



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCSE

### History A

3041 (Full Course): 3046 (Short Course)

### Paper 1

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## HISTORY SPECIFICATION A

### A: INTRODUCTION

- **Consistency of Marking**

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a choice of specifications and a choice of options within them. It is therefore of vital importance that assistant examiners apply this marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of all the other History specifications and options offered by the AQA.

- **The Assessment Objectives**

The revised specifications have addressed subject content through the identification of ‘key questions’ which focus on important historical issues. These ‘key questions’ give emphasis to the view that History is concerned with the analysis of historical problems and issues, the study of which encourages all candidates, but particularly the more able, to make judgements grounded in evidence and information. For this reason, assessment objective 6.1 (recall, select and deploy knowledge) underpins candidate attainment in the other two objectives, 6.2 and 6.3.

The schemes of marking for the revised specifications reflect these underlying principles.

- **Levels of Response Marking Schemes**

The mark scheme which follows is of the ‘levels of response’ type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All candidates take a common examination paper – there is no tiering. Consequently, it is reasonable to expect to encounter the full range of attainment and this marking scheme has been designed to differentiate candidates’ attainment by **outcome** and to reward **positively** what the candidates know, understand and can do.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall and in deciding on a mark within that particular level.

Good examining is, ultimately, about the **consistent application of judgement**. This mark scheme provides the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in a subject like History, which in part relies upon different interpretations and different emphases given to the same content.

**B: QUESTION TARGETS & LEVELS OF RESPONSE**

- **Question Targets**

The mark scheme for each question is prefaced by an assessment objective ‘target’. This is an indication of the skill which it is expected candidates will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of Response**

There are several ways in which any question can be answered – in a simple way by less able candidates and in more sophisticated ways by candidates of greater ability. In the marking scheme different types of answers will be identified and will be arranged in a series of levels of response.

Levels of response have been identified on the basis that the full range of candidates entered for the GCSE examination will be able to respond positively. Each ‘level’ therefore represents a stage in the development of the candidate’s **quality of thinking**, and, as such, recognition by the assistant examiner of the relative differences between each level descriptor is of paramount importance.

- **Placing an answers within a Level**

When marking each part of each question, examiners must first place the answer in a particular level and then, and only then, decide on the actual mark within the level, which should be recorded in the margin. **The level of response attained should also be indicated at the end of each answer.** In most cases, it will be helpful to annotate the answer by noting in the margin where a particular level has been reached, e.g. Level 1 may have been reached on line 1, L3 on line 5 and L1 again on line 7. When the whole answer has been read and annotated in this way, the highest of the Levels **clearly attained** and **sustained** should be awarded. Remember that it is often possible to reach the highest level **without** going through the lower levels. Marks are **not cumulative** for any question. There should be no ‘totting up’ of points made which are then converted into marks. Examiners should feel free to comment on part of any answer if it explains why a particular level has been awarded rather than one lower or higher. Such comments can be of assistance when the script is looked at later in the awarding process.

If an answer seems to fit into two or more levels, award the higher or highest level.

- **What is a sustained response?**

By a **sustained response**, we mean that the candidate has **applied** the appropriate level of thought to the **particular issues** in the sub-question.

A response does not necessarily have to be sustained throughout the whole answer, but an answer in which merely a few words seem to show a fleeting recognition of historical complexity is not sufficient to attain a higher level.

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember to identify them in the margin as you proceed. At the end of the sub-question, award the highest level that has been sustained.

In other cases you may reach the end of the sub-question without having been able to pinpoint a level. In such cases, simply record the level awarded at the end of the sub-question.

### C: **DECIDING ON MARKS WITHIN A LEVEL**

A particular level of response may cover a range of marks. Therefore, in making a decision about a specific mark to award, it is vitally important to think *first* of the **mid-range within the level**, where that level covers more than two marks. If the range covers an even number of marks, start at the higher mark, e.g. start at 3 in a 4-mark range, or at 2 in a 2-mark range. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making decisions away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment. The more positive the answers, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided. At all times, therefore, examiners should be prepared to use **the full range of marks** available for a particular level and for a particular question. Remember – mark **positively** at all times.

Move up or down from this mid-range mark by considering whether the answer is:

- precise in its use of supporting factual information.
- appropriately detailed.
- factually accurate.
- appropriately balanced, or markedly better in some areas than in others.
- set in the historical context as appropriate to the question.
- displaying appropriate **written communication skills** (see Section D).

Note about Indicative Content.

The mark scheme provides **examples of historical content** (indicative content) which candidates may deploy in support of an answer within a particular level. Do bear in mind that these are **only examples**; exhaustive lists of content are not provided so examiners might expect some candidates to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the candidate's level of critical thinking determines this**. Remember that the **number** of points made by a candidate may be taken into account only **after** a decision has been taken about the quality (level) of the response.

- **Some things to remember**

Mark positively at all times.

It is very important that Assistant Examiners **do not** start at the lowest mark within the level and look for reasons to increase the level of reward from that lowest point. This will depress marks for the question paper as a whole and will cause problems of comparability with other question papers within the same specification or with those of other specifications.

Do **not** be afraid to award maximum marks within a level where it is possible to do so. Do not fail to give a maximum mark to an appropriate answer because you can think of

something (or the marking scheme indicates something) that **might** be included but which is missing from the particular response.

Do **not** think in terms of a model answer to the question. Every question should be marked on its merits.

If in doubt about a mark, a little generosity is the best policy. As a general rule, give credit for what is accurate, correct or valid.

Under no circumstances should you reduce a mark, or more importantly, the notional maximum for a question, **solely** because of the existence of an **error** or an **inaccuracy**. For instance, do **not** think “I have what is really a good answer here that has a lot in it and deserves Level 3. It does, however, include a very silly mistake and therefore I will give it only 8 marks instead of 10 marks”.

Obviously, **errors can be given no credit** but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

If it is possible to ignore the mistake, do so and pretend that it does not exist. On the other hand, if the error devalues the rest of what is said, it cannot be ignored.

It is important, therefore, to use the full range of marks where appropriate.

Do not use half marks.

#### **D: QUALITY OF WRITTEN COMMUNICATION SKILLS**

There is no longer a separate mark to be awarded to the candidate for accurate spelling, punctuation and grammar. Instead, as outlined in Section C above, the candidate’s quality of written communication skills will be one of the factors influencing the actual mark within a level of response the examiner will award an answer – particularly a more extended one. In reading an extended response the examiner should therefore consider if it is cogently and coherently written, i.e. is the answer:

- **presenting relevant information in a form that suits the purpose**
- **legible, with accurate spelling, punctuation and grammar**
- **in an appropriate style with a suitable structure?**

#### **E: SOME PRACTICAL POINTS**

- **Answers in note form**

Answers in note form to any question should be credited in so far as the candidate’s meaning is communicated. You must not try to read things into what has been written.

- **Diagrams, etc**

Credit should be given for information provided by the candidates in diagrams, tables, maps etc., provided that it has not already been credited in another form.

- **Answers which run on to another sub-section**

If a candidate starts to answer the next sub-section in an earlier one, by simply running the answer on, give credit for that material in the appropriate sub-section.

- **Answers which do not fit the marking scheme**

Inevitably, some answers will not fit the marking scheme but may legitimately be seen as worthy of credit. Assess such answers in terms of the difficulty/sophistication of the thought involved. If it is believed that the “thought level” equates with one of the levels in the marking scheme, award it a corresponding mark.

Make sure you identify such cases with an A (for alternative) in your sub-total, e.g. as B2A/3. Also write a brief comment to explain why this alternative has been awarded.

If in doubt, **always** telephone your Team Leader for advice.

## ***F: THE PRE-STANDARDISING AND STANDARDISING MEETING***

- **The review of the mark scheme between the examination and standardising meeting**

After the examination but before the main Standardising Meeting, the Principal Examiner and the Team Leaders will have met to discuss the mark scheme in the light of candidates’ actual responses and re-draft where necessary. The re-draft of the mark scheme will be made available to Assistant Examiners at the Standardising Meeting. Through this *post-hoc review procedure* the marks will have been allocated in the expectation that candidates will achieve all the levels identified and no others. Adjustments will have been made to cater for candidates reaching higher levels than those provided for, to remove marks allocated to levels which candidates have not reached, or to enhance discrimination in cases where large numbers of candidates are bunched at the same level.

- **Prior Marking**

It is important that all examiners scrutinise at least 25 scripts before the main standardising meeting and note such things as: alternative interpretations of questions made by candidates; answers which do not fit into the mark scheme; levels which are not reached by the candidates; additional levels which have not included in the mark scheme, etc. To familiarise themselves with a variety of responses, examiners should sample the range of questions scripts from several centres and across the full range of ability in so far as practicable. Any preliminary marking **must** be completed in pencil and reviewed following the standardising meeting in the light of the revised mark scheme and advice given.

- **The Final Mark Scheme**

The final mark scheme will be decided at the standardising meeting after full discussion of both the mark scheme and the scripts selected by the Principal Examiner for marking at the standardising meeting. At all stages, care will be taken to ensure that all candidates are treated fairly and rewarded for their positive achievements on the paper.

- **Post Standardising Meeting**

After the examiners' standardising meeting, examiners may encounter answers which do not fit the agreed mark scheme but which are worthy of credit. These should be discussed with the Team Leader over the telephone. Such answers should be assessed in terms of the difficulty/sophistication of the thought involved. If it is believed that the "thought level" equates with one of the levels in the mark scheme, it must be awarded a corresponding mark, with a brief note provided on the script to explain why.

**Paper 1 Medicine and Public Health Through Time****Question 1**

- (a) How does **Source A** help you to understand why smallpox was so frightening in the eighteenth century? (5)

**Target: Comprehension and inference from an historical source (AO6.2)**

- Level 1: Answers that select details** **1**  
e.g. Many people died from it.
- Level 2: Answer that draws a simple inference from source** **2-3**  
e.g. It shows smallpox affected people in many different ways.  
e.g. It does not tell us how widespread such outbreaks were.
- Level 3: Answers that develop a complex inference from source** **4-5**  
e.g. Smallpox was dangerous not just because many people died from it or suffered bodily, but many people suffered indirectly from loss of jobs and friends.



- (b) **Source B** suggests the work of Edward Jenner was successful. (9)  
**Source C** suggests his work led only to further problems.  
Does **Source C** mean that **Source B** is wrong?  
Explain your answer using **Sources B and C and your own knowledge.**

**Target: Explaining differences between sources (AO6.1 and AO6.2)**

**Level 1: Answer that describes the content** 1-2  
e.g. No, Source B describes an experiment which actually happened, but Source C is not true; people cannot turn into cows.

**Level 2: Answer that makes an inference from the source(s)** 3-5  
e.g. Source C does not mean Source B is wrong, because Source C is only showing some reactions to the work of Edward Jenner in Source B. These are only comments on his work and have nothing to do with showing Source B is wrong.

**Level 3: Answer that uses source type to show Source B is not wrong** 6-7  
e.g. No, it does not mean that Source B is wrong. Source B was written by Jenner himself and he was emphasising that his vaccination worked by describing the facts. Source C is only a cartoon showing some people were against his vaccination.

**Level 4: Answer that sets the sources in the context of knowledge** 8-9  
e.g. Source C does not make Source B wrong. Edward Jenner did successfully vaccinate against smallpox, but he met with much opposition from variolation doctors and from people who looked on him as a country doctor. This opposition is shown in Source C. It is only a comment and it does not make Jenner's discovery unsuccessful.

**N.B.** Knowledge can only be rewarded if a valid reference to the source(s) has been made.

Answer must include a clear decision to be valid at any level.

Credit will be given for own knowledge in Level 4.

- (c) How does **Source D** show that the understanding of disease had changed since the work of Edward Jenner as described in **Source B**? (6)  
Explain your answer using **Sources B and D and your own knowledge**.

**Target: Identifying change using two historical sources (AO6.1 and AO6.2)**

**Level 1: Answer that describes the content** 1-2

e.g. It shows that people understood that animals could be vaccinated against diseases, just like humans.

**Level 2: Answer that provides an inference** 3-4

e.g. Source B just describes how smallpox was prevented. It shows that Jenner made a link between cowpox and smallpox. Source D shows that Pasteur carried out experiments under controlled conditions. He was beginning to understand the prevention of disease in a scientific way that is not shown in Source B.

**Level 3: Answer that sets the sources in the context of knowledge** 5-6

e.g. Ideas did change between 1798 and 1881 because Pasteur discovered the germ theory in 1861 and then he discovered that germs cause disease. When he then found a vaccination against chicken cholera he was able to predict the same method would work on other diseases and Source D describes his successful experiment on anthrax.

**N.B.** Knowledge can only be rewarded if a valid reference to the source(s) has been made.

Credit will be given for own knowledge in Level 3.

- (d) Read the following statement and then answer the question which follows. (15)

‘Louis Pasteur made the greatest advances in the prevention of disease in the eighteenth and nineteenth centuries.’

Use **the sources and your own knowledge** to explain why you agree or disagree with this interpretation.

**Target: Evaluating an interpretation of the past (AO6.1 and AO6.3)**

**Level 1: Simple answer that extracts information from the source(s) to agree and/or disagree** 1-3

e.g. I think it is true because Source D shows he investigated germs and disease in a scientific way which had not been done before.

**OR**

**Answer that makes general or simple statements from own knowledge**

e.g. Pasteur’s work was a turning point because it enabled vaccines to be developed against a number of different diseases.

**Level 2: Simple answer that extracts information from source(s) and own knowledge** 4-7

e.g. Both Level 1 examples in the same answer.

**OR**

**Answer that develops one or more points using source(s) or own knowledge**

e.g. Pasteur’s work was a turning point because it was able to show why Jenner’s vaccination on James Phipps worked. This meant that attitudes such as those shown in Source C were incorrect and it put the prevention of disease on a more scientific footing.

e.g. Pasteur’s work was a turning point because he proved germs cause disease. By a number of different experiments he developed vaccinations to prevent chicken cholera and rabies in animals. Others like Koch also discovered ways of preventing diseases like TB and cholera in people.

Mark at the top of the level answers with an explicit supported judgement.

**Level 3: Answer that develops one or more points using source(s) and own knowledge** 8-12

e.g. Both second Level 2 examples in the same answer.

**Level 4: As Level 3 but with an explicit supported judgement** 13-15

e.g. There is no doubt that Pasteur’s work was a turning point, because the germ theory could explain why the smallpox vaccine worked, which Jenner could not do. Pasteur than developed vaccinations, like that for anthrax in Source D, but it was Koch who was first able to prevent diseases, like TB and cholera, in humans. So although Pasteur’s work in finding the germ theory could be seen as a turning point, other people developed it further.

**N.B.** Answers using recall only: maximum 7 marks.  
Answers using the sources only: maximum 8 marks.  
Credit will be given for own knowledge alone in Levels 1 and 2.

**Question 2**

- (a) What does **Source E** tell you about what happened at the temple of Asklepios? (3)

**Target: Comprehension and inference from an historical source (AO6.2)**

**Level 1: Answer that selects details** 1-3

e.g. People slept in the temple. Asklepios performed operations. People were cured of their illness.

1 mark for each valid detail described.

**Level 2: Answer that draws a simple inference from the source** 3

e.g. People believed Asklepios cured by supernatural methods.

- (b) Has religion always helped the development of medicine through time? (12)  
Support your answer with reasons and examples.

**Target: Assessing the importance of a factor in medicine (AO6.1)**

**Level 1: Generalised or simple answer** 1-3

e.g. Religion helped medicine because monks looked after the sick.

e.g. Religion hindered medicine because people were not allowed to cut up dead bodies.

**Level 2: Developed answer that agrees or disagrees** 4-6

e.g. In the Middle Ages in Europe monks in monasteries believed they were following the work of Jesus by trying to heal the sick, often by using herbs.

e.g. In the Roman period Galen found it difficult to dissect human bodies after death because of religious beliefs. He dissected dogs and pigs and so drew wrong conclusions about the human body which lasted for hundreds of years.

**OR**

Balanced simple answer that agrees and disagrees. Such answers contain information as above, but this is not developed.

**Level 3: Balanced developed answer that agrees and disagrees** 7-9

Both Level 2 examples in the same answer.

Mark at bottom of the level answers which are developed on one side only.

**Level 4: As Level 3 but with an explicit supported judgement** 10-12

e.g. As example above, which then might show religion both helped and hindered according to the circumstance, e.g. religion helped the treatment of diseases in both the Islamic and Christian worlds, but at the same time hindered knowledge of anatomy by forbidding dissection of the body.

**Question 3**

- (a) What does **Source F** tell you about the work of James Simpson? (3)

**Target: Comprehension and inference from an historical source (AO6.2)**

**Level 1: Answer that selects details** 1-3  
e.g. He worked late into the night. He worked with friends. He did experiments.  
1 mark for each valid detail described.

**Level 2: Answer that draws a simple inference from the source** 3  
e.g. He was determined to find a better anaesthetic than ether.

- (b) Have the changes in surgery since 1800 always led to progress? (12)  
Support your answer with reasons and examples.

**Target: Understanding of progress (AO6.1)**

**Level 1: Generalised or simple answer** 1-3  
e.g. Yes. Doctors now perform operations successfully nearly every time.  
Mark here answers solely using Source F.

**Level 2: Developed answer arguing yes or no** 4-6  
e.g. After the discovery of chloroform as an anaesthetic, doctors turned their attention to the problem of infection. After the work of Joseph Lister in 1869 infection was no longer a problem, so surgery has steadily improved.  
e.g. The period following Simpson's discovery was known as the 'Black Period' in medicine because the anaesthetic allowed surgeons to cut more deeply into the body, so infection set in and more people died. This was not progress.

**OR**

**Balanced simple answer arguing yes and no**  
Such answers contain information as above, but this is not developed.

**Level 3: Balanced developed answer arguing yes and no** 7-9  
Both Level 2 examples in the same answer. These answers will show there were both periods of progress and periods of little change or regress.

Mark at the bottom of the level answers which are developed on one side only.

**Level 4: As Level 3 but with an explicit supported judgement** 10-12  
These answers will draw a valid conclusion on the nature of change and emerge out of Level 3 answers.

**Question 4**

- (a) Explain **two** reasons why there were good public health facilities in Roman Britain. (4+4)

**Target: Understanding causation (AO 6.1)**

**Level 1: Generalised answer** 1  
e.g. People wanted to be healthy.

**Level 2: Simple answer** 2-3  
e.g. Roman government was strong. The people paid taxes. They believed in a healthy lifestyle.

**Level 3: Developed answer** 4  
e.g. Strong government meant that taxes were paid and collected so that good public health facilities were built and run to help the people so they could enjoy healthy lives.

N.B. Mark scheme to be applied twice.

- (b) What can you learn from **Source G** about the collapse of public health facilities at the end of the Roman occupation of Britain? (5)  
Explain your answer using **Source G and your own knowledge**.

**Target: Comprehension and inference from an historical source (AO6.1 and AO6.2)**

**Level 1: Answer that selects detail from the source** 1  
e.g. Water supplies stopped working and there were no more public or private baths.

**Level 2: Answer that draws a simple inference from the source** 2-3  
e.g. The collapse was serious because the source shows how the facilities were all affected.

**Level 3: Answer that sets the source in the context of knowledge** 4-5  
e.g. The invading Saxons had no central control like the Romans so it is not surprising public health facilities collapsed as there were no longer taxes being paid and collected to keep the facilities in good repair.

**N.B.** Knowledge can only be rewarded if a valid reference to the source has been made.

Credit will be given for own knowledge in Level 3.

- (c) Had public health in towns and cities improved by 1750? (12)  
Explain your answer.

**Target: Understanding the concept of progress (AO6.1)**

**Level 1: Generalised or simple answer 1-3**

e.g. Yes, some towns had running water again.

e.g. No, diseases kept breaking out, showing public health was still poor.

**Level 2: Developed answer that agrees or disagrees 4-6**

e.g. During the Middle Ages there was a slow recovery in town life and laws were passed to control the dumping of waste on the streets. Public conveniences were built in some towns and in London some of them were built over the Thames to take the refuse away.

e.g. Conditions in towns continued to be very poor. Town councils tried to keep towns clean but they were not very successful because it was difficult to make sure the laws were kept, so diseases like the Black Death in 1348-49 and the Great Plague in 1665 spread quickly.

**OR**

**Simple answer that agrees and disagrees**

Such answers contain information as above, but this is not developed.

**Level 3: Balanced developed answer that agrees and disagrees 7-9**

Both Level 2 answers in the same answer.

**Level 4: As Level 3 but with an explicit supported judgement 10-12**

Such answers might suggest there could be no real improvement until government again took the lead, as it had in the Roman period, and this only happened in the nineteenth century.

**Question 5**

- (a) What can you learn from **Source H** about the problems of public health in nineteenth-century towns and cities? (5)  
 Explain your answer using **Source H and your own knowledge**.

**Target: Comprehension and inference from an historical source (AO6.1 and AO6.2)**

- Level 1: Answer that selects detail from the source** 1  
 e.g. The houses were built very close together and the atmosphere was smoky.
- Level 2: Answer that draws a simple inference from the source** 2-3  
 e.g. Large numbers of people lived close together in overcrowded conditions.
- Level 3: Answer that sets the source in the context of knowledge** 4-5  
 e.g. Answers might point out that belief in laissez-faire allowed houses to be built so close together to maximise profits, so this contributed to poor public health.
- N.B.** Knowledge can only be rewarded if a valid reference to the source has been made.

Credit will be given for own knowledge in Level 3.

- (b) During the nineteenth century, acts of parliament were passed in order to end problems of public health in nineteenth-century towns and cities. (4+4)  
 Explain **two** reasons why such acts were passed.

**Target: Understanding causation (AO 6.1)**

- Level 1: Generalised answer** 1  
 e.g. To improve the living conditions of the poor.  
 Mark here answers solely using Source H.
- Level 2: Simple answer** 2-3  
 e.g. The work of Chadwick / Simon / Kay; increasing rejection of laissez-faire; fear of cholera.
- Level 3: Developed answer** 4  
 e.g. Edwin Chadwick's report of 1842 showed that disease cost ratepayers money through the poor rate and that it would be cheaper to clean up towns and cities to reduce disease.

N.B. Mark scheme to be applied twice.



- (c) Why were the Liberal Social Reforms (1906-14) a turning point in dealing with poverty and poor health in Britain? (12)  
Support your answer with reasons and examples.

**Target: Understanding a turning point (AO6.1)**

- Level 1: Generalised answer** 1-3  
e.g. The Liberal Social Reforms introduced help for children and the old.
- Level 2: Answer that forms a description of the changes** 4-6  
e.g. The Liberal Social Reforms introduced old age pensions for people over 70. They said free school meals could be provided. The National Insurance Act brought in free medical care. Sick pay and unemployment benefits were introduced for some workers.
- Level 3: Answer that relates the changes to the question asked** 7-9  
Such answers develop out of Level 2 answers and additionally give a reason why the changes form a turning point.  
e.g. This was the first time the government had tried to help people to a healthier life by providing them with money so they would still be able to buy food to remain healthy when old, sick or unemployed.
- Level 4: As Level 3 but with an explicit supported comparison** 10-12  
These answers will explicitly consider the previous situation.  
e.g. People like Booth and Rowntree had found out around 1900 that people had little help to keep them out of poverty at times of unemployment or sickness and their health suffered. Now the old had help and so did many workers in key industries, so the reforms were a turning point.