

GENERAL CERTIFICATE OF SECONDARY EDUCATION
HISTORY A (SCHOOLS HISTORY PROJECT)

A951/12

Development Study with Britain, 1815–1851

Candidates answer on the Answer Booklet

OCR Supplied Materials:

- 8 page Answer Booklet

Other Materials Required:

None

Monday 18 January 2010
Afternoon

Duration: 2 hours



INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Use black ink.
- Read each question carefully and make sure you know what to do before starting your answer.
- There are two sections in this paper.

Section A (Development Study)

Choose **one** of these options:

Either (a) Medicine Through Time (pages 2–4);

Or (b) Crime and Punishment Through Time (pages 5–8).

Then answer **Question 1** and **one** other question from the option you have chosen.

Section B (Depth Study)

Answer **Question 5** and **one** other question.

- Write the numbers of the questions you have answered in the box on the front of the Answer Booklet.
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **75**.
- You will be awarded marks for quality of written communication in the following questions:
Development Study: 2c, 3c, 4c
Depth Study: 6c, 7c.
- This document consists of **12** pages. Any blank pages are indicated.

Section A: Development Study

Choose EITHER (a) Medicine Through Time OR (b) Crime and Punishment Through Time

(a) Medicine Through Time

Some of the questions require you to use sources. In these questions, you will need to use your knowledge of the topic to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you may also use any of the other sources within the question if they are relevant.

You should spend about 1 hour on this section.

Answer Question 1 and ONE other question.

- 1 Study the sources carefully and then answer the questions which follow.

SOURCE A

An illustration from 1580. It shows a woman giving birth helped by midwives, while the doctors can be seen in the background.

SOURCE B

It chanced one time, that because of the great numbers wounded I ran out of oil. A few of the wounded remained to be treated; and rather than seem to do nothing for them I applied a lotion of yolk of eggs, oil of roses, and turpentine. I could not sleep all that night for worry. I feared that next day I should find them dead.

Paré's description of treating gunshot wounds, written in 1585.

SOURCE C

February 2

The doctors opened a vein in his right arm, and drew off a large quantity of blood.

February 3

It seemed best to keep his bowels relaxed by giving him some holy liquid.

February 6

At 8 p.m. he was given 4 tablespoons of Pearl Julep, and every other hour small amounts of Bezoar stone.

An account by his doctor of the treatment of King Charles II in 1685.

1 (a) Study Source A.

What can you learn from this source about medicine in the sixteenth century? Use the source and your knowledge to explain your answer. **[5]**

(b) Study Source B.

'This source shows that Paré's discoveries depended on luck.' How far do you agree with this statement? Use the source and your knowledge to explain your answer. **[5]**

(c) Study Source C.

Are you surprised that these treatments were still being used towards the end of the Medical Renaissance? Use the source and your knowledge to explain your answer. **[5]**

Choose ONE of the following three questions.

You must answer ALL parts of the question you choose.

Remember to explain your answer as fully as possible and support it with specific detail.

- 2** The advances made in medicine by ancient civilisations were still important hundreds of years later.
- (a)** Briefly describe Hippocrates' clinical method of observation. [5]
 - (b)** Explain how factors outside medicine helped the Egyptians make progress in medicine. [7]
 - (c)** Who is more important in the history of medicine, Galen or Vesalius? Explain your answer. [8]
- 3** In the history of medicine there have been many different ideas about the causes of disease.
- (a)** Briefly describe the Theory of the Four Humours. [5]
 - (b)** Explain why religious beliefs were used to explain and treat illness in the Middle Ages. [7]
 - (c)** Who was more important in fighting disease in the nineteenth century, Pasteur or Koch? Explain your answer. [8]
- 4** Individuals have often been important in the development of medicine.
- (a)** Briefly describe the career of Mary Seacole. [5]
 - (b)** Explain the contribution made to the development of hospitals and nursing by Florence Nightingale. [7]
 - (c)** 'The work of Fleming was the most important factor in the development of penicillin.' How far do you agree with this statement? Explain your answer. [8]

Section A: Development Study**(b) Crime and Punishment Through Time**

Some of the questions require you to use sources. In these questions, you will need to use your knowledge of the topic to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you may also use any of the other sources within the question if they are relevant.

You should spend about 1 hour on this section.

Answer Question 1 and ONE other question.

- 1 Study the sources carefully and then answer the questions which follow.

SOURCE A**Case One**

Walter Asketel and his wife Catherine were charged with the possession of stolen goods. Walter is acquitted but the jury says that Catherine is guilty. She is to be hanged. Catherine says that she is pregnant. Six matrons examine her and confirm that she is pregnant. She is not to be hanged.

Case Two

The jurors say that Margaret killed her daughters Agnes, aged two, with a stick as she lay in her cradle, and Matilda, aged four, who was made to sit in the fire. After the crimes she showed her neighbours what she had done. On this evidence the jury says that she was insane at the time of the murders. She is returned to prison until the King's will is known.

Two cases from the royal courts in the fourteenth century.

SOURCE B



A nineteenth-century illustration of Elizabeth Fry in Newgate prison.

SOURCE C

PRISON EXPERIENCES OF LADY CONSTANCE LYTTON.

From the front cover of a journal called 'Votes for Women', January 1910.

1 (a) Study Source A.

What impressions of medieval justice do these two cases give? Use the source and your knowledge to explain your answer. [5]

(b) Study Source B.

Are you surprised by this source? Use the source and your knowledge to explain your answer. [5]

(c) Study Source C.

Why was this poster published at this time? Use the source and your knowledge to explain your answer. [5]

Choose ONE of the following three questions.

You must answer ALL parts of the question you choose.

Remember to explain your answer as fully as possible and support it with specific detail.

- 2** In the medieval system of law and order, some things changed but some things stayed the same.
- (a)** Briefly describe the different ways people were tried in Anglo-Saxon times. **[5]**
 - (b)** Explain why William I decided to make changes to the Anglo-Saxon system of law and order. **[7]**
 - (c)** How far was the system of law and order less harsh by the end of the Middle Ages? Explain your answer. **[8]**
- 3** The nature of crime changed between the sixteenth and eighteenth centuries.
- (a)** Briefly describe how vagrants were punished in the sixteenth century. **[5]**
 - (b)** Explain why eighteenth-century laws against poaching were very unpopular. **[7]**
 - (c)** 'Highway robbery was a more serious problem than smuggling for the authorities in the eighteenth century.' How far do you agree with this statement? Explain your answer. **[8]**
- 4** Both the police and prisons changed during the nineteenth century.
- (a)** Briefly describe the type of policing that took place around 1800. **[5]**
 - (b)** Explain why the 'separate' and 'silent' systems were introduced into nineteenth-century prisons. **[7]**
 - (c)** 'When a professional police force was established and developed in the nineteenth century, it was not welcomed by the public.' How far do you agree with this statement? Explain your answer. **[8]**

Section B: Depth Study

Britain, 1815–1851

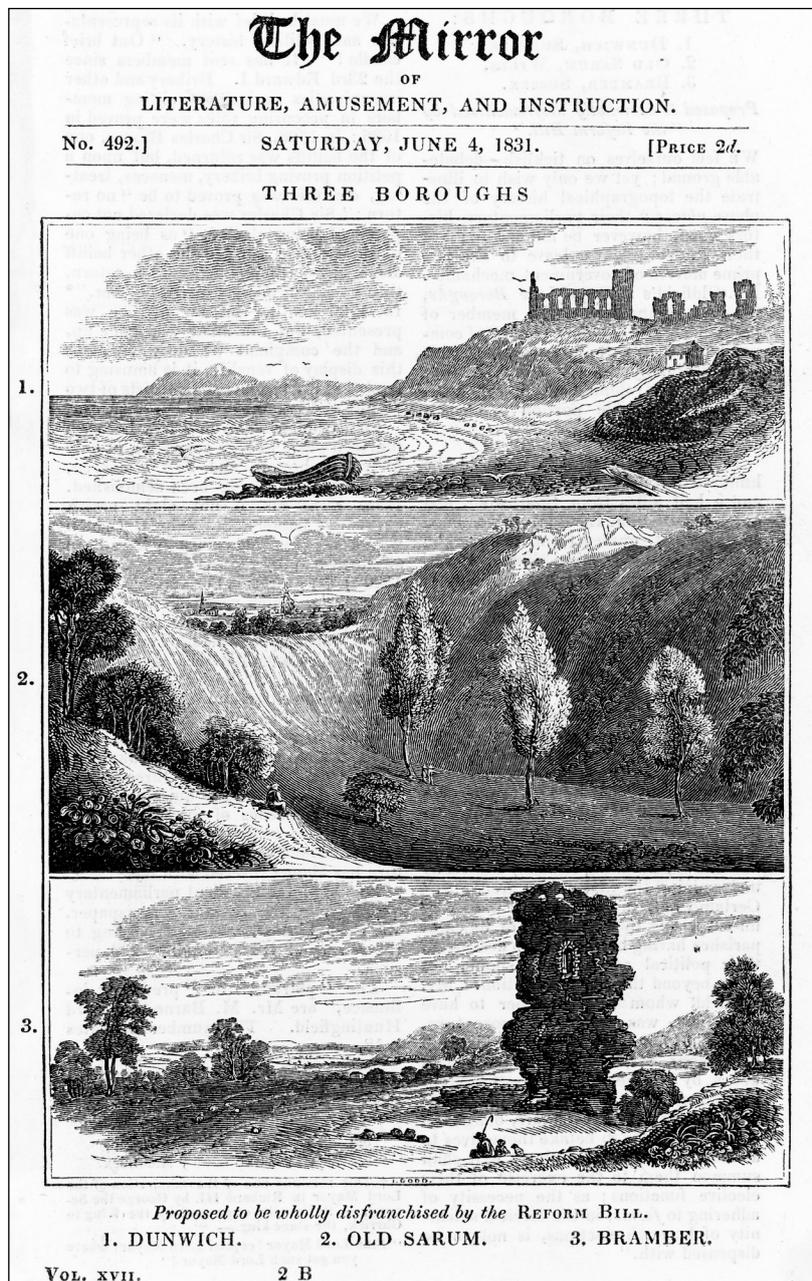
Some of the questions require you to use sources. In these questions you will need to use your knowledge of the topic to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you may also use any of the other sources within the question if they are relevant.

You should spend about 1 hour on this section.

Answer Question 5 and ONE other question.

5 Study the sources carefully and then answer the questions which follow.

SOURCE A



From a newspaper, June 1831.

SOURCE B

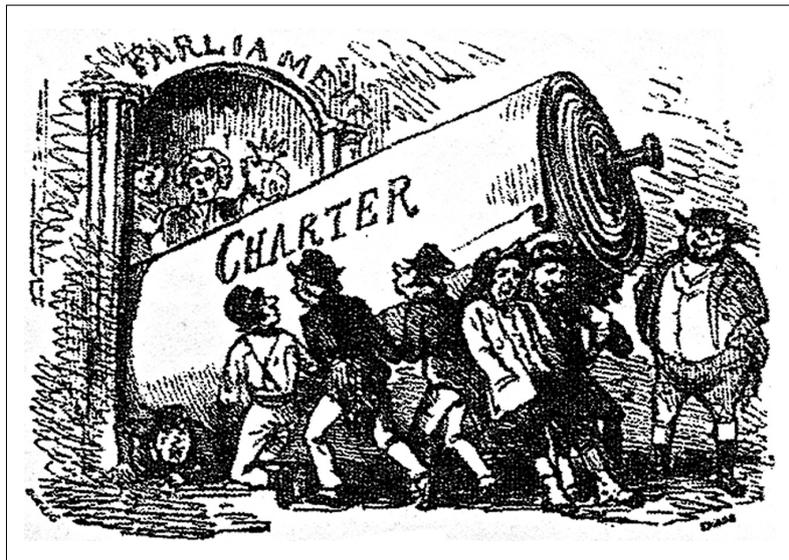
The whole of Bristol was on the verge of destruction. During the whole of Sunday the mob was in control of the city. Forty-two houses were completely destroyed. The loss of property was estimated at half a million pounds.

From an eye-witness account of the riots in Bristol in 1831 supporting parliamentary reform.

SOURCE C

The House of Commons is too far removed from the needs and concerns of the lower and middle classes of the people. The interests of Industry and of Trade have scarcely any representatives at all. These are the source of Britain's wealth and strength.

From an article published in 1830.

SOURCE D

From a newspaper, February 1843.

5 (a) Study Source A.

Why was this source published in 1831? Use the source and your knowledge to explain your answer. [7]

(b) Study Sources B and C.

How far would the author of Source C have supported the events described in Source B? Use the sources and your knowledge to explain your answer. [7]

(c) Study Source D.

What is the message of this source? Use the source and your knowledge to explain your answer. [6]

Choose ONE of the following two questions.

You must answer ALL parts of the question you choose.

Remember to explain your answer as fully as possible and support it with specific detail.

- 6** The railways were not developed without difficulties and opposition.
- (a)** Briefly describe the problems that faced the builders of the Liverpool and Manchester Railway. **[5]**
 - (b)** Explain how the problems in building the Liverpool and Manchester Railway were overcome. **[7]**
 - (c)** 'During the 1830s and 1840s the railways were opposed more than they were welcomed.' How far do you agree with this statement? Explain your answer. **[8]**
- 7** During this period both the living and working conditions of the working classes needed to be improved.
- (a)** Briefly describe the living conditions of the working classes in towns. **[5]**
 - (b)** Explain why some people opposed reforms to working conditions in factories and mines. **[7]**
 - (c)** 'By 1851 attempts to reform working conditions in factories and mines had been largely ineffective.' How far do you agree with this statement? Explain your answer. **[8]**

**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations, is given to all schools that receive assessment material and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.