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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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 Examiner.

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from 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.

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	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate	4 marks
Intermediate performance	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate	2–3 marks
Threshold performance	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate	1 mark
No marks awarded	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning	0 marks

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

0 1 How useful is **Source A** to an historian studying the importance of penicillin?

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 the 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 source is useful because it shows that the development of penicillin was used by the company to advertise itself. Penicillin is seen as a weapon like any other to fight a war against the enemy and disease. Such an advertisement would boost morale as well as the profile of the company. Although many companies were forced to cooperate to mass-produce penicillin, here this company wants to take individual credit.

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 study. This may evaluate utility either on the basis of content and/or provenance.

For example, the source is useful because it shows the power of the United States government to demand that drug companies cooperate to produce penicillin for the American soldiers fighting in the Second World War. The government had the power and the money to make drug companies share knowledge rather than compete. Norman Heatley, from Oxford, visited Peoria, Illinois, to check on production and the methods that Moyer used to increase yields. When America came into the war their government had a motive to make this happen.

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, the source is useful because it shows that it needed the drug companies to make enough penicillin for the soldiers in the Second World War. Before the drug companies were involved Florey and Chain were able to make only small amounts in Oxford.

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, the source is useful because it shows wounded soldiers could get better with penicillin.

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

0 2 Explain the significance of the work of Louis Pasteur for the development of medicine.

[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, significance of the Louis Pasteur's work is that his proof of germ theory led to a revolution in every area of medicine – the treatment of disease, surgery, and public health. His Germ Theory led to a search for vaccines and the further work of Robert Koch in this field. Lister used germ theory to develop antiseptics in surgery. In public health reformers believed it was bad air or miasma that caused epidemics but Pasteur showed it was germs.

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, Louis Pasteur's work was significant because he followed up on his earlier proof of germ theory by working on vaccines. In 1881 he developed a vaccine against the deadly animal disease anthrax and demonstrated it in 1881. He also developed a vaccine against rabies by 1885, and he had proved that the vaccine worked on humans.

For example, the significance of Louis Pasteur is that in 1861 he published his Germ Theory of disease. He proved that germs caused rather than resulted from disease. At the time many people supported the view that germs were spontaneously generated by poor conditions.

Level 2:	**Simple explanation of one aspect of significance** **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, Louis Pasteur developed a germ theory which said that germs were the cause of disease not the product of it. He did experiments with swan necked flasks.	**3–4**
Level 1:	**Basic explanation of aspect(s) of significance** **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, Louis Pasteur developed Germ Theory.	**1–2**
	Students either submit no evidence or fail to address the question	**0**

0 3 Explain **two ways** in which surgery in medieval times and surgery in the 18th century were similar.

[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, surgery in both periods was similar because in both periods surgeons learned from having a long apprenticeship to an established surgeon or barber surgeon. Theres was a practical profession. In the Middle Ages the barber surgeons learned from an apprenticeship to a Master Barber Surgeon or in wartime. In the eighteenth-century men like John Hunter's brother, William, ran a dissection school for surgeons.

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 were similar because in both times surgeons had to operate quickly because they had no effective anaesthetics and the surgeon wanted to limit the amount of pain the patient suffered. In medieval times they used opium and hemlock which could dull the pain but not completely take it away. In the eighteenth century they were still operating quickly to reduce the amount of pain.

For example, they were similar because in both times surgeons did not know about germs and infection. In medieval times people believed that pus formation was necessary to proper healing. Only a few people like Hugh of

Lucca, and later Henry de Mondeville, challenged the idea and used wine as a disinfectant. In the early nineteenth century surgeons worked in their ordinary clothes and allowed a large audience in a public place so there was no knowledge or interest in preventing infection.

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, in both periods surgeons tended to operate on the outer part of the body and not to internal surgery. In medieval times, as the wound man illustration shows, injuries to the main torso were fatal. In the 18th century doctors did not operate deep inside the body but they could remove stones, growths and set bones.

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, operations were painful in medieval times and in the 18th century.

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.

0 4 Have governments been the main factor in the development of public health in Britain?

Explain your answer with reference to governments and other factors.

Use a range of examples from across your study of Health and the people: c 1000 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 governments have the power and wealth to change public health they are usually informed by the findings of science. Studies 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 to 1911.

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 after their work every night. However, the problem was to ensure the enforcement of laws. In the 19th 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, science has played a big part in helping to understand why disease happens and public health is important. But individuals like John Snow in 1854 are important; he found that Cholera was a waterborne disease. But he did not know about the part germs played. Germ theory 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. A scientific approach can reveal public health problems such as between the wars when reports show the problems of back-to-back housing, infant mortality and later, in 1951, Richard Doll's study of tobacco smoking and cancer but people must be able to afford to change their lifestyle and communication is needed to get the message across.

Level 2:	**Simple explanation of the stated factor or other factor(s)** **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 finished in 1866.	**5–8**
Level 1:	**Basic explanation of one or more factors** **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 governments passed laws to make people stay healthy. Students may provide a basic explanation of a different factor, such as science was important because it could create new vaccines.	**1–4**
	Students either submit no evidence or fail to address the question	**0**

Spelling, punctuation and grammar

	Performance descriptor	Marks awarded
High performance	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate	4 marks
Intermediate performance	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate	2–3 marks
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