

History

Answers and commentaries

GCSE (8145)

2AA Britain: Health and the people: C1000 to the present day

Marked answers from students for questions from the June 2022 exams. Supporting commentary is provided to help you understand how marks are awarded and how students can improve performance.

Contents

The below content table is interactive. You can click on the title of the question to go directly to that page.

Question 1	3
Question 2	7
Question 3	12
Question 4	16

Answers and commentaries

Please note that these responses have been reproduced exactly as they were written by the student.

This resource is to be used alongside the GCSE History 2AA Britain: Health and the people: c1000 to the present day June 2022 Question paper and inserts.

Question 1

How useful is **Source A** to an historian studying issues in the modern treatment of disease?

Explain your answer using **Source A** and your contextual knowledge.

[8 marks]

Mark scheme

Target **Analyse sources contemporary to the period (AO3a)**
Evaluate sources and make substantiated judgements (AO3b)

In analysing and evaluating sources, students will draw on their contextual knowledge to question critically the content and provenance of the source (for example, the context of the time in which source was created, place, author's situation, knowledge, beliefs, circumstances, access to information, purpose and audience).

Level 4: **Complex evaluation of source with sustained judgement based on content and provenance** **7–8**

Extends Level 3.

Students may progress from a developed evaluation of the source by sustained, balanced judgements of the source supported by factual knowledge and understanding related to the enquiry point and the broader context of the thematic study.

For example, the posters are useful because one of the big issues of healthcare in the 21st century is about getting information to people so that they can make intelligent decisions about their health. In the 19th century governments brought in improved sanitation, in the 20th century vaccination improved public health but in the 21st century the issues of the modern treatment of disease shows we need to go beyond national governments. It needs a global organisation like the WHO to point out the dangers of indiscriminate antibiotic use.

Level 3: Developed evaluation of source based on content and/or provenance 5–6

Extends Level 2.

Students may progress from a simple evaluation of the source with extended reasoning supported by factual knowledge and understanding related to the enquiry point and the broader context of the thematic. This may evaluate utility either on the basis of content and/or provenance.

For example, it is useful because it shows that in the 21st century healthcare is global and viruses can spread worldwide. Antibiotics have been used by some people since the development of penicillin during the Second World War. But today we have people who are allergic to penicillin and we use antibiotics too widely, without thinking, for animals and humans in some parts of the world. People should consult a doctor before using antibiotics to see whether they would work.

Level 2: Simple evaluation of source based on content and/or provenance 3–4

Students may progress from a basic analysis of the source by reasoning supported with factual knowledge and understanding.

For example, it is useful because it shows that the World Health Organisation have to tell everyone that they should not use antibiotics when they don't need them. It means they won't work as the germs mutate and resist the antibiotics.

Level 1: Basic analysis of source 1–2

Answers may show understanding/support for the source, but the case is made by assertion/basic inference

Students identify basic features which are valid about the source related to the enquiry point.

For example, it is useful because it shows that people are taking too many antibiotics and the germs are becoming resistant.

Students either submit no evidence or fail to address the question 0

Student responses

Response A

Source A is useful to a historian studying modern treatment of disease because it shows that issues are still prominent in today's society. In this source we see antibiotic pills mixed with Haribo sweets. This is to show how antibiotics cannot be taken too much and are actually bad for you if they are much like sweets. We are aware that the body can resist antibiotics which shows the development of treatment and disease, no one used to be aware of this.

The source also states that anyone is able to be affected by the antibiotic-resistant infections. This shows the issues in the modern treatment of disease because we are still putting people in danger by trying to treat them. Everyone can be affected and sometimes it can be a serious infection. This is useful to a historian because they are able to see how we still have issues and sometimes struggle with antibiotics.

This source can be trusted because it was released in 2017, meaning it has been released during the time the historian would be studying. It is also useful because it was released by the World Health Organisation which is part of the UN. They specialise in public health meaning they will know and understand the issues of antibiotics.

This is a Level 2 response

The response demonstrates simple evaluation. It provides simple inferences relating to the source's content which require further contextual knowledge and understanding. There is also simple evaluation of the source's provenance. As a result, it is credited at Level 2, at the higher mark in the level.

Response B

Source A is very useful to a historian studying issues of modern treatment because it shows how easily accessible medicine are in the modern day. Comparing the antibiotics to sweets by mixing them in a bowl, the image shows how people misuse the medicine. I know that in the past this wasn't an issue as the drugs were only available to a few however now, people are overprescribed antibiotics which is causing the bacterias to become more dangerous as they are more resistant to the antibiotics. The issue with modern medicine here is the over-prescribing of medicines.

Source A is also useful to a historian studying the issues of modern medicine because it is part of a 'worldwide campaign' from 2017. The fact that this image was needed worldwide shows how modern day medicine mistakes can be on an international scale which makes issues a lot harder to fix. One example of this would be COVID-19 which caused a global pandemic and had people all around the world isolating at home. Another issue that we can see from the source is the world wide scale that our issues get to in modern times

This is a Level 3 response

The response shows developed evaluation of the content of the source, as the image is placed in the context of the history of antibiotics and antibiotic resistance. The also makes a point in relation to the global audience for the source, which requires some further substantiation. It is therefore credited at Level 3, though at the higher mark in the level.

Question 2

Explain the significance of Christianity in the history of medicine.

[8 marks]

Mark scheme

Target Explain and analyse historical events and periods studied using second-order concepts (AO2:6)
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:2)

Level 4: Complex explanation of aspects of significance 7-8
Answer demonstrates specific knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation of significance by explaining the relationship between aspects of significance, for example over time, supported by factual knowledge and understanding.

For example, the significance of the Christian church was that it helped and hindered medical progress. The church preserved ancient knowledge in its libraries and books that came from the Greeks and the Romans and made sure it was taught to physicians but the church also held back further scientific progress as St Bernard said, to buy drugs or consult with physicians doesn't fit with religion. The Christian church said prayer was the best medicine. The Christian church in the Middle Ages held up medical progress by condemning new ideas as heresy. The 13th century English monk Roger Bacon was put under house arrest for suggesting that doctors should do original research and not just trust the old books.

Level 3: Developed explanation of aspects of significance 5-6
Answer demonstrates specific knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation of significance with developed reasoning considering **two or more** aspects of significance, supported by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s). For example, Christianity was significant because it offered healthcare in the monasteries during the Middle Ages where the herbalist would treat people. They also encouraged wealthy people to set up hospitals which usually were small for only 12 patients, the same number as Jesus had disciples and they

would be run by monks or nuns rather than doctors. Some were free such as St Leonard's in York.

For example, the medieval Christian church was significant because it controlled the universities so they controlled what was taught to doctors. Physicians were taught the knowledge of the ancient Greeks and Romans which the Christian church preserved in libraries. They also allowed physicians to learn some of the new ideas that came from Islam and which were introduced after the Dark Ages.

Level 2: Simple explanation of one aspect of significance 3–4
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of significance by simple reasoning of **one** of the identified aspects, supported by factual knowledge and understanding.

For example, Christianity had a big influence on the treatment of illness because it was believed that prayer was a powerful medicine. The church ran hospitals in the Middle Ages where people prayed. During the Black Death the church said that God was punishing people for their sin.

Level 1: Basic explanation of aspect(s) of significance 1–2
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify aspect(s) of significance, which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, Christ was a healer, he made people better.

Students either submit no evidence or fail to address the question 0

Student responses

Response A

Christianity is significant in the history of medicine because they believed all illnesses were sent to deserving people as a punishment of god, Christians believed if you have done bad god will send you an illness and there is no way to cure you from gods doing. The churches had hospitals attached to them, the hospitals did not aim to cure the sick but to comfort them through the pain they are in, this is because Christians did not want to go against god and by trying to cure the ill they would be getting rid of gods punishment. The churches would not let women that are pregnant, disabled or mentally ill people into hospital, they were seen as outcasts from the church. Christians believed disease was spread by miasma (bad smells), so to stop this they would put flowers around and try to get rid of the bad smells from their homes and towns and hang herbs.

In contrast Islamic medicine used herbs and spices to cure their patients, they also allowed everybody into their hospitals even the mentally ill and offered them therapy. Treating the ill was later picked up by Christians and they used some ideas from Islamic doctors. The monks and nurses at the church treated patients.

This is a Level 2 response

The response demonstrates simple explanation. It shows knowledge and understanding relating to a range of different aspects of the significance of Christianity. However, as the response takes a largely descriptive approach, explanation remains implicit. The response is therefore credited at Level 2, at the higher mark in the level.

Response B

Christianity is significant throughout the history of Medicine because it both helped and hindered medicine. It helped medicine significantly, as it was churches that cared for the sick. This is because it was part of Christianity to care for the sick, they also helped in the way they treated patients with herbal remedies, which was useful although not for the reasons they thought as they treated patients with these herbs to counteract miasma.

Although Christianity helped medicine in this way at the time, they also significantly hindered medicine, stunting its development and using incorrect methods. Christians used the methods of Galen, which involved the four humours, however, we know this method is incorrect as Galen dissected on the bodies of animals not humans. The Christian Church also used supernatural methods, which was the belief that if you were ill then you were possessed by evil spirits. So with these two things combined, Christianity significantly hindered the development of medicine.

Overall I believe Christianity has played an important role in the history of medicine, and has significantly helped medicine through its herbal remedies and clean churches, and hindered medicine through its use of Galen's four humour theory and supernatural methods of treatment.

This is a Level 3 response

The response addresses more than one aspect of significance. It is stronger in developing an explanation of how Christianity hindered medicine. The explanation of how medicine was helped by Christianity remains simple. An imbalanced response that is credited at Level 3, at the lower mark in the level.

Response C

In Medieval times, Christianity hindered the development of medicine as the church was adamant on people following the teachings of Hippocrates and Galen. This meant that they discouraged people from doing their own research on medicine because it might go against the Bible – since Galen's theories were complimentary with the Bible. One man, Roger Bacon was arrested for dissecting a body during medieval times as this was banned. His arrest exemplifies how much Christianity hindered the development of medicine as it was significant because it meant that due to Christianity's strict rules at the time on making discoveries, the public were forced to follow Galenic anatomy which was based off of the anatomy of a pig so the people had false ideas on human medicine.

Additionally, Christianity has a long term impact on the way sick people are treated as it was the churches and monistaries which were used as hospitals in medieval times. Between the year 1000 and 1500, 700 new hospitals were set up where sick people were treated with prayer an herbal remedies. The Christians did this as the believed that it was their duty to help sick people as Jesus did. This has long term significance because it set the president for how ill people were treated in the UK as it was what initiated the mass building of hospitals in Britain. This, perhaps, was a factor in the creation of the NHS in 1948 – because people believed that it is highly important to treat ill people in Britain as the Christians always have.

This is a Level 4 response

This response shows complex thinking at Level 4 as it explains two aspects of significance, and appreciates that the significance of Christianity in the history of medicine changed over time. In the first paragraph, the response shows how Christian ideas hindered the development of medicine in the medieval period. In the 2nd paragraph, the response explains how Christianity had a long term significance in the development of hospitals.

Question 3

Explain **two ways** in which the work of Paré and Lister was similar.

[8 marks]

Mark scheme

Target Explain and analyse historical events and periods studied using second-order concepts (AO2:4)
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Complex explanation of similarities** **7-8**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation of similarity by the explanation of the complexities of similarities arising from the broader historical context supported by factual knowledge and understanding.

For example, both Paré and Lister had a major influence on the future of surgery but not without criticism. Paré's ligatures took much longer to do during battle surgery and might introduce infection to a wound. Lister was opposed by other surgeons who did not believe germs were responsible for infection and believed in spontaneous generation. As Lister changed his methods and carbolic was unpleasant there were many who criticised his methods.

Level 3: **Developed explanation of similarities** **5-6**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation of similarity with developed reasoning considering **two or more** identified similarities, supported by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, they are similar because they both did something very different from what was the accepted practice. In 1537 Paré ran out of hot oil to cauterise his wounds which was the standard way of dealing with gunshots, and used a soothing mixture. And Lister did not amputate a young boy's legs as most surgeons would have done but used a dressing soaked in carbolic acid.

For example, they are similar because both surgeons published their results. Lister published his results in March 1867 explaining how he used carbolic and Paré published a book, 'Works on Surgery' in 1575.

Level 2: **Simple explanation of one similarity** **3-4**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of similarity by reasoning supported with factual knowledge and understanding which might be related to, for example, **one** of the identified similarities.

For example, Paré and Lister both made important discoveries about surgery. Paré and Lister both helped wounds heal up after surgery. Lister used carbolic acid.

Level 1: **Basic explanation of similarity/similarities** **1-2**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify similarity/similarities, which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, Paré and Lister were both surgeons.

Students either submit no evidence or fail to address the question **0**

Student responses

Response A

Paré and Lister both discovered ways to make treatment safer. Whilst being a war surgeon, Paré ran out of cauterising oil and created an ointment of rose oil, egg yolk and turpentine which rendered cauterisation futile, It also meant that there was less chance of shock or infection. Joseph Lister created a carbolic spray as an early antiseptic for surfaces and tools in surgery. It killed germs and allowed far less contamination in surgery and less infection. Both individuals used their individual genius to create ways to make surgery safer. For his work, Paré became the royal surgeon and Listers spray was used in royal surgery multiple times.

Paré wrote a book entitled 'Notes on Surgery' in which he shared his findings from his career. Lister wrote multiple books on the importance of antiseptics. This use of communication is similar as it allowed for both of them to share ideas with the wider public. Whilst the men were unaware of germ theory and believed in spontaneous generation (until the 1861 discovery) they both attempted to share their ideas in a way that wouldn't jeopardise the safety of the people. Due to both of their discoveries, mortality rates lowered to around 15% from 50%

This is a Level 3 response

The response addresses more than one similarity. In the first paragraph, it shows developed explanation of the similar impact in making medical treatments safer, which is supported by contextual knowledge and understanding in relation to both Paré and Lister. The explanation of their similar use of communication is also well supported at developed. It is credited at Level 3, at the higher mark in the level.

Response B

Both individuals made ground breaking discoveries for surgery at the time of their lives. Pare discovered an ointment for wounds made from rose, oil, egg yolk and turpentine which helped to heal many soldiers battle wounds during the renaissance period, Lister discovered that carbolic acid made a great antiseptic and he convinced doctors and surgeons to wash their hands in this acid before performing surgery. Both of these discoveries saved many peoples lives as Paré helped soldiers during surgery and his method of washing hands meant that less patients died of infection as their wounds were clean. Paré's ointment also prevented infection. Therefore, the two had similarities in how surgery was done during the times they were alive.

Additionally, neither individuals were taken seriously by other doctors and surgeons at the time. Paré made discoveries about ligatures made of cat guts and hoe they were more effective than cauterisation had been used as method for hundreds of years and was based of Galenic theory so people did not believe in Paré's ligatures. Lister's uses of carbolic acid was mocked as germ theory had not yet been published so Lister could not explain his reasoning behind the use of the acid. Also many doctors felt offended that Lister thought their hands were dirty. Additionally Lister's use of washing his hands was nor always effective as he still wore his dirty clothes which carried disease. Therefore both men's work was mocked an this hindered how impactful their discoveries were at the time

This is a Level 4 response

This response shows complex thinking at Level 4 as it identifies and explains two similarities, showing an appreciation of the broader historical context. The first paragraph shows developed explanation of the similar impact of their discoveries in the short term. The 2nd paragraph shows complex explanation by placing opposition to their discoveries in a broader context.

Question 4

Has the role of the individual been the main factor in the development of public health in Britain?

Explain your answer with reference to the role of the individual and other factors.

Use a range of examples from across your study of Health and the people: c1000 to the present day.

[16 marks]

Mark scheme

Target Explain and analyse historical events and periods studied using second-order concepts (AO2: 8)
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)

Level 4: Complex explanation of stated factor and other factor(s) leading to a sustained judgement 13–16
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.

Extends Level 3.

Students may progress from a developed explanation of factors by analysis of the relationship between factors supported by factual knowledge and understanding.

For example, although governments have the power and wealth to change public health they are usually informed by the findings of science. Studies by individuals like Charles Booth's, 'Life and Labour of the people in London' (1889) and Rowntree's, 'Poverty: a study of town life' (1901) helped to create the political will to spend money and pass laws. These studies helped bring about the Liberal Social Reforms in 1906–1911 and a series of laws that transformed public health in Britain in the early 20th century.

Level 3: Developed explanation of the stated factor and other factor(s) 9–12
Answer demonstrates a range of accurate knowledge and understanding
that is relevant to the question

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answers may suggest that one factor has greater merit.

Students may progress from a simple explanation of factors with extended reasoning supported by factual knowledge and understanding which might be related, for example, to the identified consequences.

For example, governments have the money and power to change public health. In the middle ages, town governments tried to pass municipal laws to clean up their area, such as in Worcester a law of 1466 said that butchers had to clean up every night after their work. However, the problem was to ensure the enforcement of laws. In the nineteenth century government had to overcome laissez-faire attitudes to public health. Important events like cholera epidemics in 1831 and the Great Stink of 1858 persuaded government that it should act. Warfare can force governments to bring in changes but science has more effect. Governments are the main reason because they have power to bring in changes like the NHS in 1948, which offered a whole range of measures to prevent sickness.

For example, individual scientists have played a big part in helping to understand why disease happens and that public health is important. The work of John Snow in 1854 was important; he found that cholera was a waterborne disease. But he did not know about the part germs played. The Germ Theory of Pasteur contributed to the debate between the Contagionists and the anti-Contagionists which broke out over Typhoid fever. Anti-Contagionists thought that cleaning up areas was the answer. The scientific approach, in 1951, of Richard Doll's study of tobacco smoking and cancer alerted people to the need to change their lifestyle.

Level 2: Simple explanation of the stated factor or other factor(s) 5–8
Answer demonstrates specific knowledge and understanding that is relevant to the question

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Students may progress from a basic explanation of factors by reasoning supported with factual knowledge and understanding.

For example, over time different factors have been more important. In the 19th century, governments passed Public Health Acts in 1848 and 1875 to make towns and cities healthier. Science explained and could prove the causes of epidemics such as the cholera germ which Robert Koch identified in 1883. Another factor has been the influence of individuals such as Joseph Bazalgette and the London sewers which were finished in 1866.

Level 1: Basic explanation of one or more factors 1–4

Answer demonstrates basic knowledge and understanding that is relevant to the question

Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.

Students recognise and provide a basic explanation which is relevant to one or more factors.

For example, students may offer a basic explanation stating that individuals can carry out investigations which helped to influence governments which then passed laws.

Students may provide a basic explanation of a different factor, such as science, was important because it could create new ways to help prevent epidemics.

Students either submit no evidence or fail to address the question 0

Student responses

Response A

Some could say the role of the individual is the most important factor in the development of public health because some people have been able to recognise and develop public health, helping poverty. Bevan, for example, created the liberal forms which included free school meals, pension pay and national insurance tax. This helped many people as they could access things that couldn't be accessed which improved the quality of living for families who were living in poverty. Therefore individuals are important as they helped reduce poverty in modern times.

However, it could be argued that the government is the main factor in the development of public health as they asked Ernest Chadwick to investigate the sanitary levels of the streets and see what impact sanitation has on a person's health. By doing this, he found that dirty areas are in a higher level of poverty. By the government getting involved and sending people to investigate certain issues and find out the ways they can help it gives opportunities to individuals. However, this isn't as big as the factor of individuals as the government catalyse the involvement of individuals, proving that individuals are always the main factor.

It could also be argued that science and technology is a leading factor due to the development of the printing press which led to many different discoveries being published and ideas being recognised nationally. The development of the printing press led to the books written by Rowntree and Booth being published regarding poverty in the streets of London. By having this published it meant that the government could recognise the problems and action them. However, this isn't the leading factor compared to individuals because all it does is publish the ideas, not create them.

Overall, I believe that the role of the individual has been the main factor as they're the ones with the ideas, the other factors just expand on the and find ways to improve them.

This is a Level 2 response

The response addresses the given factor and other factors, showing simple explanation in relation to the role of the individual, government, and science and technology. Supporting knowledge is largely accurate. A judgement is attempted, though this requires further substantiation. It is credited at Level 2, at a mid-point in the level.

Response B

Roles of individuals have been the main factor in the development of public health as these people were the ones to discover improvements. In 1842, Edwin Chadwick was told by the Poor Law Commission to create a report on how to improve London's public health. In this report, Chadwick recommended that the drainage systems to be cleaned, clean water supplied and a medical officer be stationed in each town. This was important as without Chadwick bringing forward these improvements, there still would have been epidemics of Cholera and it eventually led to both public health acts in 1848 and 1872. John Snow was an important individual as he discovered that the water pump on Broad Street was causing many deaths from Cholera. Without Snow creating this discovery, many would have continued to die from the Cholera infected water.

Government was an important reason in the development of public health as they introduced measures that influenced epidemics. During the Black Death local governments introduced quarantine housing periods for those who had the plague to prevent further infection rates from rising. This was important as if the government didn't introduce these measures, public health wouldn't have continued to improve. The Government also cleaned the streets and made specific areas for butchers to cut meat in to stop the contamination spreading to food. However without the individuals who influenced this change, the death rates would have remained the same.

War was another factor that influenced the development in public health. During WW1, soldiers were returning home being homeless, which caused the project of 'Homes for heroes' to be introduced. This was important as soldiers didn't have to remain in the back-to-back houses anymore. War also influenced the creation of William Beveridge's NHS. After Beveridge discovered that many couldn't afford treatments for wounds, he created the phrase 'from cradle to grave' which emphasised that everyone would be looked after whether you poor or rich. This was important as it ensured the help for everyone but without the individual of Beveridge bringing forth the NHS, people would still be struggling to pay for their health.

Overall, individuals were the main factor as if they didn't bring their concerns forward nothing would have changed. It also wouldn't have led to the life we live today as those individuals ensure that public health would be improved for many decades to come.

This is a Level 3 response

The response addresses the given factor and two other factors. The explanation of each factor is well supported with a clear attempt to link to the issue in the question with support, showing developed explanation of each factor. The response remains in Level 3 as the judgement is asserted, though it is credited towards the top of the level.

Response C

Government has been most important. One example was the 13 measures introduced in the Renaissance in response to the Great Plague, People who were infected were forced to isolate for 28 days with a 1ft red cross on their door and 'lord have mercy upon us', with two watchmen to ensure they did not leave. Along with this, bodies were buried 6ft below ground and people were forced to sweep the streets. This developed public health because even though some methods (such as banishing beggars) were initiated and did not help, it was one of the first times the government seized control and implemented measures to improve public health. Another example was the 1848 and 1875 Public Health Acts in the Industrial Period. Following the Chadwick Report, the 1st act implemented some of his recommended measures to improve health (such as access to a clean water supply), but the Laissez Faire Attitude made this optional, while the 1878 Act implemented all of these measures but was compulsory. This was important, as it gave the government responsibility for overall public health involving a sewage system and measures to ensure cholera never returned to Britain again, improving overall quality of life and public health.

Individuals were also important. An example is John Snow from the industrial period. As 700 people died of cholera in 10 days after getting water from Broad Street Pumps, he investigated and removed the pump and found waste from a cesspit was leaking into the supply (in 1854). This developed public health, as he was the first to explicitly tie cholera to dirty water, reducing deaths by informing others of the importance of sanitation and a clean water supply. Government is still more important as they paid 3 million for the sewers to be installed and to actively bring about improvement from this discovery. Another example was Beveridge in the modern period. In 1942, he published the 'Beveridge Report', highlighting the need for a welfare state in response to a poor healthcare system (highlighted through civilian casualties in WW2). This was important, as it prompted the NHS, to provide care from 'duke to dustman' and 'cradle to grave', to be funded by taxes and ensure even the unemployed and poor would have access to better healthcare, overcoming massive class divide in public health. Government is more, important as they provided funding and the resources to implement the NHS, so Beveridge's ideas would not have been successful without government intervention.

Another important factor was war. An example is after WW1, the government created 'Homes of Heroes' in 1919 for returning soldiers. This is important as it highlighted the overall issues with housing and developed the 1909 Liberal Reform of banning back-to-back housing further to reduce slum living overall and therefore reduce the easy spread of disease like TB from dirty living conditions. Government is still most important as they recognised this issue and brought around change, only prompted by war. Another example was WW2, where evacuation highlights class differences and poverty tied to public health by Booth, who found 35% of London lived in poverty and had poor health, which developed the public health through highlighting the need for better healthcare and help for poor. Again, government was still most important, as they implemented measures to actually develop this.

In conclusion, while individuals and war were important for public health breakthrough progression was only made by funding and acts from the government and when the government moves away from a laissez-faire attitude and recognises and improves public health.

This is a Level 4 response

This response shows complex thinking at Level 4 as it explains multiple factors with support and range. Judgements about the vital role of the government in supporting other factors are in evidence throughout the response and in the conclusion. These are substantiated, meaning the response is credited at Level 4.

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