

History C

General Certificate of Secondary Education **1936/02**

British Social and Economic History c.1700- Present Day. Paper 2: Public Health and Housing

Mark Scheme for June 2010

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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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APPLICATION OF THE MARK SCHEME**1 Use of the Mark Scheme**

- 1.1. It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct levels and given an appropriate mark within that level.
- 1.2. Marking must be positive. Marks must not be deducted for inaccurate or irrelevant answers. Half- marks must not be used.
- 1.3. The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable responses.
- 1.4. Be consistent from script to script and from batch to batch.
- 1.5. Indicate that all answers have been seen.
- 1.6. Do not transfer marks from one part of a question to another.
- 1.7. If a candidate reaches a particular level s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
- 1.8. The mark scheme primarily aims to reward conceptual understanding and the demonstration of evidence handling skills. Contextual knowledge, is of course important in so far as it enables candidates to demonstrate their understanding of concepts and their source evaluation skills. Conceptual knowledge is included within the target for certain questions.
- 1.9 WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.**
- 1.10 Where a band of marks is indicated for a level these marks should be used with reference to the development of the answer within that level.

2. Marking

- 2.1. All marking should be in red.
- 2.2. The level, and mark awarded for each part question, **MUST** be shown clearly in the margin of the script towards the end of an answer, e.g. L3/5.
- 2.3. At the end of each question the total mark achieved by the candidate for that question **MUST** be indicated in a circle.
- 2.4. The total mark for each question should be transferred to the front page of the script. The marks for all the questions should be totalled and indicated.
- 2.5. It is not necessary to tick the body of an answer and examiners should refrain from doing so.

- 2.6 Examiners must indicate, in the body of the response, where a level has been achieved and, where appropriate, marks are gained.
- 2.7 Any comments should be kept to a minimum and should always be related to the award of a mark or marks and be taken from statements in the mark scheme. General comments on a candidates' work should be avoided.

1 Study Source A.

What can you learn from this source about living conditions in the nineteenth century? Use details from the source to explain your answer.

Target:

AO2

Level 1 Uses surface features of source only

1-2

e.g. 'People lived in back to back houses.'
'Families were living in one room.'

Level 2 Unsupported valid inferences from source

3-4

e.g. 'Some rooms could get flooded.'
'Disease could spread easily.'
'People lived in overcrowded conditions.'

Level 3 supported valid inferences from source

5-6

e.g. 'The rooms at the bottom of the building are below street level. This would mean they could flood easily when it rained making them damp.'
'Living in overcrowded conditions like these where people lived in one room would encourage the spread of disease.'

- 2 **Study Sources A and B.**
Why do you think these sources give different impressions about living conditions in the nineteenth century? Use the sources and your knowledge to explain your answer.

Target: AO1 and AO2.

Level 1 Unsupported assertions **1**

e.g. 'Because they are from different areas.'

Level 2 Answers based on provenance/surface detail **2**

e.g. 'No I am not surprised as one is a diagram and one is from Saltaire, a real town.'

Level 3 Different because content is different - uses content of sources to compare impressions **3-4**

e.g. 'Source A shows back to back housing without any facilities and which housed many families whilst Source B says that each family has a house with space and facilities.'

'The diagram was published to show what back to back housing was like whilst the newspaper article was to inform others of a new idea to which is making improvements.'

Level 4 Uses contextual knowledge to explain one source **5-6**

e.g. 'This is a diagram of housing typical of the time. Houses were built close together without proper sewerage systems or fresh running water. Because the population in the industrial areas was growing fast there was a need to provide housing. This resulted in houses being let to families by the room. In these overcrowded conditions disease spread.'

OR

e.g. 'Source B is about a model town built by Titus Salt for his work force and as this was a new idea it made the newspaper so that others would be able to read about it. He wanted to make living conditions better so that his workers, and their families, would be more content.'

Level 5 Uses contextual knowledge to explain both sources **7-8**

Both sides of Level 4.

3 Study Source C.

What is the message of this cartoon? Use the source and your knowledge to explain your answer.

Target: AO1, AO2, AO3.

Level 1 Uses surface features of the cartoon**1-2**

e.g. 'The source shows people looking into a barrel.'
'Children are playing.'

Level 2 Valid but unsupported inferences**3**

e.g. 'Drinking water is polluted.'
'There's lots of water but you cannot drink it.'
'Men are trying to clean the water.'

Level 3 Valid inferences supported by cartoon OR contextual knowledge**4-5**

e.g. 'The message of the cartoon is that the water is unsafe to drink. The cartoon shows men fishing in a barrel which is filled with contaminated water. They seem to be fishing out dead animals / rats which the lady is clearing away on her shovel. These dead animals are scaring the child. People are coming with bowls hoping to get some clean water. The man climbing the fence is coming to collect the water rate despite the water being contaminated.'

OR

'The message of the cartoon is that water is unsafe to drink. This is despite the passing of a Public Health Act in 1848. This Act was ineffective and people continued to get their drinking water from polluted sources.'

Level 4 Valid inferences supported by cartoon AND contextual knowledge**6-7**

Both sides of Level 3.

4 Study Source D.

Are you surprised by what this source shows? Use the source and your knowledge to explain your answer.

Target: AO1, AO2

Level 1 Answers that describe the photograph**1-2**

e.g. 'The source shows a sewer and underground railway.'

Level 2 Not surprised/surprised - general claims about London at the time**3**

e.g. 'I am not surprised because London was filthy at the time and water supplies needed improving.'

Level 3 Answers that identify not surprised OR surprised**4**

e.g. 'I am surprised because medical knowledge was limited at that time.'

I am surprised as many did not want to spend money on making improvements.'

OR

e.g. 'I am not surprised because of the work of people like Edwin Chadwick and John Snow.'

'I am not surprised because there had been many complaining about smells and dirty drinking water causing death.'

Level 4 Answers which use contextual knowledge to explain reason(s) for being surprised OR reason(s) for not being surprised**5-7**

e.g. 'I am not surprised they are building sewers and water pipes. This is because in the 1850s John Snow showed that cholera was spread through dirty water from a water pump in Broad Street. Once people heard of this they wanted clean water brought in.'

OR

'I am surprised as there had been many objections to the introduction of the Public Health Act of 1848. The Act was voluntary and ratepayers did not like being forced to spend money as they had to pay more. They had the view that people should not be forced to have something against their will.'

Level 5 Answers which use contextual knowledge to explain reason(s) for being surprised AND reason(s) for being not surprised**7-8**

Both sides of Level 4

5 Study Sources E and F.

How useful are these sources to an historian studying living conditions towards the end of the nineteenth century? Use the sources and your knowledge to explain your answer.

Target: AO1, AO2.

Level 1 Description of surface detail / unsupported assertions 1

e.g. 'Yes they are useful because one is about improvements and the other is about problems.'

'They are both useful as they tell us about housing.'

Level 2 Answers that use provenance AND/OR purpose to consider usefulness 2-3

e.g. 'Source E is useful as it highlights the poor housing and poverty of many people living in London.'

'Source E is from a document and is less useful as the author would want to make it as shocking as possible.'

'Source F is more useful as it is a photograph of what the houses looked like in a real street.'

'Source F has only limited use as it just shows one street in Birmingham.'

Level 3 Uses content of one or both sources to consider usefulness 4-5

e.g. 'Source E is useful as it tells us about how poor living conditions were. It says it was smelly, that there was refuse lying around and that the area was very dark. In these conditions there were many families living in overcrowded conditions.'

'Source F on the other hand is exactly the opposite showing pleasant housing with gardens and a wide street with trees.'

Level 4 Explains usefulness of one source using contextual knowledge 6-7

'Source E is useful to an historian as it shows that local authorities have not responded to increased demand for housing as the population grows. This has resulted in continued overcrowding that is unhealthy. Despite Acts of Parliament such as the 1875 Public Health Act and attempts at slum clearance there still remained housing unfit for human habitation.'

'Source F is useful as it shows how Cadbury spent money on building a model town for his workers. By building clean housing in spacious areas he improved the health of his workers. This approach was used by others including Lever at Port Sunlight and earlier by Titus Salt as shown in Source B.'

Level 5 Explains usefulness of both sources using contextual knowledge. 8-9

6 Study all the sources, A-G.

‘The poor living conditions of the working classes had not improved by 1900.’
How far do you agree with this statement? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.

Target: AO1, AO2 and AO3

Level 1 Answers about poor living conditions – no valid source use **1-2**

e.g. ‘People lived in poor living conditions.’

Level 2 General source use without specific identification of sources **3-4**

e.g. ‘The sources show that dirty drinking water and poor housing were serious problems.’

Level 3 Explicit use of sources EITHER to support OR challenge **5-7**

e.g. ‘**Sources A, C, E and G** support this view. Source A shows poor housing without facilities and which would be overcrowded. Source G shows that poor quality housing still existed in Liverpool in 1906. Source E indicates that poor houses still existed towards the end of the century.’

OR

‘**Sources B and D** suggest otherwise as in Source B it says that the houses are healthy and are comfortable. They have running water. Source D shows that piped water and sewer pipes were available by 1870. Source F shows that improvements had taken place as housing in this area of Birmingham had improved.’

Level 4 Explicit use of sources to support AND challenge **8-10**

Both sides of Level 3.

At Levels 3 and 4 allow up to three bonus marks for any qualification of a source in terms of its reliability, sufficiency, usefulness etc. but total mark must not exceed 12.

Notes:

- To score a mark within L3 or L4 there must be source use, i.e. direct reference to source content.
- Only credit source use where reference is made to a source by letter or direct quote. Simply writing about issues covered by the source is not enough.

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