought about the greatest changes in public health provision in the years c1780-1939 should be analysed and evaluated. Relevant points may include: • The roll out of vaccinations, aided by central government through the National Vaccine Establishment (1808) and the subsequent compulsory vaccination acts, e.g 1871, significantly impacted public health provision • The Public Health Act (1848), although permissive, marked the beginning of state intervention in the provision of public health and enabled healthier living in worst affected towns • The public health of the inhabitants of slums was improved by the Sanitary Act (1866), which resulted in the demolition of some slum dwellings • The national establishment of Medical Officers of Health through the Public Health Act (1875) established public health authorities in every county and meant central government standards were disseminated nationally • The Ministry of Health ordered the pasteurisation of milk from 1922. This was a significant preventative measure against the spread of TB, and was significant in the provision of public health • The Public Health Act (1936) extended the powers of local authorities to act in the prevention and notification of disease, marking a shift in the provision of public health. Arguments and evidence that counter the proposition should be analysed and evaluated. Relevant points may include: • Jenner's writings and pioneering work on smallpox prevention in the 1790s instigated a shift in focus of public health provision to vaccination and prevention of disease • John Snow's findings led to improvements in the supply of water and a subsequent drop in incidences of waterborne diseases. This was a highly significant development in the provision of public health • The reports by individuals informed central government's actions, e.g. Chadwick's 1842 report, which argued for a clean water supply to all dwellings for human consumption • Bazalgette, Chief Engineer of the Metropolitan Board of Works, designed an extensive sewerage system in the 1850s, which diverted waste downstream to the Thames Estuary, improving public health in the capital • Individuals, e.g. Joseph Chamberlain, as Mayor of Birmingham, had a significant impact on public health provision at a local level • The work of Marie Stopes in improving the public health of women, with the setting up of a clinic in North London, which opened in 1921, shows the importance of individuals in increasing the provision of public health. Other relevant material must be credited.

Question	Indicative content
10	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the accuracy of the statement that reports on the state of towns provided the greatest impetus for public health reforms in the years c1780-1939. Arguments and evidence supporting the statement that reports on the state of towns provided the greatest impetus for public health reforms in the years c1780-1939 should be analysed and evaluated. Relevant points may include: • A range of reports on the state of towns as a result of rapid industrialisation described, for the first time, the poor and unsanitary living conditions of working-class people • As a result of Kay's <i>The Moral and Physical Condition of the Working Class Employed in the Cotton Manufacture of Manchester</i> (1832) a series of measures to improve sanitation in Manchester were adopted • The <i>Second Report of Commissioners of Inquiry into the State of Large Towns and Populous Districts</i> (1842) considered the urban health of 50 of the largest towns, directly relating disease to poor living conditions • The Health of Towns Association, set up in 1844 in response to Chadwick's report, advocated further public health legislation by Peel's government culminating in the Public Health Act of 1848. Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include: • Jenner's writings and pioneering work on smallpox prevention in the 1790s instigated a shift in focus of public health provision to vaccination and prevention of disease • The cholera epidemic in 1832 was a greater impetus for public health reform resulting in government legislation and the establishment of local boards of health • Edwin Chadwick's <i>Inquiry into the Sanitary Conditions of the Labouring Population of Great Britain</i> (1842) led to debates in Parliament over the living conditions of working-class people • Reports in the press encouraged public health reforms, e.g. Henry Mayhew's articles in <i>The Morning Chronicle</i> (1849) or 'Typhoid in our midst' in the <i>Gravesend and Dartford Reporter</i> (1927) • Writers, e.g. Gaskell in <i>Mary Barton</i> (1848) or Orwell in <i>The Road to Wigan Pier</i> (1937), prompted growing public awareness of the problems created by poor living conditions, which led to demands for reform • The emergence of socialist/collectivist attitudes acted as a powerful incentive to focus on the lives of the working class and to increase the responsibilities of the government. Other relevant material must be credited.