

Oxford Cambridge and RSA Examinations

General Certificate of Secondary Education

HISTORY A (SCHOOLS HISTORY PROJECT)

1935/12

PAPER 1 (DEVELOPMENT STUDY WITH BRITAIN, 1815-51)

Specimen Paper 2003

Additional materials:
Answer booklet.

TIME 2 hours.

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate Number on the answer booklet provided.
- This paper consists of two sections.
In **Section A**, you must choose **one** of these options:
Either (a) Medicine Through Time (Pages 2-7);
Or (b) Crime and Punishment Through Time (Pages 8-12).
Then answer **Question 1** and **one** other question from **that** option.
In **Section B**, answer **Question 1** and **one** other question.
- Write your answers, in blue or black ink, in the answer booklet provided.
- Read each question carefully and make sure you know what to do before starting your answer.

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

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 can also use any of the other Sources within the question if they are relevant.

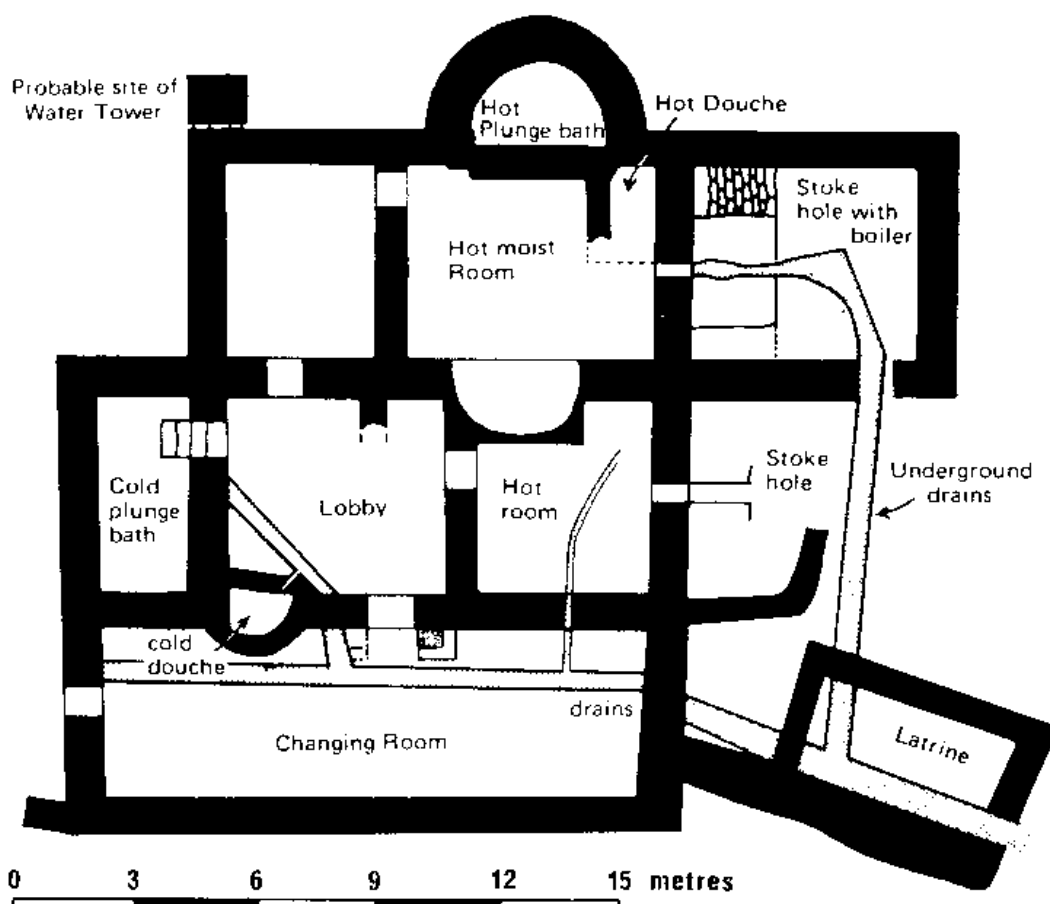
Section A: Development Study
(a) Medicine Through Time

You should spend about 1 hour on this section.

Answer Question 1 and ONE other question.

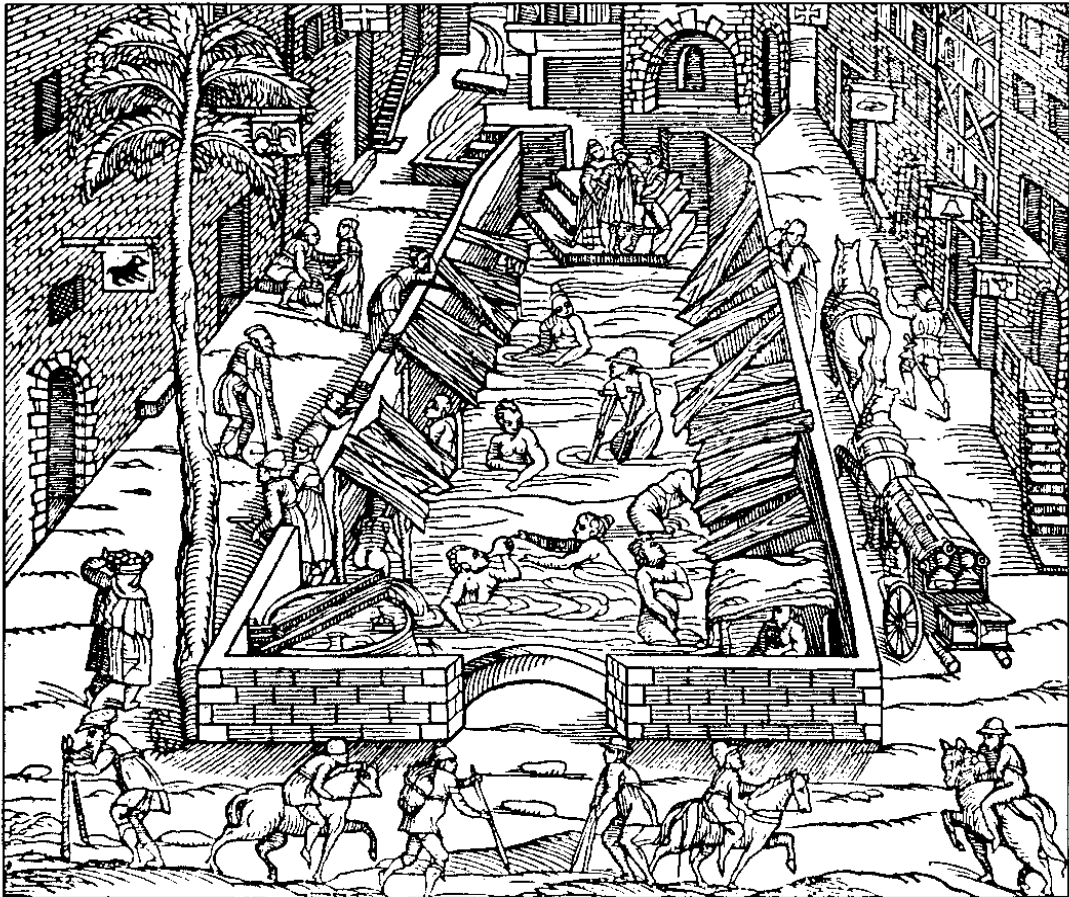
- 1 Study the Sources carefully, and then answer the questions which follow.

SOURCE A



A plan of the bath house at a Roman fort on Hadrian's Wall.

SOURCE B



A print of a medieval public bath house.

SOURCE C



A cartoon of a water pump, published in Britain in 1860. The title of the cartoon is 'Death's Dispensary'. A dispensary is a place where medicines are given out.

SOURCE D



A photograph of sewers being built in London in 1862.

- 1 (a) Study **Sources A and B**.
What do these Sources tell you about attitudes towards public health?
Use the Sources and your knowledge to explain your answer. [4]
- (b) Study **Source C**.
Why do you think this cartoon was published at this time?
Use the Source and your knowledge to explain your answer. [5]
- (c) Study **Sources C and D**.
Do these Sources fully explain why public health in Britain was improved in the second half of the nineteenth century?
Use the Sources and your knowledge to explain your answer. [6]

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 were made in medicine by the Ancient Egyptians, the Ancient Greeks and the Romans.

(a) Explain the Theory of the Four Humours. **[5]**

(b) Why did the Ancient Greeks make more advances in medicine than the Ancient Egyptians?
Explain your answer. **[7]**

(c) Who made the more important contribution to the development of medicine, the Ancient Greeks or the Romans?
Explain your answer. **[8]**

3 Individuals have made important contributions to the development of medicine.
Choose **one** of the following individuals:

Andreas Vesalius;
Joseph Lister;
James Simpson;
Alexander Fleming.

For the individual you have chosen:

(a) Briefly explain the contribution he made to the development of medicine. **[5]**

(b) Were his ideas welcomed by people at the time?
Explain your answer. **[7]**

(c) Was individual brilliance the only reason why he was able to make an important contribution to the development of medicine?
Explain your answer. **[8]**

- 4 For a long time, three main problems prevented progress being made in surgery. These problems were pain, infection and bleeding.
- (a) Briefly explain any **two** of these problems. [5]
- (b) Why was there little success in dealing with these three problems before the nineteenth century?
Explain your answer. [7]
- (c) How far had these three problems been overcome by the end of the nineteenth century?
Explain your answer. [8]

Section A: Development Study
(b) Crime and Punishment

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



A woodcut from the sixteenth century showing vagrants being punished.

SOURCE B



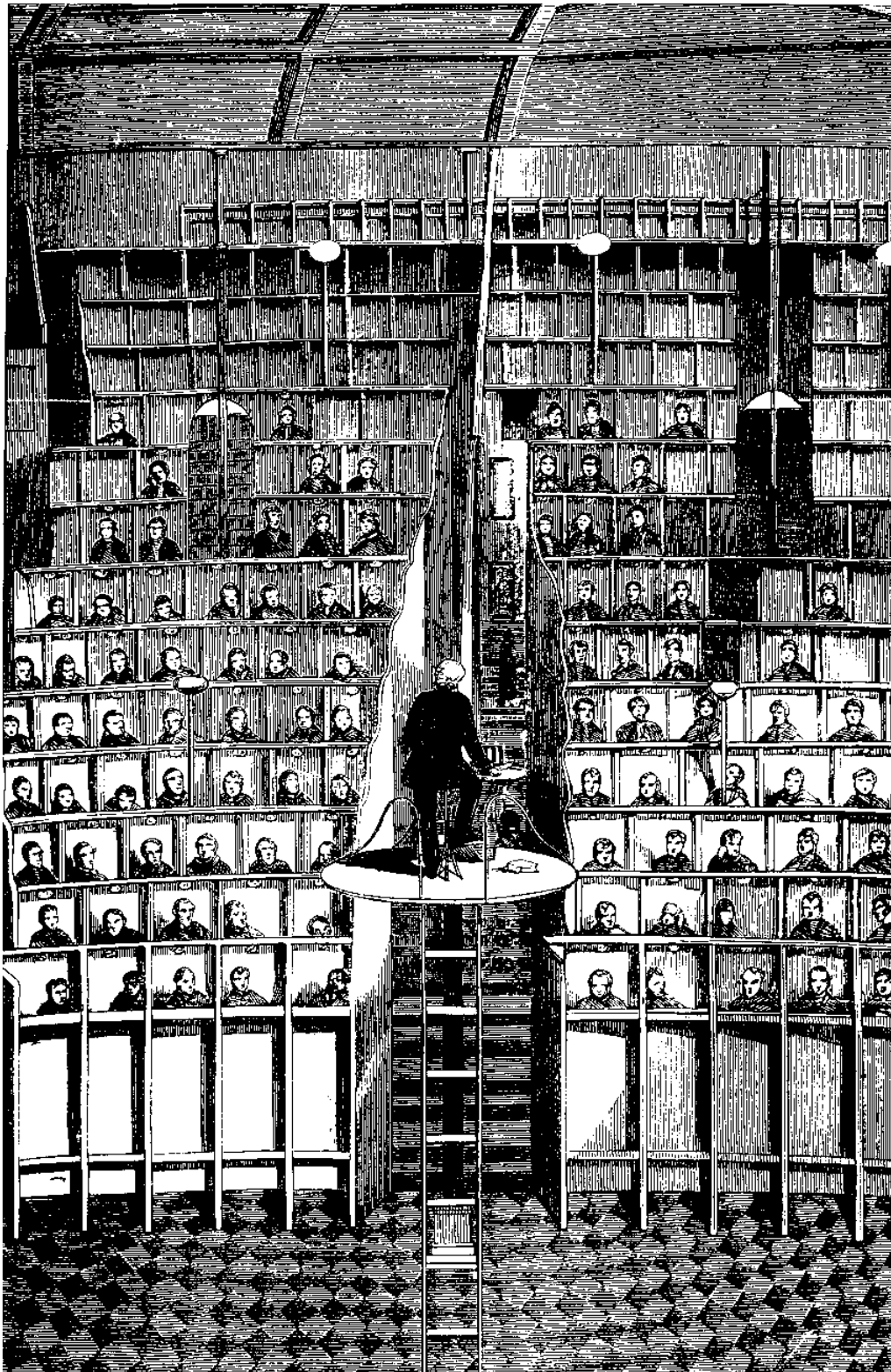
An engraving, from the time, of the gunpowder plotters being executed in 1605. They were hanged, drawn and quartered.

SOURCE C



A contemporary drawing of convicted criminals being transported in the eighteenth century.

SOURCE D



A drawing of prisoners in a school class in a prison chapel in 1862.

- 1 (a) Study **Source A**.
Why were vagrants punished in these ways in the sixteenth century?
Use the Source and your knowledge to explain your answer. [4]
- (b) Study **Source B**.
Why do you think this engraving was published shortly after 1605?
Use the Source and your knowledge to explain your answer. [5]
- (c) Study **Sources C and D**.
How far do these two Sources prove that the life of a prisoner in the nineteenth century was an easy one?
Use the Sources and your knowledge to explain your answer. [6]

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 During the medieval period, the English system of law and order gradually developed.
- (a) Briefly explain the main features of the Anglo-Saxon system of justice. [5]
- (b) To what extent did the Normans make changes to the system of law and order in England?
Explain your answer. [7]
- (c) How successful was the medieval system of law and order?
Explain your answer. [8]

- 3** From the sixteenth to the nineteenth century, the authorities had to react to many different threats to law and order.
- (a)** Briefly explain the main features of the eighteenth-century Bloody Code. **[5]**
- (b)** Was smuggling an easy, or a difficult, crime for the authorities to deal with? Explain your answer. **[7]**
- (c)** Why was there a rise in crime between 1750 and 1850? **[8]**
- 4** The Rebecca Riots and the Suffragettes are both examples of popular protests.
- (a)** Briefly explain the aims of either the Rebecca rioters or the Suffragettes. **[5]**
- (b)** Did the authorities react in the same way to these two popular protests? Explain your answer. **[7]**
- (c)** Which of these two popular protests was the more successful? Explain your answer. **[8]**

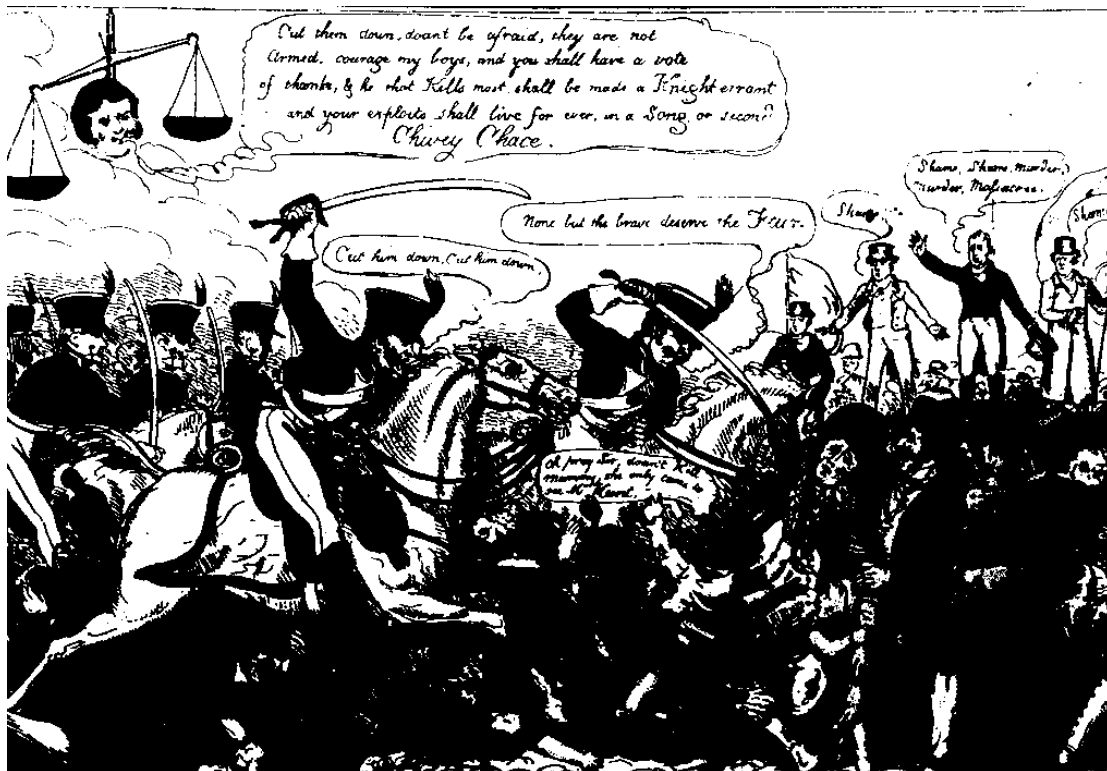
Section B: Depth Study
Britain, 1815-1851

You should spend about 1 hour on this section.

Answer Question 1 and ONE other question.

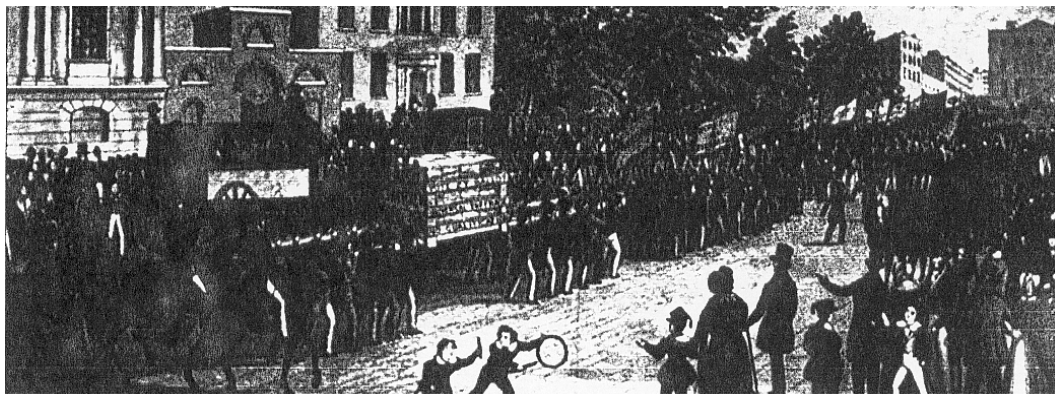
- 1 Study the Sources carefully, and then answer the questions which follow.

SOURCE A



A cartoon about the 'Peterloo Massacre' in 1819. It was published shortly after the events took place.

SOURCE B



A drawing, from the time, of the second Chartist petition being taken to Parliament in 1842.

SOURCE C

The number of signatures is 1,975,496. It is further evident that on many consecutive sheets the signatures are in the same handwriting. The following names have been observed: Her Majesty, the Duke of Wellington, etc. etc. We have also observed fictitious names such as 'No Cheese', 'Pug Nose' and 'Flat Nose'.

From a report about the third Chartist petition in 1848, by the House of Commons.

SOURCE D

Some Chartists believed in 'moral' force – peaceful methods. Others supported 'physical' force – the use of violence to achieve their ends.

William Lovett writing in 1840.

1 (a) Study Source A.

Why was this cartoon about the events at St Peter's Fields published?

Use the Source and your knowledge to explain your answer.

[6]

(b) Study Sources A and B.

'This drawing shows that the Chartists used completely different methods from those used by the protestors in 1819.'

Do you agree with this statement? Use the Sources and your knowledge to explain your answer.

[6]

(c) Study Sources C and D.

Why did the Chartists fail?

Use the Sources and your knowledge to explain your answer.

[8]

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 The development of the railways was supported by some people but opposed by others.

(a) What were the main problems faced by the builders of the Liverpool and Manchester Railway? [5]

(b) Why did some people oppose the development of the railways? [7]

(c) 'The following were all **equally important** reasons why railways developed so rapidly between 1820 and 1851:

(i) the needs of industry;

(ii) the work of George Stephenson;

(iii) people buying shares in the railway companies.'

Do you agree with this statement?

Explain your answer, referring to (i), (ii) and (iii). [8]

3 In the first half of the nineteenth century improvements were made to working conditions in textile factories and in coal mines.

(a) What were the main features of working conditions in textile factories in the first half of the nineteenth century? [5]

(b) Why were children allowed to work in the dreadful conditions of the textile factories and coal mines? [7]

(c) 'The following were all **equally important** reasons why working conditions in textile factories and coal mines were reformed in the first half of the nineteenth century:

(i) the work of Lord Shaftesbury and other reformers;

(ii) Robert Owen's factories;

(iii) views about women's role in society.'

Do you agree with this statement?

Explain your answer, referring to (i), (ii) and (iii). [8]

