

GCSE

History A (Schools History Project)

Unit **A955A/21**: Historical Source Investigation: A Study in British History: Public Health in Britain 1800-1914

General Certificate of Secondary Education

Mark Scheme for June 2015

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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

The annotations which will be used for June 2015 will be:

1		1181	+	Similarity/Agree
2		1171	-	Difference/Disagree
3		1801	Eval	Evaluation
4		621	CONT	Contextual knowledge
5		311	L1	Level 1
6		321	L2	Level 2
7		331	L3	Level 3
8		341	L4	Level 4
9		441	L5	Level 5
10		501	NAQ	Not answered question. Knowledge is wrong
11		361	S	Support
12		811	SEEN	Noted but no credit given
13		291	I	Inference
14		1331	XSS	Cross-reference

Q	Answer	Marks	Guidance
1		8	
	<p>Q: How useful is this source as evidence about public health in the first half of the nineteenth century? Use the source and your knowledge to explain your answer.</p> <p>Level 5 (7–8 marks) Candidates demonstrate sophisticated understanding of the source and knowledge and understanding of public health in the first half of the nineteenth century. They make inferences from the source in context and produce a fully developed response to evaluate the source for utility.</p> <p>Level 4 (5–6 marks) Candidates demonstrate sound understanding of the source and knowledge and understanding of public health in the first half of the nineteenth century. They make inferences from the source in context and produce a fully developed response to evaluate the source for utility.</p> <p>Level 3 (3–4 marks) Candidates demonstrate some understanding of the source and knowledge and understanding of public health in the first half of the nineteenth century. They use some knowledge of public health in the nineteenth century and surface information in the source to evaluate the use or limitations of the source.</p> <p>Level 2 (2 marks) Candidates demonstrate limited understanding of the source and knowledge and understanding of public health in the first half of the nineteenth century to make assertions about the usefulness of isolated parts of the source.</p> <p>Level 1 (1 mark) Candidates describe the source and produce a very limited response.</p>	8	<p>Valid interpretation of the message/purpose of the source, linked to good contextual knowledge to show its use for revealing self-interest of the MP/the rich.</p> <p>Useful AND not useful. Useful for showing lack of knowledge about cholera etc.; not useful for showing general living conditions in places outside London.</p> <p>Useful OR not useful using limited knowledge and surface source details. OR valid interpretation of the source without support from specific contextual knowledge.</p> <p>In L3 and L4 award marks within range based on quality of knowledge/source use.</p> <p>Generally unsupported assertions or descriptions or typicality without knowledge of context.</p> <p>Copying or paraphrasing</p>

Q	Answer	Marks	Guidance
1	<p>Level 0 (0 marks) No response or no response worthy of credit.</p>		<p>Use '+' for useful, '-' for not useful and 'CONT' for contextual knowledge. To get beyond L2, answer must contain valid and relevant contextual knowledge.</p> <p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>This source is very useful. It shows how an MP raised his concerns about the impact of cholera on trade. It talks about quarantine, so it shows one way in which the Government tried to stop the spread of cholera. Cholera was a very serious disease at this time because of the very poor living conditions in industrial towns and cities. Cholera was spread by filthy water but very few people at this time accepted this. It was feared so much at the time because there was no agreement about what was causing it. This source shows the opinion of some doctors who seemed to think it was not a contagious disease. However, I don't know whether I believe what he says about cholera, because he clearly wants the quarantine to be ended. He probably represents traders, who were losing money as a result of the quarantine. However, this is useful because the source demonstrates that some people were prepared to put their own vested interests before the health of the population. This happened when cholera affected other places at this time, like in Sunderland in 1831. The source has its limitations however. It only tells us about cholera in London in 1832. It does not tell us about the living conditions in the towns and cities in the first half of the nineteenth century.</i></p>

Q	Answer	Marks	Guidance
2		8	
	<p>Q: How far does this source support the view that the Public Health Act of 1848 was a failure? Use the source and your knowledge to explain your answer.</p> <p>Level 5 (7–8 marks) Candidates demonstrate a sophisticated understanding of the source and knowledge and understanding of attitudes towards government intervention in the middle of the nineteenth century. They interpret the message of the source in context and produce a fully developed response to evaluate how far the message supports the view that the Public Health Act of 1848 was a failure.</p> <p>Level 4 (5–6 marks) Candidates demonstrate sound understanding of the source and knowledge and understanding of attitudes towards government intervention in the middle of the nineteenth century. They produce a sound response to explain how far the message supports the view that the Public Health Act of 1848 was a failure.</p> <p>Level 3 (3–4 marks) Candidates demonstrate some understanding of the source and knowledge and understanding of attitudes towards government intervention in the middle of the nineteenth century. They produce a basic response about how far the cartoon supports the view that the Public Health Act of 1848 was a failure.</p> <p>Level 2 (2 marks) Candidates demonstrate limited knowledge and understanding of attitudes towards government intervention in the middle of the nineteenth century. They interpret the source and produce a simple response.</p> <p>Level 1 (1 mark) Candidates describe the sources and produce a very limited response.</p>	8	<p>Balanced answer with good interpretation of message/date/provenance in context of time. For L5, both sides of the argument MUST be supported by source use and contextual knowledge, otherwise mark at L4</p> <p>One sided answer with good interpretation of message <u>and</u> good contextual knowledge. Contextual knowledge MUST be used to address the question.</p> <p>One sided answer with interpretation of message <u>or</u> contextual knowledge.</p> <p>Simplistic interpretation or basic knowledge but unconnected comments.</p> <p>Descriptions of source content.</p>

Q	Answer	Marks	Guidance
	<p>Level 0 (0 marks) No response or no response worthy of credit.</p>		<p>Use '+' for support, '-' for does not support. Use 'CONT' for contextual knowledge.</p> <p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>This only partially supports the view. Lord Morpeth was a member of the General Board of Health which was established in 1848. In the cartoon, he is shown throwing documents to Local Government. The Local Government represented ratepayers and were responsible for British towns and cities in the nineteenth century. They are represented as pigs that already look bloated, and they are ignoring the documents that are thrown at them. The documents are the measures for improving public health in the act of 1848. Local Government was generally not interested in these measures because they were worried that rates would go up as a result. This cartoon supports the view that the Act was a failure because it emphasises the non-compulsory nature of it. This is backed up by the fact that the General Board of Health was eventually closed down in 1854. However, the Government, at least, is trying to improve public health. Some towns did use the 1848 Public Health Act. This led to improvements in public health. This act made the breakthrough which eventually led to the 1875 Public Health Act.</i></p>

Q	Answer	Marks	Guidance
3		9	
	<p>Q: Study Sources C and D. Why do these two sources give very different accounts of living conditions in the 1880s? Use the sources and your knowledge to explain your answer.</p> <p>Level 5 (8–9 marks) Candidates demonstrate a sophisticated understanding of the sources and knowledge and understanding of attitudes towards public health in the later nineteenth century. They interpret the purpose/context of the sources and produce a fully developed response to evaluate why they differ.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound understanding of the sources and knowledge and understanding of attitudes towards public health in the later nineteenth century. They produce a sound response to explain the message of the two sources and why they differ.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some understanding of the sources and knowledge and understanding of attitudes towards public health in the later nineteenth century. They produce a basic response by comparing the detail of the two sources.</p> <p>Level 2 (2–3 marks) Candidates demonstrate limited knowledge and understanding of attitudes towards public health in the later nineteenth century. They interpret the source(s) and produce a simple response.</p> <p>Level 1 (1 mark) Candidates describe the sources and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	9	<p>The purpose or context of both sources is explained clearly in the light of developments in public health in the later nineteenth century. OR answers which <u>convincingly</u> explain, and support, through ‘S’ and ‘CONT’, why conditions could be so different in two different places.</p> <p>The purpose of only ONE source is explained clearly in the context of developments in public health in the later nineteenth century. The other source is not evaluated convincingly in terms of its purpose.</p> <p>Differences in the message of the sources are explained in the context of developments in public health in the later nineteenth century.</p> <p>Uses surface information, but no message or purpose. OR Answers based on simple provenance. OR answers that only address one source. OR Answers that say how they differ and not why.</p> <p>Descriptions, copying, or paraphrasing.</p>

Q	Answer	Marks	Guidance
			<p>Use 'EVAL' for explanation of purpose.</p> <p>Answers MUST contain knowledge AND source use to get beyond L2. In L3, L4 and L5 use the full range of marks to reward the quality of knowledge/source use.</p> <p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>These two sources are different because they were written for different purposes. Source C was a report of an international medical conference. It describes the many advances that it claimed had been made in public health by this time. It is true that the great clean up began, and Bazalgette's work on the sewers was completed. Disraeli's Government passed many measures that improved public health including the 1875 Public Health Act. The various speakers at the conference were keen to praise British achievements in front of an international audience. It made Britain look good. The improvements in public health did not affect everybody equally, and there was still great poverty and hardship in Britain's towns and cities. Charles Booth carried out his major investigation into London by gathering evidence from visits, eye-witness accounts and by studying the reports of school boards. He and his team found that poverty was greater than people had previously thought. This does not mean that there had been no improvements in public health, but rather that any improvements had not improved the lives of people in different classes to the same degree. Booth wrote his account because he wanted something to be done about poverty and this was eventually tackled by the Liberal Government after 1906.</i></p>

Q	Answer	Marks	Guidance
	<p>Q4: Study Source E. Why was this source published in 1911? Use the source and your knowledge to explain your answer.</p> <p>Level 5 (8–9 marks) Candidates demonstrate a sophisticated understanding of the source and knowledge and understanding of public health measures in the early twentieth century. They evaluate the purpose (in terms of intended impact) for it being published and they use their knowledge of the National Insurance Bill to explain why it was published in 1911.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound understanding of the source and knowledge and understanding of public health in the early twentieth century. They explain the purpose (in terms of intended impact) for it being published, but any explanation of the timing of its publication is general and could apply to any of the Liberal reforms between 1906 and 1912.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some understanding of the source and knowledge and understanding of public health in the early twentieth century to explain the message of the source.</p> <p>Level 2 (2–3 marks) Candidates make very little use of the source and show limited knowledge and understanding of public health in the early twentieth century. They explain some context but fail to explain the message or purpose of the source.</p> <p>Level 1 (1 mark) Candidates describe the source and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	9	<p>Purpose in context. Context must be specific to the National Insurance Act in 1911.</p> <p>Message and purpose. OR purpose with general context, relevant to the 1906-1912 period as a whole; ‘New Liberalism’, the rise of Labour etc.</p> <p>Message.</p> <p>Detail/topic.</p> <p>Description/paraphrase.</p> <p>Use ‘EVAL’ for purpose; use ‘CONT’ for context; use ‘L3’ for message. To get beyond L2, answers MUST make specific reference to the source, or specific, valid and relevant contextual knowledge.</p>

Q	Answer	Marks	Guidance
			<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>This source was published in 1911 to promote the benefits of Liberal policies. In 1911 there had been a recent General Election and the Liberals were keen to stay in Government. They pointed to the work of David Lloyd George. He introduced National Insurance to help provide for sick people who could not work. Free medical care was provided for the sick. The poster shows Lloyd-George visiting a sick worker in his bed. He points to the writing on the wall to show that now is 'The Dawn of Hope'. The Liberals clearly wanted to show Lloyd-George as the saviour of the people and try to persuade people to accept this policy since there were opponents who thought that the Government was interfering too much. The Liberals wanted to ensure that the working classes continued to vote for them instead of the emerging Labour party.</i></p>

Q	Answer	Marks	Guidance
5 		19 (16+3)	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 15 to allocate SPaG marks.
	<p>Q: ‘The national Government made important improvements in public health between 1800 and 1914.’ How far do you agree with this interpretation? Use your knowledge of British Public Health 1800-1914 and the sources to explain your answer.</p> <p>Level 6 (15–16 marks) Candidates demonstrate comprehensive knowledge and understanding of public health 1800–1914 to produce a fully developed response that evaluates effectively the interpretation. They make sophisticated use of a range of sources to support their response.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 5 (12–14 marks) Candidates demonstrate good knowledge and understanding of public health 1800–1914 to produce a developed response that evaluates effectively the interpretation. They make good use of several of the sources to support their response.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (9–11 marks) Candidates demonstrate sound knowledge and understanding of public health 1800–1914 to produce a developed response that either effectively supports or challenges the interpretation. They make sound use of several of the sources to support their response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	16	<p>Candidates begin with a hypothesis, which they then pursue, using comprehensive contextual knowledge supported by a good range of sources throughout the answer, reaching a coherent conclusion.</p> <p>As for Level 6, a convincing and balanced answer, but the argument is less consistent, and any conclusion may appear to have been ‘bolted on’. The answer seems to lack an overall plan.</p> <p>Attempts a balanced response, but one side is weaker than the other.</p>

Q	Answer	Marks	Guidance
5 	<p>Level 3 (6–8 marks) Candidates demonstrate some knowledge and understanding of public health 1800–1914 to produce a response. They assert which sources support their interpretation.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (4–5 marks) Candidates demonstrate limited knowledge of public health 1800–1914 and produce a basic response that makes little valid use of sources.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1–3 marks) Candidates demonstrate very limited knowledge of public health 1800–1914 or make little use of sources. A very limited response is produced.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		<p>One sided response OR balanced response with only one ‘S’ or one ‘CONT’ on either side of the argument.</p> <p>Use ‘+’ for agreement with proposition and ‘-’ for disagree with proposition. Use ‘S’ for valid and specific source use. Use ‘CONT’ for relevant contextual knowledge.</p> <p>All sources and no knowledge, award up to a maximum of 5 marks. [Level 2]</p> <p>Answers that are primarily driven by the sources, with limited contextual knowledge added on, award no higher than Level 3.</p> <p>If answer ‘best fits’ a particular level but source use for that level is fairly weak, award bottom of range in that level.</p> <p>If answer does not use sources at all, cannot get beyond L4.</p>

Q	Answer	Marks	Guidance
			<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>I only agree with this statement to a certain extent. The Government did make improvements throughout the period. I think the reforms they passed later on in this period were more important than the ones that were passed earlier. It is true that the Government was responsible for a number of important public health improvements during this period. The 1848 Public Health Act was an important piece of legislation. It encouraged local councils to clean up the towns and cities and it led to the creation of a General Board of Health. This is supported by Source B which shows a member of the Board of Health trying to persuade local government to carry out the provisions of the 1848 Public Health Act. This shows that the Government was trying to improve public health. By the 1880s, there had been significant improvements in Public Health. A number of measures had been passed by Disraeli's government. The 1875 Public Health Act forced local authorities to improve public health by provision for water and sewerage. The Artisans Dwellings Act set minimum standards for workers' housing, which improved their standard of living. As Source C says, the government appeared ready to take all necessary actions to improve the nation's health. Source E backs this up. Lloyd-George and the Liberals passed a whole series of measures designed to improve living and working conditions for ordinary people. National Insurance was provided for the first time.</i></p> <p><i>However, not all public health improvements in the first half of this period went very far. The 1848 Act was only passed after a great deal of pressure and after the outbreak of cholera. Because the terms of the Act were not compulsory, many local governments ignored it. Even the Board of Health was abolished in 1854. Source B shows that the 1848 Public Health Act had been a waste of time and money. What was the point of it if local government just ignored it? Source A shows that MPs often resisted changes because of their own vested interests, rather than the health of the population. This reflects the laissez-faire attitude of many people at the time. Others like Edwin Chadwick and John Snow published important reports, even though they weren't fully taken up until later. The surveys of poverty by people like Rowntree and Booth (Source D) shocked people and proved that, despite government legislation, many people still lived in appalling conditions. This was finally tackled by the Liberal Government which passed some very important measures such as old age pensions which tackled the issue of poverty. It was poverty that was mainly responsible for bad public health, and that is why I think the Government played a more important part at the end of the period.</i></p>

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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