

## Mark scheme

### Sample assessment materials for first teaching September 2015

#### 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

## 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 in revealing problems involved in determining the national gauge and Daniel Gooch's response to the outcome. Daniel Gooch, the author of the extract, is not named in the specification; candidates can therefore not be expected to know about his work, but they should be aware of the context, namely the problems in determining a national gauge.</p> <ol style="list-style-type: none"> <li>The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: <ul style="list-style-type: none"> <li>The authoritative position of Daniel Gooch to make judgements as the locomotive superintendent of the GWR</li> <li>These appear to be judgements based on experiment and evidence</li> <li>Gooch was employed by the GWR, so his loyalties may influence his judgements</li> <li>Gooch was writing a diary, extracts from which he wanted published and so the extracts could be selective.</li> </ul> </li> <li>The following inferences and significant points of information could be drawn and supported from the source: <p><b>Problems in determining the national gauge:</b></p> <ul style="list-style-type: none"> <li>It provides evidence of the number of bodies involved in the issue: Houses of Commons and Lords, Railway Commissioners, the Board of Trade and the interests of different railway companies</li> <li>It suggests this is a new area and required innovative experimentation</li> <li>It provides evidence for support of Gooch's methods from the Board of GWR and of the cost involved</li> <li>It suggests there was no accepted approach to obtaining appropriate and valid evidence.</li> </ul> <p><b>Response of Daniel Gooch to the outcome:</b></p> <ul style="list-style-type: none"> <li>He maintains that empirical experimentation and observation proves broad gauge is better for a national gauge than narrow gauge</li> <li>He accepts that narrow gauge will be the national gauge because it is so widespread</li> <li>He maintains that the battle of the gauges benefited the public because it resulted in better locomotives</li> <li>He believes the battle of the gauges benefited his work as a locomotive engineer.</li> </ul> </li> <li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing issues involved in determining a national gauge and the response of Daniel Gooch to the outcome. Relevant points may include: <ul style="list-style-type: none"> <li>The reasons for 4 ft 8 ins (1.44 m) being adopted for the first railway lines</li> <li>The reasons for Brunel building track and locomotives using a broader gauge of 2.2 m</li> </ul> </li> </ol>

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="379 136 1254 170">• The problems for passengers and goods of the break in gauge</li><li data-bbox="379 176 1410 210">• The nature of the work and the findings of the Royal Commission of 1845</li><li data-bbox="379 217 954 250">• The significance of the 1846 Gauge Act.</li></ul>

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

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source to consider its value in revealing attitudes to poor relief and approaches to the relief of poverty at the end of the nineteenth century. Charles Booth, the author of the extract, is named in the specification and so candidates can be expected to know about his work.</p> <ol style="list-style-type: none"> <li>The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: <ul style="list-style-type: none"> <li>The author's past investigative experience in Liverpool should make him knowledgeable</li> <li>The data for analysis was collected by team of investigators</li> <li>It aims to persuade, making a case through argument as well as evidence</li> <li>The enquiry was limited to London, so its typicality could be questioned.</li> </ul> </li> <li>The following inferences and significant points of information could be drawn and supported from the source: <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>It suggests that the receipt of poor relief was regarded as shameful</li> <li>It suggests that contemporaries regarded self-help as a virtue, which poor relief should not undermine</li> <li>It suggests the strength of prevailing attitudes regarding the importance of thrift through arguments about pensions as an incentive to save, and is designed to allay fears.</li> </ul> <p><b>Approaches:</b></p> <ul style="list-style-type: none"> <li>It provides evidence that individuals were expected to provide for themselves, but workhouses existed as a last resort for the destitute</li> <li>It provides evidence that charities gave some relief to those unable to support themselves in old age but could not provide relief for all in need</li> <li>It provides evidence that some individuals made provision for support in their old age though contributions to clubs but could still become destitute</li> <li>It provides evidence that the existing system of relief was designed to encourage thrift and personal provision.</li> </ul> </li> <li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing attitudes to poor relief and approaches to the relief of poverty at the end of the nineteenth century. Relevant points may include: <ul style="list-style-type: none"> <li>In 1871 the administration of the Poor Law had been made the responsibility of local government.</li> <li>Working-class self-help kept many elderly out of pauperism through friendly societies and burial societies, trades unions and co-operatives</li> <li>Booth's enquiry, published as <i>Life and Labour of the People in London</i>, found that 30 per cent of Londoners were living in poverty</li> <li>Seebohm Rowntree conducted a similar study in York at the same time which supported Booth's findings</li> <li>The Charity Organisation Society claimed that Booth and Rowntree had exaggerated their findings</li> <li>The findings of Booth and Rowntree indicated that poverty was caused by economic circumstances, not individual character weaknesses.</li> </ul> </li> </ol>

## Section B: indicative content

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

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how far Queen Charlotte's patronage was responsible for the success of Josiah Wedgwood's business.</p> <p>Arguments and evidence that Queen Charlotte's patronage was responsible for the success of Josiah Wedgwood's business should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The gift of a tea set to Queen Charlotte in 1765 resulted in Josiah Wedgwood being appointed 'Potter to Her Majesty' with consequent status</li> <li>• Wedgwood named the cream-coloured tableware 'Queen's Ware' and sales soared</li> <li>• 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</li> <li>• Wedgwood opened a showroom in Greek Street, London, where he showcased all royal commissions before delivery, creating a demand amongst the well-to-do</li> <li>• By 1775, Wedgwood's Queen's Ware was being imitated and exported all over Europe and his Etruria works flourished.</li> </ul> <p>Arguments and evidence that Queen Charlotte's patronage was <i>not</i> responsible for the success of Josiah Wedgwood's business should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Wedgwood's skill in experimenting with different glazes, pigments and techniques made his ware attractive, different and saleable</li> <li>• The capital brought into the business by his marriage to Sarah Wedgwood</li> <li>• The construction and use of the Trent and Mersey canal, linking Wedgwood's factory to the canal system, opening markets and enabling a ready supply of raw material</li> <li>• Involvement with the Society for the Abolition of the Slave Trade extended Wedgwood's range of goods and markets.</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 on the suggestion that the safety bicycle, not the Austin 7, brought about the greater change to people's lives.</p> <p>Arguments and evidence that the safety bicycle brought about the greater change to people's lives should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The social impact of bicycles, enabling more and different groups of people to become increasingly mobile, and enabling extensive social and political involvement than before</li> <li>• The number of people directly affected: thousands of men and women bought or hired bicycles and joined the newly-formed cycling clubs, involving a change in social interaction</li> <li>• The types of people directly affected: massive increase in mobility for working and middle classes, particularly women who were able to travel independently to events (e.g. suffrage meetings) and became more involved, socially and politically</li> <li>• The impact on employment, e.g. fashion and textile industries changed and expanded to accommodate requirements of cyclists, the publishing industry expanded to produce cycling magazines</li> <li>• Organisations affected: Clarion Clubs developed into a nationwide network.</li> </ul> <p>Arguments and evidence that the Austin 7 brought about the greater change to people's lives should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The economic impact of the Austin 7, in particular the complexity of their manufacture and the need for a greater support network</li> <li>• The number of people directly affected: thousands of families were able to travel together to events beyond their locality, effecting a change to their social interaction</li> <li>• Types of people directly affected: mainly middle-class men who became drivers, but also a significant increase in women drivers</li> <li>• Impact on employment: a range of new opportunities, e.g. the building/staffing of garages, staffing of new seaside leisure opportunities, direct employment in manufacture</li> <li>• Organisations affected: the RAC and AA expanded into nationwide networks and motoring clubs expanded.</li> </ul> <p>Other relevant material must be credited.</p>



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

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which, in the years to 1847, the operation of the New Poor Law succeeded in dealing with the problems it was set up to address.</p> <p>Arguments and evidence about the extent to which the New Poor Law solved the problems it was set up to address in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The cost of poor relief fell from £6.79m in 1833 to £4.7m in 1847</li> <li>• The principle of less eligibility reduced the numbers claiming relief</li> <li>• The prevailing ideology, utilitarianism, was met by serving the needs of the ratepayers, who were greater in number than the paupers</li> <li>• The centralisation of administration led to greater efficiency and consistency in application.</li> </ul> <p>Arguments and evidence about the extent to which the New Poor Law did <i>not</i> solve the problems it was set up to address in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Not all parishes applied the Settlement Laws consistently, and some not at all</li> <li>• Outdoor relief continued to be the main form of relief given</li> <li>• Continuing evidence of corruption by poor law officials</li> <li>• The Act was inappropriate for areas of the country where cyclical unemployment was common.</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 on the suggestion that the changes made to poor relief in the 1830s were greater than the changes made in the 1930s.</p> <p>Arguments and evidence that the changes made to poor relief in the 1830s were greater should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The establishing of a central authority, the Poor Law Commission, to supervise the implementation and regulate the administration of the Poor Law</li> <li>• Grouping parishes into Poor Law unions, each with a workhouse, in order to provide relief efficiently</li> <li>• New 'less eligibility' criteria discouraged applications to workhouses</li> <li>• Outdoor relief continued, though was discouraged.</li> </ul> <p>Arguments and evidence that the changes made to poor relief in the 1930s were greater should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In 1931, the National Government reduced benefits paid to the unemployed</li> <li>• The Unemployment Act 1934 set up a national Unemployment Assistance Board that standardised dole payments</li> <li>• The dole was paid using a means test that was a household test</li> <li>• The government backed/implemented schemes whereby jobs were created in areas of high unemployment, thereby helping people out of poverty.</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 how far it can be said that the most significant change to adult work and working conditions in the years 1759–1928 resulted from the move from a domestic to a water-powered factory environment.</p> <p>Arguments and evidence that the most significant change to adult work and working conditions in this period <i>did</i> result from this change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The shift from the home to the factory as a workplace</li> <li>• Working fixed hours for fixed rates of pay, when previously they had undertaken piece work at their own pace</li> <li>• The splitting of families, with men, women and children frequently working in different areas of factories, when previously they had worked together with parents able to supervise their children</li> <li>• The existence of punitive rules and regulations in an unfamiliar environment</li> <li>• Being subject to direct management by supervisors, e.g. overlookers in a mill.</li> </ul> <p>Arguments and evidence that the most significant change to adult work and working conditions <i>did not</i> result from this change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The break between domestic and factory manufacture was frequently not absolute: in many instances, domestic and factory work continued side-by-side</li> <li>• The move from water-powered to steam-powered factories created considerable change regarding location and lack of disruption that used to be caused by fluctuating water supplies</li> <li>• The impact of government legislation (e.g. the Factory Act 1833) on working conditions</li> <li>• The work of philanthropic factory owners (e.g. Titus Salt) provided exemplar working conditions for others to follow</li> <li>• The First World War changed many working conditions in factories by encouraging a female workforce and allowing the dilution of labour</li> <li>• Impact of the spread of electric power in the early twentieth century.</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 the extent to which the matchgirls' strike of 1888 was the most significant action on the part of workers to bring about improvements to their working conditions in the period 1759–1928.</p> <p>Arguments and evidence that the matchgirls' strike of 1888 was the most significant action in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It was direct action taken explicitly against poor working conditions, triggered by the dismissal of one female worker</li> <li>• It was significant because it was the first strike action initiated exclusively by women workers</li> <li>• It was significant as it was a successful action by unskilled workers and received widespread publicity</li> <li>• It was the first time an action showed that it could be successful when it had influential support and featured concerted action</li> <li>• Their demands included abolition of unfair deductions, treatment of future grievances and facilities for eating meals, all of which were accepted by management.</li> </ul> <p>Arguments and evidence that the matchgirls' strike of 1888 was <i>not</i> the most significant action in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It was a small-scale strike that did not spread to workers outside the Bryant and May factory and was settled satisfactorily within three weeks</li> <li>• 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</li> <li>• The new model unions, which developed from 1851 for skilled workers, began the process of unionisation of workers and so could be seen as more significant</li> <li>• The London dock strike of 1889 was far more significant than the matchgirls' strike because it led directly to the formation of the General Labourers' Union for unskilled workers, the first large-scale successful union</li> <li>• The triple alliance of miners, railwaymen and transport workers in 1919 created a potentially stronger combination to bring about change to working conditions than the matchgirls' strike.</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>9</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 on how accurate it is to say that the key factor improving public health in the period 1832–1939 was better understanding of the cause of disease.</p> <p>Arguments and evidence for the part played by better understanding of the causes of disease in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The continuation of the miasma theory of disease as an inhibitor to change</li> <li>• The growing understanding, after the 1854 cholera epidemic, that disease could be waterborne, leading to pressure for clean, piped water for human consumption</li> <li>• The eventual acceptance of the germ theory of disease leading, for example, to the effective construction of sewerage systems in the late nineteenth and twentieth centuries</li> <li>• Twentieth-century research into the causes of a range of diseases, leading for example, to the construction of appropriate sanatoria and the early development and use of sulphonamides.</li> </ul> <p>Arguments and evidence for the part played by better understanding of the cause of disease should be analysed and evaluated against other factors contributing to improvements in public health. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A range of reports on the state of towns as a result of rapid industrialisation</li> <li>• Action by central government in introducing Acts of Parliament in 1848, 1858, 1875 and 1936</li> <li>• Action by local authorities, for example setting up ante-natal and child welfare clinics, providing school meals and free school milk, public baths and street cleaning</li> <li>• Changes in attitudes of the public and press to public health issues.</li> </ul> <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 on the suggestion that improvements in public health in the years c1780–1939 resulted more from the work of individuals than from government initiatives.</p> <p>Arguments and evidence relating to the importance of the outcome of the work of individuals in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The work of Edward Jenner, which led to the development of vaccination for smallpox, a major killer</li> <li>• John Snow's work as an epidemiologist that led to the reduction of adulteration in bread that had been a source of rickets</li> <li>• Joseph Bazalgette's work on designing a sewerage system for London, resulting in a cleaner and healthier city</li> <li>• Ebenezer Howard's founding of the garden city movement that resulted in the building of, for example, Letchworth Garden City, thus enabling people to live in sound housing in a healthy environment</li> <li>• Marie Stopes's work in promoting birth control, resulting in smaller families and healthier living for parents and children.</li> </ul> <p>Arguments and evidence relating to the importance of the outcome of government initiatives should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Public Health Act 1848, which was permissive, but which enabled healthier living in worst affected towns</li> <li>• The Local Government Act 1858, which enabled local initiatives to be taken in public health matters instead of broader action by the General Board of Health, which was wound up</li> <li>• The Sanitary Act 1866, which resulted in the demolition of some slum dwellings</li> <li>• The Public Health Act 1875, which established public health authorities in every county, with responsibility for all aspects of public health</li> <li>• The Public Health Act 1936, which enabled local authorities to act in the prevention and notification of disease.</li> </ul> <p>Other relevant material must be credited.</p>