

Oxford Cambridge and RSA Examinations



OCR GCSE IN HISTORY C (BRITISH SOCIAL AND ECONOMIC) 1936

**TEACHER SUPPORT: COURSEWORK GUIDANCE BOOKLET
INCORPORATING COURSEWORK ADMINISTRATION PACK**

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1 INTRODUCTION

This Coursework Guidance Booklet has been produced to support teachers in preparing candidates for the OCR GCSE British Social and Economic History specification (1936). It should be regarded as an addition to, rather than a replacement of the Coursework Guide for syllabus 1606. Much of the advice and many of the assignments in the 1606 guide are appropriate for this specification and many Centres will be able to continue with the assignments they have used for the 1606 syllabus. However, it is important to check this with a Coursework Consultant (see Section 7).

Further information about coursework can be obtained by writing to the appropriate Coursework Consultant. Further information about the specification in general can be obtained from the GCSE History Subject Officer at OCR.

2 COURSEWORK REQUIREMENTS

- 1 Candidates must complete two assignments on **one** of the Thematic Studies (A – F). Alternatively Assignment 1 may be based on one of the Thematic Studies A – F and Assignment 2 on Thematic Study G.
- 2 Coursework must be submitted from a **different** Thematic Study from that studied for Paper 1. Thematic Study G, if selected, must not duplicate the content studied for Paper 1.
- 3 Assignment 1 must cover Assessment Objective 1, and should require candidates to consider the significance of an individual, development, place or event.
- 4 Assignment 2 must cover Assessment Objectives 2 and 3 and will be a source-based investigation of an historical issue taken from a local study of some aspect of the chosen Thematic Study. The local study must be local in scale, but need not be local to the school.
- 5 Assignment 1 does not have to be done before Assignment 2.
- 6 Coursework must arise from a defined course of study. In order to ensure that this has been the case, OCR must take in for moderation purposes one candidate's folder of classwork on the Thematic Study/Studies chosen for coursework, in addition to the prescribed number of coursework folders.
- 7 The final total mark for coursework must be out of 50:

Assignment 1 (Objective 1)	25 marks
Assignment 2 (Objectives 2 and 3)	25 marks

Where an assignment is marked out of a total of 50 or 75, the final mark should be scaled down to a mark out of 25.
- 8 Assignments must be marked using levels of response mark schemes. These mark schemes must relate to the appropriate assessment objective(s). The award of marks must be directly and exclusively linked to the assessment objective(s).
- 9 Quality of written communication is to be assessed in one of the assignments. Whilst no separate mark is to be awarded for this, it should act as one of the criteria used to determine the place of a response within a level in coursework mark schemes. Further guidance is given in Section 8.3 under Marking Criteria.
- 10 The total of 2 500 words quoted in the specification as the appropriate length for coursework is only a guide. It is expected that some candidates will write less and some will write more.
- 11 Coursework Consultants will monitor the suitability of assignments in meeting the above requirements. Teachers should submit coursework proposals and mark schemes to the consultant for approval at least six weeks before the start of the intended period of teaching.

3 ASSIGNMENTS AND THE ASSESSMENT OBJECTIVES

3.1 ASSIGNMENT 1

Assessment Objective 1

Candidates must demonstrate the ability to recall, select, organise and deploy knowledge of the specification content to communicate it through description, analysis and explanation of:

- the events, people, changes and issues studied;
- the key features and characteristics of the periods, societies or situations studied.

The emphasis when testing this objective should be on analysis and explanation rather than description. Answers supported with more relevant detail will be placed higher within a level than those where the detail is less or not so relevant. There is no need to target tasks specifically on recall.

The objective needs to be considered alongside the coursework requirement that the assignment requires candidates to consider the significance of an individual, development, place or event. This could lead to many types of valid exercise, for example:

a) Assessing the importance of an individual (or group or organisation)

- Was one individual more important or influential or successful than others?
- Would certain events/developments have happened without that individual?
- In what ways did the individual contribute to certain events/developments?
- How influential were the ideas/beliefs of the individual?
- Which was the more important, the short-term or the long-term impact of the individual?
- How important was the individual in shaping events compared with broader social, economic and cultural developments?

b) Concentrating on causation

- Which one was the most important cause and why?
- Were these causal factors equally important?
- Was one cause responsible for particular outcomes?
- Did the causal factors contribute to outcomes in different ways?
- How did causal factors combine and act together?
- Preconditions and triggers: which were the more important, and how did they combine?

c) Concentrating on consequences

- Which consequence was the most important?
- What were the different consequences for different people?
- Were some consequences more important immediately and some more important later?

d) Concentrating on developments

- What was the most important development during a particular period?

e) Concentrating on place

- How important was a particular site in certain developments?

f) Concentrating on events

- Why was a particular event important?
- How far was a particular event a turning point?
- Which one of two (or more) events was the more significant?

Many of these ideas will be familiar to teachers as they could equally well have been the basis of coursework in the former syllabus. In fact, some Centres may find that assignments used for the old syllabus are perfectly suitable for continued use. In analysing and explaining individuals, developments, places and events candidates will need to have an understanding of concepts such as change and continuity, cause and consequence, and similarity and difference. For many assignments it will also be important to have an understanding of the ideas, attitudes, beliefs and motives of people in the past.

3.2 ASSIGNMENT 2

Assessment Objective 2

Candidates must demonstrate the ability to use historical sources critically in their context by comprehending, analysing, evaluating and interpreting them.

Assessment Objective 3

Candidates must demonstrate the ability to comprehend, analyse and evaluate, in relation to the historical context, how and why historical events, people, situations and changes have been interpreted and represented in different ways.

The first important feature of these assessment objectives is in the first line: 'in their context'. This emphasises the fact that neither sources nor interpretations should be used in a vacuum. The questions must require candidates to use their knowledge of the historical context to interpret and evaluate sources and interpretations.

These objectives cover two aspects: (a) sources and (b) representations and interpretations. Both aspects should be covered in the assignment, although there is no requirement to have an equal balance between them.

(a) Sources

It is important that, when carrying out source evaluation, a range of skills and understanding are tested. These might include:

Skills	Understanding the concept of
comprehension	sufficiency
interpretation	utility
evaluation	reliability
extrapolation	similarity/difference/contradiction
cross-referencing	fact/opinion/judgement
synthesis	proof
bias	

Generally, understanding will form the main target of the question while the candidate will display certain skills in the process of producing an answer. It is not necessary to cover all these skills and understanding in the one exercise, but there should be a reasonable range. The terms themselves do not necessarily have to be used in the wording of the questions.

Candidates should be encouraged to use the content and context of the sources. They should not evaluate sources solely by their type, for example, all primary sources are reliable, newspaper accounts cannot be trusted, etc. Each source should be investigated on its own unique merits. A series of comprehension questions should be avoided; candidates must be given the opportunity to evaluate sources and to use the sources to reach an overall conclusion about the issue or problem being investigated.

(b) Representations and interpretations

This objective allows candidates to reflect on the ways the past is reconstructed and presented. Questions could test candidates' understanding that:

- there is more than one way of viewing a past event;
- accounts of the past differ for different reasons;
- information from the past has been recorded in different ways and for different purposes.

To test candidates' ability to evaluate interpretations, questions could concentrate on the following ideas:

- interpretations may combine fact and fiction, imagination and points of view;
- interpretations are dependent on evidence;
- differences between interpretations can be explained by reference to their purpose and to their intended audience, to the background of the author/artist, and to the author/artist's access to sources of evidence.

Interpretations can be studied through a wide range of representations: books, fact and fiction, drama, TV and film, museum displays, guidebooks, reconstructed sites, etc. Internal assessment can give opportunities for using interpretations in a range of media.

It is important that candidates should have studied the events, people and issues which are being represented. Contextual knowledge is vital if interpretations are to be understood and evaluated. There are many types of valid exercise, for example:

- comparison of different interpretations/representations of the same event/person, including identifying similarities and differences;
- evaluation of judgements about the past, including using evidence from sources to evaluate interpretations;
- exploration of how and why different interpretations have been created, including consideration of the media of the interpretations, and the intentions/values/motives of the author/artist;
- consideration of the relationship between the interpretation and the period in which it was produced, including the influence of social or cultural factors, and of audience and purpose.

Planning the Assignment

This assignment should involve the investigation of an historical issue or problem on a local scale through the use of a collection of sources and, where available, interpretations and representations.

- 1 Look for a problem or issue that will interest candidates. You might make changes to this issue as you collect source material, but you need to have some idea to start with to give direction to your planning.
- 2 Ideally your issue should give rise to genuinely different interpretations. It may not be possible to find these on the purely local issue, but it may still be possible to relate local events to the national picture, on which interpretations would certainly be available.
- 3 The historical context of the issue, and even the issue itself, should be covered thoroughly in class.
- 4 Sources, including representations and interpretations, should be collected. Do not be intimidated by this task. It is surprising what materials can be gleaned from a surprisingly small number of books. It may be possible to locate original sources in local collections, but this is not essential.
- 5 The sources should provide conflicting evidence, and differing perspectives and viewpoints. If they do not, setting a range of different types of questions exploring the issue will not really be possible.
- 6 Look for a range of different types of material: letters, newspaper reports, photographs, memoirs, historians' accounts, etc.

- 7 The questions you ask should cover a range of source-handling skills, but do not ask these mechanically, i.e. a comprehension question, a reliability question, a utility question, etc. Ask the questions which arise naturally out of the sources themselves.
- 8 Arrange the questions and sources so that the questions take the candidates through the sources one or two at a time, before finishing with the question which addresses the overall issue and requires use of all the sources to reach a conclusion.
- 9 Try to arrange the questions and sources so that the more demanding questions come later in the exercise. All questions should be answerable by candidates at their own level, but some questions are more straightforward than others. The more demanding questions should carry the most marks.
- 10 Some questions should provide opportunities for candidates to cross-reference between the sources. Where this is done in a valid manner by candidates without being instructed to do so, the mark scheme must give appropriate credit. Other questions may specifically instruct candidates to compare different accounts.
- 11 Contextual knowledge should have a role, even if implicit, in all questions. Where the question requires candidates to use contextual knowledge from outside the sources, there should be an explicit instruction to this effect.
- 12 Make sure that your questions are not just comprehension exercises. Candidates must interpret and evaluate the material they are given.

4 STRUCTURE OF ASSIGNMENTS

Should Assignments be Structured?

This is entirely up to individual Centres and partly depends on the ability of the candidates. Both structured and completely unstructured assignments, i.e. essays, can work if used with appropriate candidates.

4.1 ASSIGNMENT 1

Able candidates will be able to tackle essays; however, even with these candidates it is advisable to give them a list of issues which should be covered in the essay. This approach gives candidates maximum freedom to take the essay in whichever direction they wish. Other candidates will respond better to the 'structured essay' approach, where the essay is broken down into, say, three parts, thus providing some guidance but also allowing for extended writing as well as enabling candidates to explore their own ideas and carry out some research. Some candidates will benefit from more structure providing a great deal of guidance, for example, five or six questions. Even here the questions must be open-ended and allow for a range of responses.

4.2 ASSIGNMENT 2

It will probably be too daunting, even for the best candidates, to provide a collection of sources and ask just one question about the issue under consideration. All candidates will benefit from a series of questions which raise important issues about the sources. However, they must be given the opportunity towards the end of the exercise to use all the sources together to reach a conclusion.

Both structured and unstructured approaches have their advantages and disadvantages.

The Structured Assignment

Advantages:

- provides close guidance for candidates as to what they are meant to be doing;
- does the analysis of a 'large problem' for them, it organises their answers;
- gives candidates a feeling of direction and security;
- is easier to mark as it will be closely linked to the mark scheme.

Disadvantages:

- can produce a series of 'closed' or undemanding questions which do not allow candidates to perform at high levels;
- can direct candidates into similar responses and discourage candidates from developing their own ideas.

The Unstructured Assignment

Advantages:

- can allow candidates to develop their own ideas and reach very high levels. Mark schemes can be adapted to allow for this individuality of response;
- allows for investigative and research work.

Disadvantages:

- can make it hard for weaker candidates to organise their answers;
- does not make it clear exactly what is required, for example, a question about why something happened may not specify that candidates must prioritise causes, even if so doing would make for a stronger answer;
- is more difficult to mark.

5 EXEMPLAR ASSIGNMENTS

5.1 INTRODUCTION

The specimen assignments which follow have been designed to provide clear and sound examples of how the assessment objectives and internal assessment requirements can be met satisfactorily. They are not prescriptive. Some Centres will wish to use them as they are, and may do so. Alternatively, for teachers who wish to devise their own coursework assignments, the tasks serve as a guide to what the specification requires.

The nature of a coursework guide dictates that the specimen assignments will be of a safe and conventional nature. This should not be seen as a prohibition on Centres using more innovative approaches. Simulation exercises, drama or creative writing could all form a part of assessed work, as long as the work is valid in relation to the objectives, is historical in nature and evidence of the contributions of individual candidates is clearly identifiable (for example, on videotape).

The format used in the exemplars does not have to be copied by teachers designing their own tasks. You may want to use more, or less, structure. You may feel there is too much source material for your candidates, or that the material is at too high (or low) a level. This is for you to judge and plan accordingly.

It should be remembered that the course should cover the historical context in which the assessed work will be set. In practice, this will mean that the coursework tasks should arise naturally out of the teaching of the Thematic Study. At the moderation stage, one candidate's folder of classwork on the coursework units will have to be submitted to provide evidence that the coursework has been the outcome of a taught course, and does not consist simply of exercises produced in isolation from their historical context.

The mark schemes provided with the tasks are exemplars of levels of response, but may well need to be amended in the light of candidates' answers. When Centres devise their own mark schemes, it is recommended that they produce a draft scheme when the tasks are originally set. However, they should be willing to make major or minor amendments to the scheme once the tasks are done by candidates, in order to accommodate the full range of valid answers given by candidates. Over time, examples of responses accepted at a particular level should be included in the mark scheme.

5.2 THE STUDY OF AN INDIVIDUAL

This approach can be used for any of the thematic studies

ASSESSMENT OBJECTIVE 1: COURSEWORK TASK FOR THE STUDY OF AN INDIVIDUAL

Guidance for Candidates

This assignment is based on the work of a selected **important historical person** who played a part in the events you have studied during your work on the Thematic Study.

You must find out about this person, and produce a report on this person's life and work.

You can:

- describe what kind of life the person had;
- write about what the person did;
- find out about the events the person was involved in.

In the second part of your report, you must explain and evaluate why this person was so important.

You could think about these questions:

- was the individual more important or influential or successful than others?
- would certain events/developments have happened without the individual?
- in what ways did the individual contribute to certain events/developments?
- how influential were the ideas/beliefs of the individual?
- which was the more important, the short-term or the long-term impact of the individual?
- how important was the individual in shaping events compared with broader, social, economic and cultural developments?

The task is divided into two parts. The two parts carry different weightings. The first part is descriptive, and the second part is concerned with assessing importance. Supplementary questions are given for each part of the task. It is not essential to answer these separately or indeed all of them; they are provided as ideas to use. Teachers may add further ideas if they wish. It is not intended to impose a rigid structure which must apply to all candidates' work – diversity of approach is acceptable, as long as the two parts of the task are addressed. Teachers may allow candidate's free choice of individuals to write about, or may guide all their candidates to work on a particular individual.

Your piece of work must be about 1 250 words long. It can have pictures and can be divided into sections.

This is an example of how this idea can be applied to the work of an individual to meet the requirements of Assessment Objective 1.

The Life and Work of Florence Nightingale

Section 1

Florence Nightingale's early life.

Florence's home background.

Florence's decision to become a nurse.

What nursing was like in the 1900s.

Florence's work in the Crimea.

Florence's work when she came back from the Crimea.

Section 2

How far did Florence Nightingale improve nursing?

How far did she improve hospitals?

How important was the work of other individuals in improving hospitals and hospital treatment compared to the work of Florence Nightingale?

How influential were her ideas and beliefs?

Which was the most important: the short-term or the long-term impact of her work?

Outline Mark Scheme

Part 1: Description

- Level 1** The work includes elements of relevant and correctly sequenced material. (1 mark)
- Level 2** The work includes elements of relevant and correctly sequenced material, organised in a coherent manner. (2-3 marks)
- Level 3** The work covers significant elements of an individual's life and times, with relevant and correctly sequenced material linked in a coherent manner. (4-6 marks)
- Level 4** The work consists of a narrative, logically sequenced, of significant parts of an individual's life and times. (7-8 marks)
- Level 5** The work consists of a clear and thorough narrative of the individual's life and times. (9-10 marks)

Part 2: Explanation and evaluation

- Level 1** Can identify changes, continuities, causes etc. relating to chosen individual. (1-3 marks)
- Level 2** Suggests reasons for and results of chosen individual's actions. (4-6 marks)
- Level 3** Suggests reasons for and results of chosen individual's actions, and reaches valid conclusions about the chosen individual. (7-9 marks)
- Level 4** Explains reasons for and results of chosen individual's actions, and reaches valid conclusions about the chosen individual. (10-12 marks)
- Level 5** Explains reasons for and results of chosen individual's actions, and supports valid judgements about chosen individual with appropriate examples. (13-15 marks)

5.3 THEMATIC STUDY A: MEDICINE, SURGERY AND HEALTH, C.1750 – C.1990

These assignments are from material provided by Fallibroome High School.

ASSESSMENT OBJECTIVE 1: THE WORK AND INFLUENCE OF JOSEPH LISTER

For this assignment, you will be studying the career of a famous surgeon called Joseph Lister. His great contribution to surgery was his discovery of **antiseptics**. This assignment will require you to consider the **significance** of Lister's work. This means that, apart from describing Lister's work as a surgeon, you will also have to consider such issues as:

- What was the state of surgery before 1865?
- Did Lister rely on the ideas of other people?
- How important did Lister's work seem at the time?
- How did Lister's work affect the long-term development of surgery?
- Did Lister make the greatest contribution to safer surgery?

The assignment is broken down into four tasks:

Task 1: Surgery before 1840.

Task 2: Developments in surgery and medical knowledge, 1840–1865.

Task 3: Lister's work with antiseptics and the immediate and long-term effects of this work.

Task 4: Conclusion: the importance of Lister in the history of surgery.

The assignment requires you to carry out your own research using a variety of materials – text books and information sheets provided by your teacher, reference books to be found in the school library and the public library, videos and IT resources, for example, Encarta. The important thing to remember is that you are required not so much to describe events but to **analyse** and **explain** events, i.e. to consider the importance and significance of Lister's work over a period of time. You need to acquire knowledge and then use this information to explain events.

You do not need to write at great length. This assignment can be completed using about 1 250 words. You may prefer to write more than this, but this does not necessarily gain you more marks.

Each task allows you to use your own knowledge and ideas based on your own research. You may include diagrams, illustrations, figures and quotations to support what you write. It is a good idea to plan your answer in rough before writing up. Remember this must be your own work, but do not hesitate to seek help from your teacher.

Task 1: Surgery before 1840

Operations in the early nineteenth century resulted in a high death rate. Explain why many patients did not survive their operation. (3 marks)

Task 2: Developments in surgery and medical knowledge, 1840-1865

Joseph Lister believed that germs caused infection. Briefly describe the contributions made by Louis Pasteur, Florence Nightingale and James Simpson to medical science and then explain which of these three people you think had the greatest influence on Lister. (5 marks)

Task 3: Lister's experiments with antiseptics

Briefly describe Lister's ideas about hospital infection and his suggestions for dealing with this problem. Did these ideas have more impact in the short term or in the long term? (7 marks)

Task 4: Conclusion

How important were Lister's experiments with antiseptics in the development of safer surgery? (10 marks)

Mark Scheme: Joseph Lister

Task 1: Surgery before 1840

- Level 1 Able to give a basic description of an amputation (instruments used, pain felt). Gives one reason why many patients did not survive (pain, infection). (1 mark)
- Level 2 Able to give a detailed description of an amputation (instruments used, speed of amputation, lack of cleanliness, absence of anaesthetics, effects on the patient). Gives more than one reason for high death rate. (2-3 marks)

Task 2: Developments in surgery and medical knowledge, 1840-1865

- Level 1 Simple description of the work of Pasteur, Nightingale and Simpson followed by unsupported choice of one influence. (1-2 marks)
- Level 2 As Level 1. Identified Pasteur as main influence with some comments on germ theory. (3 marks)
- Level 3 As Level 2. Makes observations on the link between Pasteur's germ theory and Lister's ideas about infection during operations. (4-5 marks)

Task 3: Lister's experiments with antiseptics

- Level 1 Points out that Lister linked germs in the air, on instruments etc, with the onset of infection and that Lister's ideas helped to save lives. No consideration of the short-term/long-term consequences. (1-2 marks)
- Level 2 Points out that Lister's ideas saved the lives of most of his patients (gives figures for survival rate). However, his ideas were mocked or disregarded by many at the time. (3-4 marks)
- Level 3 Points out that Lister's theories had an immediate impact when put into practice. However, students, doctors and surgeons were sceptical – gives reasons for this scepticism. Theories accepted by the time Lister died (world-wide recognition). Lister's theories form the basis of modern surgery. His ideas were more effective in the long term. (5-7 marks)

Task 4: Conclusion

- Level 1 Points out that Lister's ideas were very important – they have helped to save lives and have formed the basis of modern surgery. (1-2 marks)
- Level 2 As Level 1 and makes one other observation viz.: (3-4 marks)
- Work of others was an important influence on Lister (e.g. Pasteur)
 - There were other important developments (e.g. anaesthetics).
 - Lister was able to inspire further research (e.g. Koch's research into microbes).

ASSESSMENT OBJECTIVES 2 AND 3: WERE LONDON HOSPITALS DANGEROUS TO HEALTH?

Study the following sources carefully, and then answer the questions which follow. In answering the questions you are expected to use your knowledge of the topic to help you interpret and evaluate the sources, and to explain your answers. When you are instructed to use a source you must do so, but you may also use any other sources which are relevant.

Questions

Question 1: Study Source A.

Explain why speed was so important in amputations in the early nineteenth century. (2 marks)

Question 2: Study Source B.

Explain why there was medical opposition to Lister's introduction of carbolic acid as an antiseptic. (3 marks)

Question 3: Study Sources C and D.

Does Source C support the evidence in Source D? Explain your answer. (4 marks)

Question 4: Study Source E.

Is this interpretation useful to historians studying operations in the 1870s? Explain your answer. (6 marks)

Question 5: Study all the sources.

'By the end of the nineteenth century, hospitals were still dangerous places for the patient.'
Using all the sources and your own knowledge, how accurate is this statement? Explain your answer. (10 marks)

Sources

SOURCE A

From a book published in 1926 about early nineteenth-century operations.

At a great hospital like St Bartholomew's, there was one operating day per week, and the surgeons came into the theatre and operated in the oldest frock coats they possessed. Surgery was something like a struggle in a shambles (meat market), the patient, drugged with brandy, having to be held down by half a dozen brawny assistants whilst the operator performed his gruesome job with the greatest possible speed. Speed was the all-essential, and some of the surgeons had marvellous skill. There are records of an amputation of the thigh, being done in fourteen seconds, a thing which would now take half an hour. The surgeon in those days was an expert carpenter.

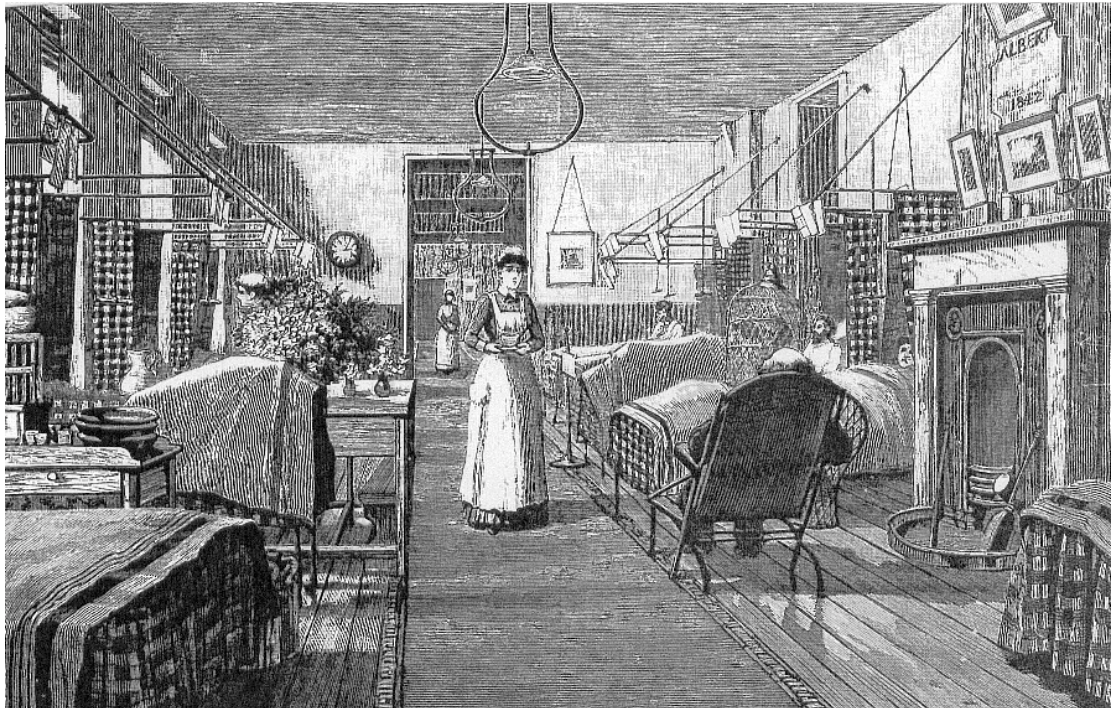
SOURCE B

From the book 'Lister as I Knew Him' by John Rudd, published in 1927.

The hostility to antiseptics was extraordinary. One of the surgeons at St Bartholomew's Hospital could always raise a laugh by telling anyone who came into the operating room to shut the door quickly lest one of Mr Lister's microbes came in. A famous London surgeon was fond of remarking that the so-called antiseptic was simply substituting one bad smell for another bad smell.

SOURCE C

Hospital ward in the London Hospital, 1888.



SOURCE D

E A Barton, University College Hospital Magazine, writing in 1944 about the hospital in the 1880s.

Close up to the left hand door in the corner you see a small wash basin about the size of a large soup plate, in which the surgeons washed their hands after – sometimes even before – operating. Alongside the basin is a row of pegs from which hang the operating coats. These were mostly old frock coats, stiff and stinking with pus and blood. On entering the theatre to operate, the surgeon would take off his coat and don his ‘operating’ coat rolling up his sleeves and turning up the collar over his white linen.

The table was covered with a blanket, over this was a large sheet of brown oilcloth coming well down over the blanket. Beneath the table may be seen a wooden box... deep filled with sawdust. This box can be kicked by the surgeon’s foot to any place where most blood is running in little gutters off the oilcloth. After the surgeon had finished for the day he would wash his hands and forearms, hang up his coat, look at his face in the tiny looking glass and go round his ward.

SOURCE E

'Operation madness', a cartoon drawn about 1870 around the time anaesthetics were coming into general use.



Mark Scheme

Question 1

- Level 1 Link with pain, e.g. 'More speed, less pain'. (1 mark)
- Level 2 Link with pain and own knowledge/Source A, e.g. Level 1 explained in terms of lack of reliable anaesthetic. (2 marks)

Question 2

- Level 1 General answer, e.g. 'Doctors distrusted it'. (1 mark)
- Level 2 Specific answer, e.g. as Level 1 plus reason from own knowledge. (2 marks)
- Level 3 Explains answer in the context of Source B, e.g. answer explained using information from the source (with background information to enhance the answer if necessary). (3 marks)

Question 3

- Level 1 No – details only or Yes both indicate 'Hygienic' conditions without support, e.g. both indicate tidiness in the hospital wards. (1 mark)
- Level 2 No, explained with reference to source dates, e.g. C 19th Century and D 18th Century with explanation. (2-3 marks)
- Level 3 As Level 2, but supported by own knowledge, e.g. explains clearly why C cannot support D by using the sources and own knowledge. (4 marks)

Question 4

- Level 1 Yes, without support or No, because of source type e.g. 'All sources are useful to the historian' **or** 'No, because it is a cartoon'. (1 mark)
- Level 2 Yes, with reference to the cartoon e.g. some interpretation of the cartoon here. (2-3 marks)
- Level 3 Evaluation of the source by cross-referencing with own knowledge, e.g. 'This source is very useful in that it indicates that surgery was becoming more adventurous because of anaesthetics and therefore many people died (through blood loss or post-operative infection)'. (4-6 marks)

Question 5

- Level 1 General answer, e.g. 'Yes, the sources seem to indicate that by the end of the 19th Century hospitals were still dangerous places for the patient'. (1 mark)

- Level 2 No, looking for improvements **or** Yes, looking for drawbacks (sources only),
e.g. ‘Wards more hygienic’ – Source C **or** ‘Patients still dying’ – Source E.
(2-3 marks)
- Level 3 No, looking for improvements **and** Yes, looking for drawbacks (sources only)
e.g. uses both Level 2 examples. (3-5 marks)
- Level 4 Yes, using sources **and** own knowledge, e.g. ‘Patients still dying and
explanation of problems with the new medical developments’. (6-7 marks)
- Level 5 Relatively no using sources **and** own knowledge, e.g. ‘By the end of the 19th
Century most of the major problems had been overcome and therefore the
dangers indicated in some of the 19th Century sources did not exist any more’.
(8-10 marks)