

**General Certificate of Secondary Education
History A (Schools History Project)**

A952/21

Developments in British Medicine, 1200–1945

Specimen Paper

Time: 1 hour 30 minutes

Candidates answer on a separate answer booklet.

Additional materials: Answer Booklet (8 pages)

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number on the answer booklet.
- Study the Background Information and the sources carefully. You are advised to spend at least ten minutes doing this.
- Answer **all** the questions.
- Write your answers, in black ink, in the answer booklet.
- Write the numbers of the questions you have answered in the box on the front of the answer booklet.

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 **50**.

ADVICE TO CANDIDATES

- Read each question carefully. Make sure you know what to do before you start each answer.

This document consists of **5** printed pages and **3** blank pages

Study the Background Information and the sources carefully. You are advised to spend at least ten minutes doing this.

In answering the 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 if they are relevant.

Answer all the questions.

1 Study Source A.

How do you think the people of Sunderland would have reacted to this report? Use the source and your knowledge to explain your answer. **[6]**

2 Study Source B.

How useful is this source to an historian studying the 1831 outbreak of cholera? Use the source and your knowledge to explain your answer. **[8]**

3 Study Source C.

'This source is about a city hundreds of miles away from Sunderland, so there is nothing it can tell us about the cholera epidemic in Sunderland in 1831'. Use the source and your knowledge to explain whether you agree with this statement. **[8]**

4 Study Sources D and E.

Do you agree that these two sources prove that cholera did not have a serious impact on the city of Sunderland? Use the sources and your knowledge to explain your answer. **[9]**

5 Study Source F.

Are you surprised by what this source says? Use the source and your knowledge to explain your answer. **[9]**

6 Study all the sources.

'In 1831 people had very little understanding of the causes of cholera'.

How far do the sources on this paper support this view? Use the sources and your own knowledge to explain your answer.

Remember to identify the sources you use. **[10]**

Paper total [50]

Developments in British Medicine, 1200–1945

The 1831 Cholera Epidemic

Background Information

In 1831 a new disease arrived in Britain. This was cholera. One of the first places in Britain affected by cholera was Sunderland, on the north-east coast of England. On 26 October 1831 Sunderland experienced its first death from the disease. By the end of 1832, 21000 people in Britain had been killed by cholera.

Does this mean that people had very little understanding of the causes of cholera?

Source A

The following are the symptoms of the disease: giddiness, sick stomach, slow or weak pulse, cramp at the top of the fingers and toes. This is followed by vomiting and diarrhoea. The face becomes sharp and shrunken, the eyes sink and look wild, the lips, face, neck, hands and feet and the whole surface of the body turns blue, purple and black. The skin is deadly cold and damp.

All methods to restore the warmth of the body should be tried without delay, including poultices of mustard to the stomach, and in very severe cases 20 to 30 drops of laudanum [opium] may be given.

However, in the treatment of this disease, it is necessary to state that no specific remedy has yet been discovered, nor has any cure been sufficiently successful to recommend its use. But the greatest confidence may be expressed in the intelligence and enthusiasm of the doctors of this country who will surely find a cure.

A report in the 'Sunderland Herald', a local newspaper, in early October 1831.

Source B

Victims of cholera

Case One: William Sproat, aged sixty, a local dock worker

Sproat had been affected with diarrhoea for a week or ten days, but had not been too ill to go to work. On 19 October 1831, he became worse and was unable to continue his work. On the evening of 20 October, I was called to him and found him vomiting, but with no signs of collapse. On the morning of 26 October he was much weaker; the pulse scarcely beating and his face shrunken, with dark blue lips. At twelve noon he died.

Case Four: Eliza Turnbull, a young nurse at Sunderland Infirmary

Eliza was a strong, healthy woman, who was taken ill at about one o'clock on 31 October 1831. We opened a vein in each arm, from which flowed only a few drops of blood, like treacle. Our treatment failed to stop her death.

It is necessary to state that she had no communication with any person suffering from cholera, other than helping carry the body of William Sproat from the fever house to the mortuary.

Extracts from the casebook of Dr. R. Clanney, a Senior Physician at Sunderland Infirmary and a member of the Sunderland Board of Health. Four days after the death of William Sproat the government ordered that, until further notice, no ship should be allowed to enter or leave the port of Sunderland.

Source C



A drawing from the mid-nineteenth century showing the body of a cholera victim in the port of Exeter in 1832 being taken out of his house. His sheets are being washed in a nearby stream.

*Local residents took their drinking water from this stream
Exeter is approximately 350 miles from Sunderland.*

Source D

It is the strong opinion of this meeting that the town is now in a healthier state than is usual for this time of year. We have made extensive enquiries about the disorder which has caused panic throughout the kingdom and we have come to the conclusion that it is not cholera. The few deaths of sickness in the last six weeks have been caused through common bowel complaints, hunger and uncleanness. The measures taken by His Majesty's Government forcing Sunderland ships into quarantine and guarding them by a warship are totally uncalled for.

Part of a resolution passed at a well-attended public meeting of shipowners, merchants and other inhabitants of Sunderland on 11 November 1831.

Source E

I intend to put the public's mind at rest about cholera in Sunderland. I live within five miles of the town and have taken great trouble to be informed on the subject. I feel quite satisfied that the reports and statements on this fatal disease have been greatly exaggerated. I am so convinced that I shall not remove my family or myself from the area. I enclose with this letter a letter from Doctor Brown, an old army medical officer who served with me and is now in constant attendance on my family.

An extract from a letter written by the Sunderland mine owner, Lord Londonderry. He sent this letter, together with the one Dr Brown wrote (Source F) to a London newspaper on 13 November 1831.

Both letters were also published in the 'Sunderland Herald' on 19 November 1831.

Source F

My Lord Londonderry

After much observation, I have come to the following conclusions:

- 1 That the disease has certainly not been imported.
- 2 That it has attacked the lower classes, living in the worst conditions, who have been made weak by previous diseases and too much alcohol.
- 3 That the disease is on the decline.

That the restrictions based on trade are unnecessary as the disease is not infectious.

Your Lordship's Obedient Servant

Dr J Brown

A letter written by Dr J. Brown to the Sunderland mine owner, Lord Londonderry in November 1831.

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NOTES TO EXAMINERS

OCR will have sent you a copy of the booklet INSTRUCTIONS FOR EXAMINERS. 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 Number		Mark
1	<p>Study Source A.</p> <p>How do you think the people of Sunderland would have reacted to this report? Use the source and your knowledge to explain your answer. [6]</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1: Answers based on what source tells us about the disease. <i>'Well I think they would have been pretty scared. In the source it says that your body turns blue, purple and black.'</i></p> <p>Award up to two marks for supporting comment with detail from the source.</p> <p>Level 2: Answers based on the likelihood of a cure. <i>'They would be very worried because the report says that no cure has been found.'</i></p> <p>Or <i>'They would not be too worried because the report says that the doctors will find a cure.'</i></p> <p>Award four marks if both sides of argument given.</p> <p>Level 3: Answers based on fact that disease has not yet arrived. <i>'I can't see that they would be all that bothered. The source is dated early October 1831 and no one in Sunderland died from it until 26 October.'</i></p> <p>Level 4: Answers supported by cross-reference to other sources or contextual knowledge. <i>'I think they would have been terrified. At this time they did not know what caused cholera (Snow's work came later) and the medical people had no knowledge of germs until Pasteur. Some people probably saw the disease as a punishment from God.'</i></p>	<p>[0]</p> <p>[1-2]</p> <p>[3-4]</p> <p>[5]</p> <p>[6]</p>
2	<p>Study Source B</p> <p>How useful is this source to an historian studying the 1831 outbreak of cholera? Use the source and your knowledge to explain your answer. [8]</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1: Answers based on source date or type. <i>'It is very useful. The doctor was there and the source is from the time when the outbreak happened.'</i></p> <p>Level 2: Answers based on information given in the source. <i>'It is very useful because it tells us the type of treatment that they gave people. Eliza Turnbull had a vein opened in each arm'</i></p> <p>OR</p> <p>Answers which point out things which cannot be found out <i>'I wouldn't find this useful if I wanted to know what causes cholera, because all it tells me about is a couple of people dying.'</i></p>	<p>[0]</p> <p>[1-2]</p> <p>[3-4]</p>

Question Number		Mark
2 Cont'd	<p>Level 3: Answers which address both parts of Level 2.</p> <p>Level 4: Answers which use contextual knowledge to explain how the source shows us that they had little understanding of causes or treatment.</p> <p><i>'Well you could see that they had very little understanding of the causes of the disease or how to cure it. They obviously don't realise that cholera is not contagious because the doctor feels the need to talk about how Eliza Turnbull had no contact with other people suffering from cholera. They also don't realise that the disease is water-borne and seem to think that blood-letting will cure it.'</i></p> <p>Level 5: Answers based on typicality or reliability.</p> <p><i>'I think that there are some real issues with this source as evidence. I suppose you could argue that it is reliable because Clanney is a Senior Physician and is a member of the Sunderland Board of Health. His notes seem objective and factual. But the question asks about the 1831 outbreak of cholera and what we have here is just two cases (out of how many? One is called Case 4) and in only one area of Britain. How do I know it was all like this? Or even that it was like this in all cases in Sunderland. Perhaps Cases Two and Three recovered, in which case you might say you had a 5-/50 chance of survival, but that wouldn't be right.'</i></p>	<p>[5]</p> <p>[6-7]</p> <p>[8]</p>
3	<p>Study Source C</p> <p>'This source is about a city hundreds of miles away from Sunderland, so there is nothing it can tell us about the cholera epidemic in Sunderland in 1831' Use the source and your knowledge to explain whether you agree with this statement. [8]</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1: Agrees with the hypothesis.</p> <p><i>'I don't see how something about Exeter can be any use when I am studying Sunderland.'</i></p> <p>Level 2: Answers which explain what we can find out about cholera in general from the source.</p> <p><i>'It's very useful because it tells me that they didn't know that cholera was spread by water or they would not have been washing the sheets in the river where drinking water came from.'</i></p> <p>Level 3: Answer based on the spread of cholera.</p> <p><i>'It is useful because Exeter is hundreds of miles away from Sunderland and it also had cholera. This shows that cholera must either have spread rapidly through England, or that there was more than one means by which it first came to England.'</i></p>	<p>[0]</p> <p>[1]</p> <p>[2-3]</p> <p>[4-5]</p>

Question Number		Mark
3 Cont'd	<p>Level 4: Uses contextual knowledge to explain similarities between towns or that cholera is wide-ranging.</p> <p><i>'I know that the two towns are hundreds of miles apart, but I don't think that matters. In Exeter they are washing sheets in the river because they don't know that cholera is water-borne (Snow has not yet made the link). They would almost certainly have had similar practices in Sunderland, because they would not have known either. So we could learn about Sunderland from this source.'</i></p> <p>6/7 marks for addressing nature of cholera 7/8 marks for addressing both</p> <p>NB. Candidates are not expected to know about Exeter and Sunderland per se, just about public health in towns in general.</p>	[6-8]
4	<p>Study Sources D and E</p> <p>Do you agree that these two sources prove that cholera did not have a serious impact on the city of Sunderland? Use the sources and your knowledge to explain your answer. [9]</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1: Generalised answers without support from the source. <i>'Yes it does. It shows that there were no real problems.'</i></p> <p>Level 2: Yes they do because that is what they say. <i>'According to the sources, cholera did not have a serious impact on Sunderland. Source D says that 'the town is healthier than is usual for this time of year' and in Source E Lord Londonderry says that the reports have been greatly exaggerated.'</i></p> <p>Level 3: Common sense reasoning from what the sources say. <i>'I don't think that this is necessarily the case. The people at the meeting talk about the panic throughout the kingdom. Do they really think that such panic would be caused by common bowel complaints and that we will believe the town is healthier than normal? Lord Londonderry might have lived within 5 miles of Sunderland (isn't that a long way in 1831), but I bet he didn't get his water from a common standpipe.'</i></p> <p>Award 4 marks for using one source Award 5 marks for using two sources</p>	<p>[0]</p> <p>[1]</p> <p>[2-3]</p> <p>[4-5]</p>

Question Number		Mark
<p>4 Cont'd</p>	<p>Level 4: Answers based on presumed purpose of sources. <i>'Do they really expect us to believe this nonsense? Of course the sources don't prove it. They are utterly unreliable accounts from people who have a vested interest. In Source D we have a meeting of shipowners and merchants who decide that there is no cholera and that the port should be re-opened. What a surprise. Source E comes from a mine owner who also says that there is no cholera. He has the letter published in a London newspaper to ensure that the government reads it. Why? So that the port is no longer shut, because it will be his coal which is not being moved!'</i></p> <p>Level 5: Level 4 plus cross-reference to other sources or contextual knowledge to support argument. <i>'Do they really expect us to believe this nonsense? Of course the sources don't prove it. They are utterly unreliable accounts from people who have a vested interest. In Source D we have a meeting of ship owners and merchants meeting just one week after the port was shut (Source B) who decide that there is no cholera and that the port should be re-opened. What a surprise. Source E comes from a mine owner who also says that there is no cholera. He has the letter published in a London newspaper to ensure that the government reads it. Why? So that the port is no longer shut, because it will be his coal which is not being moved! So how does Lord Londonderry explain Source B which gives examples of death from cholera?'</i></p>	<p>[6-7]</p> <p>[8-9]</p>
<p>5</p>	<p>Study Source F Are you surprised by what this source says? Use the source and your knowledge to explain your answer. NB Candidates must say that they either are or are not surprised. [9]</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1: Generalised answers without support from the source. <i>'I am surprised. You would think a doctor would know better.'</i></p> <p>Level 2: Surprise or lack of it by considering individual parts of Source F, but without precise contextual support. <i>'No I am not surprised. It was the lower classes who suffered most and the disease is not infectious. However, I am surprised that he thinks too much alcohol made people more likely to get it and that he thinks the disease was not imported, because that is not true.'</i></p> <p>Higher marks for addressing both sides</p>	<p>[0]</p> <p>[1-2]</p> <p>[3-5]</p>

Question Number		Mark
5 Cont'd	<p>Level 3: Surprise or lack of it by considering individual parts of Source F and provides support for answer by cross-reference or precise contextual support.</p> <p><i>'I am very surprised to read a doctor saying this. A different doctor (Source B) had suggested that a young nurse at Sunderland Infirmary had got cholera. OK she would not have been rich, but I doubt she was one of the lower classes, living in the worst conditions and a drunk. Mind you, as Snow had not yet shown the connection between cholera and contaminated water, I am not surprised that Brown could get it so wrong.'</i></p> <p>Level 4: Answers which explain the Brown/Londonderry link.</p> <p><i>'Of course I am not surprised. Dr Brown is just Londonderry's lackey. In Source E Londonderry says that Brown is 'an old army medical officer who served with me and is now in constant attendance on my family'. No doubt Londonderry was of high rank and Brown was his inferior. Then in civil life Brown writes a letter which just happens to say only poor people who are drunks get cholera, it's on the decline and its not infectious. It wasn't imported, so you can end the trade restrictions. Bit of a coincidence that that's what Londonderry says as well, isn't it?'</i></p>	<p>[6-7]</p> <p>[8-9]</p>
6	<p>Study all the sources.</p> <p>'In 1831 people had very little understanding of the causes of cholera'</p> <p>How far do the sources on this paper support this view? Explain your answer. Remember to identify the sources you use.</p> <p>[10]</p> <p>Level 0 :No evidence submitted or response does not address the question.</p> <p>Level 1: Answers which do not use sources.</p> <p>At this level candidates just write about the general lack of understanding of cholera.</p> <p>Level 2: Non specific source use i.e. no supporting detail, no reference to source by letter or quote.</p> <p>At this level candidates may talk of 'the sources', 'Some sources', or even identify sources without using the detail in them</p> <p>Level 3: Uses source(s) to support OR oppose interpretation.</p> <p><i>'I think this is definitely true. In Source A it actually says that no specific remedy has been found, which suggests that if they didn't know how to treat it, they probably didn't know what caused it. In Source F Brown seems to think that it is something to do with alcohol.'</i></p> <p>One mark for each source used.</p>	<p>[0]</p> <p>[1-2]</p> <p>[3]</p> <p>[4-7]</p>

Question Number		Mark
	<p>Level 4: Uses source(s) to support AND oppose interpretation.</p> <p><i>'I think this is definitely true. In Source A it actually says that no specific remedy has been found, which suggests that if they didn't know how to treat it, they probably didn't know what caused it. In Source F Brown seems to think that it is something to do with alcohol. However, in Source B at least Clanney has some understanding that it can be spread by infected victims contaminating the water that others drink. And the government has put restrictions on movement of ships, so they know it can somehow be spread by people.'</i></p> <p>Award TWO bonus marks for ANY consideration of the reliability, sufficiency etc of source but mark must not exceed 10.</p> <ul style="list-style-type: none"> • To score in L3/L4, there must be source <u>use</u>, i.e. direct reference to source content. • 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. 	[8-9]
	Paper Total	[50]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1	1	2	3	6
2	2	1	5	8
3	2	1	5	8
4	2	1	6	9
5	3	2	4	9
6	2	0	8	10
Totals	12	7	31	50