



Mark Scheme (Results)

Summer 2022

Pearson Edexcel
In GCE History (9HI0/34)

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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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"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Level	Mark	Descriptor
5	17–20	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Level	Mark	Descriptor
		<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.	<p>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.</p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the choice of the location of the mill at Quarry Bank and working life in the mill. The individual referred to in the source is named in the specification and candidates can be expected to be aware of Quarry Bank Mill.</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"> • Finney's survey was written in 1785, a year after the construction of Quarry Bank Mill • Finney lived locally to the Mill, so was able to observe directly the methods used at, and the location of, Quarry Bank Mill • Finney offers an opinion, making a case through argument as well as evidence. <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>Location of the mill at Quarry Bank:</p> <ul style="list-style-type: none"> • The source suggests that the location of the mill was due to the expertise in the area as the local employment had previously been based around spinning ('the spinning wheel was in use in almost every cottage') • It indicates that the mill was located on a river so that a powerful waterwheel could be used to power the machinery ('spindles are turned by this Wheel') • It claims that the site of a waterwheel on a non-stop water supply meant that the wheel could turn continuously, allowing non-stop spinning ('the wheel is continually going') • It was located in an area where the yarn could be used for further manufacture and weaving. <p>Working life in the mill:</p> <ul style="list-style-type: none"> • The source indicates that the mill employed men, women and children, suggesting employment benefited the whole family financially • It suggests that Greg recognised that there should be a lower age limit for employment at the mill ('for they don't take them in before') • It indicates that there were shifts at the mill and that employees should not work more than twelve hours a shift • It suggests that working conditions were reasonable as anyone who worked longer than their shift would be recompensed ('to work over-hours, they are paid for it').

Question	Indicative content
	<p data-bbox="331 237 1374 371">3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the choice of the location of the mill at Quarry Bank and working life in the mill. Relevant points may include:</p> <ul data-bbox="363 398 1406 636" style="list-style-type: none"><li data-bbox="363 398 1406 472">• Changes in manufacture and industry in the late eighteenth century from home to factory working<li data-bbox="363 483 1406 557">• The challenge of recruiting labourers in a rural area and the use of children in the mill<li data-bbox="363 568 1406 636">• The work of Samuel Greg and the favourable conditions for the cotton industry in the surrounding area, e.g. the water supply.

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

Question	Indicative content
2	<p>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.</p> <p>Candidates must analyse and evaluate the source to consider its value for revealing why poor relief was claimed and the limits to that support in 1847. The individual referred to in the source is not named in the specification, however candidates can be expected to be aware of the context of the 1834 Poor Law Amendment Act and the implications of the Act.</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"> • The letter has a formal tone as it is written to the Poor Law Commissioners • The letter is asking for assistance and is written to persuade and justify the petitioner's need for support • The letter is written in response to the situation created by the terms of the 1834 Poor Law Amendment Act. <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>Why poor relief was needed:</p> <ul style="list-style-type: none"> • The source claims that the decline in the silk trade and associated industries caused Dunn to need support ('he is reduced to the greatest distress') • The source indicates that the responsibilities of Dunn and the size of his family further mean he requires support ('six small children') • It suggests that the Union was not providing Dunn with sufficient support to relieve him from poverty ('he was compelled to apply again') • It claims that the lack of employment opportunities in the locality make it impossible to escape this cycle of poverty ('cannot obtain any employment'). <p>Limits to that support in 1847:</p> <ul style="list-style-type: none"> • The source indicates that, although Dunn was admitted to the Union, he was penniless when he was asked to leave ('turned out without any money') • The source claims that Dunn was repeatedly turned out, without being relieved from poverty • It suggests that the attitude of the Relieving Officer towards the Magistrate further limited the support Dunn received ('had more authority and power') • It suggests that the terms of the Poor Law Amendment Act are not being carried out, as Dunn has not received support from the parish in which he resides. <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the effectiveness of the. Relevant points may include:</p>

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="363 147 1007 179">• The restrictions on eligibility and the parish rule<li data-bbox="363 190 938 221">• The role of Unions in providing poor relief<li data-bbox="363 232 927 264">• The role of the Poor Law Commissioners.

Section B: indicative content

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

Question	Indicative content
3	<p>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.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the construction of the Trent and Mersey canal was the main reason for the success of Josiah Wedgwood's business.</p> <p>Arguments and evidence supporting the statement that the construction of the Trent and Mersey canal was the main reason for the success of Josiah Wedgwood's business should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The canal enabled the transport of raw materials, which were essential to development of Wedgwood's potteries, far more cheaply. By road the cost had been 40/- per ton and by canal was 6/- per ton • The canal allowed Wedgwood's access to export markets, via its connection with the Bridgewater canal to Liverpool, to improve • Wedgwood wanted to protect the transportation of creamware and jasperware. The use of packhorses had led to significant breakages • The location of the Etruria Works had not been great for business; there were few turnpike roads and the river Trent was not always navigable, so the canal connecting Trent and Mersey rivers transformed the business. <p>Arguments and evidence supporting the statement that other factors, rather than the construction of the Trent and Mersey canal, were the main reason for the success of Josiah Wedgwood's business, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The narrow width of the canal meant that it was unable to cope with increasing traffic • Wedgwood's business benefited significantly from his marriage to Sarah and the considerable dowry that she brought with her • The growth in factory size had a very positive impact on Wedgwood's business. The Etruria Works and workers' village opened in 1769 and, by 1787, employed nearly 300 people and was the largest in the Potteries • The patronage of Queen Charlotte, who in 1765 ordered an entire service, had a very positive impact on the business and marked the development of modern marketing • The creation of Jasperware from c1776, which was used for teaware, brooches and watch cases, enabled Wedgwood to access a far wider market than previously. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>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.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the First World War had a positive impact on the Austin Motor Company in the years 1914-18.</p> <p>Arguments and evidence supporting the statement that the First World War had a positive impact on the Austin Motor Company in the years 1914-18 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The demands of wartime production led to the expansion of the business. The mass production of armaments had provided Austin with experience of how to restructure the plant • Austin expanded the plants at Longbridge to meet demand, with the south plant focussed on the production of aeroplanes • The expansion of production was funded by the government that needed to increase output to meet the demands of war, and included guns, aircraft and armoured cars • The War had a significant impact on Austin's asset base. Sales turnover increased from c£630,000 in 1914 to £9,500,000 by 1918 • The production increase caused by the War led to innovations in methods of assembly, which became more streamlined and used less skilled labour (although traditional methods were refined rather than replaced). <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Capital investment in both plants and machinery was a drain on the firm's resources and posed a challenge to Austin's management • Political developments had a negative impact on business. The Russian Revolution (1917) led to the loss of the Russian market as they had ordered 500 armoured cars before the revolution • Profits did not increase significantly as result of war. The company made only 3.7% net profit in 1918, due in part to the impact of government taxation • The end of war took Austin by surprise. He had a large plant and experienced cancelled government orders, buyers who faced financial difficulties and major problems with cash flow. <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>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.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that financial considerations were the main pressure for change in relieving poverty in the years 1780-1832.</p> <p>Arguments and evidence supporting the statement financial considerations were the main pressure for change in relieving poverty in the years 1780-1832 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Disrupted trade as a result of the wars with France and bad harvests led to greater demands for poor relief; labourers were laid off, so they had to ask for relief • The introduction of the Corn Laws, combined with poor weather and bad harvests, kept bread prices high, which meant that the poor could not afford to purchase sufficient amounts to feed themselves • Expenditure on poor relief by 1819 had risen to c£8m a year or c12 shillings per person and it was impossible for the local parishes to sustain that level of spending • Paine favoured a property tax on the rich as a means of raising funds to relieve poverty • The increased mobility of the population, and the movement of the poor to parishes in industrialised areas, meant certain parishes could no longer afford to pay poor relief to all who claimed. <p>Arguments and evidence supporting the statement that other factors, rather than financial considerations, were the main pressure for change, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Reforms to the methods of dealing with poverty were advocated by parliamentary groups, e.g. the 1817 Select Committee report said that the Poor Law created poverty and needed reform, as it created dependency • The 'Swing Riots' challenged poor-relief policies and created a political climate where reform of poor laws was seen increasingly as a necessity • There were increasing ideological arguments for reform, e.g. Malthus, who believed the abolition of the poor law would force family size down • The growth and development of Bentham's ideas of utilitarianism, who argued for central organisation of poor relief through an indoor relief system, influenced arguments on how to deal with poverty. <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p>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.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that Booth and Rowntree provided the main pressure on governments for social and welfare reform in the years 1880-1914.</p> <p>Arguments and evidence supporting the statement that Booth and Rowntree provided the main pressure on governments for social and welfare reform in the years 1880-1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Booth's enquiry, published as <i>Life and Labour of the People in London (1889)</i>, found that 30 per cent of Londoners were living in poverty and argued for the introduction of old age pensions • Seebohm Rowntree conducted a study in York entitled <i>Poverty, A Study of Town Life (1901)</i> and this supported Booth's findings • Booth and Rowntree found that the main causes of poverty were illness, unemployment, and old age or infancy, providing a focus for welfare and social reform demands • The findings of Booth and Rowntree indicated that poverty was caused by economic circumstances, not individual character weaknesses, which prompted a shift in the attitudes of government • Booth and Rowntree's findings influenced the 'New Liberals' who advocated greater government intervention. Lloyd George asked Rowntree to carry out further studies of living conditions in 1913. <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Calls for welfare reform were stimulated by fears for national security prompted by the poor health of Boer War recruits - in some areas up to two thirds of volunteers did not pass the basic medical examination • Welfare and social reforms were recommended by the Inter-Departmental Committee on Physical Deterioration (1903-04), which investigated standards of health of the British people • The debate over national efficiency put pressure on the government to introduce social and welfare reforms • The Fabian Society argued for social and welfare reforms producing pamphlets, which influenced the reforms of the Liberal Government • Social and welfare reforms were advocated by the emerging Labour Party, which had a growing influence on the Liberals after 1906. <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>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.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that it was government legislation that had the most significant impact on working conditions in the years 1802-1928.</p> <p>Arguments and evidence supporting the statement that it was government legislation that had the most significant impact on working conditions in the years 1802-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Throughout the nineteenth century, government legislated to regulate the conditions of industrial employment, e.g. the 1802 Factory Act had changed working patterns by improving conditions for apprentices • The 1833 Factory Act legislated for improvements in working conditions, restricting the working hours of children and establishing a professional Factory Inspectorate • The Mines and Collieries Act (1842) prevented women and girls from working underground, and introduced a minimum age of ten for boys 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, ordering that no child under ten should be employed; this had a clear impact on the working environment. <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Trade unions (from 1851) and unskilled unions (e.g. the Matchgirls' strike 1888) had a more significant impact on changing working conditions by agitating for improvements • The work of philanthropic factory owners (e.g. Titus Salt and George Cadbury) provided improved working conditions that had a significant impact on the workplace • The shift from water power to steam power had a significant impact on working conditions, as steam powered machines could work continuously and did the work of many men and women • The introduction of electrical power radically changed the nature of work as around-the-clock shift work was made possible due to better lighting and electricity changing the conditions of work • The requirements of the First World War changed many working conditions for women, with accommodation provided for single women and the introduction of nurseries at munitions factories.

	Other relevant material must be credited.
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Question	Indicative content
8	<p>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.</p> <p>Candidates are expected to reach a judgement about the extent to which improvements in education were the most significant change in children's lives in the years 1802-1918.</p> <p>Arguments and evidence supporting the statement that improvements in education significantly changed children's lives in the years 1802-1918 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • A commitment to education was part of the 1833 Factory Act, which legislated for two hours of schooling a day for those aged 9-13 years old. This marked the start of a shift in children's lives from work to education • For the first time, the 1870 Education Act legislated that education should be provided for all children aged 5-13 years old and this imposed new structures upon children's lives • The 1880 Education Act made attendance at school compulsory for children aged 5-10 years old and marked a clear development in the concept of childhood as a time for nurture rather than work • The 1893 Education Act raised the compulsory school leaving age to 13, and, in the same year, established special schools for blind and deaf children, a progressive move ensuring education for all children • In 1918, the school leaving age was raised to 14, a further extension of the period of childhood. <p>Arguments and evidence contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Education was only really a significant feature in children's lives from the second half of 19th century onwards • Consideration of the health and wellbeing of children was a clear improvement in children's lives, e.g. the Factory Act of 1802, which gave apprentices two sets of clothing • The government grew increasingly concerned about economic exploitation of children, e.g. the Factory Acts of 1802 and 1833, and this concern had a more significant impact on children's lives • Restrictions on child labour and working hours more significantly improved children's lives, e.g. Factory Acts of 1844 and 1867 • Dr Barnardo (1845-1905) played a significant role in improving children's lives, opening shelters for destitute children across the capital, which attempted to address child poverty • The government took responsibility for the safeguarding of children's lives by the end of the period with the Children's Act of 1908.

	Other relevant material must be credited.
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Option 34.2: Poverty, public health and the state in Britain, c1780–1939

Question	Indicative content
9	<p>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.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that it was parliament that provided the greatest momentum for public health reform in the years c1780-1939.</p> <p>Arguments and evidence supporting the statement it was parliament that provided the greatest momentum for public health reform in the years c1780-1939 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The role of parliament in improving public health shifted in nature from minimal involvement in the 1780s to the implementation of a permissive Act in 1848 to a mandatory one by 1936 • Governments 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 • The interest of politicians in public health issues resulted in central government taking action to reform public health, e.g. the Public Health Acts of 1848 and 1858 • The passing of Vaccination Acts marked a shift in public health from the permissive to the compulsory, e.g. the Vaccination Act of 1853 made it obligatory for parents to have children vaccinated for smallpox or be fined • The Liberal government reforms (1906-08) focussed for the first time on the domestic well-being of children, which expanded the remit of public health. <p>Arguments and evidence supporting the statement that factors other than parliament provided the greatest momentum for public health reform, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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 • Public attitudes had a role in providing momentum for public health reform. The Metropolitan Sanitary Association, established in 1848, campaigned for the 1848 Public Health Act to be extended to London • 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 • Individuals provided a great impetus for public health reforms, e.g. Joseph Chamberlain and John Snow • Improving technologies, e.g. Bazalgette's work on designing sewers, made public health reform possible. <p>Other relevant material must be credited.</p>

Question	Indicative content
10	<p>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.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that it was the work of individuals that had the most significant impact on public health in the years c1780-1939.</p> <p>Arguments and evidence supporting the statement that it was the work of individuals that had the most significant impact on public health in the years c1780-1939 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The introduction of vaccinations with Jenner's vaccination for smallpox, had a significant impact on improving public health with a new focus on prevention of disease • Snow's work on the prevention of the spread of cholera meant that advances in sanitation provision were a significant improvement in public health • Reports by individuals, e.g. Edwin Chadwick's, which stressed the connection between overcrowding, epidemics and death, drew the attention of the public to public health issues • Individuals prompted changes to public health through the establishment of a healthier environment, e.g. Bazalgette's work on designing sewers or Howard's design and foundation of garden cities • Marie Stopes's work in establishing birth control clinics in the 1920s, resulting in smaller families and healthier living for parents and children, marked a significant change in public health. <p>Arguments and evidence that contradict the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Initiatives taken by local authorities in, for example, the establishment of public health boards and screening for a range of diseases • Action by central government in introducing Acts of Parliament, e.g. in 1858 and 1936, was crucial in improving public health provision • Reports by medical officers of health on sanitary conditions, death rates, infant mortality focussed government agenda and helped set public health agenda • The Garden City Movement resulted in the building of, for example, Letchworth Garden City, enabling people to live in sound housing in a healthy environment • The Liberal government reforms (1906-08) focussed for the first time on the domestic well-being of children. <p>Other relevant material must be credited.</p>