

# **History A (Schools History Project)**

General Certificate of Secondary Education

Unit **A952/21**: Developments in British Medicine, 1200–1945

## **Mark Scheme for January 2012**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**Subject-specific Marking Instructions****NOTES TO EXAMINERS**

OCR will have provided you with a website link to the ASSESSORS' INSTRUCTIONS. This gives details of all administrative procedures. You should read it carefully before starting to mark. The additional notes below deal with instructions that are specific to this paper and how it is to be marked.

1. This marking scheme has been designed to assess candidates' skills in using sources, and their understanding of concepts relating to these skills, such as reliability, proof, similarity/difference. None of these skills and conceptual understandings can be demonstrated without the use of knowledge and information, but the testing of knowledge for its own sake is never the primary objective.
2. The marking scheme does not give examples of all possible, rewardable answers. There will almost always be a range of support which could be used in an answer. *Examiners must recognise and reward relevant material, even if it is not included in the marking scheme.* Just as important, where an example of an answer is given in the marking scheme, markers should not expect all rewardable answers to duplicate the example.
3. It is important to keep in mind that in the examination candidates have a limited amount of time to demonstrate what they can do. The skills and concepts being assessed are not all straightforward. Marking should not, therefore, be punitive. It should reward candidates for what they have managed to achieve, and not penalise them for lack of knowledge, understanding or skill.

**Levels of Response Marking**

4. This type of marking scheme rewards the level of skill or understanding displayed in an answer. The marker's task is to read the answer and identify the level it has reached. If a candidate's answer reaches a particular level, it **MUST** be awarded a mark within that level, regardless of any other considerations. A marker does not have the discretion to place what s/he regards as a weak/strong example in a level lower/higher than that to which it corresponds.
5. Often a level will comprise a band of marks. The marking scheme will usually give specific directions for the award of marks within a band, but where it does not, the marker has discretion to choose an appropriate mark within the band, bearing in mind the amount of supporting information used, and whether the answer can be regarded as a strong/weak example of the level.
6. Do not expect the whole of an answer to demonstrate attainment at the same level. Candidates may include a variety of perceptions, at various levels, in their answers. It is the highest level achieved in any part of the answer, no matter how brief, that earns the final mark to be awarded.

7. In levels of response marking, the award of marks within an answer is not cumulative, and neither does an answer have to demonstrate achievement in lower levels to be awarded a higher level mark.
8. Examples of responses which are given in the marking scheme are no more than examples. They are not prescriptive. There will be many other answers which fall within a given level. **The important aspect of each level is the LEVEL DESCRIPTOR.** Do not try to match the candidate's words with those in the example; rather, match the quality of the answer with the level descriptor.
9. If you come across an answer which is valid, but which does not fit into any of the level descriptors, consult the senior examiner who is supervising your work. He will advise you on placing the answer in the most appropriate equivalent level.
10. As a marker, your most important task is correctly to identify the level into which an answer falls. Deciding on the correct mark *within* a level is also significant, but it is unlikely to make such a difference as an incorrect decision about a level.
11. Where an answer merits the top mark in a level, do not hesitate to award it. There is no sense in artificially deflating marks by always awarding low marks within a level. If all markers were to adopt such an ungenerous approach, the effect would simply be to narrow and bunch the total mark range available.

### Marking Technique

12. Half marks are never used, and must never be awarded.
13. The maximum mark for each question is fixed. Never transfer marks from one question to another.
14. You must mark the scripts in the following way:
  - As you read an answer, you will come across certain passages which clearly satisfy the requirements of a particular level. Underline such material, and note in the right-hand margin the level being achieved (e.g. L2). By the end of the answer there may be several such annotations.
  - You may, if you wish, make other notes in the margin, briefly explaining why you have awarded a certain level. These will be helpful to anyone who subsequently checks your marking.
  - When you finish reading an answer, the highest level achieved will be evident from your notes in the right-hand margin. Now you must decide the mark within that level to be awarded. When you have decided, write the level and the mark as follows in the right-hand margin at the end of the answer (e.g. L4/7) and draw a circle round it to indicate that this is the final mark awarded. There will, then, be a circled mark for every question.
  - When you have finished a script, transcribe the circled question marks to the front page of the script for totaling.

Question	Answer	Marks	Guidance
1	<p><b>Level 1</b> Answers which describe surface features only. [1-2]</p> <p><i>They had lots of buildings like hospitals and dormitories.</i></p> <p><b>Level 2</b> Answers which make unsupported inferences. [3-4]</p> <p><i>It must have been a hygienic place to live.</i></p> <p><b>Level 3</b> Answers which make supported inferences. [5-6]</p> <p><i>It must have been a hygienic place to live. They built the abbey next to a river. They could get fresh water from this river.</i></p> <p><b>Level 4</b> Level three plus a consideration of ‘how much’. [7]</p> <p><i>It must have been a hygienic place to live. They built the abbey next to a river. They could get fresh water from this river. However, I can’t tell much from this source. Since it is a plan of a monastery, it does not tell us anything about conditions in the towns.</i></p> <p>NB “How much” can include answers about what the source does not tell us about public health</p> <p>NB. If candidates discuss sufficiency, typicality or reliability alone, then place in level 2 (4 marks).</p> <p><b>Valid inferences</b></p>	7	

Question		Answer	Marks	Guidance
		<p>Knowledge of hygiene            Good public health            Church cared about health            Knew the importance of public health            Didn't understand germs caused disease as latrines built over river            Understood the need to get rid of waste/bad smell            Healthy            Hygienic            Organised            Knew clean water was important            Unhygienic (because built latrines over the river)</p> <p><b>Do not allow</b>            Didn't care for public health            Better than towns</p> <p><b>Watch out for answers which just talk about monks and monasteries rather than public health</b>  <b>NB do not allow inferences that are not directly about public health but are more generally about caring for the sick.</b>  <b>Inferences need to concentrate on sanitation, water supply and drainage.</b></p>		

Question		Answer	Marks	Guidance
2		<p><b>Level 1 Decision reached without support.</b>  <b>[1]</b>  <i>C does because B is wrong.</i></p> <p><b>OR</b>  <b>Answers based on simple provenance/reliability</b></p> <p><b>OR</b>  <b>Describes how the two sources disagree but does not reach decision</b></p> <p><b>Level 2 Decision reached with support from the</b></p>	9	

Question	Answer	Marks	Guidance
	<p><b>sources.</b> [2-3]  <i>Yes it does. In Source C it says that the City authorities made efforts to pave and clean the streets. In Source B it says that the streets were badly paved. How can this be true?</i></p> <p><b>Level 3</b>  <b>Balanced answer based on information in the sources or on the typicality or limitations of the sources.</b>  [4-5]  <i>To some extent it does. In Source C it says that the City authorities made efforts to pave and clean the streets. In Source B it says that the streets were badly paved. However, just because the City authorities made efforts to pave and clean the streets, it does not mean they always achieved it.</i></p> <p><b>Level 4</b>  <b>Yes OR no with support through cross-reference to other sources or contextual knowledge.</b>  [6-7]  <i>It does. In Source C it says that the City authorities made efforts to pave and clean the streets. In Source B it says that the streets were badly paved. I know from Source G that even the King noticed that there was waste and filth lying in the streets and ordered it to be cleaned up.</i></p> <p><b>Level 5</b>  <b>Yes AND no with support through cross-reference or contextual knowledge.</b>  [8-9]  <i>To some extent it does. In Source C it says</i></p>		

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	<p><i>that the City authorities made efforts to pave and clean the streets. In Source B it says that the streets were badly paved. However, just because the City authorities made efforts to pave and clean the streets, it does not mean they always achieved it. I know from Source G that even the King noticed that there was waste and filth lying in the streets. However, Source B is backed up by the Background Information which states that public health conditions in many places were poor. Source H also says there was no public health provision and cess-pits and wells existed side by side.</i></p> <p><b>NB Candidates who focus on typicality/reliability WITHOUT cross reference or contextual knowledge are likely to be Level 3 or Level 1 if simplistic.</b></p> <p><b>Cross References or Contextual Knowledge must be used to address the question to reach Level 4/Level 5. If they use cross reference or contextual knowledge simply to back either source this is not addressing the question (see Script F)</b></p>		



Question	Answer	Marks	Guidance
3	<p><b>Level 1</b>    <b>Answers that do not use the source.</b>  <b>[1]</b>  <i>Yes I am. Why would they do that?</i>        <b>OR</b>  <b>Answers which copy or paraphrase the source and then conclude that they are/are not surprised.</b></p> <p><b>Level 2</b>    <b>Answers which say yes or no with support from the source but based on everyday empathy.</b>  <b>[2]</b>  <i>Yes I am surprised. I wouldn't want a latrine being built so close to my house. After all, it would be extremely smelly and unpleasant.</i></p> <p><b>Level 3</b>    <b>Answers which say yes <u>and/or</u> no with support from the source based on the fact they had regulations.</b>  <b>[3-4]</b>  <i>Yes I am surprised. I didn't think that they took these kinds of issues so seriously. The fact that they had regulations about where cess-pits could be built and that they were prepared to send people out to inspect properties shows that they cared about health and hygiene.</i></p> <p><b>Level 4</b>    <b>Yes OR No based on cross reference and or contextual knowledge</b>  <b>[5-6]</b>  <i>Yes I am surprised. I didn't think that they took these kinds of issues so seriously. The fact that they had regulations about where cess-pits could be built and that they were prepared to send people out to inspect</i></p>	8	

Question	Answer	Marks	Guidance
	<p><i>properties shows that they cared about health and hygiene yet Source H says that there was no public health provision.</i></p> <p><b>Level 5 Yes AND No based on cross-reference and/or detailed contextual knowledge. [7-8]</b></p> <p><i>Yes I am surprised. I didn't think that they took these kinds of issues so seriously. The fact that they had regulations about where cess-pits could be built and that they were prepared to send people out to inspect properties shows that they cared about health and hygiene yet Source H says that there was no public health provision. However, it does not surprise me that people complained if they thought the regulations were not being followed. After all, that was what this court was for. Source F shows that nearly 40 years later, people were still complaining about cess-pits and latrines. This time, people were complaining about the smell and the way that the use of the latrine was not kept private. No wonder they had to have court hearings to settle disputes like these.</i></p> <p><b>NB When interpreting Source D, Toilet was at least 2 ½ feet away that's why they backed William. Do not allow interpretations of D that say latrine was within 2 ½ feet. (see script B)</b></p>		

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4	<p><b>Level 1</b> Answers based on source type, date or simple provenance. [1-2]</p> <p><i>Source E is more useful because it is a picture. Source F is just writing.</i></p> <p><b>Level 2</b> Choice based on what the sources do/do not tell us. [3-4]</p> <p><i>Source F is more useful. It tells us lots of things about how the latrines were built. It also gives us an idea of how unhealthy they could be; the smell must have been terrible, which must have affected public health badly. Source E only shows the inside of a latrine and you can't tell much about how it was emptied or maintained.</i></p> <p><b>Level 3</b> Discussion of typicality/limitation of sources [5-6]</p> <p><i>It is hard to decide which source is more useful. Source F refers to only one case in 1372. Who is to say that this is typical of all towns and cities throughout the Middle Ages? The source does not say which way the judgement went. Source E shows the inside of a latrine. It is probably in the house of a rich man, looking at the fact that there is an attendant and the walls are ornately decorated. Not all latrines were like this, however. We do not know who produced the drawing and what date it comes from.</i></p> <p><b>Level 4</b> Answers based on content and detail, but supported by cross-reference and or</p>	8	<p>Note: Award the higher mark in L4/L5/L6 for using content of the poem to illustrate points made.</p>

Question	Answer	Marks	Guidance
	<p data-bbox="443 212 1093 244"><b>contextual knowledge. [7-8]</b></p> <p data-bbox="349 280 1111 681"><i>Source F is more useful. It tells us lots of things about how the latrines were built. It also gives us an idea of how unhealthy they could be; the smell must have been terrible, which must have affected public health badly. Source E only shows the inside of a latrine and you can't tell much about how it was emptied or maintained. Source F shows that people were trying to do something about public health. They had courts to try and protect the public from the worst health hazards. This is backed up by Source D where a court inspected a house to check that regulations had not been broken when a latrine and cess-pit had been built.</i></p>		

Question	Answer	Marks	Guidance
5	<p><b>Level 1</b>    <b>Answers based on general context or topic</b>  <b>[1-2]</b></p> <p><i>It was published to show that there were odours in the city.</i>  <i>It was published because it was the Black Death</i></p> <p><b>Level 2</b>    <b>Answers based on message. Such answers may refer to things that could apply to any period.</b>  <b>[3-4]</b></p> <p><i>It was published to show everyone how bad things had become in London. It also showed people that the King wanted something to be done about it. There was waste and filth lying in the streets.</i></p> <p><b>Level 3</b>    <b>Answers based on purpose of the source (developed).</b>                    <b>[5-6]</b></p> <p><i>It was published to show everyone how bad things had become in London. It also showed people that the King wanted something to be done about it. He saw it as his duty to protect his people. The source describes the terrible odours in the city and the need to clean things up.</i></p> <p><b>Level 4</b>    <b>Answers based on the purpose of the source in the particular historical context of London in 1349.</b>  <b>[7-8]</b></p>	8	

Question	Answer	Marks	Guidance
	<p><i>It was published to show everyone how bad things had become in London. It also showed people that the King wanted something to be done about it. The source describes the terrible odours in the city and the need to clean things up. From my own knowledge, this was particularly important at this time. The Black Death was still causing widespread deaths and the authorities in cities like London did not know how to cope.</i></p>		

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6	<p><b>Level 1 Answers which do not use sources [1-3]</b></p> <p>At this level candidates just write about health and hygiene and ignore the sources. At this level candidates may talk of 'the sources', 'Some sources', or even identify sources without using the detail in them.</p> <p><b>Level 2 Uses source(s) to support OR oppose interpretation [4-6]</b></p> <p><i>I agree with this statement. Source B shows how unhealthy life in London was. The streets were not paved and there was evil-smelling filth all year round. Source F shows that despite the regulations, people who built houses with latrines did not care about the smell or the fact that the neighbours threw rubbish and filth into the cess-pits. If people really cared about this, they would have put a stop to it.</i></p> <p><b>Level 3 Uses source(s) to support AND oppose interpretation [7-9]</b></p> <p><i>I agree with this statement. Source B shows how unhealthy life in London was. The streets were not paved and there was evil-smelling filth all year round. Source F shows that despite the regulations, people who built houses with latrines did not care about the smell or the fact that the neighbours threw rubbish and filth into the cess-pits. If people really cared about this, they would have put a stop to it. However, some sources show a different view. Source G shows at least that the King was trying to do something about the bad state of the city, and Source C shows that not everything was bad. Cities had public latrines and fresh water and the authorities did their</i></p>	10	

Question	Answer	Marks	Guidance
	<p><i>best to keep the streets clean. This shows that at least some of them must have cared.</i></p> <p>In Level 2 and Level 3, award marks within the range based on the quantity and quality of source use.</p> <p><b>Award up to TWO marks for consideration of the reliability, sufficiency etc of source but mark must not exceed 10. No additional marks if they simply say reliable or unreliable.</b></p> <ul style="list-style-type: none"> <li>• To score in L2/L3, there must be source use, i.e. direct reference to source content.</li> <li>• Only credit source use where reference is made to a source by letter or direct quote. Simply writing about issues covered by the sources is not enough.</li> </ul>		



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