

Sources A and B

Source A: Adapted from the diary of Dr Harvey Cushing, written on 6 June 1915. He was an operating surgeon who worked with the RAMC on the Western Front during the First World War.

It was the same in all the C.C.S.s*. There was a great tent for reception, with rapid recording of patients — some to go on, some to remain, and of these a large quota [share of the men] to the pre-operation room for their turn, and others with chest wounds to their proper ward, or still others in critical shape to another place; and meanwhile an equally rapid evacuation takes place and a train is ready for 600 cases, and before they are off in come another 150, and why can't No. 11 take these, and No. 2 is overcrowded or another behind in its work.

* C.C.S. — casualty clearing station

Source B: From the memoirs of John Hayward, a surgeon at a casualty clearing station on the Western Front during the First World War. John Hayward wrote his memoirs after the war and they were published in 1930.

"Resuss"* was a dreadful place. Here were sent the shocked and collapsed and dying cases, not able to stand as yet an operation, but which might be possible after the warming-up under cradles in heated beds or transfusion of blood. The effect of transfusion was in some cases miraculous. I have seen men already like corpses, blanched and collapsed, pulseless and with just perceptible breathing, within two hours of transfusion sitting up in bed smoking, and exchanging jokes before they went to the operating table.

*Resuss — the resuscitation tent

Remember — you can annotate the Source texts as much as you want.
I found it helpful to underline key words and phrases.

Sources A and B

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*Resuss — the resuscitation tent

Remember — you can annotate the Source texts as much as you want.
I found it helpful to underline key words and phrases.

Complete the answer

1 Complete the student's answer so that it would be awarded 4 marks.

1 Describe **two** features of the underground hospital at Arras.

(Total for Question 1 = 4 marks)

Two features have been identified. The question asks you to 'describe' the features, so now you need to add supporting detail to both to get full marks.

Nearly there

Feature 1: The hospital was located in tunnels underneath the town of Arras.

Feature 2: The underground hospital was large and well supplied.

I wish I'd known you only have to say what each feature is and then find some supporting detail. I wrote about all the features I found, but that meant less time to answer Questions 2(a) and (b), and no extra marks!

2 Complete the student's answer so that it would be awarded 4 marks.

1 Describe **two** features of medical workers on the Western Front.

(Total for Question 1 = 4 marks)

Hint

- This time the supporting detail has been provided, so now you need to identify the feature being described.

When I was revising for this paper, I made lists of features for all the main topics, for example, the trench system, the transport system, the different sorts of medical conditions, the stages of treatment, etc. It really helped to answer Question 1.

Nearly there

Feature 1: There were around 3000 army medical workers in 1914, and this figure increased to around 13 000 by 1918.

Feature 2: Volunteers were mostly used to drive ambulances and for cooking and cleaning.

Mark the answer

- 1 Draw lines to connect the marker's comments to the relevant parts of the answer. One has been done for you.

- 1 Describe **two** features of casualty clearing stations on the Western Front.

(Total for Question 1 = 4 marks)

Feature 1: They were a long way away from the front line, which was the line where soldiers were closest to the enemy.

This is a correct feature, although the answer should be more specific, e.g. they were located several miles from the front line.

Feature 2: The priority at a CCS was treating men with life-threatening injuries who still had a chance of survival. This was done through a special system where medical workers identified which men were beyond help and which ones could survive.

The student uses knowledge to provide good supporting information for this feature.

A valid feature is identified and the student clearly shows good knowledge of the period.

This supporting information is not relevant because it is not describing a feature of casualty clearing stations.

- 2 Use the mark scheme below to assign a mark to the answer. Explain your decision.

Question	
1	Describe two features of casualty clearing stations on the Western Front. Target: knowledge of key features and characteristics of the period. AO1: 4 marks.
Marking instructions	
Award 1 mark for identifying a valid feature up to a maximum of two marks. Award 1 mark for supporting information for each feature. e.g. <ul style="list-style-type: none">Casualty clearing stations were part of the casualty evacuation chain (1). They were further back from the front line than aid posts and field ambulances (1).Injured men did not stay at casualty clearing stations for very long (1). The aim was usually to get them to the point where they could be evacuated to a base hospital (1).	

I would award Feature 1 out of 2 marks because

I would award Feature 2 out of 2 marks because

Improve the answer

- 1 Rewrite this part of the student's answer to achieve the highest possible mark. This part of the answer relates to Source A on page 4 only.

- 2 (a) Study Sources A and B.

How useful are Sources A and B for an enquiry into the way casualty clearing stations (CCS) treated injured men on the Western Front?

Explain your answer, using Sources A and B and your knowledge of the historical context.

(8)

There are some good points in this answer, but there is not enough detail.

Had a go

Source A is useful because it describes the way that casualty clearing stations were divided up and that they were in tents. It also has information about how patients were evacuated once they had been treated: by train. It is useful because it a diary entry and shows it was stressful to work at a CCS.

Our teacher always told us to think about NOP for usefulness of sources: **N**ature, **O**origin and **P**urpose.

Mark the answer

1 Draw lines to connect the marker's comments to the relevant parts of the answer. One has been done for you. This part of the answer relates to Source B on page 4 only.

2 (a) Study Sources A and B.

How useful are Sources A and B for an enquiry into the way casualty clearing stations (CCS) treated injured men on the Western Front?

Explain your answer, using Sources A and B and your knowledge of the historical context.

(8)

Source B is written by someone who was a surgeon at a casualty clearing station, which means it is a first-hand account by a medical expert. This means it is likely that his description is an accurate record of what he experienced, although his description is written in an emotional style rather than as a medical account. His memoir was published, which means it is likely he was not just writing down his memories for himself but was thinking about what other people might think as he was writing them.

Source B contains useful information about how this casualty clearing station worked, especially the information about 'resuss': the resuscitation tent. It tells us that heated beds were used to warm patients and about blood transfusions. The description of the effect of blood transfusion is very interesting and useful because it shows just how effective blood transfusion could be: 'the effect of transfusion was in some cases miraculous'. Many more transfusions were possible on the Western Front due to the development of better methods of storing blood.

Although NOP is useful for evaluating sources, I tended to focus on it too much. I wish I'd included more contextual knowledge in my answers – basically, what you already know about the topic.

This point about authorship of Source B is developed to make an inference about usefulness.

The student uses knowledge of historical context to support the point about usefulness.

This point about the nature and purpose of Source B is valid but should be developed more to consider what impact it has on the usefulness of the source.

The student has identified useful information from Source B about how this CCS treated injured men. However, the student should then have used contextual knowledge to say what it is about this information that is useful.

This activity continues on page 9

Mark the answer

2 Use the mark scheme below to decide at which level the answer on page 8 is working.

Question	
2 (a)	How useful are Sources A and B for an enquiry into the way casualty clearing stations (CCS) treated injured men on the Western Front? Target: Analysis and evaluation of source utility. AO3: 8 marks.
Level	Descriptor
3	• Judgements about usefulness for the specific enquiry in the question are made, which take account of how provenance* affects the usefulness of the source content. Contextual knowledge is used in interpreting the source and making judgements about usefulness.
2	• Judgements about usefulness for the specific enquiry in the question are made. These judgements are supported by comments that are relevant to the sources. Contextual knowledge is used to support comments on the usefulness of the content of the sources and/or their provenance.
1	• A simple judgement is made about usefulness. Supporting comments about the content of the source or provenance are not really developed. The use of contextual knowledge is only limited.
0	No rewardable content.

*Provenance = nature, origin, purpose.

I would award the answer a level because

Remember that a source doesn't have to be written down. It could be a cartoon, a photograph, a poster, a painting, an advert, or an object such as a coin or a postcard.

Find the answer

1 Use the marking instructions below to find the answer that would **not** be awarded the mark.

2 (b) Study Source B.

How could you follow up Source B to find out more about the way casualty clearing stations treated injured men on the Western Front?

(4)

Detail in Source B that I would follow up:

A 'The effect of transfusion was in some cases miraculous.'

B "'Resuss" was a dreadful place.'

C 'an equally rapid evacuation takes place'

D 'the warming-up under cradles in heated beds'

When you are picking the source detail you are going to use, sense-check that you can use it to answer all four parts of Question 2(b).

Marking instructions

Award 1 mark for choosing a detail in Source B that could be developed into a follow-up enquiry.

Answer would not get the mark because

2 Look at this student's answer to the first part of the question.

Detail in Source B that I would follow up: 'The effect of transfusion was in some cases miraculous.'

Use the marking instructions to find the answer that would best link to this detail.

Question I would ask:

A Why did some soldiers need blood transfusions but not others?

B Were blood transfusions a new treatment?

C Did soldiers mind having blood transfusions?

D How often did casualty clearing stations use blood transfusions?

Marking instructions

Award 1 mark for a question which is linked to the detail in Source B that could form the basis of a follow-up enquiry.

Answer would get the mark because

Find the answer

1 Another student has answered the first two parts of a 2(b) question.

Detail in Source B that I would follow up: 'The effect of transfusion was in some cases miraculous.'

Question I would ask: How much blood did casualty clearing stations have stored for transfusions?

Use the marking instructions to find the best source to use to link to the above answers.

What type of source I could use:

A Army medical records about the amount of blood available to casualty clearing stations

B Newspaper reports about men who recovered after having blood transfusions

C Photographs of casualty clearing stations in action

Marking instructions

Award 1 mark for identifying an appropriate source to help answer the selected question.

Answer would get the mark because

2 Another student has written the following answers to part of a 2(b) question.

Question I would ask: What problems occurred with blood transfusions at casualty clearing stations?

What type of source I could use: Letters home by medical workers

Use the marking instructions to find the answer that would **not** be awarded the mark.

How this might help answer my question:

A The letters might record experiences of transfusions that went wrong.

B They might show that medical workers found transfusions difficult.

C The letters home might include graphs of the numbers of unsuccessful blood transfusion.

Marking instructions

Award 1 mark for a response that shows how the source could help answer the selected question.

Answer would not get the mark because

Mark the answer

- 1 Draw lines to connect the marker's comments to the relevant parts of the answer. One has been done for you.

- 3 Explain **one** way in which ideas about the causes of illness were similar in the fourteenth and seventeenth centuries.

(Total for Question 3 = 4 marks)

In the 14th century ideas about why people became ill were based on the theory of the Four Humours. In the 17th century ideas about the causes of illness had not really changed – the theory of the Four Humours was still important. In this theory, the Four Humours were blood, phlegm, yellow bile and black bile. According to the theory, if the mix of the Four Humours was not balanced in a person, they would become ill. In both the 14th and the 17th centuries, doctors trained by reading the works of Galen. Because the Church approved of Galen, it was very difficult to challenge his ideas, which explains why there was little change in ideas about the causes of illness.

The student has identified a valid similarity.

The student has focused on describing an idea, instead of using their knowledge to explain how the ideas in the two periods were similar.

This reads like a second similarity: the student should have explained how Galen and the theory of the Four Humours are linked.

This is a good explanation of the similarity.

Thinking about how you would mark your answer is a good way to see where you can make improvements – I used this technique a lot when I was revising.

- 2 Use the mark scheme below to assign a mark to the answer. Explain your decision.

Level	Mark	Descriptor
2	3–4	<ul style="list-style-type: none"> The student explains a similarity by analysing features of the period. [AO2] Good knowledge and understanding of the period is shown, and the comparison is supported with specific information about the topic. [AO1]
1	1–2	<ul style="list-style-type: none"> The student offers a simple or generalised comment about a similarity. [AO2] Limited knowledge and understanding of the period is shown through generalised information about the topic. [AO1]
	0	No rewardable content.

I would award the answer out of 4 marks because

An answer that does not have any AO2 qualities cannot be awarded more than 2 marks, even if it shows really good AO1 knowledge and understanding.

Improve the answer

- 1 Write an improved answer to the question below. Use the hints to make sure your answer is awarded 4 marks.

- 3 Explain **one** way in which doctors' training in Britain was different in the fourteenth and seventeenth centuries.

(Total for Question 3 = 4 marks)

Nearly there

In the 14th century, doctors trained by reading Galen. In the 17th century, although doctors still read Galen, some medical students did dissections.

Hints

- You only need to write about **one** way in which the periods were **different**.
- As well as identifying a difference, you also need to use specific information to support the comparison between the two periods.

Always read the question – if the question asks for one difference, don't waste time writing about similarities.

- 2 Write an improved answer to the question below. Use the hints from the first activity to make sure your answer is awarded 4 marks.

- 3 Explain **one** way in which approaches to preventing disease in Britain were different in the seventeenth and nineteenth centuries.

(Total for Question 3 = 4 marks)

Had a go

In the 19th century, the Public Health Act (1875) made councils responsible for providing clean water, public toilets, rubbish removal, sewers and drains. Towns also appointed Health and Sanitary Officers and a Medical Officer for Health. This didn't happen in the 17th century.

Complete the answer

1 Complete the student's answer so that it would be awarded 4 marks.

3 Explain **one** way in which hospital care in Britain was different in the fourteenth and nineteenth centuries.

(Total for Question 3 = 4 marks)

Hospital care in the 14th century was very religious

In the 19th century, hospitals were about treating ill people so they could recover

2 Complete the student's answer so that it would be awarded 4 marks.

3 Explain **one** way in which people's reactions to the plague in Britain were similar in the fourteenth and seventeenth centuries.

(Total for Question 3 = 4 marks)

People's reactions were based on religion

Another example of this similarity is that people in both centuries begged God for mercy

3 Complete the student's answer so that it would be awarded 4 marks.

3 Explain **one** way in which people's understanding of the causes of disease in Britain were different in the nineteenth and twentieth centuries.

(Total for Question 3 = 4 marks)

The discovery of the structure of DNA in 1953

This was different from understanding in the 19th century

Find the answer

1 Find the **one** point of additional information that would help answer the question below.
Choose **A, B, C** or **D**. Explain your choice.

4 Explain why there were changes in the treatment of infectious diseases in Britain in the period c1750–c1900.

You may use the following in your answer:

- Louis Pasteur's influence
- smallpox

You **must** also use information of your own.

Question 4 gives two stimulus points. In order to get more than 8 marks out of the 12 available, the student must also use information of their own.

(Total for Question 4 = 12 marks)

A Koch's identification of the microbes causing TB and causing cholera

B William Harvey and discoveries about the circulation of blood

C Alexander Fleming and the development of penicillin

D The work of Thomas Sydenham in improving diagnosis

You don't have to use both or either of the stimulus points provided on the exam paper. If you don't, you need to come up with something else just as good!

Answer would be the correct choice because

2 Find the **one** point of additional information that would help answer the question below.
Choose **A, B, C** or **D**. Explain your choice.

4 Explain why surgery changed so rapidly in Britain in the nineteenth century.

You may use the following in your answer:

- James Simpson
- hygiene

You **must** also use information of your own.

(Total for Question 4 = 12 marks)

A The use of chloroform in operations, e.g. Queen Victoria in 1853

B John Hunter's detailed dissections, improving knowledge of anatomy

C Lister's development of carbolic acid as an antiseptic

D The development of sodium citrate to help store blood for transfusion

Answer would be the correct choice because

Improve the answer

1 Write an improved answer to the question below. Use the hints to make sure your answer achieves the highest possible mark.

4 Explain why there were changes in the treatment of infectious diseases in Britain in the period c1800–c1900.

You may use the following in your answer:

- Louis Pasteur's influence
- smallpox

You **must** also use information of your own.

(Total for Question 4 = 12 marks)

Had a go

Jenner developed vaccination just before the 19th century began. He noticed that people who had had cowpox didn't get smallpox. Jenner's experiments with inoculating people with cowpox and then smallpox showed that this method, known as vaccination, could prevent people from catching a disease. Louis Pasteur identified that decay was caused by microbes in the air.

Hints

- Explain the change, don't just **describe** it. Why did these factors cause change?
- You need to add information of your own to access the highest marks.
- Remember to link your points together in longer answers.

Complete the answer

1 Complete the student's answer to achieve the highest possible mark.

4 Explain why surgery changed so rapidly in the nineteenth century.

You may use the following in your answer:

- James Simpson
- hygiene

You **must** also use information of your own.

Make sure that your answers are relevant; only write about the period asked about in the question.

(Total for Question 4 = 12 marks)

Hint

- Focus on **change** – explain **why** the 19th century was different from previous periods.

The discovery of anaesthetics was a major breakthrough in surgery because

Infection limited the impact of anaesthetics because

Although there was opposition to Lister's work at first, his ideas led to major changes in surgery because

These developments contributed to rapid change in surgery in the 19th century because

Re-order the answer

1 A student has written a plan to answer this question. Decide which of their points support the statement below and which counter it. Mark each with an S (support) or a C (counter). One has been done for you.

5 'Religion was the main reason why medical treatment made little progress in Britain during the period c1500–c1800.' How far do you agree? Explain your answer.

You may use the following in your answer:

- the Great Plague
- the influence of Vesalius

You **must** also use information of your own.

Questions 5 and 6 ask 'how far you agree' with a statement. This involves making points that support the statement and points that go against it, and then making a judgement about how far the evidence supports the statement.

(Total for Question 5 = 16 marks + 4 SPaG marks)

☒ S

In the Great Plague, people turned to prayer and fasting to protect them from infection.

☐

Vesalius's work showed that Galen had been wrong about some important things. The Church approved of Galen.

☐

People in the 16th century still believed that the king's touch could cure some diseases because they thought the king was chosen by God.

☐

The Church continued to discourage dissection in the 16th century, and most doctors did not challenge this.

☐

People responded to the Great Plague in very similar ways to the Black Death: evidence of continuity.

☐

Not all responses were religious: William Harvey and scientific approach led to new understanding of how the body worked. However, this took time to influence medical treatment.

☐

Reformation – more than one Church; Renaissance – people wanting to find things out for themselves through experiment rather than just listening to what the Church said.

☐

Doctors also held on to mistaken scientific ideas, for example the miasma theory about the causes of illness and disease.

Question 5 is worth 16 marks, plus another 4 for SPaG, so I tried to leave plenty of time to answer and check it properly.

Mark the answer

1 Draw lines to connect the marker's comments about SPaG to the relevant parts of the answer. One has been done for you.

5 'Religion was the main reason why medical treatment made little progress in Britain during the period c1500–c1800.' How far do you agree? Explain your answer.

You may use the following in your answer:

- the Great Plague
- the influence of Vesalius

You **must** also use information of your own.

Questions 5 and 6 each have 4 marks available for Spelling, Punctuation and Grammar (SPaG) and the use of 'specialist terminology'. This means that you should use proper historical terms.

(Total for Question 5 = 16 marks + 4 SPaG marks)

People in the 15th century and in the 17th century
both thought that religion was very important. It is true
medicine did not make much progress this period.
for example, there were epidemics of plagues in both
centuries, but peoples understanding of what caused
plauge and how they should be treated staid the
same or nearly. people believed in God being not
pleased with people for a cause and prayer and fasting
for a treatment. Another similarity that had religion
connetions Galen was important still. Galens theory
was supported by the church. the church did not want
anyone to challenge. What it said was true about religion
and the same for medicine causes and treatments.

There are spelling mistakes but these do not get in the way of understanding what the student means to say.

Punctuation is reasonably accurate in this paragraph but there are errors that do make the student's meaning harder to follow.

Good use of some specialist terms, used appropriately, for example epidemic, plague, fasting, prayer, treatment.

Grammar is not always accurate in this section, although the meaning is generally clear.

2 Use the mark scheme below to assign a mark to the answer. There are 4 marks available for SPaG.

Performance	Mark	Descriptor
High	4	• Spelling and punctuation is used with a consistent level of accuracy. A wide range of specialist terms are also used as appropriate.
Intermediate	2–3	• Spelling and punctuation is used with a considerable level of accuracy. A good range of specialist terms are also used as appropriate.
Threshold	1	• Spelling and punctuation is used with a reasonable level of accuracy. Grammar errors sometimes make it difficult to follow the answer. A limited range of specialist terms are used appropriately.
	0	Errors in spelling, punctuation and grammar make it very difficult to understand the answer.

I would give this answer out of 4 marks because

Improve the answer

1 Write an improved answer to the question below, combining AO1 information with AO2 analysis.

5 'Religion was the main reason why medical treatment made little progress in Britain during the period c1500–c1800.' How far do you agree? Explain your answer.

You may use the following in your answer:

- the Great Plague
- the influence of Vesalius

You **must** also use information of your own.

Questions 5 and 6 target assessment objectives AO1 and AO2.

- AO1 is about knowledge and understanding of features and characteristics.
- AO2 is about analysis and evaluation of change and significance.
- These questions carry 6 marks for AO1 and 10 marks for AO2.

(Total for Question 5 = 16 marks + 4 SPaG marks)

Nearly there

In 1543, Andreas Vesalius, an Italian professor of surgery, published his book 'The Fabric of the Human Body'. This book contained many drawings of human anatomy that were based on dissections of corpses. As a result of his detailed anatomical work, Vesalius discovered that some of Galen's teachings were wrong. For example, Galen said the heart was divided by a septum with holes in it that let blood through, while Vesalius showed that this wasn't true. The Church supported Galen's teachings because, although Galen was born before Christianity, he had said that humans had been created so that all their parts worked together, which was what the Church taught too.

Hints

- All the information in the answer is accurate, but it lacks the analysis and evaluation needed for AO2.
- Does the Vesalius example support religion being the main reason or not? If it does, explain why it does. If it doesn't, explain why it doesn't.

Complete the question

1 Fill in the missing stimulus point to complete the question. Choose from the options provided. One has been done for you.

6 'Snow's work connecting disease to water supply was a turning point in improving public health in Britain in the nineteenth century.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- cholera
-

You **must** also use information of your own.

- the Great Plague in London
- reports by Edwin Chadwick
- the work of the Royal Society
- Jenner and the development of vaccination

It's easy to panic and write down everything you know about the topic, but I try to make sure that every point I make refers back to the exact question I've been asked.

Questions 5 and 6 always include **two** stimulus points that you can use in your answer.

(Total for Question 6 =
16 marks + 4 SPaG marks)

2 Fill in the missing stimulus points to complete the question. Choose from the options provided.

6 'The influence of Florence Nightingale was the main reason for improvements in British hospital care c1800–c1900.' How far do you agree? Explain your answer.

You may use the following in your answer:

-
-

You **must** also use information of your own.

- public health during the Boer War
- death rates at Scutari
- the National Insurance Act
- Pasteur's germ theory
- blood transfusion
- the work of Florey and Chain
- Rose Days

(Total for Question 6 =
16 marks + 4 SPaG marks)

3 Use the stimulus points to complete the statement appropriately.

6 '..... was a major breakthrough in the prevention of disease in Britain during the period c1700–c1900.'
How far do you agree? Explain your answer.

You may use the following in your answer:

- cowpox
- cholera

You **must** also use information of your own.

(Total for Question 6 =
16 marks + 4 SPaG marks)

Find the answer

1. Read the first paragraph of a student's answer to the question below. Find the **one** comment that does **not** apply to the answer. Choose **A, B, C** or **D**. Explain your choice.

- 6 'The Public Health Act 1875 was the most important factor affecting improvements in the prevention of disease in Britain during the period c1700–c1900.'
How far do you agree? Explain your answer.

You may use the following in your answer:

- cholera
- Jenner's vaccination against smallpox

You **must** also use information of your own.

Have a good look at the mark schemes on the exam board's website – it really helped me work out what I had to do in the exam.

(Total for Question 6 = 16 marks + 4 SPaG marks)

Nailed it!

Previously, governments had a 'laissez-faire' attitude to public health, which meant that governments believed they should not interfere in people's lives. The Public Health Act 1875 changed this completely: city authorities now had to inspect and monitor lots of different aspects of public health, including whether housing was overcrowded and whether unsafe food was being sold. City authorities had to provide clean water, sewers and public toilets. As a result, cities had to ensure clean water supplies, which led to reservoirs being constructed, for example in the Elan Valley in Wales to supply Birmingham with clean water. There had been four major outbreaks of cholera in London in the 19th century, causing tens of thousands of deaths. After 1875, there were no further epidemics – the last was in 1866. This suggests that the Public Health Act 1875 was very important in preventing disease.

- A The student has used accurate, relevant information that shows very good knowledge and understanding of this topic.
- B The student's analysis has gone beyond the two stimulus points provided.
- C The student has begun to assess the importance of the statement, which could lead to a judgement.
- D There is explanation of the importance of the points made.

Comment does not apply because

Complete the answer

1. Complete the second and third paragraphs of the student's answer from page 22. Then complete the student's conclusion.

- 6 'The Public Health Act 1875 was the most important factor affecting improvements in the prevention of disease in Britain during the period c1700–c1900.'
How far do you agree? Explain your answer.

You may use the following in your answer:

- cholera
- Jenner's vaccination against smallpox

You **must** also use information of your own.

There is no 'right' answer to these questions. The marks are awarded for developing a clear line of argument and providing evidence to support it.

(Total for Question 6 = 16 marks + 4 SPaG marks)

However, the Public Health Act 1875 was not the only factor helping to prevent diseases such as cholera in this period. Jenner's vaccination against smallpox

Another important factor preventing the spread of disease was the influence of Pasteur's germ theory because

The question asked to what extent I agree that the Public Health Act 1875 was the most important factor in preventing disease in this period. My view is that