

**GCSE**

**History A (Schools History Project)**

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

General Certificate of Secondary Education

**Mark Scheme for June 2014**

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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.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
<b>BP</b>	<b>Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.</b>
<b>+</b>	Similarity/Agree
<b>–</b>	Difference/Disagree
<b>CONT</b>	Contextual knowledge
<b>L1</b>	Level 1
<b>L2</b>	Level 2
<b>L3</b>	Level 3
<b>L4</b>	Level 4
<b>L5</b>	Level 5
<b>NAQ</b>	Not answered question. Knowledge is wrong
<b>S</b>	Support
<b>SEEN</b>	Noted but no credit given
<b>XSS</b>	Cross-reference

Question	Answer	Mark	Guidance
1	<p><b>Study Source A.</b></p> <p><b>What can you learn from this source about the Black Death? Use the source and your knowledge to explain your answer.</b></p> <p><b>Level 1</b> <b>Answers which copy or paraphrase the source.</b></p> <p>The Black Death was killing men and beasts because evil habits go unchallenged.</p> <p><b>Level 2</b> <b>Answers which make unsupported inferences.</b> It tells us that it must have been a terrible time.</p> <p><b>Level 3</b> <b>Answers which make supported inferences.</b></p> <p>It tells us that it must have been a terrible time. The people of England were ‘drenched in tears’. People were being idle and this caused the plague to spread. It says ‘evil habits go unchallenged’ and ‘idle shepherds leave the flocks straying’.</p> <p><b>Level 4</b> <b>Level 3 plus an explanation of what you cannot learn about the Black Death from this source.</b></p> <p>It tells us that it must have been a terrible time. The people of England were ‘drenched in tears’. People were being idle and this caused the plague to spread. It says ‘evil habits go unchallenged’ and ‘idle shepherds leave the flocks straying’. However, you cannot learn much from this source about the symptoms of the Black Death or the ideas of people at the time about how to stop it spreading, other than to correct their sinful and idle ways.</p>	<p>1</p> <p>2-3</p> <p>4-6</p> <p>7</p>	<p>Use ‘I’ for inference and ‘S’ for support.</p> <p>Use the range of marks to reward the quality, rather than the quantity of inferences.</p> <p>Support MUST be in the form of a direct quote from Source A.</p> <p>NB. If candidates only discuss what you cannot learn about the Black Death from this source, award Level 2/2-3 marks.</p>

Question	Answer	Mark	Guidance
2	<p><b>Study Source B.</b></p> <p><b>How useful is this source to an historian studying the Black Death? Use the source and your knowledge to explain your answer.</b></p> <p><b>Level 1</b>  <b>Undeveloped answers based on any aspect of provenance.</b></p> <p>B is useful because it was drawn in the fourteenth century so it was from that time. <b>OR</b> it is not useful because it is just a picture.</p> <p><b>OR Answers which describe features of the source without addressing utility.</b></p> <p><b>Level 2</b>  <b>Explains why the source is useful OR not useful.</b></p> <p>It is useful because it shows us that the Black Death was still significant in the fifteenth century as this was when the monk gathered the collection together.</p> <p><b><u>OR</u></b></p> <p>It does not show any of the symptoms. It does not tell us exactly how many people died.</p> <p><b>Level 3</b>  <b>Both parts of Level 2 (Useful AND not useful).</b></p> <p>It is useful because it shows us that the Black Death was still significant in the fifteenth century as this was when the monk gathered the collection together. However, it does not show any of the symptoms. It does not tell us exactly how many people died.</p>	<p><b>1-2</b></p> <p><b>3-4</b></p> <p><b>5-6</b></p>	<p>Use '+' and '-'</p>

Question	Answer	Mark	Guidance
	<p><b>Level 4</b> <b>Judges usefulness by using cross-reference or contextual knowledge.</b></p> <p>Source B is from a medieval manuscript. It does not show us the whole picture about how people reacted throughout Britain, or during the whole period of the Black Death. It also only tells us how some people reacted to the plague. Source D proves that people also believed that the movement of the planets helped cause the plague.</p>	<b>7-8</b>	<p>Use 'XSS' and 'CONT'</p> <p>Note that cross-references and/or contextual knowledge can be used to explain the limitations of the source OR to support the information in the source.</p>

Question	Answer	Mark	Guidance
3	<p><b>Study Sources C and D.</b></p> <p><b>How similar are these two sources? Use the sources and your knowledge to explain your answer.</b></p> <p><b>Level 1</b> <b>Answers based on provenance or dates</b></p> <p>They are not similar because they were written about different times.</p> <p><b>Level 2</b> <b>Answers which see similarities OR differences and provide support from sources.</b></p> <p>I think that they differ a lot. Source D talks about the way in which the configuration of the planets caused the spread of the plague. It also describes the effects of the plague on villages and towns. It also puts the blame for the plague on 'the hand of God.' In Source C there is no mention of God. The monk seems to recognise that the disease spread so quickly because it was 'so contagious'.</p> <p>NB. If candidates describe the two sources and simply say 'so they are similar'/'so they are different', place at the bottom of Level 2.</p> <p><b>Level 3</b> <b>Answers which see similarities AND differences and provides support from sources.</b></p> <p>I think that they are similar in some ways. Source D describes the effects of the plague on villages and towns. Source C also describes effects it had on the population. However, they also differ. Source D talks about the way in which the configuration of the planets caused the spread of the plague. It also describes the effects of the plague on villages and towns. It also puts the blame for the plague on 'the hand of God.' In Source C there is no mention of God. The monk seems to recognise that the disease spread so quickly because it was 'so contagious'.</p>	<p>1</p> <p>2-4</p> <p>5-7</p>	<p>Use '+' and '-'.</p>

Question	Answer	Mark	Guidance
	<p><b>Level 4</b> <b>Level 3 plus a valid judgment about 'how similar'</b></p> <p>I think that they are similar in some ways. Source D describes the effects of the plague on villages and towns. Source C also describes effects it had on the population. However, they also differ. Source D talks about the way in which the configuration of the planets caused the spread of the plague. It also describes the effects of the plague on villages and towns. It also puts the blame for the plague on 'the hand of God.' In Source C there is no mention of God. The monk seems to recognise that the disease spread so quickly because it was 'so contagious'. However, overall, I think they are not really very similar at all. What makes them different is their explanations about what was causing the plague to spread. Source C talks about contagion, whereas Source D mentions the planets and the 'hand of God'.</p>	<b>8</b>	

Question	Answer	Mark	Guidance
4	<p><b>Study Source E.</b></p> <p><b>Are you surprised by this source? Use the source and your knowledge to explain your answer.</b></p> <p><b>Level 1</b> <b>Generalised answers/everyday empathy.</b></p> <p>Answers at this level will either express surprise/no surprise in general terms not specifically tied to the source or specific contextual knowledge.</p> <p>E.g. 'No, I'm not surprised because people would try anything'.</p> <p><b>Level 2</b> <b>Surprised or not surprised using the source only.</b></p> <p>I am surprised about the range of things people could do to avoid the plague, like watching what they ate, or changing their routines according to the weather.</p> <p><b>Level 3</b> <b>Surprised and not surprised using source only.</b></p> <p>I am surprised about the range of things people could do to avoid the plague, like watching what they ate, or changing their routines according to the weather. However, I am not surprised, because a lot of the things they tried were just common sense, like lighting a fire if they were cold.'</p> <p><b>Level 4 Surprised <u>or</u> not surprised explained either by cross-reference and/or contextual knowledge.</b></p> <p>I am not surprised about the references to corrupt humours because I know that medieval doctors were still using Hippocrates' ideas to treat</p>	<p></p> <p><b>1</b></p> <p><b>2-3</b></p> <p><b>4-5</b></p> <p><b>6-7</b></p>	<p>Use '+' and '-'</p> <p>Use 'XSS' and 'CONT'</p>

Question	Answer	Mark	Guidance
	<p>their patients at this time. I am also not surprised that he mentions the corruption of the air. King Edward III talks about the same thing in Source F.</p> <p><b>Level 5: Surprised <u>and</u> not surprised explained either by cross-reference and/or contextual knowledge.</b></p> <p>I am not surprised about the references to corrupt humours because I know that medieval doctors were still using Hippocrates' ideas to treat their patients at this time. I am also not surprised that he mentions the corruption of the air. King Edward III talks about the same thing in Source F. However, I am surprised that this doctor was giving practical advice on how to avoid the plague. Most people at the time believed there was little they could do to avoid it except to pray for forgiveness.</p>	8-9	NB Surprised and not surprised both need to be supported by CONT or XSS to reach Level 5.

Question	Answer	Mark	Guidance
5	<p><b>Study Source F.</b></p> <p><b>Why was this source published at that time? Use the source and your knowledge to explain your answer.</b></p> <p><b>Level 1</b> <b>Topic only.</b></p> <p>This source was about the filth and the plague in London. OR just describes or paraphrases the source.</p> <p><b>Level 2</b> <b>Answers based on the message of the source. (Understands what Edward was telling them)</b></p> <p>It was published to warn people that the filth was causing a stink which was corrupting the air and causing people to fall ill. He was angry that they weren't doing as they were told.</p> <p><b>Level 3</b> <b>Answers which explain the purpose of the source. (Understands that Edward wanted action)</b></p> <p>It was published because the King saw it as his duty to protect his people. He knew about the appalling conditions in the city. He also knew that one of the causes was the actions of the butchers in the city. He was putting pressure on the mayor and sheriffs to punish those butchers who continued to go against his instructions. Not only was he writing to the mayor and the sheriffs, he was trying also to show his people that he was doing something about this terrible disease.</p> <p><b>Level 4</b> <b>Answers which explain the purpose of the source in the context of London at that time.</b></p>	<p>1</p> <p>2-4</p> <p>5-7</p> <p>8</p>	<p>Use 'L1, L2, L3 and L4' in the margins of the answer where you find evidence of that level.</p> <p>NB. If the answer explores the King's motives, it must specifically explain that he saw it as his duty to protect the people to reach Level 3. See Script 7519</p>

Question	Answer	Mark	Guidance
	<p>It was published because the King saw it as his duty to protect his people. He knew about the appalling conditions in the city. He also knew that one of the causes was the actions of the butchers in the city. He was putting pressure on the mayor and sheriffs to punish those butchers who continued to go against his instructions. Not only was he writing to the mayor and the sheriffs, he was trying also to show his people that he was doing something about this terrible disease. He had lived through the previous plagues in 1349 and in the 1360s. He had also issued a set of instructions prior to this which seem to have been ignored. Now he has decided to take tough action before it is too late. He was worried that the plague might return. The Background Information refers to the other plagues in the later fourteenth century. He must have been frustrated that previous lessons had not been learned. He was probably worried in case there were as many deaths as there had been in 1349. He may also have been aware that his people were angry about the filth.</p>		<p>NB Candidates must explain the purpose of the source and not just its context. Otherwise, Level 1.</p>

Question	Answer	Mark	Guidance
6	<p><b>Study all the sources.</b></p> <p><b>‘People in the fourteenth century used religion to explain the causes of the plague.’</b></p> <p><b>How far do the sources on this paper support this view? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.</b></p> <p><b>Level 1</b>  <b>Answers which do not use sources or non-specific source use (no supporting detail, no reference to source by letter or quote)</b></p> <p>At this level candidates just write about the Black Death and either ignore or gloss over the sources.</p> <p><b>Level 2</b>  <b>Uses source(s) to support OR oppose interpretation</b></p> <p>I agree with this statement. Source D uses religious reasoning. It says, ‘The hand of God was so heavy on us that villages and towns were emptied of their inhabitants and left deserted and abandoned.’</p> <p><b>Level 3</b>  <b>Uses source(s) to support AND oppose interpretation</b></p> <p>I agree with this statement. Source D uses religious reasoning. It says, ‘The hand of God was so heavy on us that villages and towns were emptied of their inhabitants and left deserted and abandoned.’ However, not all people explained the plague in this way. Source C shows that some people had an idea that the disease was contagious and could be passed on by human contact. This monk clearly understands that whole families could be infected if they lived in close quarters. Source E also shows that people were being advised to take practical approaches to avoiding the plague. He is using old theories and is not resorting to prayer.</p>	<p><b>1-3</b></p> <p><b>4-6</b></p> <p><b>7-9</b></p>	<p>Use ‘+’ and ‘-’.  Use ‘EVAL’ for valid source evaluation.</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>To score in L2/L3 there must be source <b>use</b>, i.e. direct reference to source content (but not necessarily by quoting).</li> <li>Higher marks in L2/L3 to be awarded on the quality rather than just the quantity of sources used.</li> </ul> <p>When sources are grouped, the comment made must be valid for ALL sources in the group. Award only one ‘+’/‘-’ for the group.</p> <p>Award an additional mark for valid evaluation of sources.</p>

Question	Answer	Mark	Guidance
	Spelling, Punctuation and Grammar (SPaG) are assessed using the separate marking grid on page 22.	SPaG: 3	

## APPENDIX 1

## Spelling, punctuation and grammar (SPaG) Assessment Grid

<b><i>High performance 3 marks</i></b>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<b><i>Intermediate performance 2 marks</i></b>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<b><i>Threshold performance 1 mark</i></b>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

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