



GCSE (9-1)

History B Schools History Project

J411/51: The People's Health, c.1250 to present

General Certificate of Secondary Education

Mark Scheme for June 2022

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number of** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following:

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Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

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11. Annotations

Annotation	Meaning
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
 6	Level 6
	Noted but no credit given
	Not answered question
	Extendable horizontal wavy line

1. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

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Section A: The People's Health, c.1250 to present

Question 1–3 marks (a) Name one aspect of people's lives in the period 1500-1750 that led to poor public health. (b) Cholera was a killer disease. Identify one other killer disease that was common in the period 1800-1900. (c) Give one example of a government action that was aimed at improving the health of children since 1900.	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(a), likely valid responses include: dunghills, gin craze, urbanisation, diet, middens, waste/waste disposal</i> <i>For 1(b), likely valid responses include: Typhus, T.B diphtheria, Typhoid, dysentery, scarlet fever</i> <i>For 1(c.) likely valid responses include: (Liberal reforms) Free school meals, school medical inspections, midwife training, adding vitamins to bread, laws against smoking/cigarette advertising, (allow any public health measure that can be deemed to be aimed at improving child health)</i> Any other historically valid response is acceptable and should be credited.
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	

Question 2–9 marks 2. Write a clear and organised summary that analyses living conditions since 1900. Support your summary with examples.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks	Notes and guidance specific to the question set
Level 3 (7–9 marks) Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i> <i>Answers could consider aspects of one or more of aspects of living conditions such as: housing e.g. banning back to backs, slum clearances housing acts 1919/1930, recovery from the Blitz, high rise/ streets in the sky – pros and cons- decline of council house stock since the '80s and increase of less regulated private landlords led to a decline in living standards (50% failed to meet government standards set out in 2000); Air quality, pollution from factories, the clean air act of 1956, pollution from vehicles, lead free fuel etc.; Diets, e.g. impact of rationing; impact of new technology and growing wealth; activity levels, e.g. impact of changes in technology, work places, housework, government initiatives to promote more activity and better diets.</i>
Level 2 (4–6 marks) Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<i>Use of conceptual understanding to organise the response may show use of second order concepts such as change (in living conditions after 1900); causation (why living conditions changed), consequence (the impact of changes).</i>
Level 1 (1–3 marks) Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	<i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i>
0 marks No response or no response worthy of credit.	<i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>

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Question 2–9 marks Write a clear and organised summary that analyses living conditions since 1900. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	Summary based on second order concept(s) with two or more valid supporting examples, e.g. <i>[Change]</i> <i>Living conditions since 1900 have got better in many ways. In 1900, many of Britain’s poorest families were still living in unhealthy back-to-back houses owned by private landlords. However, in 1919, local councils started to build council houses, funded by taxation. They had to meet standards for space, water supply and drainage. Also, air quality has improved. In the first half of the century, there were frequent ‘smogs’ in big cities from coal burning, which caused bronchitis and pneumonia. However, smog was far less of a problem by the 1980s due to government action like the Clean Air Act and new forms of heating in homes. [9]</i> NOTE: Change involves saying from what to what. <i>[Causation/ consequence]</i> <i>Since 1900, the nation as a whole has become wealthier, and this has affected living conditions. For example, more people could afford fridges and freezers. These allow people to keep food fresher for longer so diets improved. Increased wealth has also meant that people have become less active since 1900. By around 1930, more people travelled by train, tram and car rather than on foot and exercise levels dropped. [7]</i>
Level 2 (4–6 marks)	Summary based on a second order concept with one valid supporting example, e.g. <i>[Causation]</i> <i>One reason that living conditions improved was because of war. During the Second World War, Britain’s food supply was disrupted and rationing was introduced. This improved people’s diet because people were encouraged to keep animals and grow their own food, whilst things like sugar and butter were rationed. This meant diets were generally healthier and more balanced. [6]</i> <i>[Change]</i> <i>Since 1900, some aspects of living conditions have got worse. In 1900, people spent much of their free time being physically active: playing sport or working on an allotment. However, since 1900, there has been a growth in leisure involving less physical activity such as watching sport on television. [4]</i>
Level 1 (1–3 marks)	Descriptions of living conditions with no clear organising concept, e.g. <i>Since 1900, living conditions have been bad. For example, there was lots of air pollution in big cities with ‘smogs’ from coal fires ... Furthermore, many families now rely on ready-made convenience food which has lots of additives ... [3]</i> OR Statement based on second order concept with no valid specific examples, e.g. <i>In 1900, many people lived in slums but later on they were knocked down.</i>
0 marks	

Question 3–10 marks 3. Why did attempts to stop the spread of cholera in the early 1800s have limited impact? Explain your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks	Notes and guidance specific to the question set
Level 5 (9–10 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	<i>Developed explanations (L4 and L5) of why attempts had limited impact could consider:</i> <i>Lack of scientific understanding (or proof); incorrect theories such as miasma theory; actions of individuals such as Snow were not widely accepted.</i> <i>Explanations of why cholera killed many people or why it spread (L3) could consider: government policy of laissez faire; vested interests; contrast between rich and poor, attitudes towards the poor, lack of will from authorities; Lack of organisation/ infrastructure; living conditions; urbanization; slums; overcrowding; lack of access clean water and no way to remove waste safely.</i> <i>Explanations are most likely to show understanding of the second order concepts of causation and consequence but reward appropriate understanding of any other second order concept.</i>
Level 4 (7–8 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
0 marks No response or no response worthy of credit.	

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Question 3–10 marks Why did attempts to stop the spread of cholera in the early 1800s have limited impact? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	Two or more reasons (that attempts had limited impact) identified and fully explained, e.g. <i>The reason that attempts to stop the spread of cholera had limited impact was because of a lack of understanding about how it was spread. One main belief was that it spread via miasma. So some boards of health cleaned up rubbish and waste from the streets and burned barrels of tar. They added chloride of lime to the sewers to improve the smell. This had limited impact because actually cholera is spread through contaminated water.</i> <i>In 1854, John Snow also attempted to stop the spread of cholera. Snow carried out a study of cholera cases near his surgery and mapped them out. He managed to show that the victims were all sharing the same water pump so he removed the handle. Although there were no further cases from that pump, this only had a limited impact because his theory was not widely accepted at this point. [10]</i> NOTE 1: Answers at L4 and L5 must deal with what was done (i.e. attempts), and why these had limited impact. They cannot say what was not done (or use <i>laissez-faire</i>). NOTE 2: Allow answers which deal separately with two different attempts, but which have the same underlying reason for limited impact (e.g. lack of understanding about causes of disease), as long as they are both fully explained.
Level 4 (7-8 marks)	One reason (that attempts had limited impact) identified and fully explained, e.g. <i>In 1832, the Leeds Board of Health attempted to stop the spread of cholera by publishing advice on posters and in newspapers. For example, they told people to avoid alcohol, open windows and wash regularly. They also opened a cholera hospital to quarantine victims. These attempts would have had a limited impact because none of them dealt with the root problem which was that people caught cholera when they drank water infected with the excrement of people carrying the disease. [8]</i>
Level 3 (5-6 marks)	Identifies one or more valid reason(s) but no full explanation and/or no supporting evidence of ATTEMPTS to deal with it. • People thought it was spread via miasma or caused by God but this was wrong so their attempts didn't work. • People didn't know the real cause was the cholera germ in water so they couldn't stop it spreading. NOTE: 5 marks for one reason identified; 6 marks for two or more Alternatively, explanation of why cholera killed so many people or why water supply/ waste facilities were inadequate (i.e. focus not on ATTEMPTS), e.g. • Cholera spread quickly in the slum housing conditions of the working classes where many houses would share a single water pump and overflowing cesspits would often leak into the water supply. There was a lot of resistance to suggestions like Chadwick's to increase rates to supply clean water because many people believed in laissez-faire. When rewarding this level please highlight in green
Level 2 (3-4 marks)	Describes cholera epidemics/ responses/ beliefs/ attempts to deal with spread of cholera (without direct focus on Q of why attempts had limited impact). <i>In 1832, the Leeds Board of Health attempted to stop the spread of cholera by publishing advice on posters and in newspapers. For example, they told people to avoid alcohol, open windows and wash regularly. They also opened a cholera hospital to quarantine victims.</i>
Level 1 (1–2 marks)	Valid but general assertion(s) / descriptions of what was not done • They had limited impact because they didn't understand how to deal with it properly. • They should have been supplying everyone with clean water and making sure everyone had proper toilets but they didn't.
0 marks	

Question 4*–18 marks	
4. ‘Science and technology were the most important factors that improved public health in the Early Modern (1500-1750) and Industrial (1750-1900) periods.’ How far do you agree with this statement? Give reasons for your answer	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of responses to the plague in the periods.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the highest levels, answers must identify and consider the alternative point of view.</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of change and continuity and similarity and difference but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: Printing press, new ideas could spread more quickly, (increased rates of literacy), Microscope, Hooke’s micrographia, Leeuwenhoek identifying germs, farming methods – greater quantities of food, vaccines, Pasteur’s discoveries, building techniques – Bazalgette’s sewer, housing, privies.</i>
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<i>Grounds for disagreeing include other factors having a greater effect: Changing beliefs and attitudes, government actions, urbanisation, wealth and poverty</i>
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	

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Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

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Question 4* – 18 marks ‘Science and technology were the most important factors that improved public health in the Early Modern (1500–1750) and Industrial (1750–1900) periods.’ How far do you agree? • ‘Balance’ in the MS below relates to Science & technology vs other factors, <u>not</u> to different time periods (i.e. early modern / industrial). This is because the question is not asking for a comparison <i>between</i> different periods. • Therefore it would be acceptable (for example) for a ‘balanced’ argument to include explanations of how science and technology and also national government improved public health with examples all taken from post-1750.	
Guidance and indicative content	
Level 6 (16-18 marks)	Balanced argument, two valid supporting examples each side (or three on one side and one on the other). Clinching argument = 18 marks , e.g. <i>There is some evidence to support this statement. Firstly, science and technology played a key role in improving public health during the plague epidemics in the late 1500s. The invention of the printing press meant that Elizabeth I’s 1578 Plague Orders could be copied and sent to JPs across the country. This was an improvement in public health because it meant that helpful orders, such as completely shutting up infected houses for six weeks, were enforced nationwide.</i> <i>However, government action was also important. By the 1720s, the sale of cheap gin had become a serious problem in London. Hundreds of thousands of people became addicted, and there was an increase in crime and the death rates. The government passed laws to deal with the problem, including the 1751 Gin Act. This restricted who was permitted to sell gin and introduced harsh punishments for anyone caught selling gin illegally – offenders could be transported for a third offence. This improved public health because gin drinking fell by 1760.</i> <i>Science and technology continued to help in improving public health in the late 1800s after Louis Pasteur proved that germs were the cause of disease in 1861. This meant that people were more willing to pay more money to improve public health and was a key factor in passing the 1875 Public Health Act. This improved public health by insisting that all local authorities had to ensure all new houses had piped water, proper toilets, drains and sewers.</i> <i>However, science and technology was not the only reason the 1875 Public Health Act was passed. It was also because some working class men in towns won the vote in 1867. This placed the power to elect MPs and town councillors in the hands of the working class. The Prime Minister, Benjamin Disraeli, was keen to win the support of the new voters. He placed public health at the top of the agenda and passed the 1875 Act which improved working class housing, sewage and water supply.</i> <i>Overall, I believe that national government action was the key factor because even where other factors have been the spark – such as scientific understanding with germ theory or technology with the Plague Orders– it was national government action that made and enforced the public health legislation necessary to bring about effective change.</i>
Level 5 (13-15 marks)	Balanced argument supported by three valid supporting examples (i.e. two on one side and one on the other), e.g. <i>There is some evidence to support this statement. Firstly, science and technology played a key role in improving public health during the plague epidemics in the late 1500s. The invention of the printing press meant that Elizabeth I’s 1578 Plague Orders could be copied and sent to JPs across the country. This was an improvement in public health because it meant that helpful orders, such as completely shutting up infected houses for six weeks, were enforced nationwide.</i> <i>Science and technology also continued to help in improving public health in the late 1800s after Louis Pasteur proved that germs were the cause of disease in 1861. This meant that people were more willing to pay more money to improve public health and was a key factor in passing the 1875 Public Health Act. This improved public health by insisting that all local authorities had to ensure all new houses had piped water, proper toilets, drains and sewers.</i> <i>However, science and technology was not the only reason the 1875 Public Health Act was passed. It was also because some working class men in towns won the vote in 1867. This placed the power to elect MPs and town councillors in the hands of the working class. The Prime Minister, Benjamin Disraeli, was keen to win the support of the new voters. He placed public health at the top of the agenda and passed the 1875 Act which improved working class housing, sewage and water supply.</i>

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Level 4 (10-12 marks)	One sided argument, supported by two examples, e.g. <i>I agree. Firstly, science and technology played a key role in improving public health during the plague epidemics in the late 1500s. The invention of the printing press meant that Elizabeth I's 1578 Plague Orders could be copied and sent to JPs across the country. This was an improvement in public health because it meant that helpful orders, such as completely shutting up infected houses for six weeks, were enforced nationwide.</i> Science and technology also continued to help in improving public health in the late 1800s after Louis Pasteur proved that germs were the cause of disease in 1861. This meant that people were more willing to pay more money to improve public health and was a key factor in passing the 1875 Public Health Act. This improved public health by insisting that all local authorities had to ensure all new houses had piped water, proper toilets, drains and sewers. Alternatively, a balanced argument, supported by one example on each side, e.g. <i>There is some evidence to support this statement. Firstly, science and technology played a key role in improving public health during the plague epidemics in the late 1500s. The invention of the printing press meant that Elizabeth I's 1578 Plague Orders could be copied and sent to JPs across the country. This was an improvement in public health because it meant that helpful orders, such as completely shutting up infected houses for six weeks, were enforced nationwide.</i> However, government action was also important. By the 1720s, the sale of cheap gin had become a serious problem in London. Hundreds of thousands of people became addicted, and there was an increase in crime and the death rates. The government passed laws to deal with the problem, including the 1751 Gin Act. This restricted who was permitted to sell gin and introduced harsh punishments for anyone caught selling gin illegally – offenders could be transported for a third offence. This improved public health because gin drinking fell by 1760.
Level 3 (7-9 marks)	One sided argument, supported by one example, e.g. <i>I agree. Science and technology helped to improve public health in the late 1800s after Louis Pasteur proved that germs were the cause of disease in 1861. This meant that people were more willing to pay more money to improve public health and was a key factor in passing the 1875 Public Health Act. This improved public health by insisting that all local authorities had to ensure all new houses had piped water, proper toilets, drains and sewers.</i> ANSWERS AT L3+ MUST EXPLAIN HOW A SPECIFIC FACTOR LED TO A SPECIFIC PUBLIC HEALTH IMPROVEMENT.
Level 2 (4-6 marks)	Identification of reason(s) to support/challenge without full explanation or specific evidence, e.g. <i>I agree because in 1861 Louis Pasteur proved that germs caused disease and this led to a change in laissez-faire attitudes towards public health.</i> <i>I disagree because actually it was more to do with government action because they passed Public Health Acts.</i> Alternatively, description of scientific discoveries/ public health improvements/ related events without full explanation of how a factor led to a public health improvement, e.g. <i>Yes, technology helped. In 1858, water levels in the River Thames fell so much that the smell of sewage became unbearable for MPs in Parliament to continue with their debates. The government appointed Joseph Bazalgette to build better sewers. [No explanation of why technology was important]</i> <i>Yes technology helped because the invention of the printing press allowed the Plague Orders of the 16th century to be published. ; no public health improvement identified, i.e. how did Plague Orders impact the spread of the plague?]</i>
Level 1 (1-3 marks)	Valid but general assertion(s), e.g. <i>I agree. Scientific understanding about the causes of disease were key to improving health because previously, people did not know what spread disease. They thought it was miasma.</i>

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Question 5*–18 marks 5. How far do you agree that medieval people had no understanding of how to protect themselves against disease between 1250 and 1500? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of public health or government action in the periods.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider the alternative point of view.</i> <i>Answers are most likely to show understanding of the second order concepts of causation and consequence and change over time but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include:</i> <i>Reliance on church teachings, religious and superstitious explanations for illness. Housing conditions- shared space with animals. Animal waste in streets, pollution from trades no regulations e.g. food sales, low life expectancy, infant mortality rate, Unable to guard against plague, some measures to tackle it made it worse. Waste disposal issues, water often polluted,</i> <i>Grounds for disagreeing include: common sense response to dirt and disease. Rules/ fines about leaving rubbish outside on the streets. Some homes had wells sunk deep to get fresh water, some places had expensive, well-made cesspits gongfarmers employed to remove waste, some sensible responses to Black Death, some towns like Norwich, Bristol and York brought in strict rules about clearing up filth High standards of hygiene set by the church/monasteries latrines/ water systems (aided by wealth).</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on	

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the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

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Question 5* – 18 marks

How far do you agree that medieval people had no understanding of how to protect themselves against disease between 1250 and 1500?

NOTE: Answers at L2+ must be based on medieval knowledge, beliefs and responses as opposed to purely absence of knowledge/ action, e.g. ‘Germ theory was not proven until 1861 ...’ etc.**Guidance and indicative content****Level 6
(16-18
marks)****Balanced argument, two valid supporting examples each side (or three on one side and one on the other). Clinching argument = 18 marks , e.g.**

*There is plenty of evidence to support this statement. Firstly, when the **Black Death** arrived in 1348, **people did not understand its true causes**. They **thought that it was spread by miasma or that it was God** punishing people for sinning. So their attempts to deal with it, such as prayer and carrying sweet-smelling herbs, were based on incorrect beliefs and didn't work. This meant that medieval people **could not effectively protect themselves against plague** and somewhere between 35 and 60 per cent of the population died.*

*On the other hand, medieval people did recognise that **plague could spread from person to person**, even if they didn't understand how. This is why rich **people in the towns moved to the countryside and some people shut themselves away**. There are even records of people deserting their plague-stricken children. This **would have protected them against pneumonic plague** which spread through coughing and sneezing.*

*However, medieval people also **believed that the body was made of four ‘humours’** – blood, phlegm, black bile and yellow bile – and that people got ill when their ‘humours’ weren't balanced. Medieval doctors often tried to **‘rebalance’ humours by cutting a patient's veins open to let out blood**. This was **not an effective way to protect themselves against disease** and in fact could carry infection inside the body.*

*Yet medieval people did know the importance of a **clean environment in preventing disease**. By 1500, most towns **employed rakers and carters to dispose of rubbish** outside the town walls. Most **butchers and fishmongers were ordered to do their cutting on the edge of the town**. This shows that although medieval people lacked understanding of germs, **they did employ limited methods which would have protected themselves**.*

Overall, it would be wrong to say that medieval people had ‘no’ understanding of how to protect themselves against disease. They did understand the value of cleanliness and the dangers of close contact with plague victims. However, they also relied on incorrect theories, which meant that there was no co-ordinated response to outbreaks of disease, especially as they had no mechanism to scientifically prove the more accurate ideas.

**Level 5
(13-15
marks)****Balanced argument supported by three valid supporting examples (i.e. two on one side and one on the other), e.g.**

*There is plenty of evidence to support this statement. Firstly, when the **Black Death** arrived in 1348, people did not understand its true causes. They thought that it was spread by miasma or that it was God punishing people for sinning. So their attempts to deal with it, such as prayer and carrying sweet-smelling herbs, were based on incorrect beliefs and didn't work. This meant that medieval people could not effectively protect themselves against plague and somewhere between 35 and 60 per cent of the population died.*

*On the other hand, medieval people did recognise that **plague could spread from person to person**, even if they didn't understand how. This is why rich people in the towns moved to the countryside and some people shut themselves away. There are even records of people deserting their plague-stricken children. This would have protected them against pneumonic plague which spread through coughing and sneezing.*

*However, medieval people also believed that the body was made of four ‘humours’ – blood, phlegm, black bile and yellow bile – and that people got ill when their ‘humours’ weren't balanced. Medieval doctors often tried to **‘rebalance’ humours by cutting a patient's veins open to let out blood**. This was not an effective way to protect themselves against disease and in fact could carry infection inside the body.*

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Level 4 (10-12 marks)	One sided argument, supported by two examples, e.g. <i>Overall I agree with the statement. Firstly, when the Black Death arrived in 1348, people did not understand its true causes. They thought that it was spread by miasma or that it was God punishing people for sinning. So their attempts to deal with it, such as prayer and carrying sweet-smelling herbs, were based on incorrect beliefs and didn't work. This meant that medieval people could not effectively protect themselves against plague and somewhere between 35 and 60 per cent of the population died.</i> <i>Also, medieval people also believed that the body was made of four 'humours' – blood, phlegm, black bile and yellow bile – and that people got ill when their 'humours' weren't balanced. Medieval doctors often tried to 'rebalance' humours by cutting a patient's veins open to let out blood. This was not an effective way to protect themselves against disease and in fact could carry infection inside the body.</i> Alternatively, a balanced argument, supported by one example on each side, e. <i>There is plenty of evidence to support this statement. Firstly, when the Black Death arrived in 1348, people did not understand its true causes. They thought that it was spread by miasma or that it was God punishing people for sinning. So their attempts to deal with it, such as prayer and carrying sweet-smelling herbs, were based on incorrect beliefs and didn't work. This meant that medieval people could not effectively protect themselves against plague and somewhere between 35 and 60 per cent of the population died.</i> <i>On the other hand, medieval people did recognise that plague could spread from person to person, even if they didn't understand how. This is why rich people in the towns moved to the countryside and some people shut themselves away. There are even records of people deserting their plague-stricken children. This would have protected them against pneumonic plague which spread through coughing and sneezing.</i>
Level 3 (7-9 marks)	One sided argument, supported by one example, e.g. <i>I agree. When the Black Death arrived in 1348, people did not understand its true causes. They thought that it was spread by miasma or that it was God punishing people for sinning. So their attempts to deal with it, such as prayer and carrying sweet-smelling herbs, were based on incorrect beliefs and didn't work. This meant that medieval people could not effectively protect themselves against plague and somewhere between 35 and 60 per cent of the population died.</i>
Level 2 (4-6 marks)	Identification of reason(s) to support/challenge without full explanation, e.g. <i>I agree because medieval people could not effectively protect themselves against plague. Between 35 and 60 per cent of the population died during the Black Death.</i> <i>I disagree because actually some medieval people did protect themselves from the Black Death by running away to the countryside.</i> Alternatively, description of medieval beliefs/ responses/ Black Death/ related events without linking this to the question or without full explanation, e.g. <i>Medieval people believed that the body was made of four 'humours' – blood, phlegm, black bile and yellow bile – and that people got ill when their 'humours' weren't balanced. Medieval doctors often tried to 'rebalance' humours by cutting a patient's veins open to let out blood.</i>
Level 1 (1-3 marks)	Valid but general assertion(s), e.g. <i>I agree because lots of people died from disease in this period because medieval people didn't know what caused it and couldn't prevent it.</i>
0 marks	

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