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# GCSE

# History

8145/2A/A – Paper 2: Section A/A

Britain: Health and the people, c1000 to the present day

Mark scheme

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June 2018

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Version/Stage: 1.0 Final

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best-fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

In many of our mark schemes we use the following terms to describe the qualities and levels of reasoning of an answer:

**Complex:** Answers build on the qualities of developed answers. Answers display reasoning that shows the links or connections between evidence or details that are explicitly relevant to the question. Answers may show originality or sophistication. Answers demonstrate substantiated judgement or an awareness of the provisional and problematic nature of historical issues, evidence and interpretations.

**Developed:** Answers that display more than one step of reasoning or detailed explanation that is explicitly relevant to the question. Answers will sustain an explanation of the differences or similarities in sources or interpretations.

**Simple:** Answers that describe evidence, features or material relevant to the question. Answers that display simple one step reasoning or brief explanation of a point or comment that is explicitly relevant to the question. Answers may recognise, describe and may explain, simple similarities or differences in sources or interpretations.

**Basic:** Answers that identify evidence, features or material relevant to the question. Explanation is likely to be implicit or by assertion. Answers take features of sources or interpretations at face value. Material discussed may have implicit relevance.

When a question tests AO1 and AO2 in conjunction, the AO2 element of the level descriptor always is the first statement in the descriptor and the AO1 element is the second statement in the descriptor. It is also important to remember that the 'indicative' content', which accompanies the level descriptors, is designed to exemplify the qualities expected at each level and is not a full exemplar answer. Other historically accurate and valid answers should be credited.

## Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

## Step 3 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in question 04.

	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> <li>Learners spell and punctuate with consistent accuracy</li> <li>Learners use rules of grammar with effective control of meaning overall</li> <li>Learners use a wide range of specialist terms as appropriate</li> </ul>	4 marks
Intermediate performance	<ul style="list-style-type: none"> <li>Learners spell and punctuate with considerable accuracy</li> <li>Learners use rules of grammar with general control of meaning overall</li> <li>Learners use a good range of specialist terms as appropriate</li> </ul>	2–3 marks
Threshold performance	<ul style="list-style-type: none"> <li>Learners spell and punctuate with reasonable accuracy</li> <li>Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>Learners use a limited range of specialist terms as appropriate</li> </ul>	1 mark
No marks awarded	<ul style="list-style-type: none"> <li>The learner writes nothing</li> <li>The learner's response does not relate to the question</li> <li>The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0 marks

Question 04 is an extended response question. It gives students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

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How useful is **Source A** to an historian studying public health in the 19th century?

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

**[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**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 cartoon is useful because it seems critical of a laissez-faire attitude to public health. It suggests people thought something should be done for the safety of the people and that it was wrong to make profits from something as vital as water because Vaughan's factory is in the cartoon.

**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 Cruickshank is making a serious point about water quality in a cartoon. He reflects what people are saying at the time that the water in south London was unsafe to drink. He would know about miasma and smell in 1832 but not John Snow's work in 1854 connecting the water directly with cholera.

**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 at this point in time people were concerned about the connection between dirty water and illness but they did not understand how it might cause disease.

**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 at the time the water is dirty and black. If you drank it you would be ill.

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

**0 2**

Explain the significance of Hippocratic and Galenic medicine after c1000 AD.

**[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**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, although Hippocratic and Galenic medicine was based upon rational natural treatments because it was accepted by the Christian church as an orthodoxy it was significant because it held back the development of medicine and progress as no one dared challenge or criticise ancient teachings.

**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, Hippocratic and Galenic medicine was significant because it was approved by the church and so preserved in the ancient books. Doctors would not get into trouble if they followed the practices and treatments of the ancient world.

For example, Hippocratic and Galenic medicine was not based on supernatural ideas but were the beginning of a more scientific approach based upon observation and an understanding of how a disease might develop. So it was significant because it was based upon clinical observation and evidence as is doctors' work today.

**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, Hippocratic and Galenic medicine was significant because it formed the basis of so many treatments that medieval doctors used such as bloodletting to balance the humours.

**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, ancient medicine was where the 4 humours came from in the Middle Ages.

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

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Compare surgery and anatomy during the Renaissance with surgery and anatomy in the 19th century.

In what ways were they similar?

Explain your answer with reference to **both** periods.

**[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**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, in both times surgeons used a new approach, Harvey used a Renaissance scientific method to experiment and discover new things - mathematics to calculate blood flow past a point, dissection of cold-blooded creatures and observation to show that the blood circulated. Lister experimented with the new industrial chemistry of the 19th century using Carbolic acid in different surgical ways but the evidence of his operations without antiseptics produced 46% mortality compared with only 15% with antiseptics and was conclusive.

**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 in both periods there was opposition to change. Vesalius had to cope with opposition to his ideas that Galen was

wrong in the same way that Lister had to cope with people who criticised and disbelieved his antiseptic method. Vesalius' opponents simply believed that Galen could not be wrong and opposition to Lister was based on the idea that something as small as a germ couldn't do so much damage.

For example, they are similar because in both periods advances had disadvantages such as the ligatures that Paré used although they sealed the wound could introduce infection and, after Simpson introduced chloroform in the 1840s, many surgeons did not understand about infection. So they could operate for longer with an unconscious patient, introduced infection and caused death to anaesthetised patients.

**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, the two periods were similar in the way that surgeons improved their treatment of wounds so that they would heal with less pain. Paré discovered that hot oil to cauterise wounds made them worse and painful and he used a lotion instead. Simpson used Chloroform to stop the pain of surgery and make the patient unconscious.

**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, in the Renaissance and in the 19th century surgeons learned better ways to treat and heal wounds.

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

Question 04 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

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Has the role of the individual been the main factor in developing the treatment of disease 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]**  
**[SPaG 4 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**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 individuals like Jenner, Lister, Tyndall, and Florey all show great determination and insight they all work in a scientific way based upon measurable evidence. It is the work of science that persuades government to use its power and wealth to improve treatments.

**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, the **individual** has been important for their insight and dedication. It was Florey who suggested studying antibacterial substances and Chain who found Fleming’s paper. They had the background to do good science and test the substance, penicillin, properly. Florey had the courage to devote entire department and resources to one substance he believed in during wartime. That’s why they won the Nobel Prize.

**Science and technology** have played a big part in developing the understanding of disease. It was Pasteur who showed through a series of experiments with a swan-necked flask that germs cause disease. Without good science like that and Lionel Beale’s microscope work showing the same thing about the cattle plague in June 1866, British doctors would not have been convinced.

**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 Medieval period **religion** explained illness and suggested treatments like prayer based on faith. Later on **science** explained and could prove the causes of illness such as Koch and TB based on observable evidence. Another factor has been the influence of **individuals** such as Jenner and his cowpox experiments in 1796.

<b>Level 1:</b>	<p><b>Basic explanation of one or more factors</b>  <b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b>          Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.</p> <p>Students recognise and provide a basic explanation which is relevant to one or more factors.</p> <p>For example, students may offer a basic explanation stating that an individual like Fleming made an important contribution to the discovery of penicillin.</p> <p>Students may offer a basic explanation of another factor, such as the government was important because it could create the NHS which offered cheap medicine, vaccinations, health education et cetera that could contribute to the treatment of disease.</p>	<b>1-4</b>
	<p><b>Students either submit no evidence or fail to address the question</b></p>	<b>0</b>

**Spelling, punctuation and grammar**

<b>Performance descriptor</b>	<b>Marks awarded</b>
<p>High performance</p> <ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>	4 marks
<p>Intermediate performance</p> <ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>	2–3 marks
<p>Threshold performance</p> <ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>	1 mark
<p>No marks awarded</p> <ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner’s response does not relate to the question</li> <li>• The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0 marks