

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

HISTORY A (SCHOOLS HISTORY PROJECT) 1935/12

PAPER 1 (Development Study with Britain, 1815–1851)

Thursday

9 JUNE 2005

Afternoon

2 hours

Additional materials:

8 page answer booklet

TIME 2 hours

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number on the answer booklet.
- There are two sections in this paper.

Section A

Choose **one** of these options:

Either (a) Medicine Through Time (pages 2–5);

Or (b) Crime and Punishment Through Time (pages 6–9).

Then answer **Question 1** and **one** other question from **that** option.

Section B

Answer **Question 1** and **one** other question.

- Write your answers, in blue or black ink, in the answer booklet.
- Read each question carefully and make sure you know what to do before starting your answer.
- Write the numbers of the questions you answer in the box on the front of the answer booklet.

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 part (c) of the following questions: Development Study, questions 2, 3 and 4; Depth Study, questions 2 and 3.

This question paper consists of 12 printed pages.

Section A: Development Study**(a) Medicine Through Time**

Some of the questions require you to use sources. Where this is the case, 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 are advised to 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

We went into the temple where we placed our offerings to the gods on the altar. There were many sick people present, with many kinds of illnesses. After we had gone to sleep the god sat down next to Plutus. He wiped Plutus' eyelids a number of times. Next Panacea, the god's daughter, covered his face and head with a scarlet cloth. Two huge snakes crept under the cloth and licked Plutus' eyelids. Then Plutus sat up. He could see again.

A description of Greek medicine written around 400BC.

SOURCE B

A drawing of King Edward the Confessor around 1060AD. He is curing scrofula, a skin disease, by touching it with his hand.

SOURCE C



A drawing of a doctor during the plague in the fourteenth century. The 'beak' was filled with sweet-smelling substances.

SOURCE D



A group of flagellants whipping themselves during the plague in the fourteenth century.

1 (a) Study Source A.

What can you learn from this source about Greek medicine? Use the source and your knowledge to explain your answer. [4]

(b) Study Sources A and B.

How far do these sources prove that medicine had made **no** progress between 400BC and 1060AD? Use the sources and your knowledge to explain your answer. [6]

(c) Study Sources C and D.

Are you surprised that people behaved in these ways during the plague of the fourteenth century? Use the sources and your knowledge to explain your answer. [5]

Choose ONE of the following three questions.

You must answer ALL parts of the question which you choose.

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

- 2 Important advances in medicine were made both in Ancient Greece and during the Medical Renaissance.
- (a) Briefly describe the medical advances of the Ancient Greeks. [5]
 - (b) Explain why it was possible for advances to be made in medicine during the Medical Renaissance. [7]
 - (c) Were the medical advances made by the Greeks more important than those made during the Medical Renaissance? Explain your answer. [8]
- 3 Progress was made in public health in Roman times and in nineteenth-century Britain.
- (a) Briefly describe the advances the Romans made in public health. [5]
 - (b) Explain why it was possible to make advances in public health in nineteenth-century Britain. [7]
 - (c) Were the advances in public health made by the Romans more important than those made in nineteenth-century Britain? Explain your answer. [8]
- 4 Important advances were made in surgery during the nineteenth century.
- (a) Briefly describe the problems faced by surgeons at the beginning of the nineteenth century. [5]
 - (b) Explain why there was opposition to advances in surgery in the nineteenth century. [7]
 - (c) Was Lister more important than Simpson in the development of surgery? Explain your answer. [8]

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

Some of the questions require you to use sources. Where this is the case, 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 are advised to spend about 1 hour on this section.

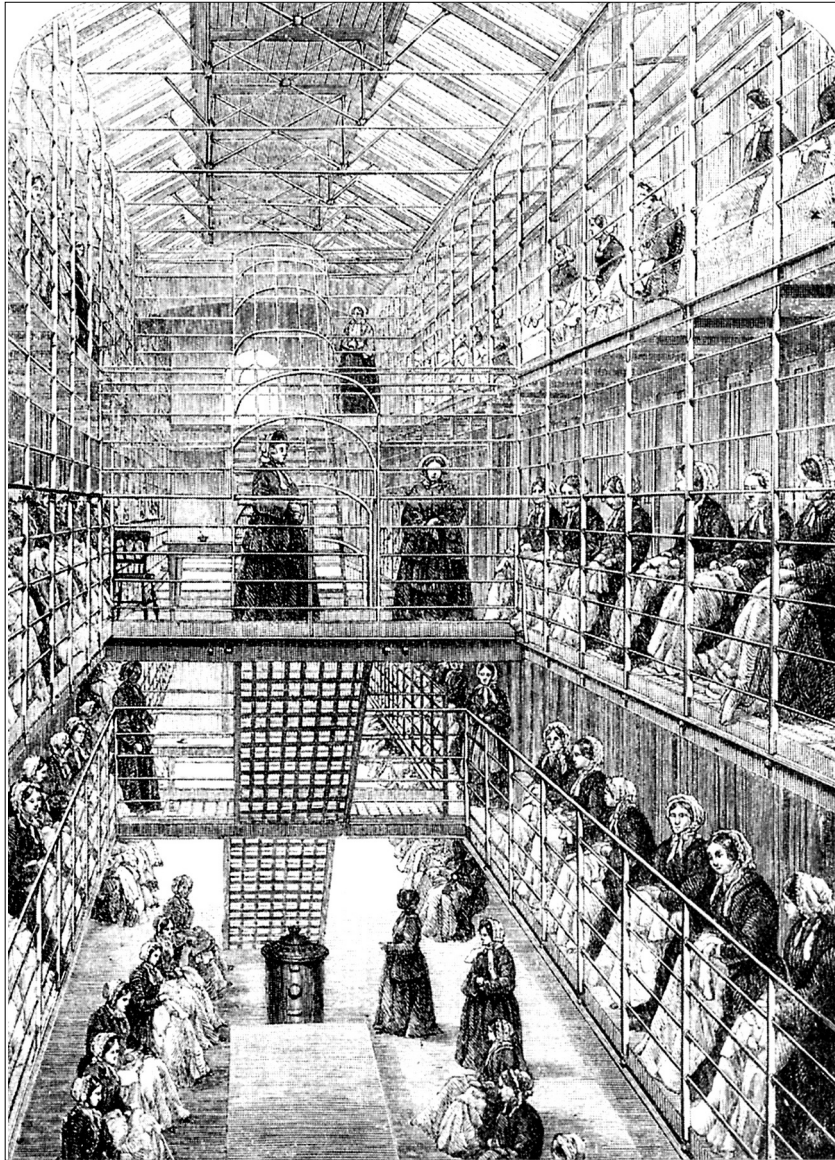
Answer Question 1 and ONE other question.

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

SOURCE A

A seventeenth-century woodcut showing a woman being made to take the 'floating and sinking ordeal'.

SOURCE B



Women sewing in silence outside their cells in Brixton Prison in the 1860s.

SOURCE C



A poster published in 1912.

1 (a) Study Source A.

Why do you think this woman was being treated in this way? Use the source and your knowledge to explain your answer. [5]

(b) Study Source B.

Would most people at the time have approved of how these women prisoners were being treated? Use the source and your knowledge to explain your answer. [5]

(c) Study Source C.

Are you surprised by this poster? 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 which you choose.

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

- 2** Between 400 and 1500 there were changes to the system of law and order.
- (a)** Briefly describe the main features of the Anglo-Saxon system of law and order. [5]
 - (b)** Explain why the Normans changed some aspects of the Anglo-Saxon system of law and order but left other aspects unchanged. [7]
 - (c)** How far did the system of law and order change between 1066 and the end of the Middle Ages? Explain your answer. [8]
- 3** Towards the end of the eighteenth century transportation was often used instead of the death penalty.
- (a)** Briefly describe the system of transportation. [5]
 - (b)** Explain why the Bloody Code was introduced in the eighteenth century. [7]
 - (c)** How far was transportation more successful than the Bloody Code? Explain your answer. [8]
- 4** The Rebecca Riots lasted from 1839 to the middle of the 1840s.
- (a)** Briefly describe the main events of the Rebecca Riots. [5]
 - (b)** Explain why people took part in the Rebecca Riots. [7]
 - (c)** How successfully did the authorities deal with the Rebecca Riots? Explain your answer. [8]

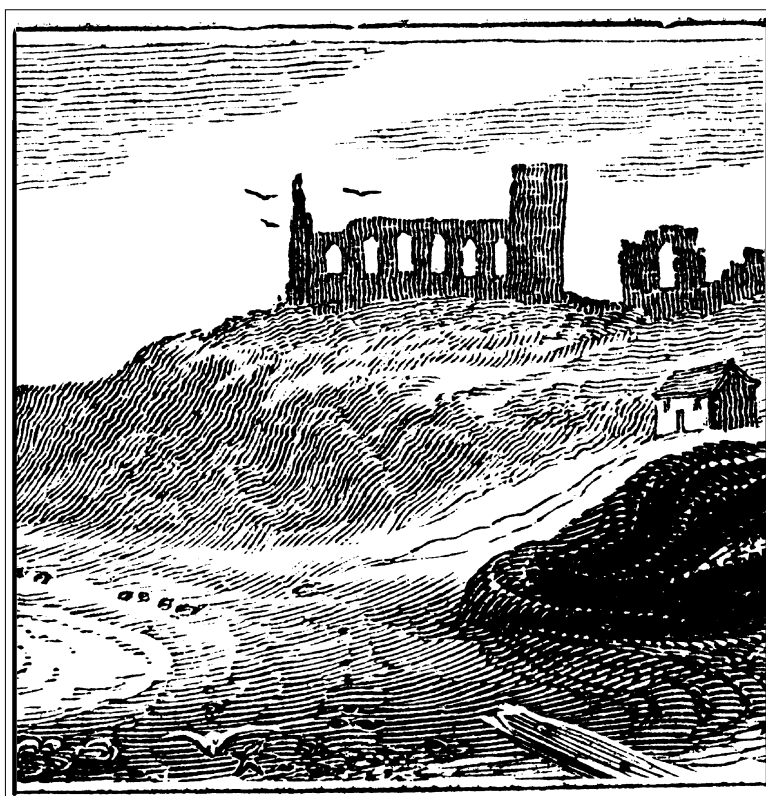
Section B: Depth Study**Britain, 1815–1851**

Some of the questions require you to use sources. Where this is the case 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 are advised to 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

A drawing, from a magazine published in 1831, of the parliamentary borough of Dunwich in Suffolk. Dunwich elected two MPs.

SOURCE B

I still consider the Reform Bill to be dangerous, but there is less danger in passing it than in rejecting it.

From a speech about electoral reform by an MP in 1831.

SOURCE C



A painting of the Chartists in Newport in 1839.

1 (a) Study Source A.

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

(b) Study Source B.

Explain what the author of Source B meant. Use the source and your knowledge to explain your answer. [6]

(c) Study Source C.

Do you think that the impression this painting gives of the Chartists was fair? Use the source and your knowledge to explain your answer. [7]

Choose ONE of the following two questions.

You must answer ALL parts of the question which you choose.

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

- 2 During the 1830s and 1840s, there were many campaigns to improve working conditions in factories and mines.
- (a) Briefly describe working conditions in textile factories before improvements were introduced. [5]
 - (b) Explain why some people disagreed with government attempts to reform working conditions in factories and mines. [7]
 - (c) 'Between the 1830s and 1851, working conditions in factories and mines were steadily improved.' How far do you agree? Explain your answer. [8]
- 3 During this period there were several popular disturbances.
- (a) Briefly describe what happened at Peterloo in 1819. [5]
 - (b) Explain why rural labourers in the south of England took part in the Swing Riots of the early 1830s. [7]
 - (c) How successful were governments in dealing with popular disturbances such as Peterloo and the Swing Riots? Explain your answer. [8]