

**GENERAL CERTIFICATE OF SECONDARY EDUCATION**

**HISTORY A (SCHOOLS HISTORY PROJECT)**

Study in Development with Britain, 1815–1851 Depth Study

**A951/12**

Candidates answer on the answer booklet.

**OCR supplied materials:**

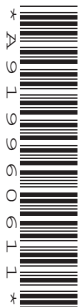
- 8 page answer booklet  
(sent with general stationery)

**Other materials required:**

None

**Tuesday 7 June 2011  
Morning**

**Duration: 2 hours**



**INSTRUCTIONS TO CANDIDATES**

- Write your name, centre number and candidate number in the spaces provided on the answer booklet. Please write clearly and in capital letters.
- Use black ink.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- There are two sections in this paper.

**Section A (Study in Development)**

Choose **one** of these options:

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

**Or** (b) Crime and Punishment Through Time (pages 6–8).

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

In the year 1348, in Florence there occurred a most terrible plague, either because of the influence of the planets or sent by God as a just punishment for our sins. In spite of all precautions that humans could think of, such as keeping the city clear from filth, and excluding all suspected people, it wreaked incredible havoc. The disease grew by being spread from the sick to the healthy. Nor was it necessary to talk to or even come near the sick. Even touching their clothes or anything they had touched was enough.

*An account of the plague written in 1353.*

#### SOURCE B



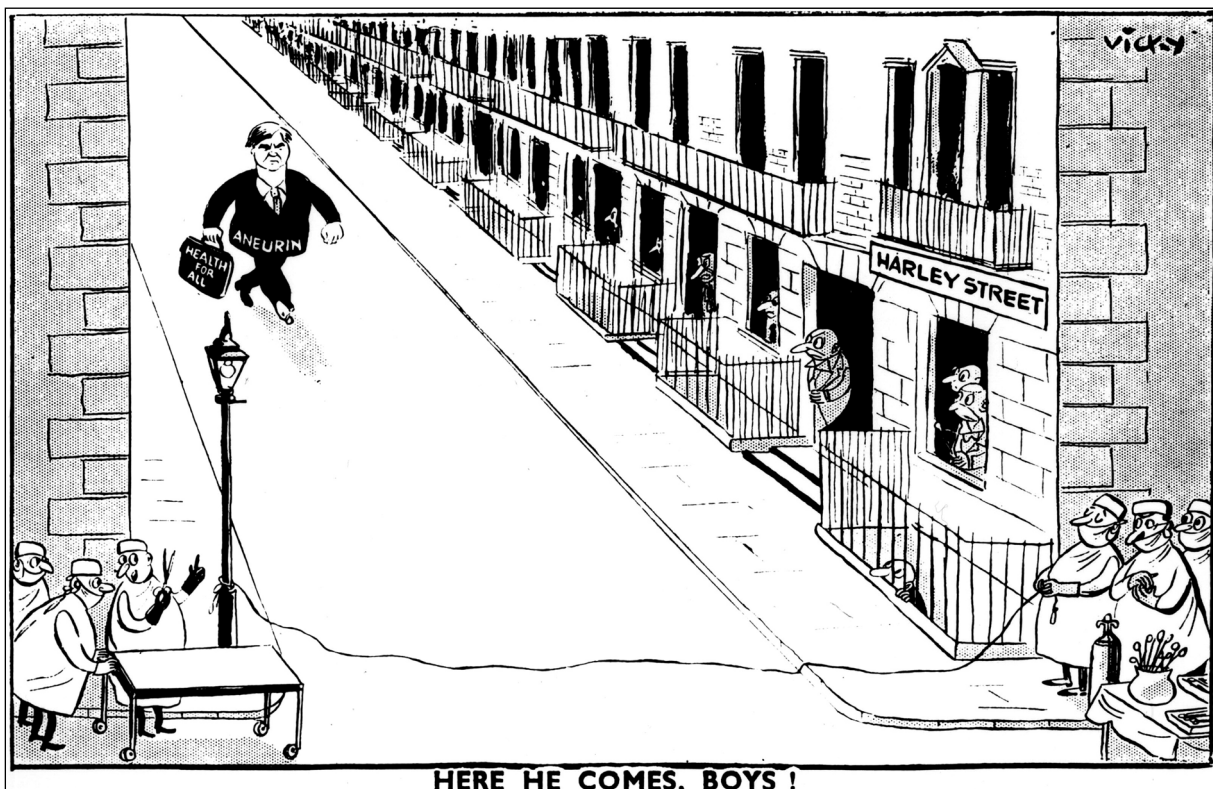
*From a broadsheet published in London in 1665 at the time of the plague.*

SOURCE C



A cartoon published in 1858.

SOURCE D



A cartoon published in 1946. The figure in the middle of the street is Aneurin Bevan, the government minister introducing the National Health Service. Harley Street is where the doctors who looked after the rich worked.

## SOURCE E



*A cartoon published in 1948. The figure on the left is Aneurin Bevan. The doctors on the right are saying, 'It all tastes awful'.*

**1 (a)** Study Sources A and B.

How far does Source B prove that understanding of plague had improved since the time of Source A? Use the sources and your knowledge to explain your answer. [6]

**(b)** Study Source C.

Why was this cartoon published in 1948? Use the source and your knowledge to explain your answer. [4]

**(c)** Study Sources D and E.

How far do these two cartoons agree? 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 you choose.**

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

- 2** Important advances were made in medicine by ancient societies and during the Medical Renaissance.
- (a)** Briefly describe the Roman public health system. [5]
  - (b)** Explain why the Theory of the Four Humours is important in the history of medicine. [7]
  - (c)** Which is more important in the history of medicine, the Roman period or the Medical Renaissance? Explain your answer. [8]
- 3** Many different factors have helped medicine develop.
- (a)** Briefly describe how chance helped Paré. [5]
  - (b)** Explain why it was possible to develop penicillin in the twentieth century. [7]
  - (c)** Which is more important in the history of medicine, religion or government? Explain your answer. [8]
- 4** Both Jenner and Pasteur were important to the development of medicine.
- (a)** Briefly state what people believed about the causes of disease at the beginning of the nineteenth century. [5]
  - (b)** Explain why there was opposition to smallpox vaccination throughout the nineteenth century. [7]
  - (c)** Who is more important in the history of medicine, Jenner or Pasteur? Explain your answer. [8]

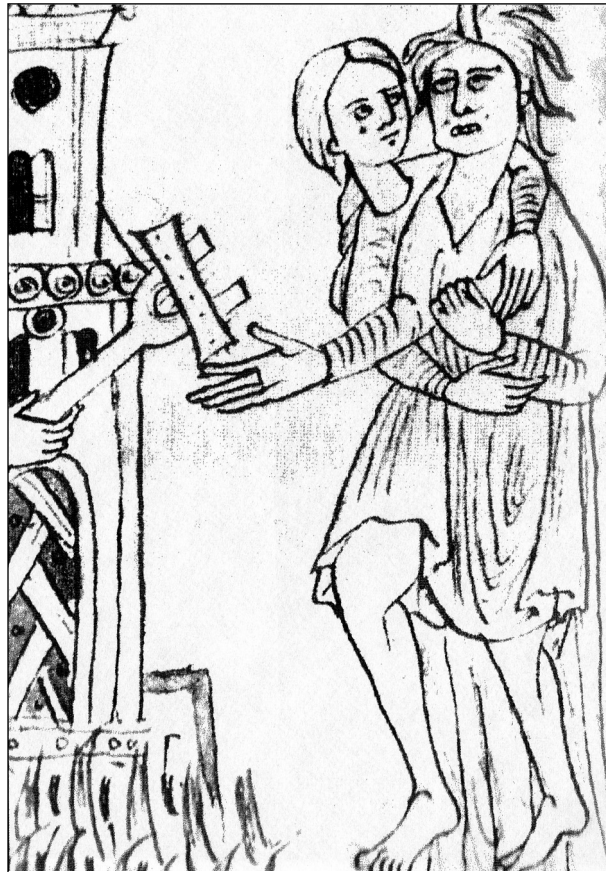
**Section A: Development Study****(b) Crime and Punishment Through Time**

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**

*A medieval drawing of trial by hot iron.*

**SOURCE B**

*A drawing of a medieval trial by battle.*

**SOURCE C**

King Henry, on the advice of all his barons, for the preservation of peace and the maintenance of justice, has ordered that in every part of the country, twelve men from each hundred shall speak the truth and say whether there be in their hundred, any man accused or suspect of being a robber or murderer.

And in every county where there is no prison, let one be built in a castle of the king's, at the king's expense and from his wood.

*From a royal order issued in 1166.*

**SOURCE D**

On 24 May 1379, William Parker, who was outlawed for the death of Thomas Wydenhale, was arrested and put in stocks. But he broke them and fled. On 6 June he confessed to the county coroner. He sought the liberty of the Church and it was granted to him. On the same day, at the church gate, he was given permission to go to Dover. He chose his route and left the realm of England.

*An account from a fourteenth-century coroner.*

**1 (a)** Study Sources A and B.

How similar are these two trials? Use the sources and your knowledge to explain your answer. [5]

**(b)** Study Source C.

How useful is this source as evidence about medieval law and order? Use the source and your knowledge to answer the question. [5]

**(c)** Study Source D.

Are you surprised by this source? 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** In the period between 1500 and 1850 crimes and punishments changed.

**(a)** Briefly describe how vagabonds were punished in the sixteenth century. [5]

**(b)** Explain why there was so much smuggling in the eighteenth century. [7]

**(c)** 'The Bloody Code came to an end because juries refused to find people guilty.' How far do you agree with this statement? Explain your answer. [8]

**3** Two punishments in the eighteenth and nineteenth centuries were transportation and prison.

**(a)** Briefly describe the experiences of prisoners who were transported to Australia. [5]

**(b)** Explain why the separate system was introduced into prisons in the nineteenth century. [7]

**(c)** 'Prisons became more harsh during the nineteenth century.' How far do you agree with this statement? Explain your answer. [8]

**4** Many different factors have influenced developments in crime and punishment.

**(a)** Briefly describe the impact of religion on crime and punishment. [5]

**(b)** Explain why some periods have seen rapid changes in crime and punishment. [7]

**(c)** 'Individuals have had more impact than governments on developments in crime and punishment.' How far do you agree with this statement? Explain your answer. [8]



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

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.**

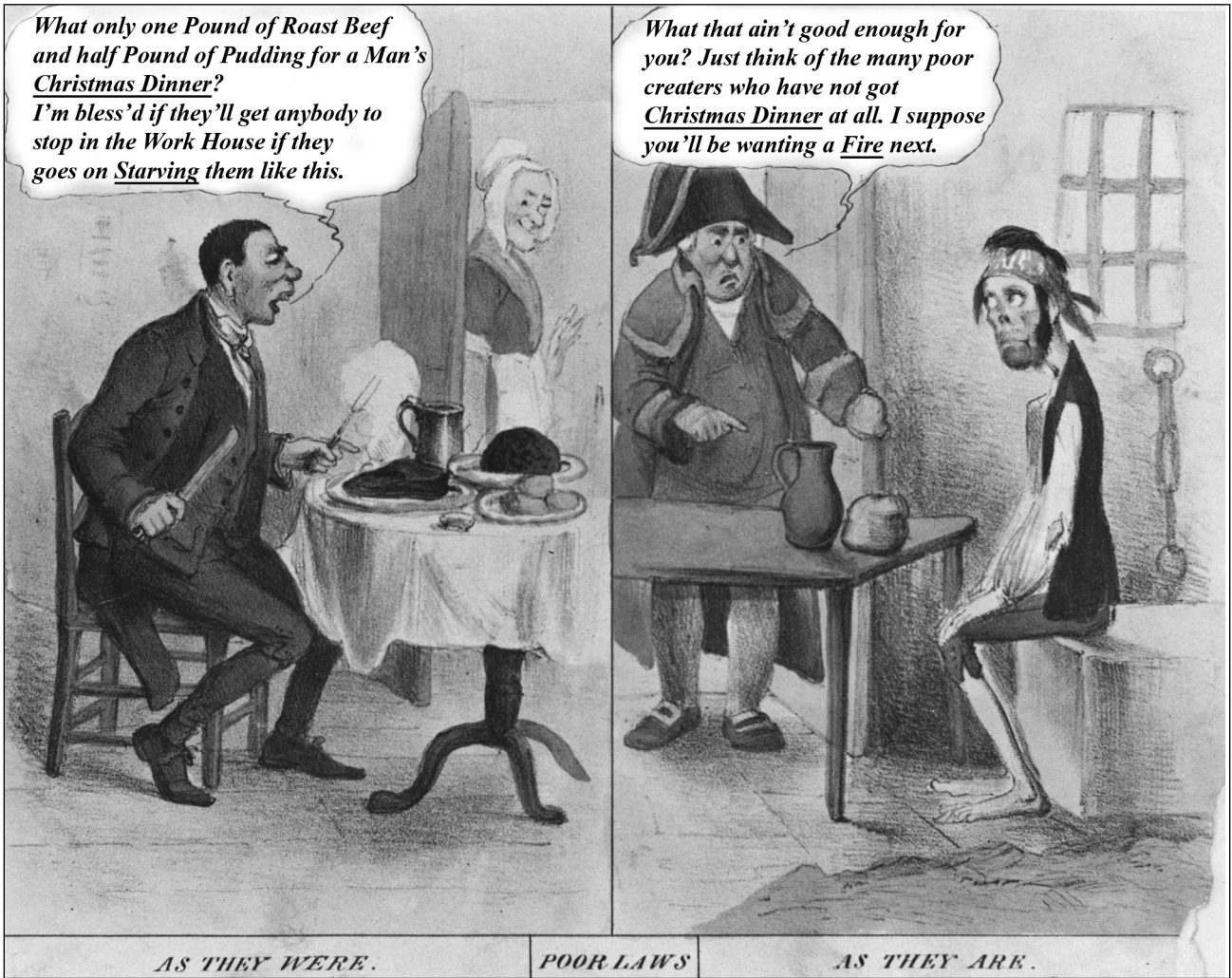
- 5 Study the sources carefully and then answer the questions which follow.

**SOURCE A**

When a loaf of bread shall cost one shilling, then every poor man shall have for his own support three shillings, either produced by his own labour or an allowance from the poor rates; and for the support of his wife and every other of his family, one shilling and six pence. When the loaf shall cost one shilling and four pence, then every poor man shall have four shillings weekly for his own and one shilling and ten pence for the support of each member of his family.

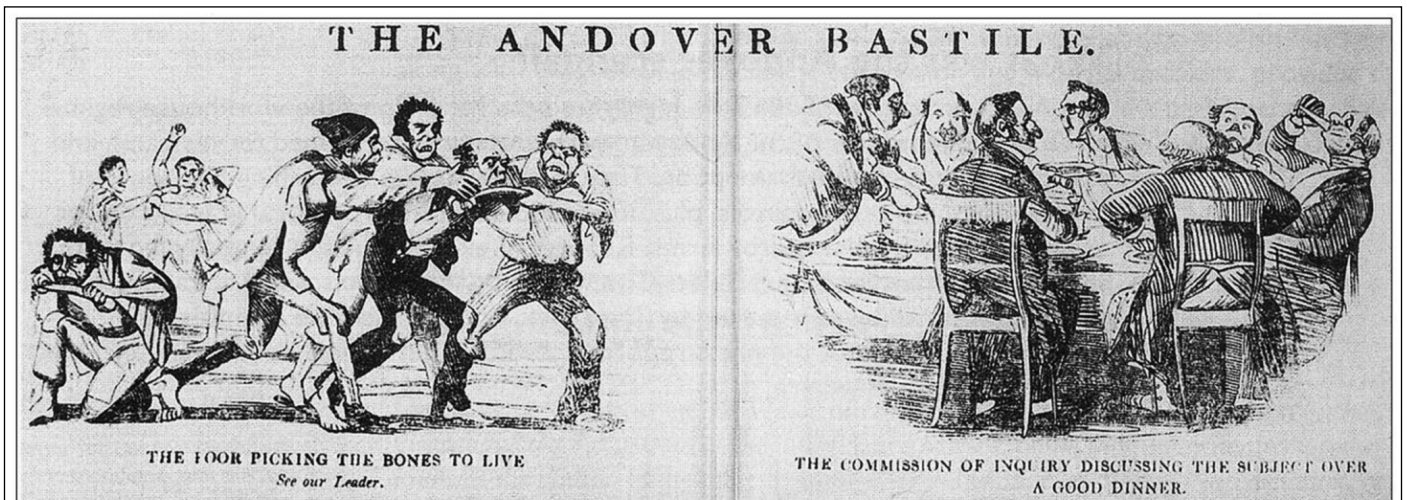
*From the regulations governing the Speenhamland system of poor relief.*

SOURCE B



A cartoon published in the mid-1830s.

SOURCE C



A cartoon published in the mid-1840s about the Andover scandal.

## 5 (a) Study Source A.

How useful is this source in explaining why the Speenhamland system was unpopular with some people? Use the source and your knowledge to explain your answer. [7]

## (b) Study Source B.

Why was this cartoon published in the mid-1830s? Use the source and your knowledge to explain your answer. [7]

## (c) Study Source C.

What is the message of this source? Use the source and your knowledge to explain your answer. [6]

**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 During this period a start was made to reform working conditions in factories and mines.

(a) Briefly describe the work done by children in factories and mines. [5]

(b) Explain how much progress had been made in the reform of factories and mines by 1851. [7]

(c) 'Everyone agreed that working conditions in factories and mines had to be reformed'. How far do you agree with this statement? Explain your answer. [8]

## 7 The railways were very important during this period.

(a) Briefly describe the work done by the navvies. [5]

(b) Explain why some people opposed the development of the railways. [7]

(c) 'The group that benefited most from the railways was the working class.' 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 and is freely available to download from our public website ([www.ocr.org.uk](http://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.