



GCSE HISTORY

8145/2A A/B/C

Report on the Examination

8145

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8145/2A/A**Section A: Thematic studies**

The paper overall presented the same challenge as those of previous years for this specification. Centres and students showed familiarity with the way this part of the specification is examined, and the mark scheme discriminated well. Levels of response were available recognising simple explanation and understanding rising to higher rewards for detailed explanations and reasoned judgements. Students increasingly seek to show their understanding of the impact and significance of developments, which is pleasing.

2AA Britain: Health and the people: c 1000 to the present day**Question 1**

The source was accessible to the vast majority of students, and most interpreted it at least in a straightforward way, recognising its utility in the study of health. They showed at least some understanding of the issue of overuse of antibiotics highlighted across the world in the twenty-first century.

Level 1 marks were awarded to answers that were mostly descriptions of the source and basic, undeveloped repetition of information contained either in the source gloss or in the poster itself.

At level 2 students made simple inferences and explained that the casual use of antibiotics in more recent times, especially in the late twentieth century, was dangerous. They implied that medication like penicillin was easily available in Britain via the NHS and across the world and may be accessed by people too easily in the late twentieth century. Stronger answers sometimes pointed to antibiotics having been discovered by Fleming in the 1920's (rehearsing some of the story of its discovery) but more recently we have discovered that where it is used without real need or due care it leads to it losing its effectiveness. Much information here was led by information in the source. Higher level 2 awards often additionally referred to the issue of antibiotic resistance being a world-wide problem and that the involvement of the WHO in sponsoring the poster was significant given that the WHO was an important and trustworthy authority. These students simply saw the role of the poster being to inform the public about antibiotic resistance.

At level 3 students frequently offered an answer that placed the issue of antibiotic resistance in its more detailed historical context, bringing out its particular utility to the historian studying changing developments in Health in Britain. These answers referred to the discovery of the antibiotic penicillin by Fleming and its importance in fighting infections and also to its development and mass production by Flory and Chain (supported by the US and British governments during the Second World War) making it very accessible. Better answers mentioned the role of the NHS in Britain in providing treatment easily for the mass of the British people since 1948 and maybe contributing to antibiotics being too easily available here prior to the discovery of the danger of antibiotic resistance. The provenance of the source may have been further developed in these answers to include references to the poster being displayed in GP surgeries providing information and education for those most likely to be seeking or hoping for antibiotics.

At level 4 answers offered a more complex answer, with judgements, about the source's utility to historians by possibly linking mass production to the involvement of big drug companies like Beecham or Smith Klein and the increasing production and marketing of cheap antibiotics generating profits for these companies since 1950. They referred to issues like the increasing and

valuable use of world-wide science/pharmacology to discover side effects and unintended consequences of drug use and the developing role of the NHS in Britain in putting out public health advice and campaigning (with examples) for an informed approach to medication and healthy living as well as offering treatment.

Question 2

This question drew a number of knowledgeable answers related to the significance of Christianity in the history of health in Britain since the year 1000. Many answers focused on the hinderance of religion to medical developments in Medieval Britain and provided information on supernatural remedies to illness that were used and the Churches' control of medical practice.

Level 1 answers offered basic statements mostly describing medieval remedies to illness and supernatural beliefs about causes and cures.

Level 2 answers tended to offer answers based on an understanding of a single significance of Christianity that was principally the hinderance that the Medieval Church was to medicine with its reverence for the work of Hippocrates and Galen, their hostility to any new medical research that challenged orthodox beliefs and examples of cures based on the supernatural that were unlikely to work. Higher awards in level 2 offered a number of examples of Christianity standing in the way of medical development before the Renaissance.

Marks in level 3 were given for answers that looked at more than a single significance of Christianity in the history of medicine in Britain and often cited examples of the positive influence of the Christian religion on the development of health in Britain as a balance to the negative. Examples were taken mostly from the Medieval period and included such things as the work of monks and nuns in developing efficacious herbal remedies, the care religious communities gave to the sick in infirmaries and the example they set for individuals and communities in cleanliness and community health systems.

Level 4 answers built on level 3 responses and took a wider and more complex perspective in answer to this question. They acknowledged how restrictive the Medieval Church was to medical development but contrasted that with the positive contribution the Christian Church made through its preservation of knowledge in universities of the work of ancient writers, not all of which was valueless. They drew attention to the acceptance of some ideas drawn from contact with the east, which was open and progressive, and the influence of Christian belief that underpinned charitable support for medicine and, in particular, hospitals in the seventeenth and eighteenth centuries.

Question 3

This question was answered well by many students. It provided an opportunity for them to show their knowledge of the work of Pare and Lister and draw out similarities in their work and achievement. Both individuals were known quite well by students who could explain their work and the similar factors that influenced them.

Basic answers described the work of one or sometimes both of Pare and Lister in a straightforward way without drawing out similarities.

Level 2 answers often described the work of the two individuals offering narrative and explaining single similarities in a simple way, for example that both worked in surgery and on fighting wound infection and in reducing surgical discomfort and/or reducing death rates amongst patients.

Level 3 answers offered additional similarities in the work of the two individuals citing, for example, that both built on the work of others such as Pare utilising the work of John de Vigo and Lister building on Pasteur's research. Both also publicised their work such as Pare in his book *Works on Surgery* and Lister in his programme of lectures. Both also faced opposition from more conservative contemporary practitioners.

Level 4 answers often saw the complexity in the work of both individuals in that, for example, both had drawbacks. Pare's ligatures did control bleeding but often introduced infection at times. Similarly, Lister saw the advantages of wounds and dressings being treated with Carbolic but failed to fully appreciate the need for a fully aseptic operating environment. Therefore, both individuals were similar in that their work had flaws that opened them up to mockery and derision at the time. Further work was needed, therefore, that often had to be undertaken by others to fully complete their work.

Question 4

Students showed in their answer to this question that they understand how different factors had affected the development of Public Health, especially in the nineteenth and twentieth centuries. However, a number of students sadly misunderstood the difference between Public Health with its grounding in environmental health and wider community health, with the health of the individual and issues around the fight against disease or surgery. Students were overwhelmingly well versed in the factors that affect developments in health across the thematic and addressed them confidently, but a significant majority limited their answers by drawing their examples of medical developments from people such as Vesalius in anatomy and surgery or Fleming in antibiotic discovery rather than focusing on developments in Public Health.

Level 1 answers offered basic health related knowledge linked to the factors influencing the development of health in Britain such as the contribution of individuals, communications or religion and chance. At this level relevant knowledge was limited to mentioning individuals and issues and the making of vague and more generalised statements.

Level two answers offered simple explanations of developments in Public Health and often included narrative linked to the work of individuals such as Jenner or Snow. Actions of governments were explained in a straightforward way with references to such things as nineteenth century Public Health Acts and/or the influence of the Boer War leading to the Liberal reforms of the early twentieth century. Detail was often lacking in these answers as was the drawing out of significance of particular developments. A number of top level two awards were given for good answers containing some detailed knowledge and development but limited to examples drawn from only two areas of the Thematic identified in the Specification that were usually the nineteenth and twentieth centuries. Students access higher level awards in this question by showing knowledge drawn from at least three identified areas of the Specification and thereby illustrating their understanding of developments across the wider thematic study that is a particular feature of this area of the history curriculum.

Level 3 answers showed a detailed knowledge and understanding of change and development in Public Health in Britain in the last thousand years and identified and explained the significance of developments in improving the lives of communities. Students awarded marks at this level were able to describe and explain the impact of local laws designed to limit the spread of the plague in places like Coventry in the fourteenth century or London in the seventeenth century. They were able to demonstrate the significance of the reports of, for example, Chadwick in the nineteenth century and of Booth and Rountree at the turn of the twentieth century on government that led to

new laws and significant change that they described and explained. Reasoned judgements were often offered in conclusions at this level as to which factors had most significance in the development of Public Health for the individual student but tended to be summative and straightforward.

Level 4 answers built on the detailed knowledge and explanations of level 3 answers but also showed complex and sustained understanding throughout the answer of the relationship between a number of factors influencing a development or the work of an individual. Throughout an answer students at this level explained, for example, the impact of the Boer War and the work on poverty of Booth and Rountree and how they worked together to influence government, which contributed to the Liberal Reforms of the early twentieth century. Other answers explained how the use of quarantining during occurrences of pestilence occurred in the fourteenth, sixteenth and nineteenth centuries and even up into the twenty-first century during both pre- and post-germ theory times, showing continuity of ideas and remedies as well as change over time. Links were often consistently made in level 4 answers to the significance of government having the authority and resources to effect change argued for by individuals and demanded by greater knowledge and unfolding events

8145/2A/B**Paper 2AB: Britain: Power and the people: c1170 to the present day****Question 1**

The source, both in its detail and caption, appeared to be clear to most students. It was possible for most students to show an understanding of the source that might be rewarded at level 1 by commenting that there were 'lots of people present'. Many made simple inferences or spotted simple aspects of provenance for level 2. Many had lots of knowledge of the reasons why the Tolpuddle Martyrs were sent to Australia and included this narrative as an introduction but were not sure how to link it to the question. Where students commented on the nature of the crowd, observing that they were well-dressed and therefore from the middle and even upper classes, they were able to achieve level 3 marks. Many linked this with the source caption, explaining that even an MP supported the Martyrs' cause and wanted to help. Some wanted to impart their knowledge on the abolition of slavery and the Corn Laws, also mentioned in the caption, but were unable to link this to the question. Far fewer students this year dismissed the source out of hand because it did not mention something they knew about.

Question 2

This question was not answered well by many students. Less effective answers were rather vague, commenting on riots in general. Answers often included some narrative detail about the background to the riots, starting with Windrush. More students than in previous years organised the answer in terms of long and short-term significance. At level 3, students clearly expressed their knowledge of short-term significance in terms of the Scarman report and its findings, the abandonment of the 'sus' laws and the establishment of the Police Complaints Authority. A few excellent answers were rewarded at level 4 for indicating the long-term significance of the Brixton riots in relation to the failure of measures at the time leading to future reports such as McPherson and even the necessity for current campaigns such as BLM.

Question 3

The more effective answers to this question showed a good knowledge of the Magna Carta and the Great Reform Act. Students frequently were rewarded at levels 1 and 2 when they wrote about the two events and who they affected/benefitted/missed out at the time. It was pleasing that students rarely wrote about the differences between the two events. Knowledge of the Magna Carta was impressive. A number of students chose to write about the Magna Carta only. Students were less knowledgeable about the Great Reform Act. At level 3, a more developed understanding showed through in answers where students focused on the impact of the events. Important understanding that secured reward at levels 3 and 4 was often displayed in answers which selected examples of impact at the time of the event, then showed an appreciation of the longer-term implications, the setting off a chain of events. Level 4 answers often explained how both events inspired future developments such as the Magna Carta becoming a symbol for democracy, influencing the Declaration of Independence and the Great Reform Act leading to Chartism and the eventual extension of the franchise.

Question 4

Many students showed in their answer to this question that they understood how different factors had caused protest in Britain in over a thousand years of history. Nearly all students addressed the factor named in the question, namely ideas, in their answer. At level 1, students frequently identified ideas such as equality (important in the protests for votes for women) and showed, usually briefly, some knowledge and understanding of events. Responses at levels 1 and 2 showed some understanding that ideas was only one factor that might have led to protest. The role of the economy was the most popular second factor which answers considered at this level, with students suggesting that, when people were struggling to survive and therefore desperate, they were more likely to protest. A common example given here was the Peasant's Revolt. Examiners did note that answers often lost a focus on the question, which was about protest, when students chose examples that linked to power but involved no protests at all.

As a Thematic Study, 'Power and the people' covers over a thousand years of history. Thematic Studies are distinct from Period and Depth Studies and in this question, given the large time period they cover, it is expected that in order to reach levels 3 and 4, responses will use examples to support the argument made from at least three of the four parts of the specification. There is no expectation that all examples will be developed to the same level of detail, but some knowledge and understanding of more than two of the specification's four parts relevant to the question is required at the higher levels.

At level 3, responses clearly explained the identified factor. Answers showed how students had reflected on their knowledge and then related it to show how ideas might be used to explain how the influence of that factor caused protest. Answers that were given level 3 marks chose examples from three or all parts of the specification in their support of their argument. Answers at this level were based upon a consideration of at least two factors, one of which was the factor stated in the question. Many students appeared to find this straightforward to do. Some answers at levels 3 and 4 used the PEE structure to ensure that they developed their examples in relation to the question. The question clearly invited students to consider the 'main factor' for protest and answers that did that directly, with some substantiated judgement, were rewarded at level 4. The more effective examples at level 4 considered how the relationship between factors might have operated to bring about protest and were able to interweave their examples, coming to a valid judgement.

8145/2A/C**2AC Migration Empires and People****Question 1**

Although Source A provided students with a significant amount of information to support their response, a small minority were confused between emigration and immigration and therefore interpreted the content differently. Some students were drawn into comparing the source to immigrants to Britain like Jews and the Irish. They suggested that the 'here' image showed Irish Immigration and their failure to find work.

Where students performed well they showed knowledge of migration from Britain to America, India, Australia and the Caribbean. Some commented on the native looking in from outside and attempted to discuss why the author had added this to the image. Many students were aware of the importance of discussing provenance and, although some demonstrated a simple understanding, many did draw on their knowledge of Punch and the information provided by the source ascription. They understood the nature of the author's concerns re industrialisation and the impact of a growing empire and the role of the government.

There was an imbalance between the analysis of the 'here' and the 'there', with many preferring to focus on the problems of industrialisation. As in previous years the stimulus of a visual source meant that there were few blank scripts.

Question 2

The Angevin Empire is a specific part of the specification and is well resourced by the textbooks used in schools and colleges. However, a small minority had little knowledge of this topic and so failed to answer the question. Those who knew this topic tended to know it well and could provide a wide range of short, medium and long term significances of this empire.

They produced two clear paragraphs addressing its significance, and adopted one of two approaches: a paragraph on short term significance followed by one on long term significance or used a factors approach where they discussed specific points such as the economic impact, the impact on the monarchy, or the influences on British or French national identity.

There was some confusion between the Angevin Empire, the North Sea Empire and the Norman Conquest for some but there was also some very high quality responses.

Question 3

Where students had a good knowledge of the lives of both individuals they produced high quality responses. Generally, knowledge of Cecil Rhodes was stronger than that of Sir John Hawkins and some students mixed up Rhodes with Clive of India.

Answers centred on a range of similarities which included:

- The exploitation of African people and a sense of racial superiority

- The motivation to gain wealth for themselves and others
- The drive from imperialism
- Military skills in defeating the Spanish Armada and the Matebele.

The best answers explored similarities with clear awareness of change over time, perceptions and attitudes, or considered how similarities were connected, for example the political influence gained by the individuals as a result of their economic successes.

Where there were misconceptions, these were largely around India, with students confusing Hawkins and Hastings. Some confused Rhodes with Clive, or attributed a role in the transatlantic trade in enslaved people to Hawkins alongside Rhodes.

Some students only wrote about one individual, usually Cecil Rhodes.

Question 4

For the most part, this was the best-answered question on the paper. Students were able to explore a range of factors contributing to migration to Britain and supported these with a series of examples from across the course; very few students who produced the stronger answers failed to include examples from at least three parts of the specification content.

Students who achieved the highest marks were able to produce complex conclusions or link factors throughout their response, with the majority of these concluding that economic factors were the main reason for migration to Britain specifically as, having been forced from homes by push factors such as famine, persecution or conflict, they chose Britain due to the economic advantages it offered. Some suggested that many stayed in Britain rather than, say, moving on to America because of the opportunities living in Britain gave them in both the short and the longer term.

The strongest answers quite frequently gave multiple examples to support an individual factor. This was especially true of the named factor, economics.

There were some strong examples from the twentieth century, including Syria, Ukraine and those attempting to cross the Channel.

As noted above in question 1, some students discussed migration from Britain, such as the Pilgrim Fathers, so it is clear that an understanding of these key terms is essential as is the careful reading of each question.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.