



# Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE  
In 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.

## Generic Level Descriptors: Section A

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two enquiries may be uneven.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion,</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</li> </ul>

## Sections B and C

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>Simple or generalised statements are made about the topic.</li> <li>Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>The overall judgement is missing or asserted.</li> <li>There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li> <li>The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section A: indicative content

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

Question	Indicative content
1.	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the development of the site at Longbridge and production methods at Longbridge. The author of the source is not named in the specification, however candidates can be expected to be aware of the development of the Austin Motor Company.</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"><li>• The article was published in <i>The Times</i>, which suggests that developments in the business were of national interest</li><li>• <i>The Times</i> was a newspaper, which would be intended and expected to reach an educated, literate audience, who were affluent enough to consider car ownership</li><li>• The author would have been dependent on information that the Austin Motor Company provided.</li></ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p><b>Development of the site at Longbridge:</b></p> <ul style="list-style-type: none"><li>• The source indicates that since the founding of the Longbridge site there has been an increase in both employees and the numbers of cars produced ('a dozen cars...over 1,000 cars a year.')</li><li>• It provides evidence that the site at Longbridge was well equipped and modern in its facilities ('well-ventilated stores')</li><li>• The source indicates that the site at Longbridge was sizeable and covered entirely in a number of workshops ('Workshops now cover almost all...company's huge site.')</li><li>• It suggests that both the number and size of the workshops and sheds ('huge warehouse') has necessitated the founding of the new site at Longbridge.</li></ul> <p><b>Production methods at Longbridge:</b></p> <ul style="list-style-type: none"><li>• The source indicates that bespoke production methods were used at Longbridge to produce the Austin Car ('its own specially designed tools')</li><li>• It suggests the plant was organised as a production line with tools and machines laid out in sequence so that car parts were made in separate areas ('The main workshop...solely on the work')</li><li>• The source indicates that, whilst much of the manufacture of the car is by machine ('automatic tools'), some of the more refined elements of the process are still carried out by hand ('by hand and calls for special skill.')</li><li>• It claims that Mr Austin remains involved in the processes of design and manufacture ('new tools designed by Mr Austin.').</li></ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the development of the site at Longbridge and production methods at Longbridge. Relevant points may include:</p>

Question	Indicative content
	<ul style="list-style-type: none"> <li>• The establishment of the Longbridge plant in 1905 and the impact of the new plant on the growth of the business</li> <li>• The brand identity of the Austin motor car and the range of models produced at Longbridge</li> <li>• The nature of the pre-war car market and the cost of automobiles, which meant that car ownership was not widespread.</li> </ul>

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

Question	Indicative content
<b>2</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. 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 problems with the existing poor laws in 1798 and the proposals for reform. The author of the source is not named in the specification but candidates can be expected to be aware of the context surrounding the pressures for change.</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"><li>• The <i>Essay</i> is dated 1798 and was intended to contribute to the philosophical debate about reform of the poor laws and how the destitute should be treated</li><li>• Malthus was an economist, who had specialised in demography, so he was writing from an academic standpoint</li><li>• The intention of Malthus was to persuade, making a case through argument with examples to convince the reader.</li></ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p><b>The problems with the existing poor laws in 1798:</b></p> <ul style="list-style-type: none"><li>• The source claims that the existing poor laws have exacerbated the poverty of the labouring class ('reduce both the power and the will to save.')</li><li>• It suggests that reform of the poor laws is necessary to restore the status of the working man to one where he supports and provides for his family ('he might yet hesitate to do so')</li><li>• It claims that men would rather drink than save for their futures ('to the alehouse.')</li><li>• The <i>Essay</i> claims that the poor laws are a restriction on the freedoms of ordinary people ('annoying and tyrannical laws.').</li></ul> <p><b>Proposals for reform:</b></p> <ul style="list-style-type: none"><li>• The source argues that deterrents on increasing the size of families are central to the prevention of poverty ('would limit population growth.')</li><li>• The source claims that the abolition of the poor laws would restore lost freedoms ('liberty and freedom of action')</li><li>• It argues that the labouring poor should be able to seek employment 'wherever there was a realistic prospect ...higher wages.'</li><li>• It proposes that workhouses could be provided, only as a last resort, suggesting that these would act as a deterrent to falling into poverty.</li></ul>



Question	Indicative content
	<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 problems with the existing poor laws and the proposals for reform. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 'prevailing ideologies' and the financial and ideological arguments for change</li> <li>• The effectiveness of both indoor and outdoor poor relief, including Speenhamland and Roundsmen</li> <li>• The nature and extent of poverty in the late eighteenth century, including the impact of an increase in population and the operation of the Settlement laws</li> <li>• Gilbert's Act (1782) and the impact of the Act on the organisation of poor relief.</li> </ul>

## Section B: indicative content

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

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether problems caused by differences in gauge were the main reason why the narrower gauge won the 'battle of the gauges'.</p> <p>Arguments and evidence supporting the statement that problems caused by differences in gauge were the main reason why the narrower gauge won the 'battle of the gauges' should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Royal Commission of 1845 highlighted the problems caused by the break in gauge, and the Gauge Act of 1846 prevented the building of any further broad gauge, as used by Great Western Railways</li><li>• The break in gauge was disruptive and time consuming for passengers, who had to move themselves and their luggage across the platform, so the standardisation of gauge was a pragmatic choice</li><li>• The break in gauge meant that freight had to be unloaded and moved across to alternative wagons to accommodate the change in gauge, which added time and cost to the transportation of goods</li><li>• As GWR moved into the Midlands, Wales and the North, it increasingly had to lay a third rail for a narrower gauge, and adapt to the use of a narrower gauge to avoid further breaks in the gauge.</li></ul> <p>Arguments and evidence supporting that challenge the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• By 1845, there were 274 miles of broad gauge track and 1901 miles of narrower gauge track. The prevalence of the narrower gauge meant that it was the most appropriate national gauge</li><li>• Railway companies had confidence in the gauge as the narrower gauge had been tried and tested in mines in Northern England and adopted by George Stephenson effectively at the Stockton and Darlington railway</li><li>• Broad gauge lacked support from other railway companies who were put off by the cost of the conversion of bridges and tunnels to accommodate the larger locomotives required</li><li>• The construction of the Great Western main line was significantly over budget, costing nearly £6 million, rather than the proposed £2.5 million; this was not an economically efficient model for rail travel.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which J K Starley was responsible for the success of the safety bicycle.</p> <p>Arguments and evidence supporting the extent to which J K Starley was responsible for the success of the safety bicycle should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>Starley's Rover was the first commercially successful safety bicycle and the design was highly popular. It cost £20/15/- in 1886, which was a significant reduction on the cost of tricycles and penny farthings</li> <li>Starley's Rover increased in popularity after demonstration races, including one from London to Brighton to London, in late 1885, which was won by the well-known cyclist George Smith</li> <li>The name Rover became synonymous with the type of bicycle and Starley rebranded his company in response to the success of the bicycle</li> <li>Starley's adaptation of the bicycle frame to a diamond shape made the Rover more successful from 1904, as the design was easier to manufacture and made the bicycle stronger.</li> </ul> <p>Arguments and evidence that statement that other factors, rather than J K Starley were responsible for the success of the safety bicycle should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>Starley did not have a monopoly on the market, and the Kangaroo, produced by William Hillman, was another popular safety bicycle; sales of the Kangaroo increased after a 100-mile demonstration race in 1885</li> <li>The use of pneumatic tyres on safety bicycles, as developed by Dunlop, from 1890, further increased the popularity of the bicycle as they made the bicycle lighter and made riding the bicycle smoother</li> <li>The increase in bicycle production and popularity of the safety bicycle was also due to the freedom it offered. Cycle clubs were popular and pre-dated Starley's version</li> <li>The reduction in the cost of bicycles, such as the Swift Safety No 2, further increased the popularity of the safety bicycle.</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
<b>5</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that charity and self-help dealt effectively with the problems of poverty in the years 1847-80.</p> <p>Arguments and evidence supporting the statement charity and self-help dealt effectively with the problems of poverty in the years 1847-80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Friendly societies from 1847 had a wide geographical spread and their affiliation to a central body meant that both the risk and the benefit could be spread more widely</li><li>• Friendly societies provided support and companionship within a community as well as financial support, helping to mitigate the isolation caused by living in poverty</li><li>• The work of the Charity Organisation Society fed into public enquiries on social problems and the impact of poverty; their record keeping and expertise informed later practices of social work</li><li>• Burial societies enabled the poorest members of society to avoid a pauper's funeral</li><li>• The co-operative movement enabled working-class families to plan their finances and also purchase unadulterated foods, improving the diet of those in poverty</li><li>• The establishment and expansion of Trade Unions improved working conditions and provided pensions and unemployment pay to their members.</li></ul> <p>Arguments and evidence that challenge the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Charity Organisation Society (established in 1869) only dealt with those it considered 'deserving' and the investigative methods used by the volunteers were resented by the poor</li><li>• The entry fee of many friendly societies (6d on average) was beyond that of many of the poorest workers; some fined those who missed payments, adding to their financial plight</li><li>• The organisation and management of Friendly Societies was in some cases remiss, some Friendly Societies collapsed or could not pay out full, expected benefits</li><li>• The generosity of Trade Unions varied and only skilled workers could afford the weekly subscriptions</li><li>• Membership of co-operative societies was limited to skilled and semi-skilled workers with no provision for the most destitute.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which government dealt successfully with the impact of the Depression of the 1930s on the poor.</p> <p>Arguments and evidence supporting the argument that government dealt successfully with the impact of the Depression of the 1930s on the poor should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The introduction of import duties by Neville Chamberlain protected British agriculture from foreign imports, which had increased as the Depression took hold; this led to an increase in productivity in British agriculture</li> <li>• Low interest rates were sanctioned by successive governments as a means of boosting economic activity in areas such as housebuilding, leading to a housing boom and subsequent growth in the job market</li> <li>• As a result of government measures, in 1935 Chamberlain was able to fully restore public salaries to the level they were at before the September 1931 government expenditure cuts</li> <li>• The impact of the Depression on the poor was partly mitigated from the mid-1930s by the government's policy on rearmament (1935), with the creation of jobs, particularly in shipbuilding, to meet this demand</li> <li>• The 1935 Shipping Assistance Act and the 1936 'scrap and build' scheme granted a subsidy, which stimulated demand and work for unemployed shipyard workers.</li> </ul> <p>Arguments and evidence that challenge the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Governments did not effectively solve these problems; it was the recovery in world trade in the mid-1930s, that led to a significant reduction in unemployment</li> <li>• The 1934 Unemployment Act was very unpopular and did little to address the needs of the unemployed, particularly as in some regions the Act meant that benefits were reduced</li> <li>• The Unemployment Act had a damaging impact on families, particularly on pensioners whose pension was counted as part of the household expenses under the Means Test</li> <li>• The Special Areas Act (1934) did not adequately deal with unemployment in the areas under the scheme as the level of investment was not high enough</li> <li>• The Iron and Steel Federation (1932), rather than the government, oversaw the building of new iron and steel works, and the creation of jobs in areas where employment was dominated by these industries</li> <li>• The hunger marches demonstrate that for the workers connected to the marches their perception was that the government was not dealing effectively with the problems generated by the Depression.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

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

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that the shift from water to steam power brought about the most significant changes in working patterns and working conditions in the years 1759-1928.</p> <p>Arguments and evidence supporting the statement the shift from water to steam power brought about the most significant changes in working patterns and working conditions in the years 1759-1928 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Boulton and Watt led Britain into new working patterns from the 1770s, which led to intensification of the factory system due to the heavy capital costs, requiring workers to work around the clock to repay this investment</li><li>• Steam engines gave greater freedom to manufacturing interests. Steam powered machines meant that the location of factories and mills was less geographically restricted</li><li>• There was a significant increase in industrial output. Towns and cities grew up around the factories and mills as people moved there to find work</li><li>• The shift from water to steam power, in the late 18<sup>th</sup> century, acted as a stimulus to the mining of coal and the manufacture of iron, which transformed the working patterns and conditions of the country</li><li>• Steam power, compared with waterpower, meant that machines could work more continuously and a necessitated a significant shift in working patterns and conditions.</li></ul> <p>Arguments and evidence that challenge the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Government legislation changed working patterns and conditions, e.g. the 1802 Factory Act, changed working patterns by preventing apprentices under 21 from working at night</li><li>• The work of philanthropic factory owners (e.g. Titus Salt and George Cadbury) provided improved working conditions that had a significant impact on the workplace</li><li>• The introduction of electrical power, in the early 20<sup>th</sup> century, profoundly impacted working lives, radically changing the nature of work with around the clock shift work made possible due to better lighting and electricity</li><li>• Trade unions (from 1851) had a significant impact on changing working patterns and conditions by campaigning for improvements in conditions</li><li>• The development of a female workforce outside the home during the First World War transformed the workplace.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the Mines Act (1842) was responsible for the most significant change in the working lives of children in the years 1802-1908.</p> <p>Arguments and evidence supporting the statement that the Mines Act (1842) was responsible for the most significant change in the working lives of children in the years 1802-1908 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Mines Act of 1842 significantly changed the working lives of children by ensuring that no child under ten worked underground and no older girls could work underground at all</li> <li>• The Act was a significant step in improving the working lives of children by restricting the age at which children could start work</li> <li>• The Act stated that no one under the age of 15 was allowed to be in charge of machinery, which improved the safety of children in the mines</li> <li>• The Act demanded that inspections be carried out underground to ensure that the working conditions of children met the required standard and to confirm that no young children continued to be employed</li> <li>• The Act had a significant impact on the employment of children in South Wales and Northern England where mining was a very significant industry.</li> </ul> <p>Arguments and evidence that challenge the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Children continued to work in mines after the 1842 Act with boys over 10 still used. The lower age limit for boys was only raised to 12 in 1872 and 13 in 1903</li> <li>• The Factory Act (1802) legislated to improve the lives of child workers, ensuring a shorter working day and improved working conditions</li> <li>• The Agricultural Gangs Act (1867) significantly changed children's working lives by stating that no child under 8 could work in a gang</li> <li>• The Education Acts of 1876 and 1880 had a highly significant impact on childhood as a concept and reduced the amount of work children were able to carry out, by making attendance compulsory from that point on</li> <li>• Novels (e.g. <i>Oliver Twist</i> in 1837) exposed the suffering of child workers and the issue of poverty to the literate middle classes who advocated for improvements in the working lives of children.</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
9	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that it was the development of TB sanatoria that was the most significant improvement in public health provision in the years c1780-1939.</p> <p>Arguments and evidence supporting the statement that it was the development of TB sanatoria that was the most significant improvement in public health provision in the years c1780-1939 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• TB led to very high mortality rates that were exacerbated by population density. Placing infected patients in sanatoria helped limit the spread of this airborne bacterium and improved the provision of public health</li><li>• In 1908, children were admitted to the first purpose-built TB sanatorium, Stannington Sanatorium in Northumberland, which extended the provision of this aspect of public health to children</li><li>• The 1921 Public Health (Tuberculosis) Act led to the widespread building of sanatoria by local authorities and made councils responsible for the care of TB patients, shifting provision of this aspect of public health to councils</li><li>• As a result of the 1921 Act, councils were required to remove infectious patients to hospital, which prevented the spread of infection and improved the provision of public health in the community</li><li>• The 1921 Act formalised arrangements within the National Insurance Act 1911, whereby both insured and uninsured patients would be treated for TB, to reduce national infection rates, extending provision of public health.</li></ul> <p>Arguments and evidence that challenge the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The introduction of vaccinations had a significant impact on improving public health provision, e.g. the smallpox vaccination</li><li>• Advances in sanitation were a significant improvement in the provision of public health, e.g. the introduction of sewers in London</li><li>• Changes to the environment, e.g. the design and foundation of garden cities and slum clearance programmes, had a great impact</li><li>• Acts of Parliament in 1848, 1858 and 1936 extended the scope of public health provision</li><li>• Medical officers of health had to take charge of public health in each local authority under the terms of the 1875 Public Health Act, which brought public health provision under the control of one key individual.</li></ul> <p>Other relevant material must be credited.</p>



Question	Indicative content
<b>10</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether advances in systems for drainage and water supply had the most significant impact on the health of the population in the years 1832-1939.</p> <p>Arguments and evidence supporting the statement that advances in systems for drainage and water supply had the most significant impact on the health of the population in the years 1832-1939 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The replacement of wooden pipes with cast iron pipes led to the smoother and cleaner supply of water</li> <li>• Improvements that resulted in cleaner water supplies and better drainage improved people's health by reducing the spread of airborne and waterborne diseases, e.g. cholera</li> <li>• Building codes in 1850 suggested that new-build houses be fitted with a water closet, e.g. Jennings' water closet with the pan and water trap were constructed in one piece, reducing disease and improving people's health</li> <li>• Bazalgette designed an extensive sewerage system in the 1850s, diverting waste to the Thames Estuary, downstream of the main centres of population. This improved the quality of water, improving people's health</li> <li>• The relocation of the Lambeth Waterworks Company had a significant impact on people's health, informing Snow's investigations that showed that households supplied by Lambeth had fewer deaths from cholera</li> <li>• Advances in the treatment of sewerage, e.g. Corbett's bacterial bed (1905) influenced the Royal Commission on Sewage Disposal's 1912 report, improving the quality of water in rivers and hence people's health.</li> </ul> <p>Arguments and evidence challenge the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The cholera epidemic in 1832 had a significant impact on people's health, resulting in government legislation and the establishment of local boards of health</li> <li>• Reports on the state of towns forced the government to act to improve people's health, e.g. the Public Health Act (1848)</li> <li>• Improvements in understanding about the causes of disease had a significant impact on people's health, e.g. Pasteur's germ theory, 1861</li> <li>• Reports in the press had a significant impact on people's health, e.g. Henry Mayhew's articles in <i>The Morning Chronicle</i> (1849) or 'Typhoid in our midst' in the <i>Gravesend and Dartford Reporter</i> (1927)</li> <li>• Improvements in record-keeping by doctors and councils provided statistical evidence that informed public health reforms and hence people's health.</li> </ul> <p>Other relevant material must be credited.</p>

