

Tuesday 12 June 2012 – Afternoon

GCSE HISTORY A (SCHOOLS HISTORY PROJECT)

A951/12 Study in Development with Britain, 1815–1851 Depth Study

Candidates answer on the Answer Booklet.

OCR supplied materials:

- 8 page Answer Booklet
(sent with general stationery)

Other materials required:

None

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

For elfsickness, take fennel and lupin, and lichen and a holy crucifix, put a handful of each of the herbs, tie them up in a cloth, dip in holy water three times. Lay the herbs on hot coals, then write a Christ's cross on every limb, and take a little handful of the consecrated herbs and boil in milk. Drip holy water on them three times and let the patient eat them before his meal.

An Anglo-Saxon remedy from about 850. Elfsickness was probably chicken pox. They thought the spots were caused by arrows fired by elves.

SOURCE B

From which places should blood be drawn? For complaints of the head, blood should be taken from two arteries at the back of the head down to the bone, four fingers' breadths from the ear; for toothache, from two arteries on the little finger of the left hand if teeth on the right side ache.

From an Anglo-Saxon book of treatments from about 850.

SOURCE C



A drawing from the time of the plague in the 1660s.

SOURCE D



A cartoon published in 1866.

The caption reads 'Death's Dispensary. Open to the Poor, Gratis, By Permission of the Parish.'
A dispensary was a place where medicines were given out.
Gratis = Free

1 (a) Study Sources A and B.

Are you surprised that these treatments were used at that time? Use the sources and your knowledge to explain your answer. [5]

(b) Study Source C.

Explain how this source is useful to a historian studying seventeenth-century medicine. Use the source and your knowledge to explain your answer. [5]

(c) Study Source D.

Why was this source published at that time? 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** Many different factors have helped medicine to progress.
- (a)** Briefly describe important medical developments brought about by great individuals during the time of the Ancient Greeks. [5]
 - (b)** Explain how chance has helped developments in medicine. [7]
 - (c)** 'Governments have hindered rather than helped developments in medicine.' How far do you agree with this statement? Explain your answer. [8]
- 3** Much progress was made during the Medical Renaissance.
- (a)** Briefly describe the treatments used by medieval doctors. [5]
 - (b)** Explain why developments in the Medical Renaissance had little impact on the methods used by doctors at that time. [7]
 - (c)** 'The main reason why there was much progress in medicine during the Renaissance was the existence of great men like Paré and Vesalius.' How far do you agree with this statement? Explain your answer. [8]
- 4** There were many important developments in medicine during the nineteenth century.
- (a)** Briefly describe what was done in the nineteenth century to improve public health. [5]
 - (b)** Explain why Florence Nightingale is important in the history of medicine. [7]
 - (c)** 'There was no major progress in surgery in the nineteenth century until the work of Lister.' 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

If someone's servant kills a man of noble birth, whose wergeld is nine hundred shillings, his master shall give up the killer to the family and shall also pay them the value of three ordinary men.

If someone's servant kills a freeman, whose wergeld is three hundred shillings, his master shall give up the killer and pay also to the family the value of a second man.

From the laws of King Alfred in the ninth century.

SOURCE B

When robbers or murderers are seized, the sheriff shall take them before the King's judges. The sheriff will take two lawful men from the hundred or the township where the robbers or murderers were seized, to bring an account of why they were seized.

No one shall have power or authority over the proceedings except for the King and his judges in his court. And the King shall have all their possessions.

From the Assizes of Clarendon, 1166.

SOURCE C



A drawing, from the time, of a watchman in the early nineteenth century.

SOURCE D

**Peel's Police
RAW LOBSTERS
Blue Devils**

Or by whatever other appropriate
name they may be known

Notice is hereby given

That a subscription has been started to supply
the PEOPLE with clubs for defence,
which will be distributed whenever
an unprovoked attack be made again
on Englishmen, by a Force called into
existence by a Parliament,
in opposition to the Public good.

A poster published in 1830.

1 (a) Study Sources A and B.

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

(b) Study Source C.

How useful is this source as evidence about law enforcement in the early part of the nineteenth century? Use the source and your knowledge to explain your answer. [5]

(c) Study Source D.

Why was this poster published at that time? 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 Between 1500 and 1850 the authorities had to deal with many different types of crime.

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

(b) Explain why the Gunpowder Plotters were punished so harshly. [7]

(c) Who was more of a problem for the authorities, highwaymen or smugglers? Explain your answer. [8]

3 Prison reform and the development of the police force were two of the most important developments in the nineteenth century.

(a) Briefly describe the main features of Peel's new police force in 1829. [5]

(b) Explain why prisons were reformed in the nineteenth century. [7]

(c) Which had been the more successful development by the end of the nineteenth century, prison reform or the development of the police force? Explain your answer. [8]

4 There were important changes to law and order in the twentieth century.

(a) Briefly describe the main changes in the way the police worked in the twentieth century. [5]

(b) Explain why there was so much juvenile crime during the twentieth century. [7]

(c) Which had a greater impact on law and order in the twentieth century, wars or recessions? 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

Everything runs to waste; the house and children are deserted; the wife can do nothing for her husband and family; she can neither cook, wash, repair clothes, or take charge of infants. Dirt and ignorance are to be found in such households.

Females who go out to work are forming clubs and meet together to drink, sing and smoke. They use disgusting language. A man came into one of these clubs and said 'Come lass, for I cannot keep this baby quiet, and the other I have left crying at home.'

From a speech by Lord Shaftesbury in 1842 during debates on whether women should work in coal mines.

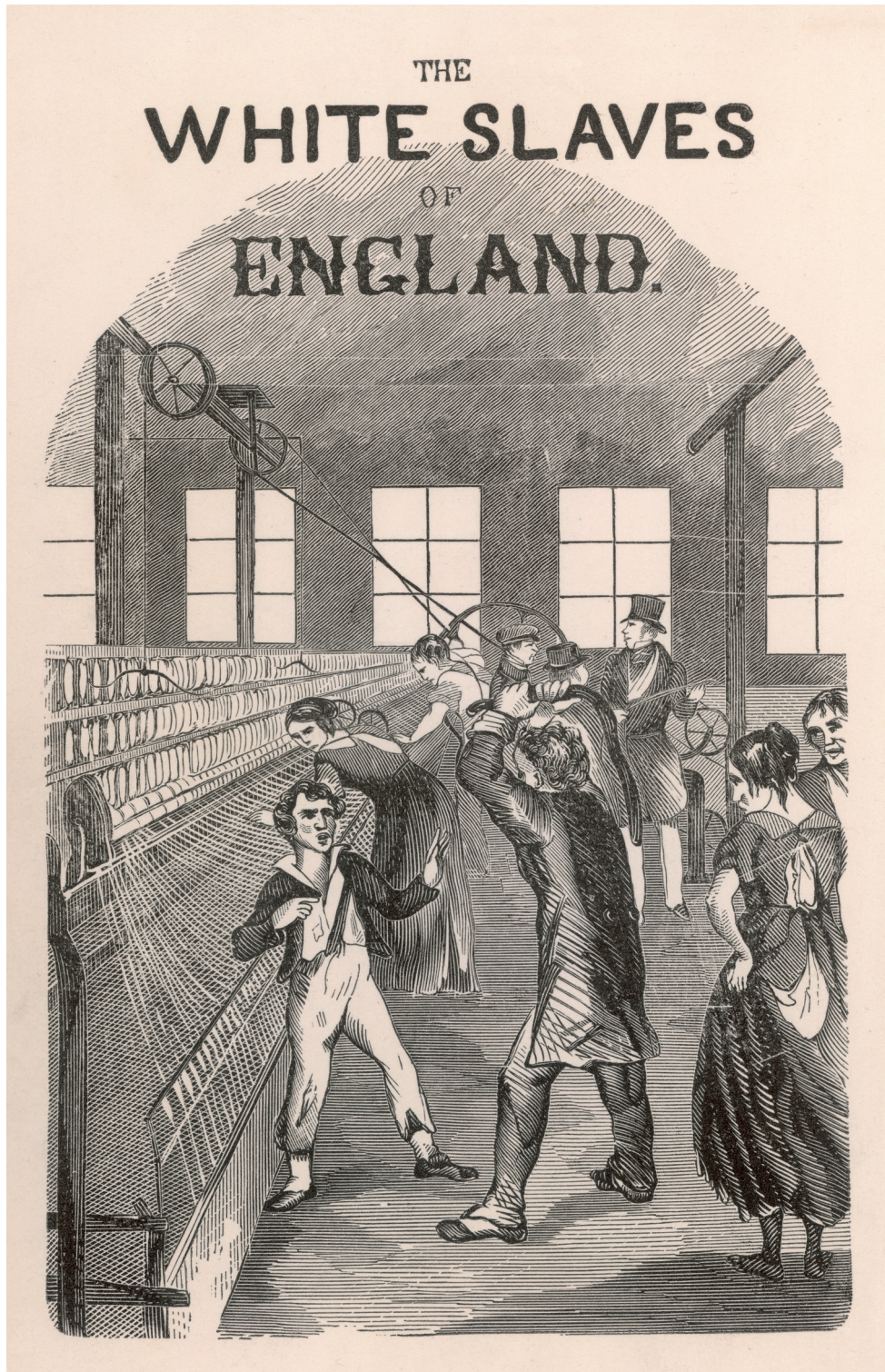
SOURCE B

It appears that the Commissioners have come into this inquiry into mines fresh from the Factory Commission expecting to find the same oppression amongst the miners.

When they interviewed the crafty boys and ignorant young girls, the Commissioners put their questions in such a way as to suggest the answers. The way in which the Report is accompanied by pictures, in some cases scandalous and obscene, is more likely to excite the feelings than to increase careful judgement. The trapper's job is not dull and boring. He is not kept in darkness all the time. He is usually happy and passes his time cutting sticks, making models of windmills and drawing figures in chalk on his door.

Lord Londonderry speaking to Parliament in 1842. The Commissioners he mentions were those that drew up the 1842 Report into working conditions in mines. Londonderry owned coal mines in north-east England.

SOURCE C



From the front page of a novel published in the early 1850s.

5 (a) Study Source A.

Did most people at that time agree with Shaftesbury? Use the source and your knowledge to explain your answer. [6]

(b) Study Source B.

Why did Lord Londonderry make this speech at that time? Use the source and your knowledge to explain your answer. [7]

(c) Study Source C.

Does this source prove that attempts to reform working conditions in textile factories had failed? 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 During the first half of the nineteenth century there was much debate about the development of the railways.

(a) Briefly describe the main methods of transport that were largely replaced by the railways. [5]

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

(c) 'Trade and industry benefited more than the working class from the railways.' How far do you agree with this statement? Explain your answer. [8]

7 During this period there was much agitation for parliamentary reform.

(a) Briefly describe what happened at Peterloo. [5]

(b) Explain why some people supported parliamentary reform in 1832. [7]

(c) 'Chartism was more about the vote than about unemployment and hunger.' How far do you agree with this statement? Explain your answer. [8]

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