

**GCSE**  
**HISTORY**  
**8145/2A/A**

Paper 2 Section A/A

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

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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.

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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, i.e. 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.

0 1

How useful is **Source A** to an historian studying the work of the National Health Service?

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 poster is useful because it shows that the big issue for the twenty first century is how to change people's behaviour so tobacco advertising for example was banned in 2005, and a smoking ban made it illegal to smoke in all enclosed public spaces in 2007. The NHS set up a 5-year campaign because it takes time to change people's behaviour and uses modern methods like DVDs. In the long-term the NHS can save money by preventing illness but poverty still affects life expectancy.

**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 one of the issues that the NHS tackles is preventable disease. The NHS advocates a good diet and exercise. Ignorance can cost a lot of money and it is cheaper in the long run for the NHS to give out information than to treat the results of ignorance about health. The

National Health Service has a big issue about how much money to spend and how to spend it.

**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 one of the issues that the NHS deals with is ignorance. One of the jobs of the NHS is to try to inform people about the best way to live a healthy lifestyle. In this way they prevent disease in the future.

**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 should know not to smoke when pregnant because it will harm the baby.

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

**0 2**

Explain the significance of the work of Edward Jenner.

**[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  
Answer demonstrates specific knowledge and understanding that is relevant to the question** **7–8**

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 Jenner's discovery is the recognition he received for his discovery. Parliament gave Jenner £10,000 for his research in 1802 and another £20,000 in 1807. In 1853 the British government made smallpox vaccination compulsory despite laissez-faire attitudes at the time to health. By 1980 the World Health Organisation announced that Smallpox had been eradicated from the world.

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

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, Jenner's discovery was significant because he used a scientific method to prove that the vaccination with cowpox had prevented smallpox. After the first experiment with James Phipps he tested the cowpox pus 16 times over several weeks which allowed Jenner to conclude that cowpox protected them.

For example, Jenner's discovery was significant because he overcame a lot of opposition in 1798 when he published his findings. This was because many

doctors made a lot of money from inoculation with smallpox and Jenner could not properly explain why vaccination worked.

**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, thousands of people did not get the disfiguring or fatal disease of smallpox because they had been vaccinated with cowpox, this was Jenner's discovery.

**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, Edward Jenner discovered that Smallpox could be prevented by getting cowpox.

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

**0 3**

Explain **two ways** in which medieval public health and 19th century public health 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, at both times public health in certain parts of the Middle Ages such as in the monasteries was good. Monks washed and had some good sanitation systems and in the towns the authorities passed local laws to try to clean up dirty areas. In the later nineteenth century, it was similar because they had good sanitation and passed laws such as the Public Health Acts in 1848 and 1875 to try to ensure things stayed clean.

**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 at both times the town authorities tried to do something about the conditions. In the Middle Ages town councils passed local laws encouraging people to keep the streets clean and remove their rubbish but they did not enforce it strictly in the nineteenth century anti-Contagionists stressed the importance of cleanliness and tried to clean up the environment such as after the Great Stink of 1858 which led to proper sewers in London.

For example, they are similar conditions in the major towns led to epidemic diseases such as the Black Death in the Middle Ages, 1348 and the Cholera in the nineteenth century which first arrived in 1831. At both times disease spread quickly by either the fleas or the infected water.

**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 public health was bad and there were epidemic diseases that killed people like the Black Death in the Middle Ages and Cholera in the nineteenth century.

**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 both periods there were dirty conditions in the towns which caused 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**

Has war been the main factor in the development of surgery and anatomy?

Explain your answer with reference to war and other factors.

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

**[16 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 sciences are important theoretically, technology needs to be created to take advantage of science, so Paré developed artificial limbs to replace those lost during battles. In the nineteenth century Lister developed a Carbolic spray to deliver an infection killing chemical to the wound. We have technology today such as in keyhole surgery using small fibre-optic cameras, radiation therapy treats cancers. Today we use lasers rather than a scalpel for precise cutting. Warfare can bring breakthroughs but it is not always there whereas scientists are always trying to find improvements.

**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, warfare was important during the First World War to repair broken bones with the Army Legs Splint which was developed to elevate and extend a broken leg and helped the bones mend. The splint is still used today. The dirt of the battlefield could lead to gangrene so surgeons worked out that using a saline solution could help. And Harold Gillies began the development of plastic surgery using skin grafts to treat severe facial wounds. During the Renaissance, Paré found a better way of treating gunshots in the sixteenth century and also stopping the bleeding in a wound by using a ligature instead of cauterising.

Science has played a big part in helping to improve surgery in the nineteenth century chemists developed substances like chloroform which could take away the pain in an operation. In 1847 James Simpson used chloroform and other chemicals like Carbolic acid began to improve operations by reducing the amount of infection. Joseph Lister pioneered the use of Carbolic acid in the 1860s. Science led to theories that explained infection after Pasteur had developed germ theory. This meant surgeons accepted new treatments because they knew why they worked.

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

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 important. In the First World War X-rays were really important to find bullets or shrapnel in wounded soldier's body is. But scientists worked out blood groups so that patients could have a transfusion if they got the right blood type. During warfare governments put money into developing things that will keep soldiers healthy, such as in the Second World War when America backed the development of Penicillin.

<b>Level 1:</b>	<b>Basic explanation of one or more factors</b>	<b>1–4</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.	
	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 wars make people injured and doctors can experiment and see inside the body.	
	Students may provide a basic explanation of a different factor, such as science was important because scientists developed ways of stopping people bleeding and replacing blood with transfusions.	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>