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| **TAPTON SUMMER EXAM 2017**  **GCSE (9-1) HISTORY B (SCHOOLS HISTORY PROJECT)**  **J411/11 The People's Health, c.1250 to present**  **MARK SCHEME**  **Duration: 1 hour 45 minutes**  **MAXIMUM MARK 80** | | |
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| Version:  Last updated:  (FOR OFFICE USE ONLY) |

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

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| **Question 1–3 marks**  **(a) Name one threat to people's health in medieval towns.**  **(b) Give one example of a law passed to improve public health in the nineteenth century.**  **(c) Give one example of a government response to AIDS** | |
| **Guidance** | **Indicative content** |
| 1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1) | *For 1(a), likely valid responses include: amount of waste thrown onto street; constant animal presence and therefore associated mess; waste from trades such as butchers, tanners, dyers etc.; overflow pipes from cesspools running into the streets; lack of supply of clean water.*  *For 1(b), likely valid responses include: First Public Health Act, Second Public Health Act, Nuisance Removal act, Artisan’s Dwelling Act, Factory Act, compulsory vaccination, river pollution prevention, Food and Drugs Act.*  *For 1(c) likely valid responses include: providing antiretroviral treatment (ART), testing, encouraging use of condoms, public awareness campaigns, sex education in school.*  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) |

Notes

1a Key in this question is anything which is valid and in period, including Black Death; poor living conditions; disease. There should be some element of threat however implicit. So ‘water’ for example would not be acceptable while ‘polluted water’ would.

1b Can be interpreted as naming an Act or as describing types of measures taken eg clearing refuse, building sewers

1c Seems to have been done well or not at all.

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| **Question 2–9 marks**  **Write a clear and organised summary that analyses the responses of local and national government to plague in early modern Britain. Support your summary with examples.** | |
| **Guidance and indicative content**  **General Note: No requirement to cover or make distinction between national / local measures although answers which do so can be rewarded** | |
| **Level 3 (7–9 marks)** | Answers at L3 will typically be organised around a second order concept such as reasons for actions, impact of actions, change/continuity in responses. Answers will be supported with two or more valid examples eg  [Change / Continuity OR Similarity / Difference – isolation with other measures]  *The government’s responses to plague during the early modern period was mainly based on isolating infected people, but over time governments did more. The first real government measure was Henry VIII’s proclamation in 1518 which said that infected houses should be identified and isolated. Elizabeth I’s Plague Orders of 1578 still isolated infected houses but they also allowed mayors to collect money to support the sick, appoint searchers to look out for infected people and kept cats, dogs and pigeons off the street. The Plague Act of 1604 was still mainly focused on isolating infected people but it also brought in punishments for anyone who broke the policy of isolation.*  **Nutshell: Similarities / differences / developments in responses across the period**  **NOTE: Award 9 marks for responses which cover more than one aspect or type of change/continuity (eg isolation and care for the victims), otherwise 7-8 marks**  [Causation – reasons for actions]  *In the early modern period the governments saw the top priority as trying to stop plague spreading. Henry VIII’s proclamation in 1518 said that infected houses should be identified and isolated. Under Elizabeth plague houses were also isolated but Elizabeth also ordered extra church services and prayers to be said. This was because many people believed the plague was a punishment from God.*  **Nutshell: Two or more responses described and the thinking behind each of them explained**  **NOTE: Award 9 marks for responses which cover more than one type of reason (eg isolation and religion), otherwise 7-8 marks**  Possible alternative approaches include: Pointing out similarities or differences between responses at different times; Comparing local and national approaches; Examining responses based on religious beliefs |
| **Level 2 (4–6 marks)** | Answers at L2 will typically be organised around a second order concept such as reasons for actions, impact of actions, change/continuity in responses. Answers will be supported with a valid example eg  *The authorities wanted to stop plague spreading. Elizabeth I issued the Plague Orders of 1578. This isolated infected houses but also allowed mayors to collect money to support the sick, appoint searchers to look out for infected people and kept cats, dogs and pigeons off the street. It was thought the animals spread the plague.*  **Nutshell: One response and the thinking behind it**  Possible alternative approaches include: Pointing out similarities or differences between responses at different times; Comparing local and national approaches; Examining responses based on religious beliefs |
| **Level 1 (1–3 marks)** | Answers at L1 will typically describe responses of government to plague eg  *Governments isolated people who had caught plague and they were kept away from everyone else. Under Elizabeth I special church services were organised. Later on in the early modern period people were prevented from travelling to and from towns which were infected. Many of them were put in pesthouses.*  **Nutshell: List of government responses** |
| **0 marks** |  |

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| **Question 3–10 marks**  **Why was public health in medieval monasteries so good? Explain your answer.** | |
| **Guidance and indicative content** | |
| **Level 5 (9-10 marks)** | Level 5 answers will typically identify at least two reasons why public health in monasteries was good and explain them fully e.g.  *There were several reasons why public health in monasteries was so good.*  *Most monasteries had wash houses which were vital for keeping clean and helping to prevent illnesses which were spread by touch or by fleas, like the plague. Monasteries also usually had drains and water pipes. They were usually designed so that rivers ran through them and washed waste and dirt away and flush the latrines. This in turn helped to stop disease.*  *Another reason was that monasteries were usually high quality stone buildings. These were much easier to keep clean than buildings which were mostly wood, mud and straw. This in turn made it harder for disease to spread.*  *[Other possible answers include: relative isolation of monasteries; wealth meant monks generally had good diet; most monasteries cared for the sick and so were geared up for washing, cleaning etc; monasteries generally not overcrowded, especially compared to towns and peasant homes]*  **Nutshell: Two or more reasons with explanation of how each improved / protected health** |
| **Level 4 (7-8 marks)** | Level 4 answers will typically identify at least one reason why public health in monasteries was good and explain it fully e.g.  *One reason was that most monasteries had good access to clean water. The water supplied wash houses which were vital for keeping clean and helping to prevent illnesses which were spread by touch or by fleas, like the plague. Monasteries usually had drains and water pipes. They were usually designed so that rivers ran through them and washed waste and dirt away and flush the latrines. This in turn helped to stop disease.*  **Nutshell: Reason(s) identified with explanation of how at least one improved / protected health**  **NOTE Answers at L4 will often identify and describe several reasons but only fully explain one of them.** |
| **Level 3 (5-6 marks)** | Level 3 answers will typically identify at least one valid reason for the good health in monasteries e.g.  *On the whole monasteries were clean places built from stone. A lot of the monasteries had latrines which flushed.*  **Nutshell: Relevant feature(s) of monasteries identified but no valid explanation of how it/they improved / protected health**  **NOTE: 5 marks for one reason identified; 6 marks for two or more** |
| **Level 2 (3-4 marks)** | Level 2 answers will typically contain correct description of features of monasteries which are not valid reasons for the good health eg  *Many monasteries had infirmaries where they looked after the sick, especially the poor people who were ill.*  **Nutshell: Describes features of monasteries** |
| **Level 1 (1–2 marks)** | Level 1 answers will typically contain general points or unsupported assertions e.g.  *Monasteries were generally free of disease because they were healthy places.*  *The towns were really dirty.*  **Nutshell: Assertion(s)** |
| **0 marks** |  |

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| **Question 4\*–18 marks**  **How far do you agree that the authorities in Industrial Britain made greater attempts to improve public health than the authorities in the Middle Ages? Give reasons for your answer.** | |
| **Guidance and indicative content** | |
| **Level 6 (16-18 marks)** | Level 6 answers will typically set out an argument which compares the attempts to improve health by authorities in both periods. Arguments will be explicitly supported by at least two examples of action by the authorities from each of the two periods eg  *It could be argued that the authorities in the industrial period did more to improve public health than in the medieval period. For example, in the industrial period many local councils in the major cities made great strides in improving housing and sanitation. In Liverpool, for example, the Chief Medical Officer Dr Duncan was responsible for regulations which allowed the city to clear rubbish, improve water supplies. Death rates declined gradually in the second half of the 19th century although they were still high by today’s standards. Other cities did the same and this eventually helped to pave the way for the 1875 Public Health Act which improved drainage, building quality and water supplies, improving people’s health.*  *On the other hand it could be argued that the authorities in the middle ages did more. For example in 1349 Edward III issued orders to clear the streets of rubbish as a response to the Black Death. They realised that rubbish helped disease to spread. Also in the medieval period many towns ordered butchers and fishmongers to stay in one part of the town in order to contain the waste they produced, or to operate out of town altogether.*  **Nutshell Valid comparison of periods; two explained points each side**  **NOTE 1** Award 16 or 17 at this level, 18 if candidate provides a valid clinching argument (eg disagree because although industrial period did more than medieval they were up against much larger scale of problems so only a small proportion of the population really benefited) |
| **Level 5 (13-15 marks)** | Level 5 answers will typically set out an argument which compares the attempts to improve health by authorities in both periods. Arguments will be explicitly supported by one example of action by the authorities from each of the two periods eg  *It could be argued that the authorities in the industrial period did more to improve public health than in the medieval period. For example, in 1875 the government passed the Public Health Act. This improved drainage, building quality and water supplies, improving people’s health.*  *On the other hand it could be argued that the authorities in the middle ages did more. For example in 1349 Edward III issued orders to clear the streets of rubbish as a response to the Black Death. They realised that rubbish helped disease to spread.*  **Nutshell Valid comparison of periods; one explained point each side**  **NOTE 1** Award 13 or 14 at this level, 15 if candidate provides a valid clinching argument (eg disagree because although industrial period did more than medieval they were up against much larger scale of problems so only a small proportion of the population really benefited) |
| **Level 4 (10-12 marks)** | Level 4 answers will typically set out an argument which explains the attempts to improve health by authorities in one period. Arguments will be explicitly supported by at least two examples of action by the authorities from one period eg  *It could be argued that the authorities in the industrial period did more to improve public health than in the medieval period. In Liverpool, for example, the Chief Medical Officer Dr Duncan was responsible for regulations which allowed the city to clear rubbish, improve water supplies. Death rates declined gradually in the second half of the 19th century. Another example was the 1875 Public Health Act which improved drainage, building quality and water supplies, improving people’s health. This ensured that new buildings had proper drainage and sanitation and water supplies, which made a big difference in improving health and preventing disease. The medieval period did not do any of this. .*  **Nutshell One period explained, supported by two explained points**  **NOTE** Answers at L4 may well attempt a balanced argument and contain description of several actions from both periods but only provide valid explanation for one period |

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| **Level 3 (7-9 marks)** | Level 3 answers will typically set out an argument which explains the attempts to improve health by authorities in one period. Arguments will be explicitly supported by one example of action by the authorities from one period eg  *It could be argued that the authorities in the industrial period did more to improve public health than in the medieval period. For example, in 1875 the government passed the Public Health Act. This improved drainage, building quality and water supplies, improving people’s health.*  **Nutshell One period explained, supported by one explained point**  **NOTE** Answers at L3 may well attempt a balanced argument and contain description of several actions but only fully explain one |
| **Level 2 (4-6 marks)** | Level 2 answers will typically describe the actions of the authorities in one or both periods eg  *I agree with the statement. In 1848 and 1875 the government passed Public Health Acts. After that they improved drainage. On the other hand the medieval period the authorities in London had rules about buildings.*  **Nutshell Description of actions but no explanation of their impact on health** |
| **Level 1 (1-3 marks)** | Level 1 answers will typically make general and unsupported assertions OR descriptions of living conditions eg  *I agree it was the industrial period which did more. There were a lot of Acts and measures to help poor people.*  *OR*  *Living conditions in the medieval period were terrible. It was hard to get clean water and towns were overcrowded.*  **Nutshell Unsupported assertion** |
| **0 marks** |  |

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| **Question 5\*–18 marks**  **How far do you agree that living conditions in Britain have changed little since 1900? Give reasons for your answer.** | |
| **Guidance and indicative content** | |
| **Level 6 (16-18 marks)** | Level 6 answers will typically set out an argument based on how specific aspects of living conditions (eg housing, poverty, health) have changed or not since 1900. Arguments may be balanced with support from two examples on each side, or one-sided with support from four examples. Examples and argument explicitly address continuity OR change(s) between 1900 and later periods eg  *In many ways I disagree with the statement. Life for most British people has improved since 1900. In 1900 many people lived in poverty in terrible housing with no running water, poor sanitation and overcrowding. This led to massive health problems. By the 1950s and 1960s most of the worst slums had been cleared and the majority of the population now live in modern, decent housing with water, sanitation and electricity. Another improvement in life has been technology. In 1900 there was no way to keep food fresh whereas now people have fridges and freezers. Washing machines also help with cleanliness and health. In 1900 washing was backbreaking work which was not done regularly.*  *On the other hand there are ways in which life has not improved. For example, people today, especially in cities, suffer from traffic pollution. There were very few motor cars in 1900 so this was not an issue. This causes health problems such as respiratory illnesses. Also, although poverty is not as bad today as it was in 1900 there are still real problems of poverty and research shows that poverty is connected to health problems, crime and poor performance in school.*  **Nutshell Valid argument based on specific areas of change/continuity, four points of support which explicitly address change/continuity 1900 to later**  **NOTE 1** Award 16 or 17 at this level, 18 if candidate provides a valid clinching argument (eg disagree because although there are still problems today the overall quality of life / life expectancy is much higher) |
| **Level 5 (13-15 marks)** | Level 5 answers will typically set out an argument based on how specific aspects of living conditions (eg housing, poverty, health) have changed or not since 1900. Arguments may be balanced with support from one example on each side, or one-sided with support from two examples. Examples and argument explicitly address continuity OR change(s) between 1900 and later periods eg  *In many ways I disagree with the statement. Life for most British people has improved since 1900. In 1900 many people lived in poverty in terrible housing with no running water, poor sanitation and overcrowding. This led to massive health problems. By the 1950s and 1960s most of the worst slums had been cleared and the majority of the population now live in modern, decent housing with water, sanitation and electricity.*  *Also, although poverty is not as bad today as it was in 1900 there are still real problems of poverty and research shows that poverty is connected to health problems, crime and poor performance in school.*  **Nutshell Valid argument based on specific areas of change/continuity, two points of support which explicitly address change/continuity 1900 to later**  **NOTE 1** Award 13 or 14 at this level, 15 if candidate provides a valid clinching argument (eg disagree because although there are still problems today the overall quality of life / life expectancy is much higher) |
| **Level 4 (10-12 marks)** | Level 4 answers will typically set out an argument based on how specific aspects of living conditions (eg housing, poverty, health) have changed or not since 1900. Arguments may be balanced or one-sided but contain only one example which explicitly supports an argument eg  *In many ways I disagree with the statement. Life for most British people has improved since 1900. In 1900 many people lived in poverty in terrible housing with no running water, poor sanitation and overcrowding. This led to massive health problems. By the 1950s and 1960s most of the worst slums had been cleared and the majority of the population now live in modern, decent housing with water, sanitation and electricity.*  **Nutshell Valid argument based on specific areas of change/continuity, one point of support which explicitly address change/continuity 1900 to later**  **NOTE** Answers at L3 are likely to attempt a balanced argument and contain several examples but only fully explain one |
| **Level 3 (7-9 marks)** | Level 3 answers will typically set out a balanced OR one sided argument. They will be supported by relevant examples but fail to explain how the examples are evidence of change/continuity eg  *I disagree with the statement. Since 1900 housing has improved with Housing Acts. The welfare state has come in. People are living longer and they have technology like washing machines and fridges. I also agree with the statement because cars have caused pollution.*  **Nutshell: List of benefits / downsides but no explanation of why they are benefits / downsides compared to 1900**  Alternatively, answers at L3 may make valid comparisons between 1900 and later periods but fail to provide specific support eg  *In 1900 there was terrible poverty, slum housing and many children died before the age of 5. It is not like that now because we have houses with toilets and proper water.*  **Nutshell: Valid point(s) about change but lacks specific support** |
| **Level 2 (4-6 marks)** | Level 2 answers will typically assert that life has improved based on valid description of poor living conditions c1900 eg  *I do not agree with the statement. In 1900 there was terrible poverty, slum housing and many children died before the age of 5. It is not like that now.*  **Nutshell Description of actions but no explanation of their impact on health** |
| **Level 1 (1-3 marks)** | Level 1 answers will typically make general and unsupported assertions eg  *No. People have much better lives now because of technology.*  **Nutshell Unsupported assertion** |
| **0 marks** |  |