



Mark Scheme (Results)

October 2020

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.

Level	Mark	Descriptor
		<ul style="list-style-type: none"> 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. 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 benefits of women's cycling and attitudes towards women. The individuals referred to in the source are not named in the specification, but candidates can be expected to be aware of the context and the debates surrounding women cycling.</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">• <i>Hearth and Home</i> was a magazine and was for public consumption, with a largely female readership• By asking a range of prominent middle and upper class individuals, <i>Hearth and Home</i> was asking whether cycling was an acceptable pastime for women to participate in• All the responses are from men which demonstrates that they were considered the arbiters of women's activities in this period and determined what was (and was not) 'feminine'. <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>The benefits of women's cycling:</p> <ul style="list-style-type: none">• The source indicates that cycling was perceived to have positive health benefits when carried out in moderation and was a suitable form of exercise for women to participate in• It indicates that cycling enabled women to see the countryside and that this was a particular benefit for poor women, who would have been unable to practically leave their surroundings otherwise• It claims that cycling is an amusing and acceptable activity for all the family• It suggests that as women look attractive on a bicycle that this is a positive benefit. <p>Attitudes toward women:</p> <ul style="list-style-type: none">• The source suggests a woman's role is to look appealing and that a significant disadvantage of women cycling is that they look unattractive• It indicates that women should not be allowed to travel at speed or to race each other on bicycles as these activities are considered unwomanly• It claims that rational dress was not feminine and that women's wardrobes should not be adjusted for the activity as this would harm their status

Question	Indicative content
	<ul style="list-style-type: none">• It warns that the use of the bicycle and the subsequent adjustments to women's activities and dress could hinder women's position in society. <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 positive benefits of women's cycling and the continued criticisms that women faced. Relevant points may include:</p> <ul style="list-style-type: none">• Thousands of women bought or hired bicycles and joined cycling clubs with men• Women who cycled faced significant criticism and opposition as the bicycle was seen as a challenge to their place in society• There was a massive increase in mobility for women who were able to travel independently to events (e.g. suffrage meetings) and became more involved, socially and politically• Fashion changed to accommodate cycling, the restrictive corset was abandoned and replaced by rational dress.

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 reasons for poverty and the extent of poverty in the early nineteenth century. The individual referred to in the source is not named in the specification, but candidates can be expected to be aware of the context and poor relief in the 18th century.</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">• Although this is a diary entry, Cobbett was a journalist and expected to publish his thoughts• Cobbett was a political campaigner; his intention was to challenge current poor relief and promote change• Cobbett had travelled the countryside in order to assess what the current situation was and had carried out extensive research. <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <ul style="list-style-type: none">• Reasons for poverty:<ul style="list-style-type: none">• It claims that the cloth industry is in decline and paying lower wages, which are not sufficient• It implies that there has been a failure of any type of poor relief as indicated by the presence of people in poverty• It suggests that there are problems with the tithes – they were taken from farmers who would otherwise use them to feed the poor• It claims that an excess of taxes, and removal of proceeds from the tithes are a reason for poverty.• Extent of poverty:<ul style="list-style-type: none">• The source states that workers had to travel long distances to obtain food• The source implies that there is a need for charity and relief from kindly individuals due to the extent of poverty• It claims that poor dwellings are widespread and that people are starving as there is insufficient food available. <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 reasons for poverty and the extent of poverty in the early nineteenth century. Relevant</p>

Question	Indicative content
	<p>points may include:</p> <ul style="list-style-type: none"><li data-bbox="347 237 1305 315">• The nature and extent of poverty in the early nineteenth century, following the increases in population and agricultural depressions<li data-bbox="347 327 1305 405">• The various forms of outdoor relief including the Speenhamland, Roundsman and Labour rate systems<li data-bbox="347 416 1187 454">• The role of parishes in administering and providing relief.

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 French wars (1793-1815) had a negative impact upon Samuel Greg's business</p> <p>Arguments and evidence supporting the statement that the French wars (1793-1815) had a negative impact upon Samuel Greg's business should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• There was extensive disruption to all markets as a consequence of the French wars• Greg experienced changes and fluctuations in demand for his goods from mainland Europe and suffered from the impact of the continental blockade from 1807• The French wars led to a decline in the cloth market and exports to Europe• Greg lost c£32000 from his dealings with Spain at the end of the French wars, following the restoration of Ferdinand VII, who ordered the confiscation of unsold English goods. <p>Arguments and evidence that counters the proposition that the French wars (1793-1815) had a negative impact upon Samuel Greg's business should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Greg successfully exploited new markets in South America and India and experienced little competition in business from the continent• There was increased demand for yarn in the period and rising prices meant more profitability for Greg• Greg increased trade with the USA and expanded his production in order to export goods to the USA where 59% of his stock was shipped. Between 1804-06 trade with the USA accounted for £8.2m of Britain's textile trade• Greg made the shift from trading to spinning to meet the demands of yarn export to South America. <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 Brunel's rail and engineering projects were remarkably successful.</p> <p>Arguments and evidence supporting the statement that Brunel's rail and engineering projects were remarkably successful should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Brunel's design was vindicated with the successful span of the Clifton Suspension Bridge at 214 metres • Box Tunnel was completed and the two ends successfully met in 1841, the tunnel was unlined and Board of Trade Inspector confirmed that Brunel's design was safe • Brunel's bridge designs were innovative and successful, e.g. Maidenhead's arches were 39 metres wide, the use of wrought iron at Wharnccliffe viaduct at Hanwell, Royal Albert Bridge at Saltash (2 x 138m spans, 30.5 m above highest tides) • Brunel's innovative design for the hospital in the Crimea enabled the construction of the building in only six months from design to completion • Brunel's station designs were successful and popular, e.g. Paddington was described as a cathedral of glass, echoing Paxton's Crystal Palace, and his railways carried increasing numbers of passengers and goods. <p>Arguments and evidence countering the proposition that Brunel's rail and engineering projects were remarkably successful should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Brunel faced extensive difficulties in raising funds for his projects, e.g. it took until 1836 for work to begin at Clifton • Brunel's projects experienced numerous cost overruns, e.g. 1843 in Clifton • Brunel's projects often ran out of time, e.g. work at Clifton was paused between 1843-1860 and completed after Brunel's death in 1864; Box Tunnel overran, as did construction at Paddington • Brunel's design of ships meant that these engineering projects were often unsuccessful, e.g. the propeller of the SS Great Britain was unsatisfactory, the SS Great Eastern was impractically large, with no ports big enough for her to dock.

	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
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 the Boer War recruitment statistics were primarily responsible for prompting social and welfare reforms in the years 1880-1909.</p> <p>Arguments and evidence supporting the statement that the Boer War recruitment statistics were primarily responsible for social and welfare reforms 1880-1909, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Thousands of volunteers were rejected as unfit – in some industrial areas up to two thirds of volunteers did not pass the basic medical examination, leading to calls for welfare reform and better nutrition for children• Rowntree's investigations and further studies, confirmed that, of 3600 volunteers in York, Leeds and Sheffield, c27% were rejected as unfit and a further 29% only accepted for the Specials, highlighting the need for social and welfare reforms• The statistics suggested that working class men were not fit for purpose; this had an impact for the security of British Empire and on Britain's position as a leading industrial nation• The recommendations of the Intergovernmental Committee on Physical Deterioration 1903-4, established in response to the statistics, were for better public health provision, medical inspections and free school meals for very poor• The Royal Commission on the Poor Laws, 1905-09, was established to determine the necessity of welfare reforms partly as a result of the Boer War. <p>Arguments and evidence supporting the statement that other factors, not that the Boer War recruitment statistics were primarily responsible for prompting social and welfare reforms in the years 1880-1909, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Mayhew's investigative journalism in the 1840s had raised the issue of the need for social and welfare reforms and had a long term influence over the demand for social and welfare reforms• The need for reforms had been confirmed by Booth's and Rowntree's enquiries• The Fabian Society and early socialists advocated social and welfare reforms• The debate on national efficiency pre-dated the Boer War• Social and welfare reforms were advocated by the emerging Labour

Party, which had a growing influence on the Liberals after 1906.

Other relevant material must be credited.

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 the Jarrow March and the hunger marches were a complete failure.</p> <p>Arguments and evidence supporting the argument that the Jarrow March and the hunger marches were a complete failure should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The aim of the Jarrow March was to deliver a petition to the House of Commons, but the petition presented was not debated and the march had little immediate impact • The Jarrow March and the hunger marches were not supported by the TUC or by the National Executive Council of the Labour Party, which limited their political impact and showed that they lacked official support • Some marchers were arrested for incitement, which detracted from the aims of the marches • The Jarrow marchers had their unemployment benefits and dole money cut whilst they were on the march, which meant that the marchers suffered financially for taking part • Palmer's shipyards remained closed and no government action was taken. <p>Arguments and evidence countering the proposition, that the Jarrow March and the hunger marches were a complete failure, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There was popular support for the Jarrow marchers both within and beyond the community; the general public lined the march and at some stopovers provided accommodation, clothing and food • The rally in Hyde Park on 1st November 1936 was attended by huge numbers (3000 according to the police, 50,000 according to a journalist) • The Jarrow March in particular, and the hunger marches more broadly, raised the profile of the plight of the unemployed particularly to those in the Midlands and South East • The marches informed people's perceptions of the 1930s and laid the ground work for support for post-1945 social reforms • The NUWM hunger march, 1932, ensured that imposition of the means test was raised in the national press and questions were asked in House of Commons on the necessity of such a test. <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 spread of electrical power in the early twentieth century had the most significant impact on working patterns and conditions in the years 1759-1928.</p> <p>Arguments and evidence supporting the statement that the spread of electrical power in the early twentieth century had the most significant impact on working patterns and conditions in the years 1759-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The introduction of electrical power impacted profoundly on both the economy and on working lives, radically changing the nature of work as around the clock shift work was made possible due to better lighting and electricity• The spread of electricity allowed for increased automation in the workplace and was the most significant development in machinery• From the 1890s the introduction of electrical generators in factories saw a 30% increase in productivity• Demand meant a second central power station was commissioned only three years after the first opened in 1901, showing that the adoption of electrical power was widespread in factories and workplaces• By 1928 most industrial centres had converted to the use of electricity• The spread of electricity also created employment opportunities in electrical supply industries. <p>Arguments and evidence supporting the statement that other factors, not the spread of electrical power in the early twentieth century, had the most significant impact on working patterns and conditions in the years 1759-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• In the late 18th 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• The impact of government legislation, e.g. the 1802 Factory Act, had changed working patterns by preventing apprentices under 21 from working at night, the Factory Act 1833 legislated for improvements in working conditions• The work of philanthropic factory owners (e.g. Titus Salt at Saltaire in 1848) provided exemplar working conditions for others to follow• Workers' associations, trade unions (from 1851) and unskilled unions (e.g. the Matchgirls' strike 1888) had a more significant impact on

changing working patterns and conditions

- The development of a female workforce outside the home during the First World War transformed the workplace.

Other relevant material must be credited.

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 accuracy of the statement that the contribution of Dr Barnardo was more significant than other factors in improving children's lives in the years 1802-1928.</p> <p>Arguments and evidence supporting the statement that the contribution of Dr Barnardo was more significant than other factors in improving children's lives in the years 1802-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Dr Thomas John Barnardo (1845-1905) played a significant role in improving children's lives and opened the Barnardo Ragged school in 1867 • Barnardo opened a shelter for destitute children in East London in 1870 and by 1877 had 12 across the capital, which attempted to address child poverty • Barnardo successfully attained backers for his projects showing a growing interest in improving children's lives • By Barnardo's death, 92 care homes had been established with c8500 children in his care. <p>Arguments and evidence supporting the statement that other factors, not Dr Barnardo, made the most improvements to children's lives in the years 1802-1928, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Robert Owen (1771-1858) in New Lanark, from c1800, made efforts to improve working conditions and education for child labourers – the working day was shortened to 12 hours including breaks • Legislation had a more fundamental impact on children's lives as the Government grew increasingly concerned about economic exploitation of children, e.g. the Factory Acts of 1802 and 1833 • The Education Acts of 1870 and 1918 had a highly significant impact on childhood • Novels (e.g. Oliver Twist in 1837) exposed the suffering of child workers and the issue of poverty to the literate middle classes • The government took responsibility for the safeguarding of children's lives by the end of the period with the Children's Act of 1908. <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 the role of central government in improving public health grew steadily in the years c1780-1939.</p> <p>Arguments and evidence supporting the statement that the role of central government in improving public health grew steadily in the years c1780-1939 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The role of central government in improving public health shifted from minimal involvement in the 1780s to the implementation of a permissive Act in 1848 to a mandatory one by 1936• Vaccinations were organised by central government through the National Vaccine Establishment (1808) and subsequent vaccination acts show that the role of central government grew steadily• The national establishment of Medical Officers of Health in 1875 meant that central government standards were disseminated nationally and that it now had a more than supervisory role in the health of the nation• The pasteurisation of milk from 1922 ordered by the Ministry of Health was a significant preventative measure against the spread of TB, which demonstrates the shift of central government into monitoring the public's diet. <p>Arguments and evidence supporting the statement that counter the proposition that the role of central government in improving public health grew steadily in the years c1780-1939, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• There was significant opposition to the role of central government in public health and its role did not increase steadily; progress was mixed across the country• There was opposition to the government and especially towards Chadwick, encroaching on individual liberties, which hindered the growth of the role of central government in the 1840s• Vested interests frustrated government initiatives, e.g. directors of local water companies voted down costly measures leading to the disbandment of the Central Board of Health, 1858, reversing the growth of the role of central government• Whilst central government provided the framework for public health reforms, it continued to be local government who carried out the public health reforms, e.g. local authority control of water supplies (1919-39). <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 Public Health Act 1875 that was the most significant piece of public health legislation in the years 1832-1939.</p> <p>Arguments and evidence supporting the statement that it was the Public Health Act 1875 that was the most significant piece of public health legislation in the years 1832-1939 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Public Health Act 1875 established public health authorities in every county, with responsibility for all aspects of public health • The Act demonstrated that central government was both committed and responsible for the public health of the nation • It ensured that every public health authority had at least one medical officer of health and one sanitary inspector • The Act broadened the powers of local authorities, which were given the power to develop sewers and drains, ensuring that the public had access to a cleaner environment. <p>Arguments and evidence supporting the statement that other legislation, not the Public Health Act 1875, were more significant in the years 1832-1939 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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 • 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 • The Local Government Act 1858, enabled local initiatives to be taken in public health matters instead of broader action by the General Board of Health, which was wound up • The Liberal government reforms (1906-08) focussed for the first time on the domestic well-being of children • The Public Health Act 1936, enabled local authorities to act in the prevention and notification of disease. <p>Other relevant material must be credited.</p>

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