



# Mark Scheme

Summer 2017

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

Unit 1: 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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

### 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>

Level	Mark	Descriptor
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></ul>

Level	Mark	Descriptor
		<ul style="list-style-type: none"> <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>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 design of the prefabricated hospitals and the challenges involved in building the hospital. Brunel and prefabricated hospitals are named in the specification and candidates will be expected to have studied them.</p> <ol style="list-style-type: none"><li>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:<ul style="list-style-type: none"><li>• Brunel was writing to a person in a position of authority, and although it was a private letter it would need to take an appropriate tone</li><li>• The intention of the letter was to persuade Hawes to allow his hospital to be built as he had designed it</li><li>• The authoritative position of Brunel as designer of the hospital</li><li>• The author's judgments are based on his design and understanding of the building process.</li></ul></li><li>2. The following inferences and significant points of information could be drawn and supported from the source: <b>Design of the hospital:</b><ul style="list-style-type: none"><li>• It suggests the hospital was designed to be enlarged and expanded as necessary</li></ul></li></ol>

Question	Indicative content
	<ul style="list-style-type: none"> <li>• It provides evidence that allowing the free flow of air was one of the main considerations in the design of the hospital</li> <li>• It provides evidence that in his design Brunel considered how to enable goods and patients to be transported from ships to the hospital smoothly</li> <li>• It suggests that the wards were designed to fit patients comfortably and spaciouly.</li> </ul> <p><b>Challenges involved in building the hospital:</b></p> <ul style="list-style-type: none"> <li>• It suggests that the challenges arose from having to conduct the process by letter and oversee building work at a distance</li> <li>• It provides evidence of the necessity of having to persuade ministers of the need to carry out the design as Brunel had originally designed it</li> <li>• It indicates that the location of the hospital brought challenges in terms of moving the materials from the shore to the building site and that the site itself was not flat</li> <li>• It suggests that cost was a key consideration in building the hospital.</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing design of the hospital and the challenges involved in building the hospital. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The need for the hospital arose from thousands of soldiers who died of diseases and wounds during the Crimean war, a scenario the government was ill prepared for</li> <li>• In 1855 Hawes had contacted Brunel to ask him to design a temporary hospital</li> <li>• It took only six months from Brunel's original design to the completion of the first hospital in Turkey</li> <li>• The nature of Brunel's success as an engineer by 1855.</li> </ul>

### 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 the motives for and support for the Jarrow March (1936). The Jarrow March and Ellen Wilkinson are named in the specification and candidates will be expected to have studied them.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: <ul style="list-style-type: none"> <li>• The document is an official memorandum sent to the Home Office and as such takes a neutral tone</li> <li>• The fact that the Home Office was informed by the Ministry of Labour of the march indicates its potential size and level of support</li> <li>• The author of the report was based in Jarrow, where the march started from, and would therefore have an understanding of local issues and conditions</li> <li>• It is not clear whether the author was aware of all of the details concerning the planning of the march as he was not taking part.</li> </ul> </li> <li>2. The following inferences and significant points of information could be drawn and supported from the source: <p><b>Motives for :</b></p> <ul style="list-style-type: none"> <li>• It indicates that the main motive for the march was the lack of employment in the local area caused by the closure of the steelworks</li> <li>• It suggests that the motives for the march resulted from long term resentment and unemployment stemming from the closure of the shipyard in 1921</li> <li>• It provides evidence that the march had been organised by the Mayor and local council to draw attention to the level of unemployment and its impact on the locality</li> <li>• It provides evidence that the aim of the march was to gain sympathy for the unemployed so that the government would provide work for the men.</li> </ul> <p><b>Support for:</b></p> <ul style="list-style-type: none"> <li>• It provides evidence that the march was supported by the local MP Ellen Wilkinson and local councillors</li> <li>• It provides evidence that a number of organisations e.g. North-East Public Assistance Committee, were prepared to support financially those on the march and the families of those participating</li> <li>• It suggests that those on the march expected a warm welcome in London because a meeting had been organised for their arrival</li> <li>• It provides evidence that the meeting was to be attended by a number of prominent people from a range of professions.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the motives for the Jarrow March and the level of support for the march. Relevant points may include: <ul style="list-style-type: none"> <li>• The Jarrow March built on a history of hunger marches which had taken place in Britain from the 1920s onwards, with union support e.g. National Unemployed Workers' Movement, set up by the British Communist Party</li> </ul> </li> </ol>

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="389 195 1250 252">• Unemployment in the UK was high between the wars, peaking at c22% and was particularly heavy in traditional export industries</li><li data-bbox="389 254 1266 346">• Nature of and support for the Jarrow March, which was a result of the closure of the Jarrow shipyard which resulted in the unemployment of c75% of the population</li><li data-bbox="389 348 1218 430">• The aim of the March was to deliver a petition to the House of Commons, but this was not debated and the march had little immediate impact.</li></ul>

**Section B: indicative content**

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

Question	Indicative content
<b>3</b>	<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 impact of Wedgwood's slave medallion in promoting the campaign for the abolition of the slave trade.</p> <p>Arguments and evidence supporting the statement that the medallion had a significant impact should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Wedgwood's membership of the Society for the Abolition of the Slave Trade, which included members such as Thomas Clarkson and William Wilberforce, meant that the medallion had a high profile</li><li>• The success and high profile of Wedgwood's business, including patronage by Queen Charlotte, ensure that the medallion was exposed to the highest sectors of society</li><li>• The medallion which was mass produced, featured emotive imagery and brought public attention to abolition, starting a tradition of campaigning</li><li>• The image on the medallion was reproduced everywhere e.g. books/ leaflets/ cuff links</li><li>• 400 medallions were sent to Benjamin Franklin, then President of the Pennsylvania Abolition Society, demonstrating its international influence.</li></ul> <p>Arguments and evidence supporting the statement that other factors, not the medallion, were as or more significant for the campaign should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Although the image on Wedgwood's medallion was widely circulated, the medallion itself was largely purchased by members of the upper class</li><li>• The medallion was largely purchased by those already committed to the idea of abolition</li><li>• Production of the medallion did not reflect actual support for the campaign because Wedgwood bore the costs of the production</li><li>• The production of the slave medallion had no immediate effect on the campaign for the abolition of the slave trade.</li></ul> <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 extent to which the Austin Motor Company adapted to market forces at Longbridge (1905-28).</p> <p>Arguments and evidence supporting the statement that the Austin Motor Company did adapt to market forces should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In 1905 Longbridge was a small village and the plant a derelict printing works, the number of employees grew from c270 in 1907 to c2300 in 1913</li> <li>• From 1908 a night shift was introduced in response to demand</li> <li>• The impact of World War One on the plant was significant, government contracts were for aircraft, trucks, guns and shells and the workforce expanded to c22000 whilst the factory site trebled in size</li> <li>• Austin publically listed the company in 1914, which increased capital</li> <li>• Market share expanded in 1922 with the production of Austin 7, by 1926 the factory expanded to cover 62 acres and the workforce stood at 8,000 employees producing 25,000 cars.</li> </ul> <p>Arguments and evidence that Austin failed to adapt to market forces should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Pre-war models remained luxury vehicles and were not adapted or marketed to the masses immediately following the war</li> <li>• During World War One no peace time products were made and when the Armistice was declared the war contracts were cancelled at very short notice</li> <li>• The expansion of plant to fulfil World War One orders could not be sustained in the immediate post war period</li> <li>• The one model policy (Austin 20) immediately after the war was unsuccessful as the car was too large and the price uncompetitive for the British market, only c3000 were sold.</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>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 indoor relief systems were more effective than outdoor relief systems in relieving the conditions of paupers.</p> <p>Arguments and evidence supporting the statement that indoor relief systems were more effective than outdoor relief systems should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• Early workhouses were largely intended for the sick, elderly and orphans relieving the conditions of significant numbers of paupers</li><li>• Gilbert's Act (1782) had effectively relieved the conditions of paupers as by 1832 there were c70 voluntary Gilbert Unions involving over 900 parishes</li><li>• The Speenhamland system was criticised for allowing employers to keep wages low and tied labourers to their parishes, rather than allowing movement to urban areas</li><li>• Outdoor relief systems linked the amount of relief given to the size of a claimant's family, which encouraged families of a larger size who then continued to live in poverty.</li></ul> <p>Arguments and evidence arguing that indoor relief systems were not more effective than outdoor relief systems should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• Indoor relief systems only helped about 1 pauper in 12 in 1780s and did not help those who were able-bodied and in poverty</li><li>• There was a stigma attached to the workhouse and attending was seen as humiliating which deterred people from entering them, limiting their effectiveness</li><li>• The aim of the workhouse was to make a profit for those running it rather than assist people in getting back to work, trapping the able bodied in a system they found hard to escape</li><li>• The Speenhamland system supplemented wages and thus kept people in more economically useful work, rather as a drain on the local economy in the workhouse.</li></ul> <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 whether the Royal Commission on the Poor Laws (1905-09) was significant in changing the principles of welfare provision.</p> <p>Arguments and evidence supporting the statement that the Royal Commission on the Poor Laws was significant in changing the principles of welfare provision should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the minority report Beatrice Webb argued that paupers could not be solely responsible for themselves which led to a shift in the attitude of the government towards welfare provision</li> <li>• The principal aim of the minority report of securing a minimum standard of life determined the nature of welfare reform e.g. 1912 reforms which set up school clinics, and moved the Fabians towards the newly formed Labour Party</li> <li>• The concept that the state had a duty to guarantee individuals certain standards e.g. protection against old age, informed later Liberal welfare reforms (1911)</li> <li>• The problem of poverty and the causes of poverty were given a high profile by the Royal Commission making it impossible for governments to ignore the issue.</li> </ul> <p>Arguments and evidence supporting the statement that the Royal Commission on the Poor Laws had little influence on the principles of welfare reform should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Liberal government of 1909 ignored many of the practical recommendations for reform made by the Commission</li> <li>• The publication of two often conflicting reports allowed the government to dismiss their proposals</li> <li>• In the majority report the argument that the origins of poverty were moral continued to perpetuate and informed government policy e.g. Labour Exchanges Act (1909)</li> <li>• The status quo continued and the commitment to reform or abolish the poor laws was replaced by Lloyd George's programme of social insurance, a different principle to those suggested by the Royal Commission</li> <li>• The government continued to encourage those in poverty to solve the problem of their unemployment rather than the state doing so e.g. 1931 Unemployment Act reduced payment to the unemployed</li> <li>• The Poor Laws continued until 1948, with transfer of poor relief to local government in 1929 demonstrating that the Royal Commission had a limited impact on the principles of welfare reform.</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>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 Factory Act (1833) was the key turning point in changing working patterns and conditions in the years 1759-1928.</p> <p>Arguments and evidence supporting the statement that the Factory Act (1833) was the key turning point should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• The working pattern of children changed considerably with those under 9 banned from work, 9-14 year olds restricted to 8 hours work a day with 2 hours at school and 14-18 year olds were restricted to 12 hour days</li><li>• The Act introduced a somewhat fairer work schedule for children with recognition of children's rights as labourers and suggested the importance of some education shifting the balance between work and education</li><li>• The Act gave powers for use of inspectors with the establishment of a professional factory Inspectorate to ensure compliance through the use of fines</li><li>• The 1833 Act had measures of enforcement unlike earlier acts</li><li>• The Factory Act represented the emergence of effective factory legislation; c60% of factory workers were children before 1833, by 1900 this had reduced to c14%</li><li>• Subsequent factory legislation built on the principles established by the 1833 act.</li></ul> <p>Arguments and evidence supporting the statement that the Factory Act (1833) was not the key turning point and/ or that other developments were more significant should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• In the late 18<sup>th</sup> century the shift from the home to the factory as a workplace and from agricultural labour to industrial labour changed the nature of working conditions fundamentally</li><li>• The 1802 Factory Act had changed working patterns by preventing apprentices under 21 from working at night</li><li>• Some factory owners e.g. Robert Owen took responsibility for their workers without regulation, providing schools, doctors and accommodation</li><li>• Inspectors' reports show that children still worked after the hours dictated by the act so the 1878 Factory Act introduced rules on safety, ventilation and mealtimes and ordered that no child under 10 was to be employed</li><li>• Workers' associations, trade unions (from 1851) and unskilled unions (e.g. Matchgirls' strike 1888) had a more significant impact on changing working patterns</li><li>• The First World War changed many working conditions in factories by encouraging a female workforce and allowing the dilution of labour</li><li>• In the 1920s the increasing use of electrical power led to cleaner factories and improved working conditions.</li></ul> <p>Other relevant material must be credited.</p>

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 whether attitudes to childhood changed primarily as a result of the influence of novels in the years 1802-1928.</p> <p>Arguments and evidence supporting the statement attitudes to childhood changed primarily as a result of the influence of novels should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Writers were able to reach a wider public than just the intellectual elite due to the publication of novels in periodicals</li> <li>• In the nineteenth century there was a shift in perceptions of childhood in novels from a precarious state where children needed instruction, to one where children were perceived positively as innocent and morally good</li> <li>• There was a widespread literary response to child labour, especially the employment of very young children. Novels reacted against the experiences of these children e.g. Kingsley's <i>Water Babies</i> (1863)</li> <li>• Novels constructed and celebrated childhood, rather than viewing it as a phase to be rushed through, and this cult of childhood reached its height in Barrie's <i>Peter Pan</i> (1911)</li> <li>• As the most popular author of Victorian era, Dickens' views carried weight and influence - <i>A Christmas Carol</i> (1843) demanded that the plight of the poor must be acknowledged</li> <li>• These novels exposed suffering of child workers and issue of poverty to the literate middle classes.</li> </ul> <p>Arguments and evidence countering the statement that attitudes to childhood changed primarily as a result of the influence of novels should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• An inconsistent attitude towards children remained throughout the period</li> <li>• Legislation had a more fundamental impact on attitudes towards childhood as the Government grew increasingly concerned about economic exploitation of children e.g. the Factory Acts of 1802 and 1833</li> <li>• The Education Acts of 1870 and 1880 had a highly significant impact on attitudes to childhood</li> <li>• Child labour was not outlawed completely for children under ten until 1878</li> <li>• The impact of pioneering figures, such as the work of Henry Mayhew (1812 - 1887) and Dr Thomas John Barnardo (1845 - 1905) who also played a role in changing attitudes to childhood</li> <li>• The role of the Foundling Hospital, with which Dickens had close connections, changed attitudes to children</li> <li>• Many people, e.g. Prince Albert, continued to feel that working class children were part of the economic output of the family.</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>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 industrialisation acted as the main impetus for public health reforms c1780-1939.</p> <p>Arguments and evidence supporting the statement that industrialisation did have an impact on public health reforms should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• The growth of industrial cities in 19<sup>th</sup> century at a rapid pace demonstrated the urgent need for public health reforms e.g. the 1875 Artisans' and Labourers' Dwellings Act</li><li>• Life expectancy of workers was lower in industrial towns than in the rest of the country</li><li>• Chadwick's report on sanitary conditions led to the first government law on Public Health in 1848</li><li>• The growth of industrial towns led to cholera outbreaks which killed significant numbers of people e.g. 50,000 1831-2 and 18,000 in 1866</li><li>• The 1875 Public Health Act enforced laws on slum clearance, sewers and clean water.</li></ul> <p>Arguments and evidence supporting the statement that other factors, not industrialisation were the main impetus for public health reforms should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• Developments in understanding of the causes of disease was not always linked to industrial towns e.g. Pasteur's germ theory 1861</li><li>• Public health reforms were also in response to the extension of the franchise to working class men e.g. 1868 law to improve of demolish slum housing</li><li>• Individuals e.g. Joseph Chamberlain and Richard Cross had a great impact on public health reforms at a local and national level</li><li>• The Boer War (1899-1902) highlighted the need to improve the health of population e.g. 1906 Free school meals act and led to public health reforms</li><li>• Attitudes of the public and initiatives from political parties also led to a greater number of public health reforms.</li></ul> <p>Other relevant material must be credited.</p>

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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 the establishment of medical officers of health in 1875 was the most significant turning point in the improvement of public health provision c1780-1939.</p> <p>Arguments and evidence supporting the statement that the establishment of medical officers of health was the most significant turning point in the improvement of public health provision should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Medical officers of health took charge of public health in each local authority, which brought public health provision under the control of one key individual</li> <li>• Reports by medical officers of health on sanitary conditions, death rates, infant mortality focussed government agenda and helped set public health agenda</li> <li>• Medical officers of health had been present in London from 1855 before the scheme was expanded nationally, which suggests that they were perceived as a crucial part of public health provision</li> <li>• Action by local authorities, for example public baths and street cleaning, was co-ordinated by the medical officers of health.</li> </ul> <p>Arguments and evidence that the introduction of medical officers of health was not the most significant turning point in the improvement of public health provision and/or other developments were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The introduction of vaccinations had a significant impact on improving public health provision e.g. Jenner's vaccination for smallpox</li> <li>• Advances in sanitation provision were a more significant improvement in public health e.g. Snow's work on the prevention of the spread of cholera</li> <li>• Changes to the environment e.g. Bazalgette's work on designing sewers or Howard's design and foundation of garden cities, and slum clearance programmes had a greater impact</li> <li>• The provision of TB sanatoria in 1921 led to the widespread building of sanatoria by local authorities which improved public health provision</li> <li>• Action by central government in introducing Acts of Parliament e.g. in 1848, 1858 and 1936, was crucial in improving public health provision.</li> </ul> <p>Other relevant material must be credited.</p>

