

Section C Public Health: Hints about answering the questions:

Content

The main areas to know are:

- Roman public health
- Public Health in the middle ages (Towns, Black Death)
- Changes because of the Industrial revolution: Public health reports and Acts of the 19th century
- Liberal reforms
- National Health Service

Question Types

a) **Eg What can you learn from Source I about the problems of public health in nineteenth-century towns and cities? Explain your answer using Source I and your own knowledge. (5 marks)**

- This is a source & own knowledge question. Remember to use both
- Remember to give examples from both your own knowledge and from the source. This is needed for the highest levels.
- Look at the origin of the source: that is always a help to you
- Spend 5 minutes on this

Source I Working-class housing



An illustration drawn by Gustav Dore in 1875

b) **Eg Explain 2 reasons why there were good public health facilities in Roman Britain. (4+4 marks)**

- This is an explanation question. It is not source based. It is based on your own knowledge
- You should develop your two reasons with examples from your revision
- Remember to give two distinct reasons if it asks you to.
- Spend 10-12 minutes on this

c) **Eg How far was Roman public health a turning point in dealing with public health in Britain Support your answer with reasons and examples (12 marks)**

- You use your own knowledge only. You must know your notes for this
- The question usually focuses on how far the period of public health shows a turning point or not

Turning point =

- These are essay type questions. So answer them as follows:
 - Plan out the answer from your own knowledge alone. List all the reasons why you agree, then list all the reasons that mean you disagree with the statement. Think of examples from your knowledge to back up each reason
 - Write out your answer, following the plan
 - Remember to include a conclusion with your overall answer to the question
 - Spend 15-18 minutes on this

Mark scheme

(a) What can you learn from Source I about the problems of public health in nineteenth-century towns and cities? Explain your answer using Source I and your own knowledge. (5 marks)

Level 1: Answer that selects detail from the source 1
e.g. The houses were built very close together and the atmosphere was smoky.

Level 2: Answer that draws a simple inference from the source 2-3
e.g. Large numbers of people lived close together in overcrowded conditions.

Level 3: Answer that sets the source in the context of knowledge 4-5
e.g. Answers might point out that belief in laissez-faire allowed houses to be built so close together to maximise profits, so this contributed to poor public health.

N.B. Knowledge can only be rewarded if a valid reference to the source has been made.

(b) During the nineteenth century, acts of parliament were passed in order to end problems of public health in nineteenth-century towns and cities. Explain two reasons why such Acts were passed. (4+4)

Level 1: Generalised answer 1
e.g. To improve the living conditions of the poor.
Mark here answers solely using Source H.

Level 2: Simple answer 2-3
e.g. The work of Chadwick / Simon / Kay; increasing rejection of laissez-faire; fear of cholera.

Level 3: Developed answer 4
e.g. Edwin Chadwick's report of 1842 showed that disease cost ratepayers money through the poor rate and that it would be cheaper to clean up towns and cities to reduce disease.

N.B. Mark scheme to be applied twice.

(c)

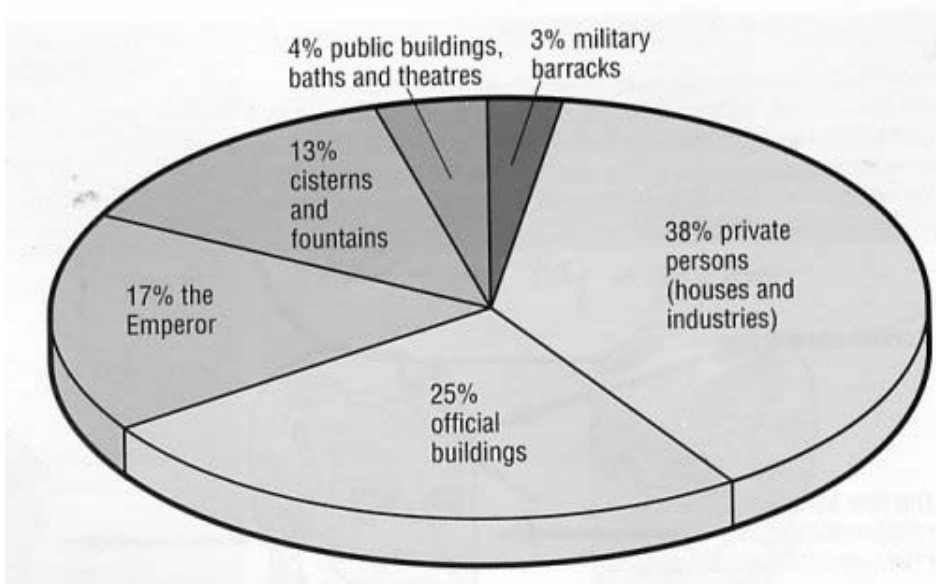
Level 1: Generalised answer 1-3
e.g. The Liberal Social Reforms introduced help for children and the old.

Level 2: Answer that forms a description of the changes 4-6
e.g. The Liberal Social Reforms introduced old age pensions for people over 70.
They said free school meals could be provided.
The National Insurance Act brought in free medical care.
Sick pay and unemployment benefits were introduced for some workers.

Level 3: Answer that relates the changes to the question asked 7-9
Such answers develop out of Level 2 answers and additionally give a reason why the changes form a turning point.
e.g. This was the first time the government had tried to help people to a healthier life by providing them with money so they would still be able to buy food to remain healthy when old, sick or unemployed.

Level 4: As Level 3 but with an explicit supported comparison 10-12
These answers will explicitly consider the previous situation.
e.g. People like Booth and Rowntree had found out around 1900 that people had little help to keep them out of poverty at times of unemployment or sickness and their health suffered. Now the old had help and so did many workers in key industries, so the reforms were a turning point.

Mark scheme



Question 1

Eg How far was Roman public health a turning point in dealing with public health in Britain Support your answer with reasons and examples (12 marks)

(a) Why were the Romans able to develop such an efficient public health system throughout their empire? (4 + 4 marks)

Level 1 Generalised answer - (1-2 marks)

e.g. because they have lots of money and a big army

Level 2 Undeveloped answer or list of reasons or one reason developed - (3-5)

e.g. large army led to large ,wealthy empire, organised and strong government in charge, plenty of skilled and unskilled workers and technology.

Level 3 Developed answer explaining and supporting about 3 key reasons (6-8)

e.g. Ideas came from need to keep army healthy- bad air theory- control of large empire gave them money to build public health system via taxes, trade etc.

Strong and organised government

Army meant Romans had skilled engineers to design,

New technology e.g.aqueduct design/ cement

Civil servants/inspectors to maintain.

(b) What can you learn from source G about access to clean water in Rome? Explain using Source G and your own knowledge (5 marks)

Level 1 Detail from source - (1 mark)

e.g. Emperor got 17%, army got only 3%

Level 2 Simple inference from source - (2-3 marks)

e.g. uses and interprets figures to explain most went to rich or powerful and little actually went to poor.

Level 3 Sets source in context of knowledge - (4-5 marks)

e.g. most water went to powerful and wealthy via personal supplies- lead pipes or important public areas to show power of Rome

e.g. public fountains or to industry as helped the economy.

Limited available for poor and none directly to their homes but did have access via cheap public baths and toilets.

C c)

Level 1: Generalised answer

1-3

e.g..Romans brought fresh water to towns

Level 2: Answer that forms a description of the changes 4-6

e.g. public baths/ fountains eg Bath
acqeducts for fresh water
sewage systems I main towns
hospitals

Level 3: Answer that relates the changes to the question asked

7-9

Such answers develop out of Level 2 answers and additionally give a reason why the changes form a turning point.

e.g. Roman developments were the first of their type in Britain. No formal public health before this

Level 4: As Level 3 but with an explicit supported comparison

10-12

These answers will explicitly consider the previous situation.

e.g. Roman changes were real but:

were in towns only

hospitals were mainly for troops

changes do not outvie Romans. When they go, the situation gets as bad as before