

History A (Schools History Project)

General Certificate of Secondary Education

Unit **A952/21**: Developments in British Medicine, 1200–1945

Mark Scheme for June 2013

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

	Award 0 mark
	Level 1
	Level 2
	Level 3
	Level 4
	Level 5
	Source is useful/source used to support statement
	Source is not useful/source used to oppose statement
	Contextual knowledge shown
	Not answered question
	Surprised
	Cross-reference to other sources
	Point has been seen and noted, e.g. where part of an answer is at the end of the script.

Question	Answer	Marks	Guidance
1	<p>Study Source A.</p> <p>What can you tell from this source about nineteenth century public health? Use the source to explain your answer.</p>	6	Use '+' to identify the inference and 'S' to identify the support.
	<p>Level 1: Answers which describe surface features of the source.</p> <p><i>It shows a street in 1832 and a row of shops.</i></p>	1	
	<p>Level 2: Answers which make unsupported inferences.</p> <p><i>It must have been horrible. It must have been unclean.</i></p>	2-3	
	<p>Level 3: Answers which make supported inferences.</p> <p><i>It must have been horrible. The street is narrow and there are animals hanging in the shop window. It also shows that they were trying to stop disease spreading by burning barrels of tar to break up the poisonous smells.</i></p> <p>OR</p> <p>Answers which discuss the limitations of this source for answering this question.</p> <p><i>I cannot tell much about Public Health from this source because it only shows one place (Exeter) in one year (1832).</i></p>	4-6	NB Candidates should be rewarded in this level as much for the quality of the support for their inferences as much as for the number of inferences.

Question	Answer	Marks	Guidance
2	<p>Study Source B.</p> <p>How useful is this source as evidence about public health in the nineteenth century? Use the source and your knowledge to explain your answer.</p>	8	Use '+' for 'useful' and '-' for not useful. Use 'CONT' for contextual knowledge and 'XSS' for cross-reference.
	<p>Level 1: Answers based on undeveloped provenance/reliability.</p> <p><i>It is not useful because it is just a description from a traveller.</i></p>	1	
	<p>Level 2: Useful OR not useful based on information about public health from the source.</p> <p><i>It is useful because it says how foul the streets were. There was mud instead of pavements and the toilets were falling to pieces. It shows the kinds of conditions the people had to put up with.</i></p>	2-4	In L2 and L3, candidates may discuss the typicality of the source, but they MUST go beyond the source to reach L4.
	<p>Level 3: Useful AND not useful based on information about public health from the source.</p> <p><i>It is useful because it says how foul the streets were. There was mud instead of pavements and the toilets were falling to pieces. It shows the kinds of conditions the people had to put up with. However, it does not tell us where they got their water from. It also does not show us how many people lived in the houses, or what the death rate was like.</i></p>	5-6	
	<p>Level 4: Assessment of the utility/reliability/provenance/typicality of the source by cross-reference to other sources and/or contextual knowledge.</p> <p><i>It is useful because it shows just how little the authorities were prepared to do about the poor state of public health. They did not plan for the growth of towns and there was 'little consideration for the health of the people who have to live there' despite the existence of a Nuisance Committee, nothing was done about a member's reports of the 'outrages'. This confirms what I already know. Councils believed in 'laissez-faire' and did not see it as their job to clean up the cities.</i></p>	7-8	

Question	Answer	Marks	Guidance
3	<p>Study Sources C and D.</p> <p>How similar are these two sources? Use the sources and your knowledge to explain your answer.</p>	8	Use '+' for similarity and '-' for difference.
	<p>Level 1 Answers based on simple provenance or dates</p> <p><i>They are not similar because they were written at different times.</i></p>	1	Include in this level answers which describe the two sources and then concludes 'so they are similar/different.'
	<p>Level 2 Answers which use the source/sources to compare similarities OR differences</p> <p><i>I think that they agree a lot. Source C talks about the filth and how the disease was caused by human waste and even excrement. Source D also mentions that the excreta from cholera victims were causing deaths.</i></p>	2-4	
	<p>Level 3 Answers which use the source/sources to compare similarities AND differences</p> <p><i>I think that they agree a lot. Source C talks about the filth and how the disease was caused by human waste and even excrement. Source D also mentions the excreta from cholera victims were causing deaths. However, they also disagree. Chadwick seems to think that the disease is caused by bad air. Snow on the other hand believed the people were drinking contaminated water. This had nothing to do with bad air.</i></p>	5-7	
	<p>Level 4 Level 3 answers which also make an overall judgment about the extent to which they are similar or different.</p> <p><i>I think that they agree. Source C talks about how the disease was caused by human waste and even excrement. Source D also mentions the excreta from cholera victims as a cause of death. However, they also disagree. Chadwick seems to think that the disease is caused by bad air. Snow on the other hand believed the people were drinking contaminated water. However, whilst they agree on some details, they mainly disagree about the causes of cholera and this is significant.</i></p>	8	Such answers MUST reach a conclusion based on the sources overall.

Question	Answer	Marks	Guidance
4	<p>Study Source E.</p> <p>Are you surprised by this source? Use the source and your knowledge to explain your answer.</p> <p>Level 1: Yes or no without support from the source. <i>I am surprised.</i></p> <p>Level 2: Yes AND/OR no with support from the source. <i>I am surprised. He says that people hated being clean and that he would rather have cholera than be clean. This is stupid.</i> <i>OR I am not surprised. He says that people hated being clean and that he would rather have cholera than be clean. This is obviously a joke.</i></p> <p>Level 3: Cross reference to contextual knowledge OR other sources about attitudes to public health/opposition to Chadwick to explain why surprised or not surprised.</p> <p><i>No it does not surprise me. The source says that people prefer to take their chance with cholera rather than lay out the expense to do something about the state of the town. I can imagine this is the sort of thing they would say. I know that there had been previous cholera epidemics and nothing had been done about them. The outbreak of 1854 was bad in London, and John Snow's reports had highlighted the probable causes but this had been largely ignored. The Public Health Act of 1848 had encouraged town councils to do something about the state of the towns but this had fallen on deaf ears. The person who wrote this believed in laissez-faire and was using this as an excuse to do nothing.</i></p>	9	Use '+' for surprised and '-' for not surprised. Use 'CONT' for contextual knowledge and 'XSS' for cross-reference. Include in this level answers which misinterpret Source E. Surprise or not surprised must be either directly stated by the candidate or clearly inferred in the answer.
	<p>Level 4: Cross reference to contextual knowledge AND other sources about attitudes to public health/opposition to Chadwick to explain why surprised or not surprised.</p> <p><i>No it does not surprise me. The source says that people prefer to take their chance with cholera rather than lay out the expense to do something about the state of the town. I can imagine this is the sort of thing they would say. I know that there had been previous cholera epidemics and nothing had been done about them. The outbreak of 1854 was bad in London, and John Snow's reports had highlighted the probable causes but this had been largely ignored. The Public Health Act of 1848 had encouraged town councils to do something about the state of the towns but this had fallen on deaf ears. The person who wrote this believed in laissez-faire and was using this as an excuse to do nothing.</i></p>	5-7	
	<p>Level 4: Cross reference to contextual knowledge AND other sources about attitudes to public health/opposition to Chadwick to explain why surprised or not surprised.</p> <p><i>No it does not surprise me. The source says that people prefer to take their chance with cholera rather than lay out the expense to do something about the state of the town. I can imagine this is the sort of thing they would say. I know that there had been previous cholera epidemics and nothing had been done about them. The outbreak of 1854 was bad in London, and John Snow's reports had highlighted the probable causes but this had been largely ignored. Source B supports this. The man had reported the problems in Leeds to the Nuisance Committee repeatedly but he was ignored.</i></p>	8-9	

Question	Answer	Marks	Guidance
5	<p>Study Source F.</p> <p>Why was this source published in 1858? Use the source and your knowledge to explain your answer.</p>	9	Use 'L2' for message and 'L3' for purpose. Use 'CONT' for context and contextual knowledge. Use 'XSS' for cross-reference.
	<p>Level 1: Answers based on the context of the source but does not explain message or purpose.</p> <p><i>It was published at this time because that was the year the Great Stink happened.</i></p>	1-2	<p>To say that this cartoon was mocking Chadwick or Snow is invalid.</p> <p>Candidates could refer to the construction of the sewers in London by Joseph Bazalgette around this time.</p>
	<p>Level 2: Answers based on the message of the source.</p> <p><i>This cartoon shows how bad things had become in London and just how dirty the river had become. You can see dead dogs floating in the river and the whole scene looks really unhealthy.</i></p>	3-5	
	<p>Level 3: Answers which explain the purpose of the source through use of details in the source.</p> <p><i>It must have been published as a warning to people that it was time to do something about it. This cartoon shows everyone how bad things had become in London. It shows dead dogs floating in the river and it seems really unhealthy. It is clearly designed to put pressure on the authorities to act.</i></p>	6-7	
	<p>Level 4: Uses contextual knowledge and/or other sources to explain why this cartoon was published at this particular time (context developed).</p> <p><i>This cartoon was published to show everyone how bad things had become in London. It shows dead dogs floating in the river and it seems really unhealthy. It must have been published as a warning to people that it was time to do something about it. There had been another cholera epidemic in 1854 which hit London hard. The Board of Health had come to an end in 1854 because it was so unpopular. Nevertheless, the summer of 1858 was hot and dry and the smell coming from the River Thames was unbearable. ('The Great Stink') Pressure was being put on MPs to do something about it.</i></p>	8-9	NB Candidates MUST reach L3 before they can reach L4

Question	Answer	Marks	Guidance
6	<p>Study all the sources.</p> <p><i>‘Conditions were so bad in English towns and cities in the nineteenth century because people did not care about public health.’</i></p> <p>How far do the sources on this paper support this view? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.</p> <p>Level 1: Answers which do not use sources or non-specific source use (no supporting detail, no reference to source by letter or quote)</p> <p>At this level, candidates just write about public health and either ignore or gloss over the sources.</p> <p>Level 2: Uses source(s) to support OR oppose interpretation</p> <p><i>I agree with this statement. Source B shows that people did not care about their own health. They threw their own refuse outside their door and did not seem to mind living in such poor conditions. Source A shows that they let their dogs wander on the streets next to the very food they ate, which must have been very unhygienic. Source E even says that people hated having their houses cleaned up. They would rather risk death from cholera rather than be forced to do anything about it.</i></p> <p>Level 3: Uses source(s) to support AND oppose interpretation</p> <p><i>I agree partly with this statement. Source B shows that people did not care about their own health. They threw their own refuse outside their door and did not seem to mind living in such poor conditions. Source A shows that they let their dogs wander on the streets next to the very food they ate, which must have been very unhygienic. Source E even says that people hated having their houses cleaned up. They would rather risk death from cholera rather than be forced to do anything about it. However, Source C shows that some people did care. Chadwick’s report includes detailed recommendations about how to clean up the streets and improve health. He sent his report to the government and continued to press for change. Source D shows that some people were linking dirty water to the spread of disease. Source B shows that some towns went as far as to set up Nuisance Committees, but their reports fell on deaf ears.</i></p>	10	<p>Use ‘+’ for they did not care and ‘-’ for they did care.</p> <p>Use ‘XSS’ to identify developed comments about reliability/sufficiency/typicality.</p>
		1-2	
		3-5	
		6-8	<p>In Levels 2 and 3, award marks within the range based on the quantity and quality of source use.</p> <ul style="list-style-type: none"> To score in L2-L3, there must be source use, i.e. direct reference to source content. Only credit source use where reference is made to a source by letter or direct quote. <p>Award up to two additional marks for developed consideration of reliability of sources.</p>

APPENDIX 1

Spelling, punctuation and grammar (SPaG) Assessment Grid

High performance 3 marks
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
Intermediate performance 2 marks
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
Threshold performance 1 mark
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

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