

Oxford Cambridge and RSA Examinations
General Certificate of Secondary Education

HISTORY C (BRITISH SOCIAL AND ECONOMIC)

1936/2

PAPER 2 (PUBLIC HEALTH AND HOUSING)

Specimen Paper 2003

Additional materials:
Answer booklet.

TIME 1 hour 30 minutes.

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces on the answer booklet.
- Study the Background Information and Sources carefully. You are advised to spend at least ten minutes doing this.
- Answer **all** questions.
- Write your answers, in blue or black ink, in the answer booklet provided.
- Read each question carefully and make sure you know what to do before starting your answer.

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 **50**.

Study the Background Information and Sources carefully. You are advised to spend at least ten minutes doing this and then answer ALL the questions.

In answering the questions, you will need to use your knowledge of the topic 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 which are relevant.

1 Study Source A.

What can you learn about living conditions in nineteenth-century towns from this Source?

Explain your answer with reference to the Source. **[5]**

2 Study Sources A and B.

Does the cartoon support the evidence in Source A about living conditions in the nineteenth century?

Explain your answer, using details from the Sources. **[7]**

3 Study Sources C, D and E.

Which of these Sources is the more reliable in telling us about living conditions in towns in the nineteenth century?

Explain your answer, using the Sources and your own knowledge. **[7]**

4 Study Source F.

How useful is this Source as evidence of the problems facing poor people living in nineteenth-century towns?

Explain your answer, using the Sources and your own knowledge. **[9]**

5 Study Sources G and H.

Do these Sources fully explain why some housing was better than others?

Explain your answer, using the Sources and your own knowledge. **[10]**

6 Study all the Sources.

‘At the heart of the problem of public health lay overcrowding.’

Do these Sources show this interpretation to be true?

Explain whether or not you agree, using the Sources and your own knowledge. **[12]**

WAS OVERCROWDING THE MAIN CAUSE OF POOR PUBLIC HEALTH IN THE NINETEENTH CENTURY?

Background information

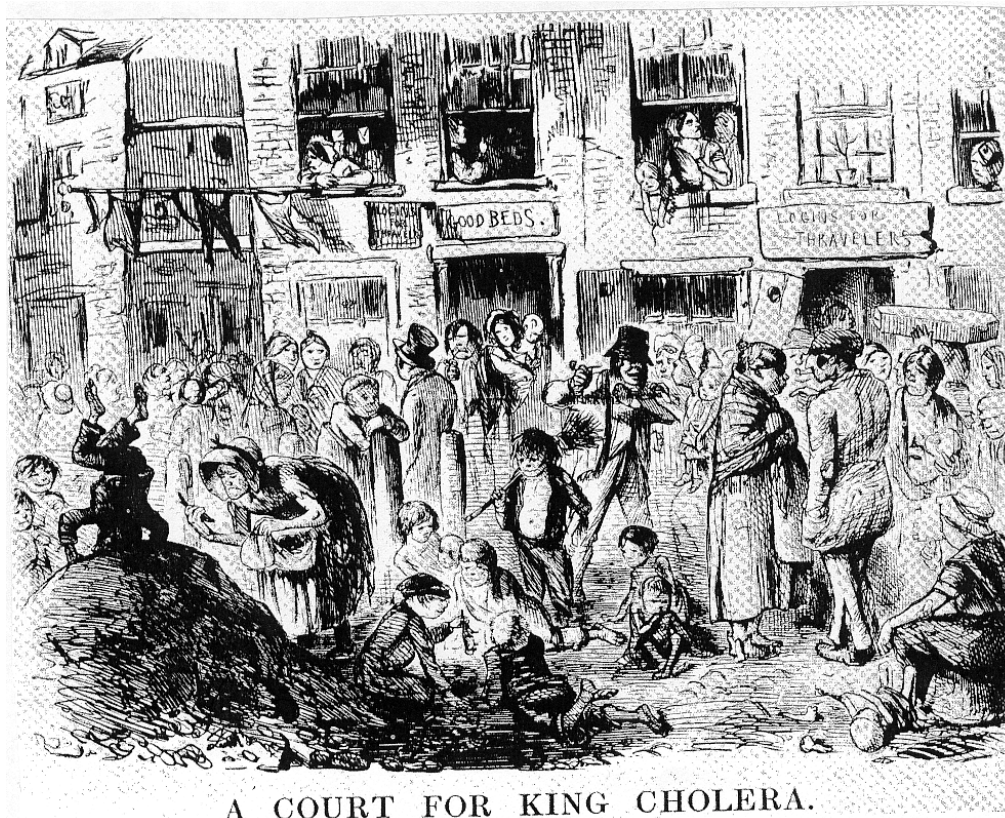
Industrial towns continued to grow rapidly during the nineteenth century. This led to serious public health problems including the spread of cholera, a shortage of toilets and an inefficient water supply especially in the poorer parts of the town. Some people at the time thought the problems were caused by the poor people themselves, others thought it was the fault of the government. Some argued that it was overcrowding that was the main problem.

SOURCE A



A photograph showing housing in Manchester in the nineteenth century.

SOURCE B



A cartoon published in 'Punch' in 1852.

SOURCE C

The five cellar dwellings consist of two rooms each 3 metres square. The cellars are inhabited by 24 persons. There is one privy. When the door was opened the stench was overpowering. The walls of the room were described to us as being wet and of a dark green colour. In a nearby court there are seven houses with thirty-seven inhabitants, two privies and one water tap. Heaps of foul ashes, decaying vegetable matter and the drainage of the privies make a hotbed for fever. The tenants complain of the stench.

The Report of the Manchester and Salford Sanitary Association, 1854.

SOURCE D



An engraving from 1862 showing a queue for water in east London.

SOURCE E

Every room in these rotten and reeking tenements houses a family, often two. In one cellar a sanitary inspector reports finding a father, mother, three children and four pigs. In another room there was a man ill with smallpox, his wife just recovering from the birth of their eighth child, and the children running around half-naked and covered with dirt. Another apartment contains father, mother and six children.

Andrew Holmes writing in 1883 about the London homes he visited in that year.

SOURCE F

Dear Sir,

May we beg protection. The rich and great people care nothing for us. We live in muck and filthe. We ain't got no toilets, no dustbins, no water supplies, no drain or sewer in the whole place. The Sewer Company in Greek Street, all great and powerful men, take no notice watever of our complaints. The stench is disgustin. We all of us suffer and numbers of us are ill. If the Colera comes Lord help us.

A letter published in 'The Times' newspaper in July 1849. The letter was printed with all the spelling mistakes seen here.

SOURCE G

As soon as I took possession the rooms were cleaned, painted, drains put in order, roof repaired, glass put in windows. The rooms as a whole were re-let at the same prices at which they had been let before. My tenants are indeed very poor and yet none of the families who have passed under my care have continued in what is called 'distress'.

Octavia Hill writing in 1875. She spent much of her life working for improvements in working-class housing.

SOURCE H



William Hesketh Lever's houses for his workers at Port Sunlight.

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PAPER 2 (PUBLIC HEALTH AND HOUSING)

MARK SCHEME

Specimen Paper 2003

INSTRUCTIONS TO EXAMINERS

GENERAL POINTS

- 1 This marking scheme is designed to enable Assistant Examiners to determine the extent to which candidates have met the following assessment objectives:

Assessment Objective 1:	35%
Assessment Objectives 2 & 3	65%
- 2 The mark scheme rewards primarily the demonstration of evidence handling skills. Contextual factual knowledge is important as it enables candidates to demonstrate their Source evaluation skills. Conceptual knowledge is included within the target for certain questions.
- 3 In using the mark scheme, examiners are expected to reward all evidence of achievement at the appropriate level and use the range of marks **within** a level. Weak answers within a level should **not** have marks deducted.
- 4 Marks are **not cumulative**.
- 5 Suggestions for 'ideal' factual responses are not given as candidates are given scope to select valid, relevant knowledge to support their Source evaluation.
- 6 Examiners must be prepared to recognise and reward unorthodox but correct answers.
- 7 Examiners should ensure that they mark consistently.
- 8 Half marks must not be used and marks should not be transferred between questions.
- 9 The full range of marks should be used.
- 10 Scripts should be annotated to show where levels are achieved.

1 Study Source A. What can you learn about living conditions in nineteenth-century towns from this Source? Explain your answer with reference to the Source.

Target: Source comprehension, inference (AO2)

Level 1: Uses surface features of the Source [1-2]

e.g. *'There is no space.'*
'The houses are close together.'
'There is a pump for water.'
'There are lots of houses.'
'There is an open gutter in the middle of the street.'

Level 2: Unsupported inferences [2-3]

e.g. *'It was overcrowded'*
'Conditions were unhealthy'
'The street was smelly'.

Level 3: Supported inferences drawn from the Source [3-5]

e.g. *'Conditions were unhealthy as people had to get water from the pump in the street.'*
'The houses were packed very close together and also were built upwards. This meant that there were a lot of people living very close together and this resulted in the spread of infectious disease.'
'The closeness and height of the houses prevented fresh air and sunshine.'
'Factories were built close to houses. This caused air and noise pollution and affected the inhabitants' health.'
'The washing in the street suggests back to back houses.'

2 Study Sources A and B. Does the cartoon support the evidence in Source A about living conditions in the nineteenth century? Explain your answer, using details from the Sources.

Target: Comprehension, cross-referencing of historical (AO2 – 3 marks), Comprehension and evaluation of an historical representation (AO3 – 4 marks)

Level 1: Simple description of Sources without comparison/contrast [1]

e.g. 'Yes, Source B shows dirty conditions.'

Level 2: Compares/contrasts surface detail [2-3]

e.g. 'There are a lot of people in Source B but not as many in Source A.'

'Children are playing on the rubbish in Source B but there are no children in Source A.'

'There is rubbish in the street in both pictures.'

Level 3: Compares OR contrasts impressions supported by reference to Sources [3-5]

Level 4: Compares AND contrasts impressions supported by reference to Sources [6-7]

e.g. 'In both Sources conditions looked crowded as the houses are very close together.'

'In both Sources washing is hung in the street suggesting that these houses do not have any back yards.'

'It is probably very dark as the street in Source A only has one light and there are none in Source B.'

'Both pictures show rubbish in the street which is smelly and could spread disease.'

'Source B gives the interpretation that the dirty conditions will spread disease. Source A is just highlighting the generally poor living conditions.'

'Source B is an artist's interpretation that generalises living conditions, Source A shows a particular street.'

'The houses in Source A appear to be more up to date than those in Source B with facilities such as a pump.'

Candidates may well develop answers around the purpose of the illustrations and the process which led to this particular interpretation. This approach must be rewarded in either L3 or L4.

3 Study Sources C, D and E. Which of these Sources is the more reliable in telling us about living conditions in towns in the nineteenth century? Explain your answer, using the Sources and your own knowledge.

Target: Selection and deployment of knowledge (AO1 – 3 marks); Comprehension, analysis and evaluation of Sources for reliability (AO2 – 4 marks)

Level 1: Simplistic choice with minimal reference to Sources [1]

e.g. *'Source C was written at the time and so it must be reliable.'*
'Source C must be reliable as it is true.'

Level 2: Choice based on Source provenance [2]

e.g. *'Source C must be reliable as it is from an official report that was written at the time.'*
'Source D is less reliable as it is an engraving.'

Level 3: Choice is supported by reference to other Sources/knowledge [3-4]

e.g. *'Source C is reliable as it is an official record that discusses overcrowding which was a major problem in the nineteenth century as the towns grew quickly to house the factory workers.'*

Level 4: Tests Sources for reliability [5-6]

e.g. *'The Report was produced (Source C) because some people such as Chadwick and Engels were becoming increasingly concerned about the laissez faire attitude of the government. This Report will have highlighted all the poor conditions in Manchester to get their point over but it does not reflect the conditions that had been dealt with in Source E. Although Source E is based on evidence it is more of a general summary of conditions and only relates to houses the writer visited in London. However, reports published by people such as Booth confirm these conditions existed. Other towns also suffered as Rowntree confirmed with his report on York.'*

Level 5: Reaches conclusions of comparative reliability [7]

This level builds on Level 4 addressing comparative reliability.

e.g. *'Sources C and D were written at the time and based on evidence in particular areas. Source C was written for the specific purpose of highlighting the problems and might put the emphasis on particular aspects. Whilst both these Sources do not say anything untrue they are less reliable about conditions in a wide number of towns. One could question whether those who collected the information for the survey visited all parts of the town. Source D being an engraving is just the artist's interpretation of what it was like to collect water. However, this Source confirms much of my studies where I considered conditions similar to the ones written about.'*

4 Study Source F. How useful is this Source as evidence of the problems facing poor people living in nineteenth-century towns? Explain your answer, using the Sources and your own knowledge.

Target: Selection and deployment of knowledge (AO1 – 3 marks), Comprehension, analysis and evaluation of Sources for utility (AO2 – 4 marks), Comprehension and evaluation of an historical interpretation (AO3 – 2 marks)

Level 1: Simplistic comprehension evaluation [1-2]

e.g. *'It is a contemporary Source and therefore useful.'*

'It is not very useful because of all the mistakes it contains.'

'It is useful because it is written by someone living in those conditions.'

Level 2: Accepts Source at face value as evidence of problems facing the poor [3-4]

e.g. *'It is useful because it tells us the poor lived in filth and many were ill.'*

'There were no drains or sewers where they lived and there was a foul smell in the air.'

OR Considers authenticity of Source [3-4]

e.g. *'It is useful as the mistakes show the writer was uneducated and therefore poor, making his evidence reliable.'*

'It represents the views of the way living conditions for somebody were interpreted but not widely held.'

OR Cross-references with other Sources to establish utility [3-4]

e.g. *'It is useful because it supports and is supported by other Sources including Source C.'*

Level 3: Interprets and analyses Source to evaluate usefulness [5-7]

e.g. *'It is useful because it tells us the poor suffered because of the fact that the rich and more powerful groups did not suffer in the same way and took little notice of the plight of the poor.'*

'The poor lacked political representation and lacked a voice.'

OR *'This is only one view. The 1848 Act had only just been introduced and had not yet had any effect.'*

'Generally at this time people were ignorant of the problems caused by their poor living conditions and yet the writer of this letter, despite the mistakes, is quite perceptive of the effect of the poor living conditions.'

OR *'Recognises the poor living conditions and attempts to use the interpretation to highlight the poor living conditions faced by many at the time.'*

Level 4: Full evaluation [8-9]

Evaluates nature of letter in context of both aspects of Level 3.

5 Study Sources G and H. Do these Sources fully explain why some housing was better than others? Explain your answer, using the Sources and your own knowledge.

Target: Selection and deployment of knowledge (AO1 – 7marks), Comprehension, analysis and evaluation of Sources for sufficiency (AO2 – 3 marks)

Level 1: Questions limitation of Sources [1-2]

e.g. 'Source F is biased and Source D is only a picture.'

OR

Describes surface detail [1-2]

e.g. 'Yes they do because Source F tells us the rooms were cleansed, the roof repaired and glass put in the windows.'

'The houses in Source G are neat and tidy and well kept.'

Level 2: Accepts Sources at face value [3-6]

e.g. 'Source G tells me that the houses in Port Sunlight were very good and built in a neat and tidy fashion. This was because Lever built houses for his workers that were better than many of the slums that workers normally lived in. Octavia Hill was well known for improving houses to make life better as was Joseph Chamberlain who cleared away slums in Birmingham and improved housing.'

Level 3: Appreciates limitations of the Sources [6-8]

e.g. 'These Sources only partly explain why some houses were better than others. It does not mention the work of Cadbury at Bournville or the village of Saltaire. It says nothing about the fact that Chamberlain did little to help the poor as his replacement buildings were not always for the poor and were expensive. It does not link improved housing to the work of the government in passing Acts of Parliament such as the Artisans Dwellings Act which allowed slum clearance to take place and thus allow better housing all over the country.'

Level 4: Appreciates both sides [9-10]

An answer that uses both Level 2 and Level 3.

6 Study all the Sources. ‘At the heart of the problem of public health lay overcrowding.’ Do these Sources show this interpretation to be true? Explain whether or not you agree, using the Sources and your own knowledge.

Target: Selection and deployment of knowledge (AO1 – 4 marks),
Comprehension, analysis and evaluation of Sources (AO2 – 4 marks),
Comprehension, analysis and evaluation of an historical interpretation
(AO3 – 4 marks)

Level 1: Unsupported agreement/disagreement [1]

e.g. ‘Overcrowding was a major problem because the Sources say so.’

Level 2: General descriptive answers without valid reference to Sources [2-3]

e.g. ‘The problems of public health were brought about by a number of reasons including poor houses, lack of light and large families.’

Level 3: Descriptive answers that attempt to arrive at a conclusion/no valid Source reference [4-5]

Level 4: Link to Sources in testing hypothesis [6-9]

e.g. ‘Overcrowding is mentioned in Source F and implied in Sources B and C (when it say the cellar is inhabited by 24 persons) and E. The houses look close together in Source A.’

OR

Link to Sources in disagreeing with hypothesis [6-9]

e.g. ‘Source F makes no mention of overcrowding but implies that it is poor sanitation and the attitude of the rich people that makes the public health problem worse.’

It is expected that contextual knowledge will be used to check the validity of the Sources and the interpretations presented.

Level 5: Agrees AND disagrees with hypothesis [10-12]

Answers will build on Level 3 and Level 4 to test both sides within a framework of contextual and own knowledge checking the validity of the Sources, the purpose of the interpretations and reasons for such interpretations.