

GCSE
HISTORY
8145/2A/A

Paper 2 Section A/A

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

Mark scheme

June 2020

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 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, 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.

| | |
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| 0 | 1 |
|---|---|

How useful is **Source A** to an historian studying surgery in the late 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 shows the common view of surgeons, popular at this time at the end of the eighteenth century, that they were not very good. This is odd because if the cartoonist knew John Hunter who was an excellent surgeon and who was scientific, he was unlike the surgeons in this cartoon. They all need glasses to see something that is obvious which is a leg. Surgery, it shows, is crude at this time using carpenter's tools, it shows surgeons training and even the skeleton looks to have given up hope for them. It looks like he is sawing a plank with his knee on the patient's leg.

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 surgery at the time was crude. It did not involve taking any precautions to prevent pain, infection or bleeding. They have tied the patient to the chair, there is no tourniquet and they have a

bag of carpenter's tools to do the job. It is showing no respect for surgeons with their fat faces and wigs.

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 they did not bother about cleanliness and germs. They have tied the patient down to stop him moving with the pain.

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 cut off a person's legs with big saws in their ordinary clothes.

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

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 0 2 | Explain the significance of the creation of the National Health Service.. | [8 marks] |
| <p>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.</p> | | |
| Target | <p>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)</p> | |
| Level 4: | <p>Complex explanation of aspects of significance Answer demonstrates specific knowledge and understanding that is relevant to the question</p> | 7–8 |
| <p>Extends Level 3.</p> <p>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.</p> <p>For example, the significance of the NHS was that life expectancy rose. In 1948 it was 66 for women and today it is 83. But all that had a cost. It is significant that at the point the NHS was created the government did not appreciate the extent of the need for it. The costs soon had to be covered by prescription charges. The NHS has always had difficult financial choices to make about what to fund.</p> | | |
| Level 3: | <p>Developed explanation of aspects of significance Answer demonstrates specific knowledge and understanding that is relevant to the question</p> | 5–6 |
| <p>Extends Level 2.</p> <p>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.</p> <p>In addition to a Level 2 response, students make additional developed point(s).</p> <p>For example, the NHS was significant because of its impact; before 1948 about 8 million people had never used a doctor because they couldn't afford to, now everyone got free medical treatment and medicines.</p> <p>For example, the NHS was significant because the government took responsibility for the health of the nation rather than leaving it to individuals. This was quite a change from laissez-faire attitudes to public health in the nineteenth century.</p> | | |

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, the NHS was significant because before the NHS people either relied upon charity medical help and hospitals or they had to pay to see a doctor.

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, the NHS was significant because everybody could have health care.

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

0 3

Explain **two ways** in which medieval hospitals and hospitals 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, doctors in both medieval Islamic hospitals and hospitals of the time of John Hunter had medical students. Islamic hospitals called bimaristans cared for rich and poor, and had doctors who had medical students who trained alongside them. In the 18th century medical schools were attached to hospitals with specialist wards for different types of disease and students could follow a medical professor through the wards.

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 the Middle Ages the Monastery infirmary had an herbalist who would dispense medicines to people who are sick and in the 18th century hospitals there were public dispensaries such as in Edinburgh which started in 1776.

For example, they are similar because both medieval Islamic hospitals and 18th century hospitals had doctors who tried to cure the sick by using a scientific approach.

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 medieval times and the 18th century the number of hospitals grew. In medieval times people founded hospitals because Jesus had cared for sick people and in the 18th century wealthy Christians stressed the need to show their faith by doing good deeds in the community such as founding a hospital.

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 medieval hospitals and 18th century hospitals tried to make people better.

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 science and technology been the main factor in improving the treatment of disease?

Explain your answer with reference to science and technology 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, if the USA had not been in the Second World War there would not have been an incentive for the government to put millions of dollars into mass production of the Penicillin in order to cure their troops of infected wounds. This shows that science, war, and government work together.

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 is a factor which can develop treatments. And during the First World War blood transfusions were developed, this led to a British National Blood Transfusion service in 1938. Penicillin was developed by 1944 to treat the Allied forces in Europe.

Science has played a big part in helping to develop treatments for disease. It was Florey and Chain who use the scientific method to prove that penicillin could kill germs. They injected mice with deadly germs and then penicillin and it cured them. They use science to purify the penicillin. They scaled up production and testing until they had enough to treat a patient, Albert Alexander, a 43 year-old policeman who had a nasty infection.

| | | |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Level 2: | <p>Simple explanation of the stated factor or other factor(s)</p> <p>Answer demonstrates specific knowledge and understanding that is relevant to the question</p> <p>Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.</p> <p>Students may progress from a basic explanation of factors by reasoning supported with factual knowledge and understanding.</p> <p>For example, over time different factors have been important. Individuals like Fleming can discover how a drug like penicillin could cure infection. But also science is an important factor such as Pasteur who use science to discover a vaccine against rabies in 1885. But governments can also pay for research such as America and Penicillin in the Second World War.</p> | 5–8 |
| Level 1: | <p>Basic explanation of one or more factors</p> <p>Answer demonstrates basic knowledge and understanding that is relevant to the question</p> <p>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 science and technology shows people what has caused diseases and provide treatments.</p> <p>Students may provide a basic explanation of a different factor, such as individuals can make important discoveries which help cure disease.</p> | 1–4 |
| | Students either submit no evidence or fail to address the question | 0 |

Spelling, punctuation and grammar

| | 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 |