Qualification Accredited



GCSE (9-1)

Exemplar candidate work

HISTORY B (SCHOOLS HISTORY PROJECT)

J411

For first teaching in 2016

J411/12: The People's Health c.1250 to Present Day Summer 2023 series

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Introduction

These candidate exemplars have been chosen from the Summer 2023 examination series.

OCR is open to a wide variety of approaches and all responses are considered on their merits. These exemplars should not be seen as the only way to answer questions; they have been chosen because they show how the mark scheme has been applied.

Please always refer to the specification for full details of the assessment for this qualification. You may find it useful to read these exemplar responses alongside the appropriate assessment materials (for example question paper, mark scheme and examiners'/moderators' report).

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2 Write a clear and organised summary that analyses public health in medieval monasteries.

Support your summary with examples.

[9]

Exemplar 1

8 marks

One seature of medieval monastries was
Catrones that were placed at over the over.
This prevented any wrote building up in
the trolets meaning there was a lover
Chence Or dispose sorgading Firtherner
this prevented any waste building up in the trolets meaning there was a lover themee of dispose spreading. Firthermer, the books were placed derinstream, and ander was collected typstream. This
acter was collected typistream. This
meant that drinking wester was 14
Contemporated by human waste preventing
nater born discuses like diaheree imprais
public health.
9/1

Commentary

Question 2 requires candidates to create their own structured account, selecting, organising and communicating their knowledge and understanding. This should be organised around second order concepts. Candidates typically write at least two paragraphs which are organised around a second order concept such as cause, consequence, change or significance. These paragraphs can have a separate second order concept within each paragraph or can have the same second order concept in each paragraph to frame their response around. Candidates need to fully explain their second order concept, for example 'cause', using specific contextual knowledge.

This is an example of a high-level response, where the candidate provides an analysis of health in medieval monasteries by examining the reasons for their high standard of health and the impact of features on health (causation and consequence).

This first paragraph begins by identifying a specific feature of monasteries (latrines over the river), which is given Level 1. The response then goes on to explain how the placement of the latrines and the method of waste disposal had a positive impact on health. This moves the response to Level 2.

Another gadare of menerstres was piped
water from streams. Menestines were one
as the only locations that had the due
to their meney ained as Madierral triffich was heavily religious to the pood hater
Was beauty religious to The Aland water
meant that all nater come grom a
clean serve and duch it have potential
to be centuminated during transport to
the menastry. This also prevented hater
ene revising. (and also prevented water
ben disperses who disclose son being rought
With Champitea

In this next paragraph, the candidate examines the root cause of good health in monasteries (their wealth), and explains the impact of this, i.e. they could afford to pipe water in. This is enough to move the response into Level 3, although it could be improved by being a bit more specific about the water supply, e.g. they could afford the cost of laying pipes over long distances (rather than simply saying 'piped water from streams').

Finally, monostries had hespitals that were
in a separate area to the next of the
menastry. these would help to improve
public health as the hospital would help
to core & people. However, this impact would
here been limitted due to a lack of schenhaic
knowledge on hew to cure people. as Alac
The hospitals being in a seperate once
would have stopped the spread os
Commicable disease to other cross of the
Menastry, making public health good.
0.

Commentary

This final paragraph is a threshold example of a Level 3 section. The candidate identifies the feature of infirmaries (although calls them 'hospitals') and their impact, i.e. the layout of the monastery meant that their separation prevented the spread of disease. This is quite brief but just enough for Level 3.

Only two responses are needed for Level 3, so this candidate would have reached 9 marks, had they stuck to their original two paragraphs and added a bit more detail to each one.

Exemplar 2

4 marks

Public health in medieval monasteries was
bretty good.
One reason for this was warer supply. The
monormer had bresh water coming into
the building through pipes. This ensured
that all people dunking the waver were not
mnerable to disease.

Commentary

This is a threshold Level 2 paragraph. The candidate has organised their answer around causation/ consequence. They say that one reason health was good in monasteries was because of the fresh, piped water, which was less likely to cause disease. This just meets the criteria for Level 2 but is very brief.

Another reason for this was food produce.
the monassens would grow their own brown
regerances and muss in a garden. The
Clan were also supported harrest and allawed
people to have a healthy diet.

Commentary

This next section was given Level 1 for some description. It is not specific enough to a medieval monastery to be given Level 3 for a further, precise example. The second sentence is also a bit muddled and unclear.

A final reason for this was waste mangement.
Although work wor a nuge problem, monaines
had a sewage system where human waste
wand be taken into a smeam or lake. This
meant that the sewage did not create unhygrenic
enuraments within the manasmy.
Overall, the public health in medieval
montannis was good.

Commentary

This final paragraph is also slightly unclear and vague. They say that monasteries had 'a sewage system', which is accurate enough for Level 1, but (unlike the previous exemplar), they do not explain what the system was or how it affected health.

The response therefore stays in Level 2 and is given 4 marks.

Why did national and local governments find it difficult to deal with public health issues in the early modern period (1500–1750)?

Explain your answer.

[10]

Exemplar 1

10 marks

One peaks the national and local governments fand it difficult to deal with public health issued was because of beliefs and attitudes at the time. For example, during the Plague, many people believed that it was caused by miasma - or 'dirty air' - so the government ordered barrels of tar to be burnt in the street. This was obviously an ineffective response, which shows us that one reason why government response was so difficult was because of a lack of brawledge and understooding, which moon they did not know how to effectively deal with public health is swe at the time.

Commentary

The response begins with a general assertion about why governments found it difficult ('because of beliefs and attitudes') which places it in Level 1 at this point. However, the candidate soon makes it clear that they mean beliefs about the causes of disease (Level 2), and they give some specific detail about this (the belief in miasma), moving the response into Level 3. The final part of the paragraph says how all this answers the question – governments couldn't deal effectively with public health issues because of incorrect ideas. This takes the response into Level 4.

Another reason why national and local garanments fand it hard to deal with public health is were was because they did not take enough action to deal with issues. For example, during the Gin Croze, the government had to implement 4 Gin Acts before they effectively dealt with the problem, he couse the first 3 acts were weak and no harsh purposhments were introduced for the illegal scale of gin with 175 i and they simply encoraged a black market of gin to be set up. This shows us that because the government were to weak and slow in their responses to public health problems, it was extremely difficult to deal with as no effective after was being taken.

Commentary

Taken as a whole, the second paragraph identifies lack of centralised control/enforcement as a reason why governments found it difficult to deal with public health issues such as the Gin Craze. This is supported by detail about the black market/no harsh punishments. This means the response moves into Level 5 and is given the full 10 marks.

This exemplar continues on the next page.

Exemplar 2 5 marks

National	and 1	locai	government	1 Jau	nd
It diffice	1 1 10	<u>dia</u>	Uwith	Public'	health
15Sue)	n the	ecurly	Modern	period	because
0	ul,	tl_	People	whe	Virm
Chaptic. T	here h	une h	sany	rumour	
of where	٨	ulastes.			•
hnew. II	from	but	<u>~~</u> 0 ~		114
Illnesses		n or	how how	•	runown.
		2.190001	<u> </u>	10- 3	10000V(,

Commentary

The response was not given any marks to begin with, as 'because the people were very chaotic' is unclear and not valid. However, by the end of this section, the candidate has identified a valid reason why governments found it difficult to deal with public health issues – people didn't know what caused illness. This places the response into Level 2.

Many	Realu	du	ng th	e fim	e Were	-
Stronaly	bei	LVING) in	the_	Majma	theory
which)	was	tu)	thought	the		8 Meils
caused	te	disco	<u> </u>			

Commentary

The candidate then goes on to give some detail about their reason, i.e. people believed in the miasma theory. This moves the response up into Level 3 and it was given 5 marks.

In order to move this response into Level 4, the candidate would need to use what they have presented to address the question – why did this make it difficult for governments to deal with public health issues? For example, they might say that having incorrect beliefs led to governments taking actions which did not work, so they were unable to prevent the spread of diseases such as plague.

4* How far were improvements in public health in the 1800s brought about by improved scientific understanding about disease?

Give reasons for your answer.

[18]

Exemplar 1 14 marks

Improvements in public health in the 1500 s were largely not Gronght about by improved scientific understanding.
were largely not Grought about by
improved scientific understanding.
Agrably the biggest improvement is public
Agrably the biggest improvement in public health in the 1800s was the senses, the
by Joseph Bazallgetter these were not
By Joseph Bazallgettes these were not
originally made because people undestout
what caused diseases. They were made to
stop measure - Good as - which they thought
war consed disease trastes got so sho
Flow The Thames had so much waster that
it sturk out Parliament, is the Great
Stirle 1058. The series solved this year
They made the series to some this,
not to clean the water itself. Still,
that did clear the water, and
almost ended cholera out outbreaks 150
are a key example of public health
infrorm not due to inproved scientific
understanding.

Commentary

To reach the top of the mark scheme, candidates need a balanced argument (agree and disagree with the statement), two valid explained points on each side OR three on one side and one on the other, plus a clinching argument.

The first section of this candidate's response begins with some description of public health improvement (Bazalgette's sewers), which is placed in Level 2. However, by the end, they have explained how this challenges the statement, because they argue that actually the sewers were built as a response to The Great Stink, rather than improved scientific understanding about disease. They offer some – brief – detail about what that was, and identify how it led to the building of the sewers. This takes the response into Level 3 for their first explained point.

This exemplar continues on the next page.

One of the nain reasons for improved
public health was not science, but
the end of the Caiscez-faire (leve
it alone attitude of the government.
Flor 1867, ast most working class man
it alone attitude of the government. Fler 1867, ast most working class men were given the vote. This meant
government, so the governments had to
please themes i order to be voted in
again. This means that laws
onsed to improve public health were
probably networked by this, not the inproved
knowledge of diseases, especially as it
was grite strions that the contitions were
horrible to live is even is then didn't
knowledge of diseases, especially as it was grite strions that the contitions were horrible to live in even if they didn't know they directly caused disease.

In their next section, the candidate identifies another reason for public health improvement – the end of laissez-faire attitudes as a result of working-class men gaining the vote – which further challenges the statement. This is given Level 2. However, unlike in their previous paragraph, the candidate does not go on to identify a tangible public health improvement which occurred as a result, so this cannot be given Level 4 for a second explained point.

Honever, there was an inprovenant in parolie
health, before 1867 which was consed
by improved knowledge of disease Despite
health, before 1867 which was consed by improved knowledge of disease. Vespites no missinal, there was a cholera onthreade
in East Condon in to 1866. William Far
Cound a dead cel in the water pixes
found a dead cel in the water pipes in this area. This along with the work
of John Snow and Louis Pasteuri gen
theory is 1861, proved that musma didn't
couse deserte disease, bacteria in vat
dirty water did This led to the 1866
Sanitary Act, which made towns
responsible for serage, water supply and
street cleaning. There were no more
doler onthe cotor that major
cholera exidenics after this so this
is a key example of poto public health
is a key example of pho public health inproving due to science.

This is a threshold example of an explained point. The candidate identifies a reason to support the statement – the work of Louis Pasteur – as well as a public health improvement (the 1866 Sanitary Act) which occurred as a result. To make this section stronger, more detail could be given about the work/ experiments of Pasteur, as only the briefest amount is offered. Additionally, although the Sanitary Act allowed the formation of drainage districts and enabled the provision of better house drainage, it didn't say anything about water supply or street cleaning, so knowledge could be tighter here. Nevertheless, this moves the response into Level 4.

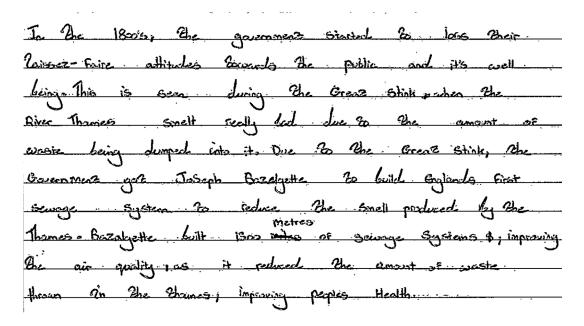
H = 1/2 = 1/
there was another lear step
in Aublic health while whilst
incluented by stiers Science, was largely
Caused be the end of the
consed be the end of the governments (aissex joire attitude.
This was the 1875 gt Public Health
Act which consolidated all previous
health acts, and Setting more start
strict standards son sublic health.
Strict standards for public health. It also nade towns apprint a
medical officer to ensure this was
encorred. That this was done note
enforced. That this was done after working class men got the vote shows it was noticeted by this, not science.
it was notivested by this not slience.
Overall, whilst knowledge about
diseases helped improve public health,
inposements we appeale before the
len improvents improvenents
were still made without it, and later
incrovements only happened because of
inprovements only happened because of the end of the Caisser-faire attitude.
*- Le serves
** belowse of the server
d -

This final section takes the response into Level 5. The candidate identifies the end of laissez-faire and links this factor to the 1875 Public Health Act. The use of words such as 'strict', 'made' and 'enforced' is enough to link the Act to the end of a laissez-faire attitude for Level 5 (this is also a continuation of their earlier point which did not quite make it beyond Level 2 because they had no specific example).

The response was therefore placed in Level 5 and given 14 marks. For Level 6, a fourth, fully-explained point is required (which could have been achieved by linking the working-class vote to a tangible outcome/improvement).

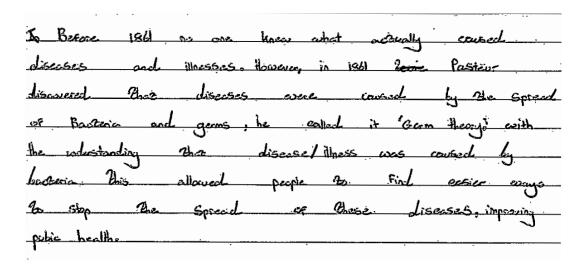
Exemplar 2

8 marks



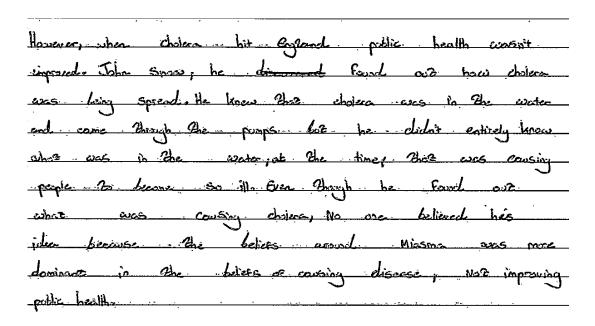
Commentary

The candidate begins with an accurate identification of a reason for public health improvement in the period – the loss of laissez-faire attitudes. This is given Level 2 only, as it is not developed beyond that. However, they then gain Level 2 again for the identification of another reason – The Great Stink. This time, they do develop this point by briefly describing what that was and going on to explain how it led to a tangible improvement – the building of Bazalgette's sewers. This places the response in Level 3, despite the inaccuracies here.

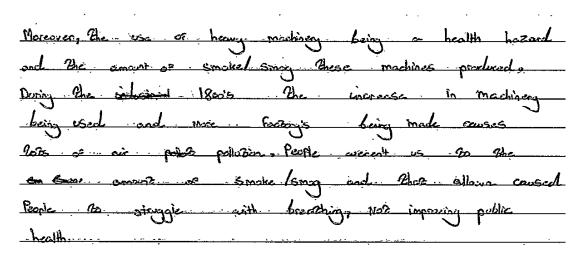


Commentary

This part of the answer was given Level 2 for a description of Pasteur's work. However, it did not move into Level 4 because the candidate does not identify a specific improvement which happened as a result of this factor.



This section was also given Level 2 for a description of the work of John Snow. As the candidate themselves actually acknowledges, Snow's investigations into the causes of cholera cannot be argued to have had an impact of the government's decisions to bring about public health reform. Therefore, this could not be given beyond Level 2.



Commentary

This final paragraph does not address the question of why there were improvements in public health in the 1800s. Instead, it veers off to answer a different question about whether or not there were improvements. No further marks can be given.

The response was therefore placed in Level 3 for the first paragraph and given 8 marks. To move into Level 4, a second, valid and fully-explained point is needed.

5* 'Responses to epidemics between 1900 and 2000 were **not** effective.'

How far do you agree?

Give reasons for your answer.

[18]

Exemplar 1

12 marks

In the period between 1900 and 2000, there
have been many responses to epidemics.
5 me og these responses where effection,
and some where not excertise.
ar effective response
One example of the is the spanish
glew out breaks of the late is teen's and
the respons from marchester. This is
because Pr James Niver nanted tirelesly
to try and limit the spread of the desieve.
one example of his north is that the
closed schools and thearter, This
essective as it reduced the namber
of peopolite librey to catch the desiese and
because of this, the death rate in marchester
now lover than in other cities overall, I
hauld disagree with the statement as this
response to the spanish slew epidemic nos
essective.

Commentary

In this initial section of the response, the candidate identifies the epidemic of the Spanish Flu, which is given Level 1. The next part briefly describes one local response – Dr. Niven's advice in Manchester leading to the council closing schools (he didn't shut theatres). They then answer the question by offering some further evidence, i.e. this was an effective response because the death rate in Manchester was lower than in other cities. This takes the response into Level 3.

However, others responses to the sporish
shew epidemic where inessective, for example
the government is used the public inguish
gilm storing Dr Sam Wise with told people
tor Stay away gram public spaces is
they had synptams. Homever, this response
eros inefective as coppies where not is used
until late in the second make, meaning
that the impormation was delivered late
and had a limated effect or hosses or
the vivous where decreasing any many.
This meant that the gilm only realy helped
spread few towards the publick, meaning
that it did not have a very effective
response to the epidemic.

Commentary

The next section stays with the Spanish Flu but examines the opposite side of the argument. The candidate identifies a government response – the production of the 'Dr. Wise' public information film – and gives some detail about it. This is given Level 2. They then explain why this was not an effective response (it was only produced late in the second wave so had a limited effect), which moves the response up into Level 4.

Furthemore another response that
was not very excertine was the initial
response to the Hi V and A I I's epidemic.
This has because initally people thought
the prices was any comput by MG ay
Mer and drug uses, and heravice these
proups of people where not well liked, there was
not much of a response, and the desiese
was alowed to spread, leaving me to surther
agree mith the statment as these post
thro responses where not pary effective

Next, the candidate moves on to examining responses to HIV/AIDS. The candidate identifies the prejudice against certain groups during the start of the epidemic but this is given Level 2 only, as the candidate only asserts 'there was not much of a response', instead of identifying a response and explaining why it was/was not effective.

However, later on in the epidemic, more
essective responses started to energe.
Fare example charaties like the terrie
higins trust started to teach people about
the dangers of HIV, because of this action,
the media started to act, and exectually,
the foverment started to screen blood
transgueians overall, I would have to
disagree with this statement are these
responses where estedies, and did
responses where effective, and did eventually end the epidemics-
In wordusing, whilet some responses
where efective prothers mher not
essettis Hermehor, I would have to
disagrea Sligtly with the statement
as the joint reconses til become
stistly acception, & let I proved majoret
stiptly affective, blt I would majorate home to agree mith the statements as my
nost of the responses where not
effective.

Commentary

This final section also stays in Level 2 because the candidate lists responses but does not explain why these were effective.

So, the response ends up in Level 4 and is given 12 marks for two, well-explained and supported points. A third would be needed for Level 5.

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