

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
(SHORT COURSE)
HISTORY A (SCHOOLS HISTORY PROJECT)**

1035/1

Paper 1

TUESDAY 3 JUNE 2008

Afternoon
Time: 1 hour 45 minutes

Additional materials (enclosed): None

Additional materials (required):
Answer booklet (8 pages)



INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number on the answer booklet.
- You must choose **one** of these options:
Either (a) Medicine Through Time (pages 2–6);
Or (b) Crime and Punishment Through Time (pages 7–11).
Then answer **Question 1** and **one** other question from the option you have chosen.
- Read each question carefully. Make sure you know what to do before you start each answer.
- Write your answers, in blue or black ink, in the answer booklet.
- Write the numbers of the questions you have answered in the box on the front of the answer booklet.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- You will be awarded marks for quality of written communication in part (c) of Questions 2, 3 and 4.

This document consists of **12** printed pages.

Development Study**(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 15 minutes on Question 1.

Answer Question 1 and ONE other question.

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

SOURCE A

A man came here with an abscess in his abdomen. When asleep in the Temple of Asclepios he had a dream.

In the dream the god ordered his servants to hold him tightly so that he could cut open his abdomen. The man tried to get away, but they gripped him and bound him. Asclepios cut his belly open, removed the abscess and after having stitched him up again, released him.

An inscription carved into the wall of the Asclepion at Epidaurus in Ancient Greece.

SOURCE B

The first temple to Asclepios in Rome was built in 295 BC. Rome was suffering from a terrible plague and the Romans asked the priests at the Greek Asclepion at Epidaurus for help. Roman legend says that the snake of Asclepios arrived by boat. The temple was built on the spot where the snake landed on the island in the River Tiber.

From a book about the history of medicine published in 2003.

SOURCE C

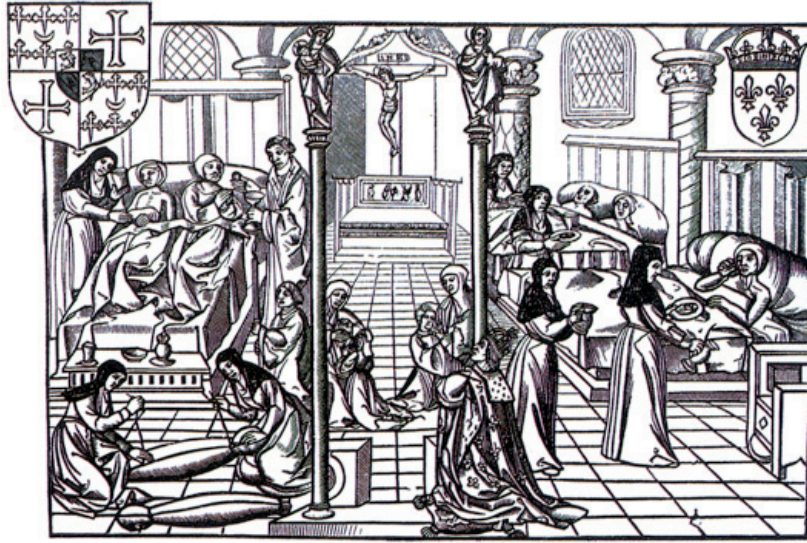


A drawing from the Middle Ages showing King Edward the Confessor touching people. He died in 1066.

SOURCE D



A drawing from the Middle Ages showing Hippocrates treating a patient. Hippocrates is shown in medieval clothes.

SOURCE E

A Paris hospital in about 1500.

SOURCE F

First you should avoid too much eating and drinking. You should also avoid baths which open the pores in the skin, for the pores are the doorways through which poisonous air can enter the body. In cold or rainy weather you should light fires in your room. In foggy or windy weather you should inhale perfumes every morning before leaving home. If, however, the plague occurs during hot weather, you must eat cold things rather than hot and also drink more than you eat.

Advice on how to avoid catching the plague, written in 1365.

SOURCE G

If the Broad Street pump did actually become a source of disease, we believe that this may have been because its impure waters had soaked up the atmospheric infection from the bad air of the district. On the evidence, there can be no doubt that the spread of cholera in London is due more to the air than to the water.

*From a report by a committee looking into the cholera epidemic of 1853–4.
It was written shortly after John Snow published his findings.*

1 (a) Study Source A.

How useful is this source to an historian studying Ancient Greek medicine? Use the source and your knowledge to explain your answer. [6]

(b) Study Source B.

Are you surprised by what this source tells us? Use the source and your knowledge to explain your answer. [6]

(c) Study Sources C and D.

Do these two sources give similar or different impressions of medicine in the Middle Ages? Use the sources and your knowledge to explain your answer. [5]

(d) Study Source E.

What can you learn from this source about medical knowledge in 1500? Use the source and your knowledge to explain your answer. [6]

(e) Study Sources F and G.

Do these two sources prove that there was no progress in understanding disease between 1365 and 1854? Use the sources and your knowledge to explain your answer. [8]

(f) Study **all** the sources.

How far do these sources show that people have depended on religion to understand illness? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use. [9]

Choose ONE of the following three questions.

You must answer ALL parts of the question you choose.

Remember that you should always explain your answer as fully as possible and support it with specific detail.

- 2** Great individuals were important in the development of medicine from Greek times to the Medical Renaissance.
- (a) Briefly describe the work of Hippocrates. [5]
 - (b) Explain why the work of Galen is important in the history of medicine. [7]
 - (c) 'Great individuals were more important than other factors in the development of medicine during the Medical Renaissance.' How far do you agree with this statement? Explain your answer. [8]
- 3** The development of surgery has been an important part of the history of medicine.
- (a) Briefly describe the work of surgeons in the Middle Ages. [5]
 - (b) Explain why the work of Paré is important in the history of surgery. [7]
 - (c) 'The most important advances in surgery were made in the nineteenth century rather than in the twentieth century.' How far do you agree with this statement? Explain your answer. [8]
- 4** Both Louis Pasteur and Robert Koch were important in the fight against germs.
- (a) Briefly describe what people believed about the causes of disease at the beginning of the nineteenth century. [5]
 - (b) Explain why Pasteur was able to make important advances in medicine. [7]
 - (c) 'Pasteur is more important than Koch in the history of medicine.' How far do you agree with this statement? Explain your answer. [8]

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 15 minutes on Question 1.

Answer Question 1 and ONE other question.

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

SOURCE A

Roman government did little to deal with the problems of poverty and overcrowded housing. It did not establish an effective police force. Instead, it used harsh punishments including the death penalty for arson, and whipping for theft. After a revolt by thousands of runaway slaves, 6000 captured prisoners were crucified and their bodies hung alongside the roads into Rome.

From a recent book about the history of crime and punishment.

SOURCE B



An engraving of Thomas Cranmer, Archbishop of Canterbury, being burned for his Protestant religious beliefs in 1556.

SOURCE C



An engraving from 1792 entitled 'Farewell to Black-eyed Sue and Sweet Poll of Plymouth'. It shows convicts, about to be transported, saying goodbye to their lovers.

SOURCE D



A drawing from 1787 entitled 'Convicts Embarking for Botany Bay'. Hanging, which was the alternative punishment to transportation, is shown in the background.

SOURCE E

I was taken into the courtyard where I expected to meet beings who were scarcely human and who would be swearing, fighting and tearing each other's hair. Instead I saw a very different scene. At the head of a long table sat a lady belonging to the Society of Friends [Quakers]. She was reading aloud to about sixteen women prisoners, who were engaged in needle-work. They all rose respectfully on my entrance, and then at a signal given, resumed their seats and their work.

An eye-witness description of Elizabeth Fry with prisoners in Newgate Prison in the early nineteenth century.

SOURCE F



A painting from the early nineteenth century of Elizabeth Fry and prisoners in Newgate Prison.

SOURCE G



A cartoon from 1867 showing the crowd at a public execution.

1 (a) Study Source A.

What can you learn from this source about the attitudes of Roman governments towards crime and punishment? Use the source and your knowledge to explain your answer. [5]

(b) Study Source B.

Are you surprised by what is happening in this source? Use the source and your knowledge to explain your answer. [6]

(c) Study Sources C and D.

Do these two sources show the same attitude towards transportation? Use the sources and your knowledge to explain your answer. [6]

(d) Study Sources E and F.

How far does Source F prove that Source E is an accurate description of life in prisons in the early nineteenth century? Use the sources and your knowledge to explain your answer. [7]

(e) Study Source G.

Why do you think this cartoon was published in the 1860s? Use the source and your knowledge to explain your answer. [7]

(f) Study **all** the sources.

How far do these sources show that punishment has been used to reform criminals? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use. [9]

Choose ONE of the following three questions.

You must answer ALL parts of the question you choose.

Remember that you should always explain your answer as fully as possible and support it with specific detail.

- 2** In the period from the Anglo-Saxons to the eighteenth century there were many changes in crime and punishment.
- (a) Briefly describe Anglo-Saxon methods of policing, trial and punishment. [5]
 - (b) Explain why, after 1066, William the Conqueror changed some aspects of the system of law and order. [7]
 - (c) 'The crimes that worried governments in the eighteenth century were different from those that worried governments in the sixteenth century.' How far do you agree with this statement? Explain your answer. [8]
- 3** The system of law and order in the sixteenth, seventeenth and eighteenth centuries was often brutal.
- (a) Briefly describe how vagrants were punished in the sixteenth century. [5]
 - (b) Explain why there was such a fear of witches in the sixteenth and seventeenth centuries. [7]
 - (c) 'The Bloody Code was successful.' How far do you agree with this statement? Explain your answer. [8]
- 4** Crime and punishment changed rapidly in the nineteenth and twentieth centuries.
- (a) Briefly describe the changes to prisons in the nineteenth century. [5]
 - (b) Explain why new types of crime appeared in the twentieth century. [7]
 - (c) 'The police force changed more in the twentieth century than it did in the nineteenth century.' How far do you agree with this statement? Explain your answer. [8]

Copyright Acknowledgements:

(a) Medicine Through Time

- Source A Source: from *Medicine Investigations*, by C Shephard & R Rees, p. 18, published by John Murray, 2004; © C Shephard & R Rees.
- Source B Source: from *The Development of Medicine*, by C Shephard, p. 37, published by Hodder & Stoughton, 2003.
- Source C Source: from *Medicine Investigations*, by C Shephard & R Rees, p. 25, published by John Murray, 2004; © the Syndics of Cambridge University Library (Ms: Ee.3.59, f.21v).
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- Source F Source: from *Medicine Investigations*, by C Shephard & R Rees, p. 28, published by John Murray, 2004; © C Shephard & R Rees.
- Source G Source: from *Medicine Investigations*, by C Shephard & R Rees, p. 48, published by John Murray, 2004; © C Shephard & R Rees.

(b) Crime and Punishment through Time

- Source A Source: C Shephard.
- Source B Source: from *The Making of the United Kingdom*, by J Scott, p. 13, published by Heinemann Educational, 1992; © Wellcome Library, London
- Source C Source: from *Crime and Punishment Investigations*, by C Shephard & R Rees, p. 38, published by Hodder Murray, 2005; © "Black-eyed Sue and Sweet Poll of Plymouth taking leave of their Lovers who are going to Botany Bay", 1792 (engraving), ? National Library of Australia, Canberra, Australia / The Bridgeman Art Library
- Source D Source: from *Crime and Punishment Investigations*, by C Shephard & R Rees, p. 39, published by Hodder Murray, 2005; © Thomas Rowlandson / National Library of Australia.
- Source E Source: from *Britain 1815–51*, by Schools History Project, p. 115, published by Holmes McDougall, 1977; © Schools History Project.
- Source F Source: from *Britain 1815–51*, by Schools History Project, p. 114, published by Holmes McDougall, 1977; © Hulton Archive/Stringer, Hulton Archive, Getty Images, www.gettyimages.com
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