

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

A951/11

Development Study with Elizabethan England

Candidates answer on the Answer Booklet

OCR Supplied Materials:

- 8 page Answer Booklet

Other Materials Required:

None

Wednesday 9 June 2010
Morning

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 5–7).

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

If you examine a man with a dislocation of his jaw where his mouth is open and he cannot close it, you should put your two thumbs on the lower jawbone inside the mouth. Put your fingers under his chin and make it fall back into the correct position.

From an Egyptian papyrus, about 1600BC.

SOURCE B

*Egyptian carvings of surgical instruments found in the temple of Kom Ombo.
The carvings date from about 100BC.*

SOURCE C



An illustration from a book by Ibn Sina. Ibn Sina was a Muslim doctor who lived between 980 and 1037. He never visited Europe.

SOURCE D



A cartoon entitled 'Operation Madness' published in 1870.

1 (a) Study Sources A and B.

Is one of these sources more useful than the other as evidence about Egyptian medicine? Use both sources and your knowledge to explain your answer. [5]

(b) Study Source C.

What can you learn from this source about the development of medicine in the early Middle Ages? Use the source and your knowledge to explain your answer. [5]

(c) Study Source D.

Why was this cartoon published in 1870? 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 Keeping healthy has not always depended on understanding the causes of disease.

(a) Briefly describe how prehistoric people kept healthy and treated illness. [5]

(b) How did people in the Middle Ages explain the Black Death? Explain your answer. [7]

(c) Which was more important in the history of medicine, the Roman public health system or public health developments in the nineteenth century? Explain your answer. [8]

3 Many different factors have helped medicine develop.

(a) Briefly describe one example of chance helping medical development. [5]

(b) Explain how war has led to developments in medicine. [7]

(c) 'Governments have been more important than individuals in bringing about developments in medicine.' How far do you agree with this statement? Explain your answer. [8]

4 Some developments in the seventeenth and eighteenth centuries laid the foundations of modern medicine.

(a) Briefly describe the problems faced by surgeons in the eighteenth century. [5]

(b) Explain why Harvey is important in the history of medicine. [7]

(c) 'The work of Edward Jenner was the most important reason why vaccinations were developed in the nineteenth century.' 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

I observed the arrival of Hunt. He was in a carriage. I had a view over the whole of St Peter's area. The number of people assembled was estimated at 50,000 and the meeting did undoubtedly inspire terror in the minds of the inhabitants. Many gentlemen stated to me they were greatly alarmed, and looking to all the circumstances, my opinion was that the town was in great danger.

William Hulton, a Chairman of Magistrates, speaking at the trial of Henry Hunt, 1820.

SOURCE B



A cartoon about the Rebecca Riots published in a London newspaper in 1839.

SOURCE C



A cartoon about the Rebecca Riots published in a London newspaper in 1841. The gatekeeper is Robert Peel who was Prime Minister at the time. The faces on the gate posts represent members of his government.

SOURCE D

The farmers loudly complain of the heavy tolls. They gave me an example of a road on which a gate has been erected and a sixpenny toll demanded for a horse and cart. A fortnight ago a bridge on this road was broken down by a flood. The turnpike trust refused to do anything.

From an article by Thomas Foster, a journalist from The Times newspaper of London, 1843.

1 (a) Study Source A.

Why were the authorities worried by demonstrations at this time? Use the source and your knowledge to explain your answer. [4]

(b) Study Sources B and C.

How similar are these two cartoons? Use the sources and your knowledge to answer the question. [6]

(c) Study Source D.

How useful is this source as evidence of why the Rebecca Riots took place between 1839 and 1843? 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 Middle Ages had a very different approach to crime and punishment to that of the Romans.
- (a)** Briefly describe how the Romans tried to prevent crime. [5]
 - (b)** Explain how criminals were identified and caught in the Middle Ages. [7]
 - (c)** 'Law and order was not enforced effectively during the Middle Ages.' How far do you agree with this statement? Explain your answer. [8]
- 3** Between the years 1500 and 1800 the authorities were worried about many different types of crime.
- (a)** Briefly describe how witches were detected in the sixteenth and seventeenth centuries. [5]
 - (b)** Explain why heretics were punished so harshly in the sixteenth and seventeenth centuries. [7]
 - (c)** 'The Bloody Code was a success.' How far do you agree with this statement? Explain your answer. [8]
- 4** There were many changes to crime and punishment in the nineteenth century.
- (a)** Briefly describe the police force set up by Peel in the 1830s. [5]
 - (b)** Explain why industrialisation in the nineteenth century led to an increase in crime. [7]
 - (c)** Which was the more effective form of punishment, transportation or prison? Explain your answer. [8]

Section B: Depth Study**Elizabethan England**

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

An engraving from 1577 of punishments being carried out in Elizabeth's reign.

SOURCE B

The poor are increasing in numbers because for the most part the children of the poor are not taken from their wandering parents and brought up to honest labour for their living, but follow in their idle footsteps.

From a book written in 1594.

SOURCE C

There shall be appointed carefully-chosen women to supervise idle women and the poorest children, whose parents are not able to pay for their learning, to work or to learn letters. They are to be made to work and learn during the hours appointed by the bridewell. They shall then be able to live from their own work with their families as others do.

Paid to those who are very sick £2 7s 3d [£2. 36p]. Paid for nursing a young infant left in the parish 1s 8d [8p].

Extracts from the Norwich city records during Elizabeth's reign.

5 (a) Study Source A.

Explain why these people are being punished in these ways. Use the source and your knowledge to explain your answer. **[6]**

(b) Study Source B.

How far does this source explain why there were so many poor people in Elizabethan England? Use the source and your knowledge to explain your answer. **[7]**

(c) Study Source C.

Does Source C prove that Elizabeth's government began to understand how the problem of poverty needed to be dealt with? 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 you choose.

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

- 6** Theatres became important during Elizabeth's reign.
- (a)** Briefly describe what an Elizabethan theatre looked like. **[5]**
 - (b)** Explain how playwrights and actors solved the problems of putting on plays in Elizabethan theatres. **[7]**
 - (c)** 'During Elizabeth's reign the theatre was a popular and harmless source of entertainment'. How far do you agree with this statement? Explain your answer. **[8]**
- 7** Mary, Queen of Scots posed real difficulties for Elizabeth.
- (a)** Briefly describe the events leading up to Mary, Queen of Scots arriving in England in 1568. **[5]**
 - (b)** Explain why Elizabeth faced demands in 1572 to have Mary, Queen of Scots executed. **[7]**
 - (c)** 'Elizabeth did not deal very well with the threat posed by Mary, Queen of Scots.' 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.