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.

Further copies of this mark scheme are available from aqa.org.uk

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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.

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 cholera epidemics of the 19th century?

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 that cholera had been a problem for a long time because it first arrived in 1831. It was still considered a 'King' in 1852 as it had killed thousands. The anti-Contagionists view of the cause of disease - that it was the result of miasma was the dominant view. The Contagionists view that it was caught somehow by touch was not widespread. So anti-Contagionists like Chadwick were keen to clean up the streets like the one shown here, remove the causes of smell which they thought would stop the cholera.

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 in 1852, they knew that dirty conditions were responsible for epidemics like cholera but John Snow did not confirm that it was a water born disease until 1854. So, this shows they

connected dirt and overcrowding with disease but did not really know how it caused the disease. They still thought it was do with miasma.

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 the conditions of the streets were unhygienic and everyone was crowded together. People were dying because there is a coffin. Public health was poor.

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 the streets were dirty and the people were poorly clothed.

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

0 2 Explain the significance of the treatments used by medieval doctors.

[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, the significance of medieval treatment was that they were not wholly scientific. Some observation was done but conclusions were not to be challenged by experimentation. A physician learned medicine at university controlled by the Christian church and in the later middle ages might gain some Islamic medical knowledge. The 13th century English monk Roger Bacon was disciplined for suggesting doctors should do original research. Prayer was an important treatment because so much was unknown and a doctor's function was often to predict the course of illness not cure it. In the Renaissance the medieval knowledge was challenged by people like Vesalius and new methods suggested by Paré.

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, the significance of the treatments used by the medieval doctors was that they were a mixture of things some discovered by trial and error, some passed on from Hippocratic and Galenic medicine, and supernatural remedies. They had an influence on treatments for a long time and went unchallenged until the Renaissance.

For example, Medieval doctors bled patients because they followed the ideas of the Ancient Greeks like Hippocrates to balance the humours. If the humours were balanced you were healthy. The significance of the treatment was that it showed the power of the church and how long the old ideas lasted. The old Greek ideas were approved of by the Christian church and were part of a physician's training in medieval universities.

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 medieval doctors bled patients because they thought you were healthy if your humours were in balance. There was black bile and yellow bile and phlegm. This was an Ancient Greek idea.

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, medieval doctors would bleed patients.

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

0 3 Explain **two ways** in which the work of Edward Jenner and Robert Koch was 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, both Robert Koch and Edward Jenner improved upon existing treatments. Jenner improved upon inoculation by finding a less dangerous way of protecting against smallpox which was a much-feared killer. Koch improved on the work of Louis Pasteur and germ theory by developing techniques to identify specific germs that caused human diseases to develop such as tuberculosis which killed thousands.

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 they are both connected with vaccination which influenced scientists who developed their work. Jenner used cowpox to prevent smallpox and invented the idea of vaccination, which Pasteur developed with rabies. Koch found many techniques for studying germs and people who worked with him went on to discover important vaccines and specific treatments such as Behring and Diphtheria, and Ehrlich and Salvarsan 606.

For example, they are similar because both encountered rivalry and conflict because Koch had Pasteur's rivalry and Jenner had the opposition of all the doctors who inoculated to prevent smallpox.

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, Jenner and Koch both made important discoveries with diseases. Jenner helped prevent smallpox and Koch identified the tuberculosis germ.

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, Jenner and Koch were both scientists who did experiments.

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 chance been the main factor in the development of medicine?

Explain your answer with reference to chance 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, 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. But it needed the resources and skills of the big pharmaceutical companies to purify the penicillin sufficiently to make it work and then produce it in quantity by the end of the Second World War. 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.

Chance can have direct and indirect effects. If Jenner had been unlucky when he injected James Phipps with cowpox, he might have given him another infection in 1796. Some imitators then used his methods contaminated with Smallpox, and said his method was dangerous. The penicillin that Florey and Chain used was very impure and might have contaminated their patient, Albert Alexander, a 43-year-old policeman who already had blood poisoning. It was unlucky for Hannah Greener who died from a heart attack having been given a small dose of chloroform to remove a toenail, an event that showed chance could work against progress using anaesthetics.

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 important. Chance can affect discoveries such as when Charles Chamberland used an old and weakened sample of disease microbes which revealed how chicken cholera vaccine worked. Individuals like Fleming noticed how a substance like penicillin could cure infection. But also, science is an important factor such as Pasteur who used 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.

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 chance was important because if a scientist like Fleming had not looked at the petri dish then no one would have known about penicillin. Students may provide a basic explanation of a different factor, such as individuals who can make important discoveries which help cure disease.	**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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