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GCSE

**HISTORY**

**8145/2A/A**

Paper 2A/A Britain: Health and the people: c1000 to the present day

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**Mark scheme**

Additional Specimen Material

Version E1

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 Assessment Writer.

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](http://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, 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"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>  | 4 marks       |
| Intermediate performance | <ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>  | 2–3 marks     |
| Threshold performance    | <ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>         | 1 mark        |
| No marks awarded         | <ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner’s response does not relate to the question</li> <li>• The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul> | 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 creation of the NHS?

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 the government forced the doctors to accept the NHS despite their opposition. The magazine is suggesting that the doctors have an out of date attitude and Bevan knows best but it is poking fun at the situation between Bevan and the doctors. Bevan as mother seems to know best.

**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 people at the time poked fun at the doctor's attitude to the NHS. The doctors say it tastes awful meaning they don't like it but they have to accept it. Bevan represents the government and they are forcing the doctors to accept the NHS.

**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 doctors were not all in favour of the NHS in 1948.

**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, because it shows that the doctors were a part of the NHS.

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

|   |   |
|---|---|
| 0 | 2 |
|---|---|

Explain the significance of penicillin in the development of medicine.

**[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 discovery of penicillin was less significant than the development of it. Fleming only noticed something unusual on a culture plate. He failed to investigate the action of penicillin in a living creature. Because penicillin lost its effectiveness in infected blood in a test tube he dismissed it. The discovery showed that then and now you need a multidisciplinary team to make an effective cure and rigorous scientific method.

**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, penicillin was significant because it was the first antibiotic. Once scientists had found penicillin they looked for other antibacterial drugs such as streptomycin and the tetracyclines which had even broader applications than penicillin. The story does not stop because today we are worried about antibiotic resistance.

For example, the discovery of penicillin was significant because it shows that chance or accident can play a part in scientific discovery. The lab below Fleming's was investigating allergies and spores floated up the stairs to Fleming's lab. If Fleming had not gone away from holiday the bacteria and the

mould would not have had the right conditions to flourish. If Fleming had not been so quirky he would not have looked at his old culture plates. It was lucky that the important plate was above the level of the disinfectant.

**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, antiseptics like carbolic acid could kill germs but they could not be used deep inside the body. Penicillin was significant because it was different; it would hunt down staphylococci bacteria and other infection. Penicillin would work deep inside the body where antiseptics could not go.

**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, penicillin was a magic bullet that killed bacteria.

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



|   |   |
|---|---|
| 0 | 3 |
|---|---|

Compare surgery in the Middle Ages with surgery at the time of John Hunter.

In what ways were they similar?

Explain your answer with reference to **both** times.

**[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, they are similar because in both the Middle Ages and the 18th century surgeons learned from having a long apprenticeship to an established surgeon or barber surgeon. There was no substitute for learning through watching and doing. In the Middle Ages the barber-surgeon guild got privileges from Henry VIII in 1540 to use criminals for demonstration dissections and controlled entry to the profession. In the 18th century John Hunter's brother, William ran a dissection school. And John Hunter himself was apprenticed to Percival Pott and William Cheselden at Chelsea Hospital.

**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, in both periods surgeons worked in a similar way, they had to operate quickly because there were no really effective anaesthetics and the surgeon wanted to limit the amount of pain the patient suffered. In the Middle

Ages they had opium and hemlock which could dull the pain but not completely take it away. In John Hunter's time as in the Middle Ages they were still operating quickly to reduce the amount of pain.

For example, they are similar because in both periods surgeons did not know about germs and infection. A dominant view in the Middle Ages was that pus formation was necessary to proper healing. Only a few original thinkers like Theodoric of Lucca, and later Henri de Mondeville, challenged the idea and used wine as a disinfectant. In John Hunter's time, surgeons still worked in their ordinary clothes and allowed a large audience in a public place, so there was no knowledge or concern for infection.

**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 surgeons tended to operate on the outer parts of the body and not do internal surgery. In the Middle Ages as the wound man shows injuries to the main torso were fatal. Barber surgeons did some bleeding and the cutting off of growths. In the 18th-century doctors did not operate deep inside the body but they could remove stones, growths and set bones.

**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, operations were painful in the Middle Ages and in the 18th century.

**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 understanding the causes of disease in Britain?

Explain your answer with reference to science and technology and other factors.

Use a range of examples from across your study of Britain: 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, science is a factor that offers a methodology to investigate disease and its causes which religion did not offer. Religious explanations depended on faith. Through physics, chemistry and biology we can investigate why and how the body goes wrong. For example MRI scans increasingly show how the brain works. But modern science requires a large amount of money for research and this comes from the government which raises it through taxation or the large drug companies which comes from their profits. So I think science is the most important factor but only because it is backed by the economic factor of money raised by governments or business.

**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, the role of Individuals is an important factor. They often have unique abilities which can make the difference in understanding the causes of disease. For example Joseph Lister in the 1860s and 1870s was important in developing techniques that seemed to prove Pasteur's germ theory when it was applied to surgical infection. Lister had the insight and determination to persevere even though he was opposed by influential people like Charles Bastian supported spontaneous generation theory.

For example, science is a key factor which provides the evidence to understand the causes of disease and its solutions. The work of Karl Landsteiner in 1900 allowed people to make sense of William Harvey's circulation of the blood discovered nearly 400 years earlier in 1628. With the understanding of blood groups A, B, AB, and O, transfusions could happen and this led to transplant surgery and the use of blood tests to discover quickly different diseases.

**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, since the 18th century science and technology have explained the causes of disease because people have wanted proof and evidence such as can be seen through a microscope. Communication through printing was important so that your knowledge could be spread such as William Harvey's circulation of the blood in 1628. Governments have also been an important factor because they give money to research scientists.

**Level 1: Basic explanation of one or more factors** **1–4**  
**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 of the stated factor such as the science of biology has allowed people to understand how disease happens as Pasteur’s work showed.

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

### Spelling, punctuation and grammar

| <b>Performance descriptor</b>  | <b>Marks awarded</b> |
|--|----------------------|
| High performance <ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>  | 4 marks              |
| Intermediate performance <ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>  | 2–3 marks            |
| Threshold performance <ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>    | 1 mark               |
| No marks awarded <ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner’s response does not relate to the question</li> <li>• The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul> | 0 marks              |