

**Friday 18 January 2013 – Morning**

**GCSE HISTORY A (SCHOOLS HISTORY PROJECT)**

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

Candidates answer on the Answer Booklet.

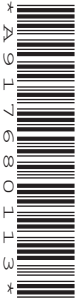
**OCR supplied materials:**

- 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 2–6);

**Or (b)** Crime and Punishment Through Time (pages 7–10).

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 **81**.
- 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 **16** pages. Any blank pages are indicated.
- Questions marked with a pencil (✎) will carry 6 additional marks for spelling, punctuation and grammar.

**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**

*A drawing of an operation.*

SOURCE B



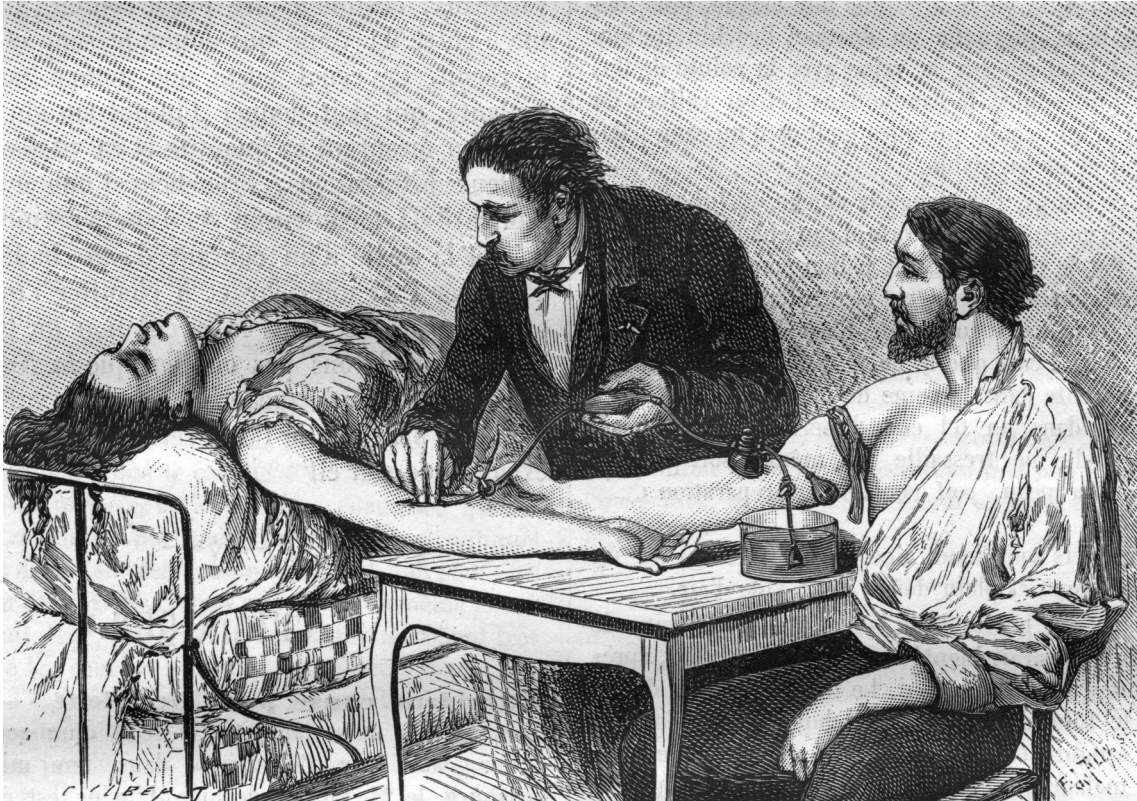
*A photograph of an operation.*

## SOURCE C



*A drawing from a manual for surgeons called 'Field-book of wound surgery', published in 1530.*

## SOURCE D



*A drawing published in 1882.*

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

Use medical reasons to explain which of these two sources came first. Use the sources and your knowledge to explain your answer. **[5]**

**(b)** Study Source C.

Would sixteenth-century surgeons have accepted the treatment shown in Source C? Use the source and your knowledge to explain your answer. **[5]**







**(c)** Study Source D.

How important in the improvement of surgery was the development shown in Source D? 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 ancient times the Egyptians, the Greeks and the Romans all contributed to the development of medicine.
- (a) Briefly describe the Greek idea of a healthy lifestyle. [5]
- (b) Explain why the Romans gave so much attention to public health. [7]
-  (c) 'Religion hindered medical progress during the time of the Ancient Egyptians and Greeks.' How far do you agree with this statement? Explain your answer. [8]
-  Spelling, punctuation and grammar [6]
- 3 Important improvements were made for hospital patients in the nineteenth century.
- (a) Briefly describe attempts at using anaesthetics in the nineteenth century before Simpson discovered chloroform. [5]
- (b) Explain why some people in the nineteenth century opposed the use of anaesthetics. [7]
-  (c) 'Florence Nightingale was more important than James Simpson in the history of medicine.' How far do you agree with this statement? Explain your answer. [8]
-  Spelling, punctuation and grammar [6]
- 4 Important improvements were made in public health in the nineteenth and twentieth centuries.
- (a) Briefly describe the impact of living conditions on the health of working-class people around 1800. [5]
- (b) Explain why the work of John Snow was important. [7]
-  (c) Which was more important in the history of public health, the work of Louis Pasteur or the reforms of the Liberal governments (1906–1914)? Explain your answer. [8]
-  Spelling, punctuation and grammar [6]

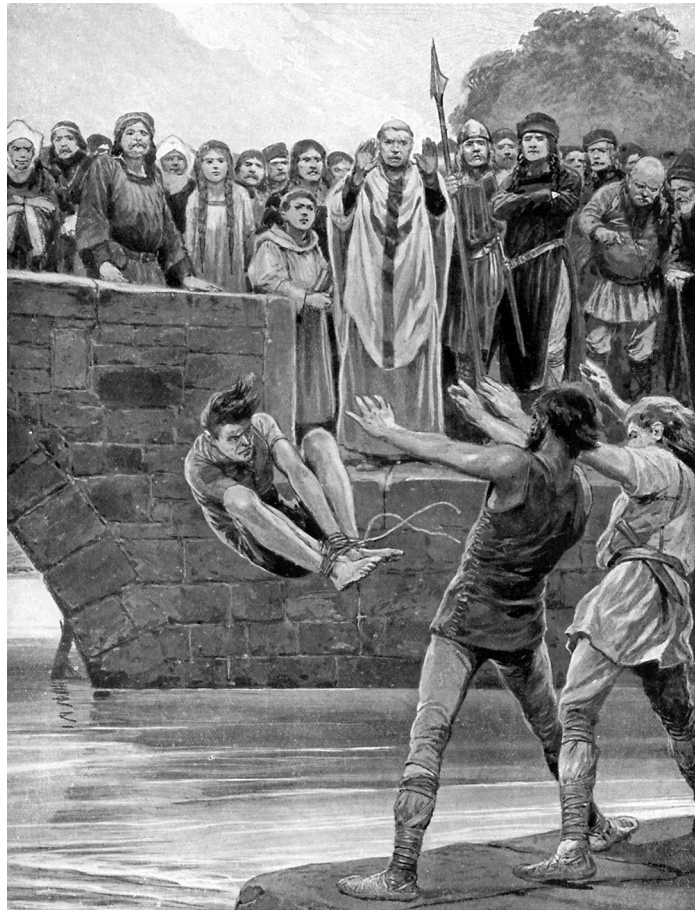
**Section A: Development Study****(b) Crime and Punishment Through Time**

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 drawing of the medieval ordeal of cold water.*

## SOURCE B



*A drawing from the eighteenth century of the highwayman Jack Shepherd on his journey to be publicly executed at Tyburn in 1724.*



**SOURCE C**

Elizabeth Fry found about 300 women with their numerous children crowded together, without any employment of any kind, in the custody of one man. They cooked, washed and slept on the floor. When any stranger appeared they begged and fought for money, with which they purchased beer and gin from a tap. The screaming and terrible language, the fighting and lawlessness, were such that the Prison Governor only entered with great reluctance.

*A description of what Elizabeth Fry saw when she visited women prisoners in Newgate Prison in 1817.*

**SOURCE D**

FEMALE CONVICTS AT WORK, DURING THE SILENT HOUR, IN BRIXTON PRISON.

*A drawing of female convicts at work during the Silent Hour in Brixton Prison in 1860.*

## 1 (a) Study Source A.

Are you surprised by what is happening in this source? Use the source and your knowledge to explain your answer. [5]

## (b) Study Source B.

In what ways would this source be useful to an historian studying crime and punishment in the eighteenth century? Use the source and your knowledge to explain your answer. [5]

## (c) Study Sources C and D.

Why do these two sources give such different impressions of women prisoners in the nineteenth century? 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 People in the sixteenth and seventeenth centuries were worried by witches, vagrants and heretics.

(a) Briefly describe what kind of person was usually accused of being a witch in the sixteenth and seventeenth centuries. [5]

(b) Explain why there were witch-hunts in the sixteenth and seventeenth centuries. [7]


 (c) Who were sixteenth and seventeenth century governments more worried about, vagrants or religious heretics? Explain your answer. [8]

 Spelling, punctuation and grammar [6]

## 3 Police forces were not set up in Britain until the nineteenth century.

(a) Briefly describe attempts at law enforcement around 1800. [5]

(b) Explain why Robert Peel was able to set up a police force in 1829. [7]


 (c) 'Between 1830 and 1900 the police were a success.' How far do you agree with this statement? Explain your answer. [8]

 Spelling, punctuation and grammar [6]

## 4 A number of different factors have influenced crime and punishment.

(a) Briefly describe the impact of popular protests on crime and punishment in the nineteenth century. [5]

(b) Explain how industrialisation had an impact on crime and punishment in the eighteenth and nineteenth centuries. [7]

 (c) 'Religion has been more important than government in the history of crime and punishment.' How far do you agree with this statement? Explain your answer. [8]

 Spelling, punctuation and grammar [6]

**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**

**DESCRIPTION of TWO MEN detected in the act of SETTING FIRE to a STACK of OATS in the Parish of PAMPISFORD, in the County of Cambridge, about Eight o'clock in the evening of MONDAY the 6th of *December*, 1830.**

One a tall Man, about 5 feet 10 in. high, sandy whiskers, large red nose, apparently between 50 and 60 years of age. Wore at the time a snuff-colored straight coat, light-colored pantaloons, and low shoes.

The other Man was apparently about 5 feet 4 inches, and between 30 and 40 years of age; had large black full whiskers, extending under the chin. He wore a blue straight coat, light colored breeches, and boots with cloth overall-tops.

*A public notice issued by magistrates in 1830.*

## SOURCE B



*A drawing published around the middle of the nineteenth century. Its caption reads 'The True Relieving Officer! Dedicated without permission to the Poor Law Board'.*

## SOURCE C



*A drawing entitled 'Poor Law Divorce', published in 1846.*

## SOURCE D



*A drawing of homeless women waiting to be admitted to a workhouse, published in 1849.*

**5 (a)** Study Source A.

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

**(b)** Study Sources B and C.

How far do these two sources agree about the New Poor Law? Use the sources and your knowledge to explain your answer. [7]

**(c)** Study Source D.

Are you surprised by 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** Working conditions for the working classes were terrible in this period.

**(a)** Briefly describe working conditions in factories and mines during the first half of the nineteenth century. [5]

**(b)** Explain why some people thought that government should not interfere with working conditions in factories and mines. [7]

**(c)** 'Attempts to reform working conditions in factories and mines up to 1851 were not very effective.' How far do you agree with this statement? Explain your answer. [8]

**7** Attempts were made to reform Parliament during this period.

**(a)** Briefly describe pocket and rotten boroughs. [5]

**(b)** Explain why some people believed that there would be a revolution in Britain if the electoral system was not reformed. [7]

**(c)** 'The existence of the Chartists proved that the 1832 Reform Act achieved little.' 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.