



GCSE

HISTORY

8145/2A/A

Paper 2 Section A/A

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

Mark scheme

June 2019

Version: 1.0 Final

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.

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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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 methods of treating disease in the 18th and early 19th centuries?

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 medical profession that could not agree on the best types of treatment. In the early nineteenth century a scientific approach to diagnosis and treatment has not become established. As the patient is harassed to accept different medical treatments the cartoon suggests that doctors are more concerned for profit than the patient's health.

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 people at the time thought it funny that anyone with an illness could get several different opinions and treatments. Many treatments had no scientific basis but were quackery. However, some treatments were proven, such as opium to relieve pain, others were done out of tradition, such as bleeding.

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 there was not one proven method of treating different diseases. The medical profession did not agree on treatments, some might work.

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 that they had lots of different treatments to choose from.

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

0 2

Explain the significance of Islamic medicine and surgery.

[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 Islamic medicine preserved and accepted the teachings of the ancient Greeks and Romans they were not uncritical. They adopted a scientific approach in many ways. Rhazes' published one of his 150 books called 'Doubts about Galen' and Ibn An-nafis challenged what Galen said about the workings of the heart. Islamic doctors used observation and experimentation to test their theories.

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, Islamic medicine had a different attitude to curing patients than in Western Europe. Muslim doctors looked for cures and did not simply care for the comfort of the patient, thinking as some Western doctors did, that illness was often sent by God. The Islamic empire was ruled by Caliphs who encouraged this attitude, building libraries such as the House of Wisdom built by Caliph Al-Mamun in the C9th.

For example, Islamic medicine made important discoveries, such as Rhazes who distinguished measles from smallpox, and Avicenna who wrote an important book, 'The Canon of Medicine' describing medical problems, such as

anorexia and listing over 760 different drugs.

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, Islamic medicine was significant because in the Muslim world they preserved the ancient learning of the Greeks and Romans such as the writings of Hippocrates and Galen. Preserving this knowledge was important at a time when Western Europe did not value it and was at war.

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, Islamic medicine was significant because they discovered new drugs.

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

0	3
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Compare the work of Louis Pasteur with that of Alexander Fleming.

In what ways were they similar?

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

[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, both Pasteur and Fleming did work that other people took and developed. Pasteur's Germ Theory was worked on by Robert Koch and promoted in England by Joseph Lister and John Tyndall. Lister developed Pasteur's ideas by applying them to surgery. Fleming's work from 1928 was taken up 10 years later by Florey and Chain who proved it was a practical antibiotic, and developed it from where Fleming abandoned his research.

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 both men used a scientific methodology. This is based upon observation. Fleming noticed that something on the culture plate he had discarded was killing the germs close to it. Pasteur noticed that when the air was kept out of exposed wine or milk, it stayed fresh.

For example, they are similar because both scientists published their results. Pasteur published his Germ Theory in 1861 and by the late 1860s in Britain Joseph Lister learned of his work. Fleming published a paper about the effects of penicillin in 1928. His article was read by Florey and Chain.

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, both Pasteur and Fleming worked on things that could make you better. Pasteur worked on a rabies vaccine. Fleming recognised the unique properties of penicillin.

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, both Pasteur and Fleming were scientists who studied disease.

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

Explain your answer with reference to the role of the government 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 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 1906–1911.	13–16
Level 3:	Developed explanation of the stated factor and other factor(s) 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.	9–12

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 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.

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 have to 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) 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 C19th 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.

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 governments passed laws to make people stay healthy

Students may offer a basic explanation of another factor, such as science was important because it could create new treatments

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

Spelling, punctuation and grammar

	Performance descriptor	Marks awarded
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