



## Mark Scheme (Results)

November 2021

Pearson Edexcel GCE  
In History (9HI0)

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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November 2021

Question Paper Log Number P66263

Publications Code 9HI0\_34\_rms\_20211216

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## 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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• 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.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>• 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</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• 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,</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• 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.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section A: indicative content

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

Question	Indicative content
1.	<p><b>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.</b></p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the manufacturing process used by Wedgwood and the reasons for his success. The author of the source is not named in the specification, but candidates can be expected to be aware of the context and the work of Wedgwood.</p> <p>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:</p> <ul style="list-style-type: none"> <li>• <b>Young's Tour was published in 1770, a year after the Etruria Works was opened</b></li> <li>• It was written for publication by someone not connected with the pottery, so their observations were those of a layperson</li> <li>• Young had travelled around the country observing industry and agriculture <b>so was able to make judgments about the relative merits of Wedgwood's work.</b></li> </ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>Manufacturing process used by Wedgwood:</p> <ul style="list-style-type: none"> <li>• It indicates the use of machinery ('a boy turns a wheel, which turns a <b>smaller wheel</b>') to produce the pottery</li> <li>• It suggests that skilled labour was a crucial part of the crafting of the pottery</li> <li>• It indicates that the pottery was produced following a careful mixing process (<b>'the necessary proportions'</b>).</li> </ul> <p>Reasons for his success:</p> <ul style="list-style-type: none"> <li>• It indicates that Wedgwood's <b>'inventive genius'</b> was at the root of his success</li> <li>• It claims that two types of pottery were produced, suggesting that Wedgwood had diversified the range of products available and was able to access a wider range of markets</li> <li>• <b>It suggests that Wedgwood's popularity was based upon the success of creamware ('great demand from...introducing...the cream-coloured ware)</b></li> <li>• <b>It suggests that the location of the Works was central to Wedgwood's success as it gave him ready access to raw materials ('as coal is abundant in the area').</b></li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The location and construction of the large factory, the Etruria Works, and a workers' <b>village</b> in Staffordshire</li> <li>• <b>Wedgwood's partnership with Thomas Bentley from 1769</b></li> <li>• The organisation, discipline and skill of the workforce.</li> </ul>

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

Question	Indicative content
2	<p><b>Answers will be credited according to candidates' deployment of material</b> 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.</p> <p>Candidates must analyse and evaluate the source to consider its value for revealing <b>the changes made by the Government's</b> measures to deal with the unemployed in the 1930s and the impact of these measures. The author of the source is not named in the specification, but candidates can be expected to be aware of the context and the actions of the Government.</p> <p>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:</p> <ul style="list-style-type: none"> <li>• The book was designed to persuade, through argument as well as evidence</li> <li>• <b>As national organiser of the National Unemployed Workers' Movement, Hannington was in direct opposition to the Government's</b> Orders and wrote to justify the actions of the Movement</li> <li>• <b>Hannington's role meant that he would have been well informed about</b> how families perceived the changes introduced by the National Government.</li> </ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>Changes <b>made by the Government's</b> measures to deal with the unemployed:</p> <ul style="list-style-type: none"> <li>• It claims that contributions to Unemployment Insurance were raised whilst benefits were reduced (<b>'by 10 per cent'</b>)</li> <li>• It indicates that benefits were now only to be issued for a time limited period (<b>'limiting... to twenty-six weeks in one year'</b>)</li> <li>• It indicates that a Means Test was introduced for a significant number of claimants</li> <li>• It suggests that the Means Test was thorough and involved both written responses and the establishment of officers who carried out home visits.</li> </ul> <p>Impact of the measures:</p> <ul style="list-style-type: none"> <li>• It claims that the Means Test was particularly intrusive and the impact of the Test was to significantly reduce the benefits available to claimants (<b>'it robbed the family of the advantages'</b>)</li> <li>• It claims that the Means Test led to animosity and distress to those subjected to it (<b>'an attack on the... whole family'</b>)</li> <li>• It indicates that unemployment remained significantly high despite the introduction of the Government orders</li> <li>• It claims that the Government had reacted severely and unfairly against those who disputed the Government orders, arresting and imprisoning protesters.</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The formation and make up of the National Government and the policies of the Government to deal with the depression</li> <li>• The controversies surrounding the introduction of these measures</li> </ul>

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="319 168 1181 201">• The impact of the depression on prosperity and employment.</li></ul>



## Section B: indicative content

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

Question	Indicative content
3	<p><b>Answers will be credited according to candidates'</b> 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.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the Clarion Cycling clubs had a significant social and political impact.</p> <p>Arguments and evidence supporting the statement that the Clarion Cycling clubs had a significant social and political impact should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Cycling clubs combined the mass popularity of bicycles with rising political activism. In 1894, the socialist cycling club was renamed the Clarion and membership grew to over 8000 by 1900</li> <li>• Keir <b>Hardie's</b> <i>Labour Leader</i> (the newspaper of the ILP) had a cycling news section, which argued that cycling was a cultural movement and linked cycling to political change that would transform the social environment</li> <li>• There was the development of the idea that cycling liberated the individual from the everyday as shown by the arguments of Tom Groom, national president of CCC, who also criticised contemporary working conditions</li> <li>• The Clarion Cycling clubs linked leisure to the practice of politics, advocating socialist demands for a shorter working week</li> <li>• The Clarion Scouts (formed in 1894) distributed socialist leaflets by bicycle and taught socialism and had a list of speakers able to cycle twenty to fifty miles to towns and villages that had no socialist organisations.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Clarion Cycling clubs faced opposition, which limited their potential impact. In 1898, the Cheshire Constabulary stated that a Clarion meeting would be a threat to public safety</li> <li>• Large gatherings made the police nervous and the police sometimes dispersed groups of cyclists, limiting the effectiveness of the club</li> <li>• The Clarion Scouts were sometimes viewed with suspicion, a notion <b>described in Tressell's</b> <i>The Ragged-Trousered Philanthropist</i></li> <li>• The lack of a socialist breakthrough by 1901 meant that the political impact of the Clarion Cycling clubs was limited.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the social and economic effects of increased car ownership were positive in the years 1905-28.</p> <p>Arguments and evidence supporting the statement that the social and economic effects of increased car ownership were positive in the years 1905-28 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Increased car ownership led to guides being printed that facilitated leisure journeys, and there was the expansion of cafés to feed day trippers and increased visits to historic houses</li> <li>• Seaside destinations were revitalised by the increased numbers of day trippers arriving by car, and lidos were built to encourage these visits</li> <li>• Touring holidays developed as a result of increased car ownership and saw the expansion of bed and breakfasts, which were especially positive in rural areas where the economy was depressed</li> <li>• The touring holidays that took place by car also had a positive social and economic effect on the service industry, with a growth in roadside restaurants</li> <li>• There was a reduction in the cost of motor vehicles, which led to increased car ownership. The Austin 7 car, produced for this new domestic market, had a positive economic effect as petrol/tyre companies expanded.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Not all viewed the increase in car ownership positively; there was criticism of those who self-catered and did not contribute to the economy of their destination, and trippers were viewed as destructive to peaceful areas</li> <li>• There was disapproval of trips that took place on Sundays by religious groups. In 1923 a Church of England conference blamed a rise in 'paganism' on 'cheap cars'</li> <li>• There were increasing numbers of traffic jams and problems were reported with the poor behaviour of motorists</li> <li>• There was such a concern over road safety and the rising number of accidents that the government was prompted to publish the first national statistics for road casualties in 1926.</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
5	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about extent to which opposition to the Poor Law Amendment Act (1834) was effective in the years 1834-47.</p> <p>Arguments and evidence supporting the statement that opposition to the Poor Law Amendment Act (1834) was effective should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In East Anglia and parts of rural England influential citizens refused to apply the less eligibility rule strictly and continued to provide outdoor relief, thereby circumventing the law</li> <li>• In the North of England there were Anti-Poor Law associations, and there were large crowds at protest meetings and insurrection. This required troops from London to put down riots in Dewsbury and Bradford in 1838</li> <li>• Opposition continued to have an effect into the 1840s with political opposition to the Poor Law in Parliament and attacks on workhouses in the Plug (1842) and Rebecca (1839-43) riots</li> <li>• The Poor Law Amendment Act could not be implemented in Todmorden (Lancashire) until 1877 due to opposition from mill owners and workers, which reflected the role of Fielden as MP, as well as the mill owners.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the South of England, the Poor Law Amendment Act was implemented largely with acquiescence</li> <li>• The Government did not back down and repeal the Act and parliamentary opposition was largely ineffective</li> <li>• The terms of the Act were established relatively easily in a significant number of urban areas throughout the country</li> <li>• Opposition to the Poor Law Amendment Act was largely short lived, e.g. the Metropolitan Anti-Poor Law Association in London had little effect.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about whether individual writers successfully challenged the prevailing orthodoxy concerning poverty and poor relief in the years 1847-80.</p> <p>Arguments and evidence supporting the statement that individual writers successfully challenged the prevailing orthodoxy concerning poverty and poor relief in the years 1847-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Henry Mayhew wrote a series of articles for the <i>Morning Chronicle</i> in 1849 concerning the lives of the poor in London. Later published as a book, these reached a wide audience</li> <li>• Mayhew classified the poor into those who will work, those who cannot work and those who will not work; categorisation that challenged the prevailing orthodoxy that poverty stemmed from irresponsibility</li> <li>• Charles Dickens had a significant impact on Victorian attitudes to the poor, poverty and welfare. <i>Oliver Twist</i> was a critique of the welfare system and <i>Little Dorrit</i> highlighted the problems of imprisonment for debt</li> <li>• Other authors, e.g. Gaskell and Disraeli, drew attention to the plight of the poor and challenged the prevailing orthodoxy. These writings ultimately led to investigations into the causes of poverty.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Smiles published <i>Self-help</i> (1859), which sold 20,000 copies in the first year of publication, hugely raising his status. This claimed that poverty was caused by the irresponsible habits of those in poverty</li> <li>• Samuel Smiles published books, including <i>Thrift</i> and <i>Duty</i>, advocating self-help and celebrating individual achievement</li> <li>• Smiles argued that individual reform and self-help was necessary to lift the poor out of poverty</li> <li>• Smiles advocated that only genuinely destitute needed help, which confirmed the prevailing orthodoxy.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

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

Question	Indicative content
7	<p><b>Answers will be credited according to candidates'</b> 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.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that <b>workers'</b> unions had the most significant influence in improving adult working conditions in the years 1759-1918.</p> <p>Arguments and evidence supporting the statement that <b>workers'</b> unions had the most significant influence in improving adult working conditions in the years 1759-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Pre-<b>1799 workers' associations were significant as they were the</b> forerunners of later unions, focussing on the fixing of wages and the enforcement of contracts</li> <li>• The New Model Unions negotiated successfully, 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</li> <li>• 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</li> <li>• The National Federation of Women Workers in 1910 successfully agitated for a minimum wage for women for the first time for domestic chainmakers, which allowed for improvements in their working conditions.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Combination Act (1799), the <b>use of 'the Document' signed by</b> employees against strikes, and the focus of associations on single, skilled <b>trades meant the effectiveness of the workers' associations was limited</b></li> <li>• In the late 18th century, the shift from the home to the factory and from agricultural labour to industrial labour changed the nature of working conditions fundamentally, allowing for greater regulation of conditions</li> <li>• The impact of government legislation, e.g. the Factory Act (1833) legislated for improvements in working conditions</li> <li>• The work of philanthropic factory owners (e.g. Titus Salt at Saltaire in 1848) provided exemplar working conditions for others to follow.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement on how significant the Factory Act (1802) was <b>in the improvements in children's lives in the years 1802–1928.</b></p> <p>Arguments and evidence supporting the judgement that the Factory Act (1802) <b>was significant in the improvements in children's lives in the years 1802–1928</b> should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>The official title of the Act as the 'Health and Morals of Apprentices Act'</b> marked the first attempt by the government to improve the experiences of <b>children and was a positive step forward in improving children's lives</b></li> <li>• The Act legislated to improve the lives of child workers, ensuring a shorter working day and improved working conditions</li> <li>• The Act was a very progressive step considering hygiene and education as well as working experiences and was thus the first legislative attempt to consider the physical well-being of children as well as their education</li> <li>• The Act ran counter to the principle of laissez-faire and introduced the concept of government interference in the lives of children and their workplace.</li> </ul> <p>Arguments and evidence that the Factory Act (1802) was not significant and/or that other developments were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>The Factory Act did not introduce significant change to all children's lives</b> as it only applied to apprentices, so not all child workers, and there were no inspectors to enforce the law</li> <li>• <b>The Mines Act of 1842 more significantly improved children's lives by</b> ensuring that no child under ten worked underground</li> <li>• The Education Acts of 1870 and 1918 had a highly significant impact on childhood</li> <li>• Novels (e.g. <i>Oliver Twist</i> in 1837) exposed the suffering of child workers and the issue of poverty to the literate middle classes who advocated for <b>improvements in children's lives</b></li> <li>• The government took responsibility for <b>the safeguarding of children's lives by the end of the period with the Children's Act of 1908.</b></li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
9	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about the extent to which vaccinations were the most significant change in public health provision in the years c1780-1939.</p> <p>Arguments and evidence supporting the statement that vaccinations were the most significant change in public health provision in the years c1780-1939 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>Jenner's writings and pioneering work on smallpox prevention in the 1790s</b> instigated a shift in focus of public health provision to vaccination and prevention of disease</li> <li>• Deaths from smallpox, a major killer, fell throughout the period, demonstrating the success of the provision of vaccinations and the role of government in administering preventative measures</li> <li>• The Vaccination Act of 1840 legislated that anyone could be vaccinated free of charge by Poor Law Medical Officers, which ensured that public health provision was not limited on the basis of ability to pay</li> <li>• The Vaccination Act of 1853 made it obligatory for parents to have children vaccinated for small pox or be fined, this marked a shift in public health provision from the permissive to the compulsory</li> <li>• The Vaccination Act of 1871 made the appointment of vaccination officers compulsory and imposed fines/ imprisonment for those who did not pay fines; vaccination was now commonplace</li> <li>• A vaccination was developed (1896) to prevent typhoid, which was successfully used on British soldiers during the Second Boer War and the First World War, marking an extension of public health provision.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The introduction of vaccination saw the establishment of anti-vaccination movements (both on religious grounds and anti-government interference) and <b>the introduction of the 'conscience clause'</b> in 1898</li> <li>• The Cholera Morbus Prevention Act (1832) passed in response to the cholera epidemic, gave increased powers to local boards of health to perform some compulsory cleaning of houses</li> <li>• The Public Health Act (1848) showed that the government was prepared to act to improve public health in towns and cities; this was the first national Public Health Act</li> <li>• The national establishment of medical officers of health in 1875 meant that central government standards were disseminated nationally</li> <li>• The Liberal government reforms (1906-08) focussed for the first time on the domestic well-being of children</li> <li>• The Public Health Act (1936) extended the powers of local authorities to act in the prevention and notification of disease.</li> </ul> <p>Other relevant material must be credited.</p>

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10	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about the extent to which changes in public attitudes provided the most significant impetus for public health reforms in the years 1832-1939.</p> <p>Arguments and evidence supporting the statement that changes in public attitudes provided the most significant impetus for public health reforms in the years 1832-1939 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• The Health of Towns Association set up in 1844, with branches in several major cities, raised public awareness and, <b>in response to Chadwick's report, advocated further public health legislation by Peel's government</b></li> <li>• The Metropolitan Sanitary Association was established in 1848 and raised public consciousness, campaigning for the legislation of the 1848 Public Health Act to be extended to London</li> <li>• 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.</li> </ul> <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The cholera outbreak in 1832 led to calls for public health reforms</li> <li>• The Government set up Royal Commissions to investigate the living conditions of the poor. One was established in 1843 and reported in 1844 on the state of large towns, which led to public health reforms</li> <li>• Individuals provided a greater impetus for public health reforms, e.g. Joseph Chamberlain and John Snow</li> <li>• Improving technologies stimulated calls for public health reforms, e.g. <b>Bazalgette's work on designing sewers</b></li> <li>• Growing powers of government intervention at local and national level, e.g. medical officers of health, stimulated further public health reforms</li> <li>• Increased scientific knowledge and understanding were a significant impetus for public health reforms.</li> </ul> <p>Other relevant material must be credited.</p>