

**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

June 2022

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.

0	1
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How useful is **Source A** to an historian studying issues in the modern treatment of disease?

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 posters are useful because one of the big issues of healthcare in the 21st century is about getting information to people so that they can make intelligent decisions about their health. In the 19th century governments brought in improved sanitation, in the 20th century vaccination improved public health but in the 21st century the issues of the modern treatment of disease shows we need to go beyond national governments. It needs a global organisation like the WHO to point out the dangers of indiscriminate antibiotic use.

**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 the 21st century healthcare is global and viruses can spread worldwide. Antibiotics have been used by some people since the development of penicillin during the Second World War. But

today we have people who are allergic to penicillin and we use antibiotics too widely, without thinking, for animals and humans in some parts of the world. People should consult a doctor before using antibiotics to see whether they would work.

**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 World Health Organisation have to tell everyone that they should not use antibiotics when they don't need them. It means they won't work as the germs mutate and resist the antibiotics.

**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 are taking too many antibiotics and the germs are becoming resistant.

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

<b>0</b>	<b>2</b>	Explain the significance of Christianity in the history of medicine.	<b>[8 marks]</b>
<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>			
<b>Target</b>	<p><b>Explain and analyse historical events and periods studied using second-order concepts (AO2:6)</b>  <b>Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:2)</b></p>		
<b>Level 4:</b>	<p><b>Complex explanation of aspects of significance</b>  <b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b></p>		<b>7–8</b>
	<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 Christian church was that it helped and hindered medical progress. The church preserved ancient knowledge in its libraries and books that came from the Greeks and the Romans and made sure it was taught to physicians but the church also held back further scientific progress as St Bernard said, to buy drugs or consult with physicians doesn't fit with religion. The Christian church said prayer was the best medicine. The Christian church in the Middle Ages held up medical progress by condemning new ideas as heresy. The 13th century English monk Roger Bacon was put under house arrest for suggesting that doctors should do original research and not just trust the old books.</p>		
<b>Level 3:</b>	<p><b>Developed explanation of aspects of significance</b>  <b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b></p>		<b>5–6</b>
	<p>Extends Level 2.</p> <p>Students may progress from a simple explanation of significance with developed reasoning considering <b>two or more</b> 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, Christianity was significant because it offered healthcare in the monasteries during the Middle Ages where the herbalist would treat people. They also encouraged wealthy people to set up hospitals which usually were small for only 12 patients, the same number as Jesus had disciples and they</p>		

would be run by monks or nuns rather than doctors. Some were free such as St Leonard’s in York.

For example, the medieval Christian church was significant because it controlled the universities so they controlled what was taught to doctors. Physicians were taught the knowledge of the ancient Greeks and Romans which the Christian church preserved in libraries. They also allowed physicians to learn some of the new ideas that came from Islam and which were introduced after the Dark Ages.

**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, Christianity had a big influence on the treatment of illness because it was believed that prayer was a powerful medicine. The church ran hospitals in the Middle Ages where people prayed. During the Black Death the church said that God was punishing people for their sin.

**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, Christ was a healer, he made people better.

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

**0 3**

Explain **two ways** in which the work of Paré and Lister 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 Paré and Lister had a major influence on the future of surgery but not without criticism. Paré’s ligatures took much longer to do during battle surgery and might introduce infection to a wound. Lister was opposed by other surgeons who did not believe germs were responsible for infection and believed in spontaneous generation. As Lister changed his methods and carbolic was unpleasant there were many who criticised his methods.

**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 both did something very different from what was the accepted practice. In 1537 Paré ran out of hot oil to cauterise his wounds which was the standard way of dealing with gunshots, and used a soothing mixture. And Lister did not amputate a young boy’s legs as most surgeons would have done but used a dressing soaked in carbolic acid.



For example, they are similar because both surgeons published their results. Lister published his results in March 1867 explaining how he used carbolic and Paré published a book, 'Works on Surgery' in 1575.

**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, Paré and Lister both made important discoveries about surgery. Paré and Lister both helped wounds heal up after surgery. Lister used carbolic acid.

**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, Paré and Lister were both surgeons.

**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.

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Has the role of the individual been the main factor in the development of public health in Britain?

Explain your answer with reference to the role of the individual 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 governments have the power and wealth to change public health they are usually informed by the findings of science. Studies by individuals 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 and a series of laws that transformed public health in Britain in the early 20th century.

**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, 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 every night after their work. 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.

For example, individual scientists have played a big part in helping to understand why disease happens and that public health is important. The work of John Snow in 1854 was important; he found that cholera was a waterborne disease. But he did not know about the part germs played. The Germ Theory of Pasteur 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. The scientific approach, in 1951, of Richard Doll's study of tobacco smoking and cancer alerted people to the need to change their lifestyle.

**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 19th century, 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 which were finished in 1866.

<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 individuals can carry out investigations which helped to influence governments which then passed laws.	
	Students may provide a basic explanation of a different factor, such as science, was important because it could create new ways to help prevent epidemics.	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>