



Pearson
Edexcel

Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE History (9HI0/34)
Advanced

Paper 3: Themes in breadth with aspects
in depth

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

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2019

Publications Code 9HI0_34_1906_MS

All the material in this publication is copyright

© Pearson Education Ltd 2019

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. • 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. |

| Level | Mark | Descriptor |
|-------|-------|---|
| 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 the source to consider its value for revealing the marketing strategies of the Austin Motor Company and the success of the company in the early twentieth century. The company referred to in the source is named in the specification, and candidates can therefore be expected to know about them and be aware of the context.</p> <ol style="list-style-type: none">1. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none">• The article was itself part of the Austin Motor Company marketing strategy because the journalist had been invited to review the car and therefore was likely to give a favourable review• The fact that the company was written about in <i>The Times</i> suggests it was of national interest• <i>The Times</i> was a highly respectable newspaper, which would be intended and expected to reach an educated, influential audience• The author may not have been an expert in car production and would only have had access to material that the Austin Motor Company provided.2. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<p>Marketing strategies:</p><ul style="list-style-type: none">• The source suggests that indicating prestige customers was an effective marketing strategy• It provides evidence that showrooms in the capital were decorated to appeal to wealthy customers• The source indicates that word of mouth increased purchases rather than traditional advertising methods.<p>Success of the company:</p><ul style="list-style-type: none">• The source provides evidence that there was high demand for the cars; the recommendations suggest cars were well made and effective• It indicates that there was increased production and turnover between 1907 and 1913• It suggests that the Longbridge plant was struggling to meet demand and produce cars quickly enough• It indicates that the design of Austin cars was more innovative than that of other contemporary models and that this contributed to the company's success.3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none">• The establishment of the Longbridge plant in 1905• The brand identity of the Austin Club with marketing and a prestige audience• The nature of the pre-war car market• In February 1914 the company changed from a private to a public company and the capital was increased to £50,000. In that year it produced about 1000 cars with 2,000 employees. |

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 the source to consider its value for revealing attitudes towards those in poverty and the problems with poor relief. The report referred to in the source is named in the specification, and candidates can therefore be expected to know about it and be aware of the context.</p> <ol style="list-style-type: none">1. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none">• The report was officially sanctioned as a result of the establishment of an official government commission, which had received over 450 witnesses and 900 statements of written evidence• It was one of two reports produced as the Commissioners did not agree on their findings• The intention of the report was to persuade the government to act against poverty• Over 25,000 copies of the report were sold in the first year of its publication.2. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<p>Attitudes to those in poverty:</p><ul style="list-style-type: none">• The source claims that some of those in poverty were there because of 'their own failures or faults'• It suggests that poverty itself is an evil• It claims that those in poverty were a 'peril' to the entire community• The source has a largely negative attitude towards those in poverty, describing them as 'useless and costly' and a 'dead weight'.<p>Problems with poor relief:</p><ul style="list-style-type: none">• The source suggests that there was a 'common duty' to combat poverty and that this required changes in the nature of poor relief• It indicates that there are already enough voluntary organisations to provide poor relief but that they need to be better directed• It indicates that better organisation of poor relief is required to match the achievements of other countries• It suggests that poverty continues to be embedded within society and that the problem is intractable without action.3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none">• The establishment of the Royal Commission and the nature of its enquiry• Wider attitudes towards poverty in the early twentieth century - intervention versus self-reliance• The principles of welfare reform that were established and the reforms of the Liberal Government. |

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 on whether the influence of trade from the East had the greatest impact on the success of Wedgwood.</p> <p>Arguments and evidence that the influence of trade from the East had the greatest impact on the success of Wedgwood should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• China/porcelain tea ware became very fashionable and was used by the aristocracy; this was combined with increased demand from aspirational families• Wedgwood learnt the method of making his hard-paste porcelain from Chinese porcelain• Wedgwood's 'ornamental ware' range was crucial to the development of his reputation as an innovator and designer• Jasperware from c1776 was developed from white porcelain, a method influenced from the East, and was used for tea ware, brooches and watch cases meaning that Wedgwood accessed a wider market• Wedgwood's skill in experimenting with different glazes, pigments and techniques made his ware attractive, different and saleable and these designs were heavily influenced by his trade with the East. <p>Arguments and evidence that the influence of trade from the East did not have the greatest impact on the success of Wedgwood and/or that other factors had a greater impact on the success of Wedgwood should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Experimental work in decoration (green glaze and creamware) had a greater impact - creamware was Wedgwood's most popular product (more than 100 potteries were selling creamware by 1774)• Ivy House pottery was popular and successful outside Staffordshire meaning that Wedgwood's wares met a wider audience• The growth in factory size - Etruria Works and workers' village opened in 1769. By 1787 Wedgwood employed nearly 300 and had the largest factory in the Potteries, enabling him to meet demand• The patronage of Queen Charlotte was crucial to Wedgwood's success; in 1765 she ordered an entire service and, from this, Wedgwood began to develop modern methods of marketing• The Queen's patronage led to the order of a dinner and dessert service from Empress Catherine II of Russia, which further added to Wedgwood's status and enhanced sales. <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 on the extent to which Quarry Bank Mill was significant for the development of the cotton industry in Lancashire.</p> <p>Arguments and evidence that Quarry Bank Mill was significant for the development of the cotton industry in Lancashire should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Quarry Bank Mill provided significant employment and by providing housing for employees confirmed the trend towards the factory system • Greg's success at Quarry Bank Mill raised the profile of the cotton industry in Lancashire and the surrounding area • By the early 19th century the majority of the English cotton trade was concentrated in Lancashire with hundreds of textile mills in the county • Greg had enough capital to continually expand his business, he dominated the industry • The value of the cotton trade increased from c£350,000 to c£5,400,000 between 1780-1800 and Quarry Bank Mill was central to this increase. <p>Arguments and evidence that Quarry Bank Mill was not significant for the development of the cotton industry in Lancashire and/or that other factors were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There remained diversity both in terms of scale of production and method (use of the domestic and the factory systems) • Quarry Bank Mill was just one of many factories in the region, it did not solely shape the cotton industry • The end of the American War of Independence had opened up the supply of cotton and the market for goods; this had a greater impact on the Lancashire cotton industry than Quarry Bank Mill • There was already a skilled workforce in the area as a result of the woollen industry; Quarry Bank Mill built on this rather than introducing this workforce • Success in the cotton industry was not guaranteed, many firms went bankrupt in the period. <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 on how far the Poor Law Board (1847-71) was more effective in managing the plight of the poor than the Poor Law Commission (1834-47).</p> <p>Arguments and evidence that the Poor Law Board (1847-71) was more effective in managing the plight of the poor than the Poor Law Commission (1834-47) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The accountability of the Board ensured it was more effective than the Commission, it was more closely linked to government, and answerable to Parliament• The Board was established in response to the Andover Scandal, which demonstrated how ineffective the Commission had been• The Board adopted a differentiated approach to those in need with different categories of pauper defined, making it a more effective body• The Board made particular provision for children with the establishment of district schools• The subsequent development of medical care with the separation of those who were sick into hospitals rather than workhouses following the 1866 campaign, meant that the Board was more effective than the Commission. <p>Arguments and evidence that the Poor Law Board (1847-71) was not more effective in managing the plight of the poor than the Poor Law Commission (1834-47) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Continuity with the original Commission meant that the new Poor Law Board was not more effective than the Commission, e.g. one commissioner, George Nicholls, became permanent secretary and others stayed on• The intention in 1834 was to only apply the principles of rigour and deterrent to able-bodied paupers - this continued after 1847 and marked continuity between Board and Commission in management• The Poor Law Amendment Act had requested the employment of Medical Officers - this focus on health was a new development in managing the plight of the poor• The Poor Law Commission in 1834 was effective in defining a uniform national programme of workhouse construction and indoor relief. <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 on whether the decline of heavy industry was the most significant cause of poverty in the years 1920-39.</p> <p>Arguments and evidence that the decline of heavy industry was the most significant cause of poverty in the years 1920-39 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The decline in British shipbuilding led to significant unemployment and poverty, e.g. in areas such as Jarrow • The collapse of the coal industry led to unemployment in mining areas • The decline in the demand for steel resulted in further unemployment • The cotton industry entered a period of slow decline - the number of those employed fell by 50%, which had a particular impact on those areas dependent on cotton for employment, e.g. in Lancashire. <p>Arguments and evidence that the decline of heavy industry was not the most significant factor and/or that other factors were more significant in causing poverty should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Following the Wall Street Crash, significant instability in the world's currency markets led to further unemployment and poverty • Sickness and the loss of breadwinners following the First World War caused poverty • There was a continuing decline in agriculture, which remained depressed throughout the inter-war years • In the early 1930s, during the period of maximum unemployment, there was a limited government response to the development of employment relief opportunities, which exacerbated poverty. <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 on whether employers were responsible for the improvements in working conditions in the years 1759-1928.</p> <p>Arguments and evidence that employers were responsible for the improvements in working conditions in the years 1759-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• During the period, ideas that employees had value and the workforce should be protected and nurtured became more prevalent• Robert Owen in New Lanark from 1800 made efforts to improve working conditions and education for child labourers• The work of philanthropic factory owners, e.g. Titus Salt at Saltaire in 1848, provided exemplar working conditions for others to follow• Rylands in Manchester improved the wider lives of his employees by funding orphanages, alms houses and chapels in the 1870s and 1880s• Cadbury created Bourneville in 1879, which aimed to provide a cleaner, healthier environment for his employees, which continued to have an effect into the early years of the twentieth century. <p>Arguments and evidence that employers were not responsible for the improvements in working conditions in the years 1759-1928 and/or that other developments were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Although there were employers who did make efforts to improve working conditions, these were not adopted universally by all employers• The move from cottage industry to the factory system allowed for the regulation and monitoring of working conditions, e.g. the Factory Act (1833) on working conditions legislated for improvements• Workers' unions campaigned effectively for improvements in working conditions, e.g. The Miners' Federation of Great Britain campaigned for an eight-hour day• Non-unionised groups were able to influence improvements in working conditions, e.g. the impact of the matchgirls' strike in 1888• 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. <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 as to whether the Triple Alliance was the key turning point in the development in workers' unions in the years 1759-1928.</p> <p>Arguments and evidence that the Triple Alliance (1919) was the most significant development of workers' unions in the years 1759-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Triple Alliance of miners, railwaymen and transport workers in 1919 created a potentially stronger combination to bring about change to working conditions than, e.g., the matchgirls' strike • The impressive coordination of unions that occurred with the Triple Alliance meant that they had significant potential might to wield • The alliance was not an emergency measure but the result of two years of negotiation and its potential was demonstrated when a proposed joint strike in June 1925 was prevented only by a government subsidy of miners' wages • The radicalism of the Triple Alliance marked a shift in the methods of unions creating greater political as well as industrial influence. <p>Arguments and evidence that the Triple Alliance was not the most significant development of workers' unions and/or that other factors were more significant in the years 1759-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The timing of the Alliance limited its impact --the depression of 1920 onwards meant that it was less effective • Pre-1799 workers' combinations could be seen as more significant as they were the forerunners of later unions, focusing on the fixing of wages, the enforcement of contracts and proper arrangements for apprentices • The development of general unions in the 1830s • The new model unions, which developed from 1851 for skilled workers, extended the process of unionisation of workers and so could be seen as more significant • The formal legalisation of trade unions with Gladstone's Act (1871) and the legalisation of picketing with Disraeli's Act (1875) • The London dock strike of 1889 led directly to the formation of the General Labourers' Union for unskilled workers, the first large-scale successful union. <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 as to whether advances in technology had the most significant impact on improvements in public health in the years c1780-1939.</p> <p>Arguments and evidence that advances in technology had the most significant impact on improvements in public health in the years c1780-1939 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The effective removal of sewage from the home had a significant impact on public health in the period, e.g. developments in models of toilets including the s-trap in c1780 and Twyford's wash out in the 1880s• More reliable water supplies were developed throughout the 19th century with the creation of reservoirs and, e.g. in 1829, the development of a sand filtration system in Chelsea to purify water taken from the river Thames• The use of steam-powered large-scale pumping stations improved water supplies, e.g. Bazalgette's Crossness pumping station• Developments in the sewer system from the late 19th century, including the development of a sewage treatment system in 1912, improved public health. <p>Arguments and evidence that advances in technology did not have the most significant impact on improvements in public health in the years 1780-1939 and/or that other developments were more important should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Improvements in understanding about the causes of disease improved public health, e.g. water companies extracted water from dirty rivers, until the knowledge that diseases could be water-bound• Government actions had a more significant impact on public health, e.g. measures taken against cholera epidemics, such as the Board of Health set up in 1831• Reports on the state of towns forced the government to act to improve public health, e.g. the Public Health Act 1848• It was the work of local authorities in making use of the technology that had a more significant impact by taking control of water supply and sanitation between 1919 and 1939. <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 as to whether local initiatives rather than central government were responsible for improvements in the provision of public health in the years c1780-1939.</p> <p>Arguments and evidence that local initiatives rather than central government were responsible for improvements in the provision of public health in the years c1780-1939 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • A number of local hospitals, which were voluntary organisations, had been set up in the eighteenth century and went some way to address public health needs • The formation of the Manchester Board of Health in 1795 was one of the first responses to public health and was organised locally • Bazalgette's work to improve London's sewerage system showed the influence of local government in the country's largest city • Marie Stopes's work in improving the public health of women was a local initiative first with the clinic in North London, which opened in 1921. <p>Arguments and evidence that central government was responsible for improvements in the provision of public health in the years c1780-1939 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Vaccinations aided by central government through the National Vaccine Establishment (1808) and subsequent compulsory vaccination acts had a more significant impact on public health • The Public Health Act 1848 was a significant development marking the beginning of the intervention of the state in public health • The national establishment of Medical Officers of Health in 1875 meant that central government standards were disseminated nationally • The Liberal Government's reforms after 1906, e.g. the Education Act (1907), provided medical inspections • 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 importance of central government. <p>Other relevant material must be credited.</p> |