



SPECIMEN

General Certificate of Secondary Education
History A (Schools History Project)
A Study in British History: British Public Health
1800–1914

A955/21

Specimen Paper

Time: 1 hour 30 minutes

Candidates answer on a separate answer booklet.
Additional materials: Answer booklet (8 pages)

INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number on the answer booklet.
- Study the sources carefully. You are advised to spend at least ten minutes doing this.
- Answer **all** the questions.
- Write your answers, in black ink only, in the answer booklet.
- Write the numbers of the questions you have answered in the box on the front of the answer booklet.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part-question.
- The total number of marks for this paper is **53**.

ADVICE TO CANDIDATES

- Read each question carefully. Make sure you know what to do before you start each answer.
- You will be assessed on the quality of written communication in your answer to question 5. Questions marked with a pencil (✎) will carry 3 additional marks for spelling, punctuation and grammar.

This document consists of **8** pages.

Study the sources carefully. You are advised to spend at least ten minutes doing this.

In answering the questions, you will need to use your knowledge of British Public Health 1800–1914 to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you may also use any of the other sources if they are relevant.

Your answer to Question 5 should be largely based on your knowledge of British Public Health 1800–1914 but you should also use the sources.

Answer ALL the questions.

1 Study Source A.

Why was this source published at that time? Use the source and your knowledge to explain your answer.

[8]

2 Study Sources B and C.

Why do these two sources disagree so much? Use the sources and your knowledge to explain your answer.

[9]

3 Study Source D.

How typical of the time were the living conditions described in this source? Use the source and your knowledge to explain your answer.

[9]

4 Study Sources E and F.

How far do these two cartoons agree? Use the sources and your knowledge to explain your answer.


[8]

5 Study all the sources.

'In the period 1800–1914 there was little support for public health reforms.'

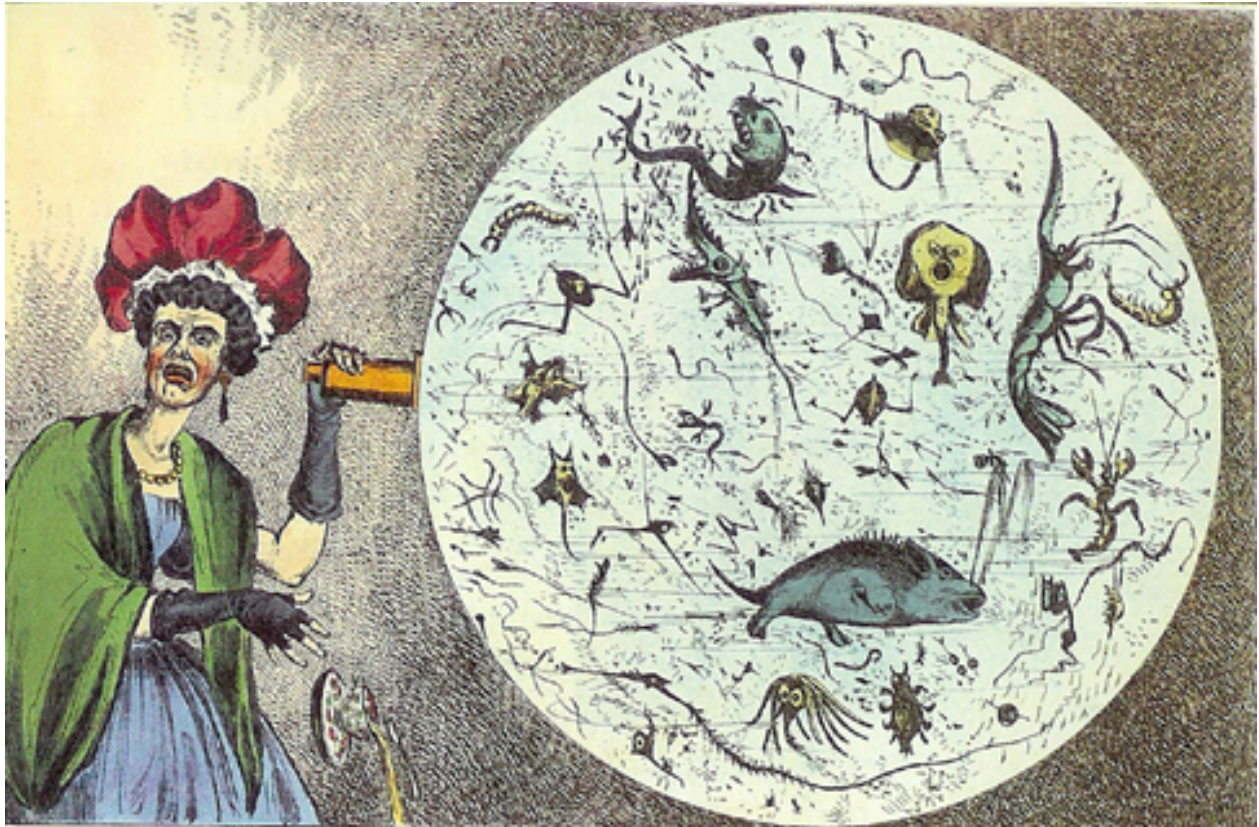
How far do you agree with this interpretation? Use your knowledge of British public health 1800–1914 and the sources to explain your answer.

[16]

 Spelling, punctuation and grammar

[3]

Paper total: [53]

A Study in British History: Medicine – British Public Health 1800–1914**How much support was there for public health reforms?****Source A**

A cartoon published in 1828.

It was dedicated to the London water companies. Its caption read 'MONSTER SOUP commonly called THAMES WATER, being a correct representation of that precious stuff doled out to us!'

Source B

I enclose a petition from the inhabitants of Ormskirk for the adoption of the Public Health Act. There appears to be very favourable feeling towards its adoption and many more signatures might have been obtained but it was thought unnecessary. The town needs sewers and an ample supply of water without which no improvement to health will be possible.

A letter from the Chairman of the Sanitary Committee of Ormskirk to the General Board of Health in London, October 1848.

The petition was for a local board of health, and had been signed by 164 ratepayers.

Source C

The petition of the ratepayers of Ormskirk.

We strongly object to the introduction of the Public Health Act into Ormskirk for the following reasons. The great expense it will be to the people of Ormskirk which they are unable to afford. There is already sufficient supply of good and pure water in the town. We are prepared to prove that Ormskirk is one of the cleanest towns in Lancashire and one of the most healthy. A number of the ratepayers who signed the petition were misled and are now anxious to withdraw their signatures. A number of them have done so by signing this petition.

A petition, signed by over 700 ratepayers of Ormskirk, to the General Board of Health in London, 1849.

Source D

Overcrowding and unhealthy conditions of all kinds are common in the slums and back-to-back houses in which ventilation is impossible. The water supply is very inadequate. One tap is often the only supply for a large number of houses. In some cases the tap which supplies the drinking water is fixed in the wall of the privy. Heaps of all kinds of rubbish are spread all over the yard. Privies are shared by several houses. They are particularly offensive in these over-populated districts.

From Seebohm Rowntree's survey of the poor in York, published in 1901.

Source E

THE BIG DOG AND THE LITTLE ONE.



[From the Westminster Gazette.]

A cartoon from a Liberal Party leaflet published in 1909. Lord Halsbury had been a Conservative government minister but was now retired.

Source F



THE PITILESS PHILANTHROPIST.

MR. LLOYD GEORGE. "NOW UNDERSTAND, I'VE BROUGHT YOU OUT TO DO YOU GOOD, AND GOOD I WILL DO YOU, WHETHER YOU LIKE IT OR NOT."

A cartoon published in 1911.

Pitiless = cruel

Philanthropist = person who tries to do good

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Copyright Acknowledgements:

Sources:

Source A: © The Trustees of the British Museum

Source B: The National Archives, ref: MH13/138

Source C: The National Archives, ref: MH13/138

Source D: Seebohm Rowntree, *Poverty: A Study of Town Life*, 1901, London, Macmillan & Co

Source E: F. Carruthers Gould, *Westminster Gazette*, 1909

Source F: Leonard Raven-Hill, *The Pitiless Philanthropist*, *Punch Magazine*, 22 November 1911. Reproduced by permission of the Mary Evans Picture Library. www.maryevans.com

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SPECIMEN

...day June 2015 – Morning/Afternoon

GCSE HISTORY A

A955/21

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 53

SPECIMEN

This document consists of 12 pages

Assessment Objectives (AOs)

Candidates are expected to demonstrate their ability to:

AO1	Recall, select, use and communicate their knowledge and understanding of history.
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none">• key concepts: causation, consequence, continuity, change and significance within an historical context• key features and characteristics of the periods studied and the relationships between them.
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none">• a range of source material as part of an historical enquiry• how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry.



Q	Answer	Marks	Guidance
1		8	
	<p>Q: Study Source A. Why was this source published at that time? Use the source and your knowledge to explain your answer.</p> <p>Level 5 (8 marks) Candidates demonstrate a sophisticated understanding of the source and knowledge and understanding of public health in the first half of the nineteenth century. They evaluate the purpose (in terms of intended impact) for it being published and they use their knowledge of the state of public health at the time to explain why it was published then.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound understanding of the source and knowledge and understanding of public health in the first half of the nineteenth century. They explain the purpose (in terms of intended impact) for it being published.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some understanding of the source and knowledge and understanding of public health in the first half of the nineteenth century to explain the message of the source.</p> <p>Level 2 (2–3 marks) Candidates demonstrate some understanding of the source and limited knowledge and understanding of public health in the first half of the nineteenth century. They explain some context but fail to explain the message or purpose of the source or they explain the message or purpose of publication of the source without setting it in context.</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>	8	<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 the 1820s because that was when public health was in a dreadful state. The source is showing how filthy the water was then. The artist is complaining that this was the water people were given to drink. The water is shown as full of germs. In those days towns had grown very quickly with thousands of people moving to them for jobs in the textile mills. However, the towns could not keep up with this. There were not enough houses and few facilities for sewage and clean water. People often drank water from the same place where their rubbish was dumped like the River Thames in this cartoon. This led to rapid spread of disease and a low life expectancy. The artist has drawn this cartoon to try and persuade the government to do something about the dreadful condition of the water in towns like London. The cartoon was published at that time because that was when public health was in a dreadful state and towns badly needed sewers and clean water supply. However, little was done about a clean water supply until in the 1850s John Snow showed that cholera was spread by contaminated water.</i></p>


Q	Answer	Marks	Guidance
2		9	
	<p>Q: Study Sources B and C. Why do these two sources disagree so much? Use the sources and your knowledge to explain your answer.</p> <p>Level 5 (9 marks) Candidates demonstrate a sophisticated understanding of the sources and knowledge and understanding of attitudes towards government intervention in the middle of the nineteenth century. They interpret the purpose of the sources in context and produce a fully developed response to evaluate why they disagreed.</p> <p>Level 4 (7–8 marks) Candidates demonstrate sound understanding of the source and knowledge and understanding of attitudes towards government intervention in the middle of the nineteenth century. However, one source is interpreted less satisfactorily. They produce a sound response to explain why they disagreed.</p> <p>Level 3 (5–6 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 by comparing the attitudes of the two sources.</p> <p>Level 2 (3–4 marks) Candidates demonstrate limited knowledge and understanding of attitudes towards government intervention in the middle of the nineteenth century. They interpret the source(s) and produce a simple response.</p> <p>Level 1 (1–2 marks) 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>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 disagree because of their attitudes towards government intervention in public health. Both sources show reactions to the 1848 Public Health Act. This set up a General Board of Health. If towns wanted to set up their own Board of Health they had to get 10 percent of the ratepayers to support the idea. If this was achieved the local board could then charge people rates to pay for improving the water supply. This is what the people in Source B want because they think the conditions in Ormskirk need improving. However, the people in Source C are clearly against this. They are worried about the cost of having a local Board of Health and having to pay rates. Many people at that time thought it was wrong for government to interfere and to charge people rates. They believed in laissez faire and thought that people ought to keep themselves clean and not rely on the government. This is why the two sources disagree.</i></p>

Q	Answer	Marks	Guidance
3		9	
	<p>Q: How typical of the time were the living conditions described in this source? Use the source and your knowledge to explain your answer.</p> <p>Level 5 (9 marks) Candidates demonstrate sophisticated understanding of the source and knowledge and understanding of public health in the later nineteenth century to explain how typical these living conditions were. They use their knowledge and produce a fully developed response by explaining reasons why an historian might be both surprised and not surprised.</p> <p>Level 4 (7–8 marks) Candidates demonstrate sound understanding of the source and knowledge and understanding of public health in the later nineteenth century to explain how typical these living conditions were. They use their knowledge and produce a developed response by explaining why an historian would be surprised or not surprised.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some understanding of the source and knowledge and understanding of public health in the later nineteenth century to explain how typical these living conditions were. They use their knowledge and produce a limited explanation of whether the historian would be surprised or not.</p> <p>Level 2 (3–4 marks) Candidates demonstrate limited understanding of the source and knowledge and understanding of public health in the later nineteenth century to make assertions about the typicality of these living conditions.</p>	9	<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>In some ways these conditions were not typical. This is because there had been many improvements in public health before 1901. This source explains that the water supply was still bad and that there was a good chance of sewage seeping into the water that people were drinking. This sounds more like what it was like in the middle of the nineteenth century. The 1875 Public Health Act made it compulsory for local councils to set up sanitary inspectors and they had the powers to lay sewers and drains. Some towns like Birmingham, under Joseph Chamberlain, did a lot of work in slum clearance and building new houses. There were other reforms such as the Artisans' Dwellings Act that laid down proper standards for the building of new houses. This was also the time of the Garden City movement when places like Welwyn Garden City were being developed giving people healthier living conditions. Also, people knew that germs caused disease and from Snow's work that cholera was spread by dirty water, so it is surprising that more was not being done.</i></p> <p><i>However, this was not the complete picture. The conditions described in the source such as poor water supply, and overcrowding were exactly what Booth and Rowntree found when they did their surveys at this time. When Booth did some research on living conditions in London in the 1880s he found that poor people were still living in dreadful conditions like the ones described in the source. They were in overcrowded conditions and in dire poverty. Rowntree found the same when he investigated the poor in York where over a quarter of the people lived below the poverty line. So the living conditions described in the source were not typical of the time but neither were they unusual. There were still many people living in conditions like this in Britain's large cities making the Liberal reforms in the early part of the twentieth century very necessary.</i></p>

Q	Answer	Marks	Guidance
3	<p>Level 1 (1–2 marks) 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>		


Q	Answer	Marks	Guidance
4		8	
	<p>Q: Study Sources E and F. How far do these two cartoons agree? Use the sources and your knowledge to explain your answer.</p> <p>Level 5 (8 marks) Candidates demonstrate sophisticated understanding in order to analyse the cartoons and the points of view they represent. These are explained and compared through a sophisticated knowledge and understanding of the Liberal welfare reforms. They produce a fully developed response, supported by comprehensive contextual knowledge and understanding.</p> <p>Level 4 (6–7 marks) Candidates demonstrate a sound understanding of the main messages of the two cartoons. These are explained and compared through a sound knowledge and understanding of the Liberal welfare reforms. They produce a developed response, supported by sound contextual knowledge and understanding.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some understanding of the two cartoons. The sub-messages of the cartoons are explained and compared through some knowledge and understanding of the Liberal welfare reforms.</p> <p>Level 2 (2–3 marks) Candidates interpret the sources but make no valid comparison. They produce a simple response about how far the two cartoons agree. They demonstrate limited knowledge and understanding of the Liberal welfare reforms.</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>	8	<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 cartoons do basically agree. Both of the cartoonists are in favour of the Liberal reforms and think they are a good thing. In Source E, the Tory Lord might be mocking the size of the new pensions but the old man puts him to shame by explaining that not everyone is rich and he is very grateful for the pension. For many old people like him the pensions were really important. At that time most old people were very poor because once they could no longer work they had no income at all. Many ended up in the workhouse. Flora Thompson wrote an account where she said that the pensions transformed the lives of many old people.</i></p> <p><i>The cartoonist of Source F also thinks that the Liberal reforms are good. The cartoon shows Lloyd George forcing people to contribute towards sickness and unemployment pay. This is because it is about the National Insurance Bill. Employers and workers had to pay something towards it. The cartoon shows Lloyd George making workers and rich people get involved. He knows that they might be against it but he also knows that in the long run it will be a good idea because he is guiding and helping them through rough waters (bad times). Although he is cruel, he is being cruel to be kind and the cartoonist calls him a ‘philanthropist’. So both cartoons agree.</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 10 to allocate SPaG marks.
	<p>Q: ‘In the period 1800–1914 there was little support for public health reforms.’ 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. 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. 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. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	16	<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 do agree with this interpretation to some extent. In the middle of the nineteenth century there were many people who believed in laissez faire. They did not believe in government interfering with people’s lives. They thought it was the responsibility of each person to keep themselves and their homes clean. Of course they also did not know that germs caused disease or that cholera was spread by dirty water so they did not realise how important it all was. This is why the 1848 Act did not force councils to do anything and why people opposed Chadwick when he demanded reforms. This opposition can be seen in Source C where the ratepayers do not want the government to interfere. They are also worried that their rates will go up.</i></p> <p><i>Source D shows that by the end of the century there were still many places that had not been improved and this implies there was still a lot of opposition. Source F shows that even when the Liberals introduced their reforms there was still some opposition. The workers, rich people and employers in the boat are not very happy with being made to pay towards national insurance.</i></p> <p><i>However, it should be remembered that this is a different type of national health reform from those earlier that were limited to clean water and sewers. Sources B and D show that there were many people like Rowntree and Booth who thought the government should do something about this. This was helped by the cholera epidemics in the middle of the nineteenth century and the Great Stink of 1858. All this led to the 1875 Public Health Act which forced local councils to do more.</i></p> <p><i>Overall, I agree with the interpretation. Support for reform grew as the century went on and there was more understanding about what caused disease. It grew to such an extent that most people supported the Liberal reforms. This is why the Liberals were elected into power. There was still opposition at the end of the period but it was opposition to a new type of public health with the government interfering even more.</i></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 the interpretation and which sources disagree with the 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>		

Spelling, punctuation and grammar (SPaG) assessment grid

<i>High performance 3 marks</i>
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.
<i>Intermediate performance 2 marks</i>
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.
<i>Threshold performance 1 mark</i>
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.

Assessment Objectives (AO) Grid(includes Spelling, Punctuation and Grammar )

Question	AO1	AO2	AO3	SPaG	Total
1	3	1	4		8
2	3	2	4		9
3	3	2	4		9
4	3	1	4		8
5 	8	4	4	3	19
Totals	20	10	20	3	53

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