Mark Scheme (Results)

Summer 2024

Pearson Edexcel
In 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

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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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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**	• 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**	• 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**	• 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**	• 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.
5	**17–20**	• 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**	• 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**	• 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**	• 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**	• 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**	• 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.	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. Candidates must analyse and evaluate the source to consider its value for revealing the treatment of child apprentices in the workforce at Quarry Bank Mill and their living conditions. The author of the source is not named in the specification, but candidates can be expected to be aware of Quarry Bank Mill and the apprentice system. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • The testimony has been given under oath, so is likely to be an accurate record of Sefton's views • The testimony is formal in its tone, but it does contain Sefton's own opinions • Although the account is Sefton's, he is only giving the testimony as he has been identified as an apprentice who has deserted, rather than because he has chosen to share his views. 2. The following inferences and significant points of information could be drawn and supported from the source: **The treatment of child apprentices in the workforce:** • The source suggests that, although Sefton claimed to enjoy his employment and had 'no reason to complain', his running away indicates that he felt dissatisfied with the rules of the Mill • The source suggests that, although an education was provided at the Mill, apprentices could not attend as frequently as they might wish to ('would not let me go') • The source indicates that the apprentices were regularly made to work after their usual shift had finished, without any choice ('obliged to make overtime') • The source claims that, although apprentices were paid for their overtime, they were not allowed to take the full pay they were owed until their time as an apprentice was completed. **The living conditions of the apprentices:** • It indicates that the living conditions for the apprentices were of a good standard, with regularly cleaned rooms ('floors frequently washed') • The source indicates that the boys and girls were separated at night • The source suggests that the lives of the apprentices followed a regular routine ('boiled pork and potatoes for dinner on Sundays') • The apprentices were cared for when they were unwell ('when we were ill, we were allowed tea.'), suggesting concern for their health and welfare. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the use of apprentices in the workforce at Quarry Bank Mill and their living conditions. Relevant points may include:

Question	Indicative content
	• Greg's reforms at Quarry Bank Mill and, with Hannah Greg, his efforts to improve conditions for child labourers • That factories had been increasing in number and had made increasing use of apprentices, including obtaining apprentices from London • The nature of work that child labourers carried out at the Mill and the associated dangers of this work.

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

Question	Indicative content
2	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. Candidates must analyse and evaluate the source to consider its value for revealing the way the Poor Law Amendment Act was administered and the nature of opposition to the Act. The individual referred to in the source is named in the specification and candidates can be expected to be aware of the context of the 1834 Poor Law Amendment Act and the implications of the Act. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • This was the fifth of the reports submitted by the Commissioners, so the Poor Law Amendment Act had had a number of years to take effect • This was an official report highlighting the efforts of the Commissioners and their Guardians • Although largely formal in tone, the report does include opinion and attempts to justify the effectiveness of the implementation of the Act. 2. The following inferences and significant points of information could be drawn and supported from the source: **The way the Poor Law Amendment Act was administered:** • The source indicates that, in some districts, the Guardians faced intimidation and threats. Administration required the support of magistrates and the 'steady determination of the Guardians' • The source claims that the Guardians have not been able to relieve the poor in all districts as they have not received the required contributions in those districts ('necessary funds have not been supplied.') • The Guardians are only able to carry out their activities with the presence of the military in Todmorden and, following the riots, they are still not able to administer relief in all districts ('with the exception of the two districts'). **The nature of opposition to the Act:** • The source indicates that Fielden closed his mill to prevent the Poor Law Amendment Act being implemented, suggesting that opposition had the support of influential members of the community • The source claims that opposition throughout the summer was largely of a non-violent nature, but that the Act was not opposed throughout the region ('passive resistance, and disobedience of the law') • It implies that opposition in some areas was particularly severe, given that troops had to be deployed to deal with this opposition • The source indicates that in November, that opposition to the Act turned violent, with attacks on police officers and buildings ('violent resistance…brutally treated'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the way the Poor Law Amendment Act was administered and the nature of opposition to the Act. Relevant points may include:

Question	Indicative content
	• The position of John Fielden as an MP who, with his brother, vehemently opposed the Act, and his role in the Todmorden Union • Details of the Poor Law Amendment Act, including the introduction of a central Commission, local administrative units and locally elected Guardians • Reasons for opposition to the Poor Law Amendment Act, including the withdrawal of outdoor relief and the impracticality of implementing the Act in Northern manufacturing towns.

Section B: indicative content

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

Question	Indicative content
3	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. Candidates are expected to reach a judgement about the accuracy of the statement that Wedgwood's experimental work had the greatest impact on the development of Wedgwood's business. Arguments and evidence supporting the statement that Wedgwood's experimental work had the greatest impact on the development of Wedgwood's business should be analysed and evaluated. Relevant points may include: • Wedgwood's skill in experimenting with different glazes, pigments and techniques made his ware attractive, different and saleable • Wedgwood's experimental work in decoration to improve colour and consistency, e.g. green glaze, allowed Wedgwood greater flexibility of design in the 1760s • His experimentation with the temperature and ratio of materials enabled Wedgwood to develop an even, consistent finish, which allowed for mass production, especially of his popular cream-coloured 'Queen's ware' • Jasperware, which was developed from experiments with china clay and flint from c1776, was used for teaware, brooches and watch cases. This enabled Wedgwood to access a far wider market than previously • Creamware was Wedgwood's most popular experimental product, with more than 100 potteries selling creamware by 1774. Arguments and evidence supporting the statement that other factors, rather than Wedgwood's experimental work had the greatest impact on the development of Wedgwood's business, should be analysed and evaluated. Relevant points may include: • The construction of the Trent and Mersey canal enabled the transport of raw materials, which were essential to the development of Wedgwood's potteries, far more cheaply • It was the capital brought into the business by his marriage to Sarah Wedgwood that provided the finances for Wedgwood's expansion and experimentation • The development of the site at Etruria allowed Wedgwood to expand his business successfully and to meet demand • Queen Charlotte's patronage had a significant impact on Wedgwood's success, with sales increasing following his appointment as 'Potter to Her Majesty' • Growing affluence provided a larger market for Wedgwood's goods • Trade with the East had increased the popularity of china and porcelain tea ware with the affluent elite, this increased demand for Wedgwood's products. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement about the accuracy of the statement that Austin failed to respond successfully to market forces in the years 1905-18. Arguments and evidence supporting the statement that Austin failed to respond successfully to market forces in the years 1905-18 should be analysed and evaluated. Relevant points may include: • The Austin Motor Company largely relied on batch production at Longbridge, which made it harder to manage the range of models Herbert Austin wanted to produce • Pre-war models remained luxury vehicles. They were not adapted or marketed to a wider market and car ownership was not widespread – only 295 Austin Tens were sold in 1913 • Profits declined from 1912 as Herbert Austin needed to invest further in the business to expand production • Austin made some miscalculations during the First World War. The Armistice took Austin by surprise, with war contracts cancelled at short notice, and he had no peace-time products in production. Arguments and evidence that counter the proposition should be analysed and evaluated. Relevant points may include: • Austin successfully raised sufficient capital to purchase the Longbridge site in 1906 in order to expand production of the motor car • A night shift was introduced in response to increased demand from 1908 • Austin established showrooms to market his cars and carry out repairs. These opened in Norwich in 1910, Manchester in 1911 and London in 1912 • The company was publicly listed in February 1914, which increased capital to £50,000 • The impact of the First World War was significant, with Austin expanding the plants at Longbridge to meet demand. The south plant focussed on the production of aeroplanes, and Austin also produced trucks and guns. Other relevant material must be credited.

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

Question	Indicative content
5	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. Candidates are expected to reach a judgement about the accuracy of the statement that the provision of indoor relief systems provided very little help to paupers in the years 1780-1832. Arguments and evidence supporting the statement that the provision of indoor relief systems provided very little help to paupers in the years 1780-1832 should be analysed and evaluated. Relevant points may include: • Only 1 in 12 paupers were helped by indoor relief systems in the 1780s and there were strict criteria for who was eligible • The provision of workhouses made little difference, given the stigma attached to them and attending the workhouse was seen as humiliating, which acted as a deterrent • There was no obligation for parishes to implement the terms of Gilbert's Act (1782) and many parishes did not • Workhouses made a profit for those running them, and the able-bodied could find themselves within a system that offered little chance of escape, and offered only the most limited help • There was significant regional variation in the provision of indoor relief, with little in the North or South-West of England • There was a reduction of nine percent in the administration of relief through parish select vestries, in the first year following the Sturges-Bourne Acts (1818 and 1819), as fewer paupers were supported. Arguments and evidence that challenge the proposition should be analysed and evaluated. Relevant points may include: • As the sick, elderly, and orphans were provided for by the early workhouses, they did relieve the conditions of a sizeable number of paupers • The indoor relief adopted in Gilbert's Act (1782) did relieve the conditions of paupers as, by the 1830s, there were c70 Gilbert Unions, covering over 900 parishes • In the rural Midlands, South-East and East of England, the provision of indoor relief supported able-bodied paupers • The submission of annual returns of Poor Law expenditure, required as part of the indoor relief systems, made clear the necessity for poor relief • The Sturges-Bourne Act (1819) legislated for the building or enlargement of workhouses, increasing potential provision. Other relevant material must be credited.

Question	Indicative content
6	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. Candidates are expected to reach a judgement about the accuracy of the statement that the reforms of the Liberal governments (1906-14) had a significant impact on the provision of welfare. Arguments and evidence supporting the statement that the reforms of the Liberal governments (1906-14) had a significant impact on the provision of welfare should be analysed and evaluated. Relevant points may include: • The reforms of the Liberal governments marked a transition towards collectivist attitudes whereby the state took greater responsibility for the welfare of citizens • There were significant improvements in care of the elderly with the introduction of Old Age Pensions from 1908 for those over 70 • The passing of the Labour Exchanges Act (1909) and the establishment of the Development Fund had a significant impact on helping the unemployed find work • The Trade Boards Act (1909) set a minimum wage criterion in certain trades, e.g. chain making, and from 1912 this was expanded to include mining • The National Insurance Act (1911) had a significant impact on the provision of care for the sick. Arguments and evidence that challenge the proposition should be analysed and evaluated. Relevant points may include: • Old Age Pensions were limited, and did not apply to all, but only to those over 70 • National Insurance contributions came out of wages, with no option of opting out. This did not provide enough to live on and was only paid out for a limited duration (only for the first 26 weeks) • Medical care was provided only for the wage earner, not for the rest of the family, and also did not cover all medical needs, e.g. dentistry or ophthalmology • It was not compulsory for employers to register vacancies at Labour Exchanges, limiting the impact of the Exchanges • The Poor Law remained in place and was the only provision for employees once National Insurance no longer applied, meaning the impact on workers was limited • No attempt was made to define what the national minimum wage should be, so the impact of the Liberal government's reforms was limited. Other relevant material must be credited.

Section C: indicative content

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

Question	Indicative content
7	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. Candidates are expected to reach a judgement about the accuracy of the statement that legislation was most responsible for changing children's lives in the years 1802-1928. Arguments and evidence supporting the statement that legislation was most responsible for changing children's lives in the years 1802-1928 should be analysed and evaluated. Relevant points may include: • Legislation had a fundamental impact on children's lives. The Factory Acts of 1802 and 1833 addressed the economic exploitation of children • The 1842 Mines Act legislated that no child under 10 be employed underground, demonstrating a distinction between work to be carried out by children and that carried out by adults • The Factory Act of 1878 ordered that no child under 10 be employed, ensuring a division between childhood and working life • The impact of the Education Acts of the years 1870-1918 shifted attitudes towards the concept of a childhood before entering the workplace • The Children's Act of 1908 was a significant development in safeguarding children in the home, which had an impact on how childhood and family life as concepts were perceived. Arguments and evidence that challenge the proposition should be analysed and evaluated. Relevant points may include: • There remained an inconsistent attitude towards children throughout the period and many influential figures, e.g. Prince Albert, felt that working-class children should contribute to the economic output of the family • Legislation was not always supported by adequate funding or oversight. The 1870 Education Act did not provide sufficient funding for schools, and children continued to work • Dickens was the most popular writer of the Victorian era, and his views carried weight. He demanded that the experience of children in poverty be acknowledged and addressed in *Bleak House* (1852-53) • Novels contributed to a change in attitudes towards children, constructing and celebrating childhood and this reached its height with Barrie's *Peter Pan* (1911) • Henry Mayhew (1812-87) and Dr Barnardo (1845-1905) helped to change attitudes to children, with Mayhew highlighting the experience of destitute children and Barnardo opening shelters to house them. Other relevant material must be credited.

Question	Indicative content
8	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. Candidates are expected to reach a judgement about the accuracy of the statement that adult working conditions steadily improved in the years 1759-1928. Arguments and evidence supporting the statement that adult working conditions steadily improved in the years 1759-1928 should be analysed and evaluated. Relevant points may include: • Pre-1799 workers' associations successfully agitated for improvements in working conditions, focussing on the fixing of wages and the enforcement of contracts • Robert Owen in New Lanark, from 1800, made efforts to improve working conditions, providing doctors and accommodation. He also set up the Grand National Consolidated Trades Union in 1834 to support his workers • Philanthropic factory owners, e.g. Titus Salt at Saltaire in 1848, provided exemplar working conditions for others to follow • Legislation steadily introduced improvements in working conditions, e.g. the 1878 Factory Act introduced rules on safety and ventilation • The Workmen's Compensation Act (1897) provided limited compensation for accidents in the workplace. Arguments and evidence that challenge the proposition should be analysed and evaluated. Relevant points may include: • Not all employers made the same efforts to improve working conditions throughout the period so, for many adults, working conditions did not improve • For many, working in a factory or industrial environment was more dangerous than working at home, meaning that their working conditions declined at the start of this period • A lack of infrastructure meant legislation had a limited impact and could not always be enforced, e.g the Mines Act (1842), lacked sufficient inspectors to ensure women were no longer working underground • Working conditions for some unskilled workers had still not improved by the end of the nineteenth century. The matchgirls' strike (1888) was in response to poor conditions and the impact of working on workers' health • Despite improvements in working conditions for female workers introduced during the First World War, these did not extend beyond the War, e.g. the introduction of nurseries at munitions factories • Workers' unions continued to have to campaign for improvements in working conditions, as shown by the formation of the Transport and General Workers' Union in 1922. Other relevant material must be credited.

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

Question	Indicative content
9	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. Candidates are expected to reach a judgement about the accuracy of the statement that improvements in water supply had the most significant impact on public health in the years c1780-1939. Arguments and evidence supporting the statement that improvements in water supply had the most significant impact on public health in the years c1780-1939 should be analysed and evaluated. Relevant points may include: • More reliable water supplies were developed throughout the 19th century with the creation of reservoirs and, e.g. in 1829, the development of a filtration system in Chelsea to purify water taken from the river Thames • The 1848 Public Health Act legislated for a clean water supply to dwellings for human consumption in some of the towns most affected by disease • John Snow's findings, combined with the impact of the 1854 cholera epidemic, led to improvements in the supply of water and a subsequent drop in incidences of waterborne diseases • The use of steam-powered, large-scale pumping stations improved water supplies, e.g. Bazalgette's Crossness pumping station in 1865 • Local authorities took control of water supply and sanitation between 1919 and 1939 from private companies, ensuring that water was a public health necessity rather than a commodity. Arguments and evidence that challenge the proposition should be analysed and evaluated. Relevant points may include: • Support for vaccinations had a significant impact. In 1802 and 1807 parliament granted Jenner funds to further develop his vaccination, and deaths from smallpox subsequently fell throughout this period • Reports on the state of towns forced the government to act to improve public health in towns and cities, e.g. the Public Health Act (1848) • The national establishment of medical officers of health in 1875 meant that central government standards were disseminated nationally, improving public health • Marie Stopes's work in promoting birth control, resulting in smaller families and healthier living for parents and children, had a significant impact on the provision of public health. Other relevant material must be credited.

Question	Indicative content
10	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. Candidates are expected to reach a judgement about the accuracy of the statement that central government, rather than local initiatives, led to more significant improvements in public health in the years c1780-1939. Arguments and evidence supporting the statement central government, rather than local initiatives, led to more significant improvements in public health in the years c1780-1939 should be analysed and evaluated. Relevant points may include: • The roll out of vaccinations, aided by central government through the National Vaccine Establishment (1808) and the subsequent compulsory vaccination acts, e.g in 1871, had a significant impact on public health • The Public Health Act (1848), although permissive, marked the beginning of state intervention in public health and enabled healthier living in worst-affected towns • The Sanitary Act (1866), which resulted in the demolition of some slum dwellings, had an impact on the health of the inhabitants • The national establishment of Medical Officers of Health through the Public Health Act (1875), established public health authorities in every county and meant central government standards were disseminated nationally • The Ministry of Health ordered the pasteurisation of milk from 1922. This was a significant preventative measure against the spread of TB, demonstrating the importance of central government • The Public Health Act (1936), which enabled local authorities to act in the prevention and notification of disease. Arguments and evidence that challenge the proposition should be analysed and evaluated. Relevant points may include: • Local charitable dispensaries opened from the end of the eighteenth century as local initiatives to support the health of the poor, e.g. the Finsbury Dispensary in 1780 • The Manchester Board of Health was formed in 1795. This was one of the first responses to public health and was a local initiative • A number of voluntary local hospitals had been established in the eighteenth century and these began to address public health needs, e.g. the Royal Cornwall Infirmary (1799), which served the mining community • Medical officers of health were first a local initiative, e.g. Doctor Duncan in Liverpool in 1847 • Initiatives taken by local authorities in, for example, the removal of slum dwellings, e.g. in Liverpool between 1895 and 1918 • The work of Marie Stopes in improving the public health of women was a local initiative first, with the setting up of a clinic in North London, which opened in 1921. Other relevant material must be credited.

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