

GCSE
HISTORY
8145/2A/A

Paper 2 Section A/A Britain: Health and the people:
c1000 to the present day

Mark scheme

June 2024

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity, you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level, you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Step 3 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in question 04.

	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate 	4 marks
Intermediate performance	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate 	2–3 marks
Threshold performance	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate 	1 mark
No marks awarded	<ul style="list-style-type: none"> • The learner writes nothing • The learner’s response does not relate to the question • The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning 	0 marks

Question 04 is an extended response question. They give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

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How useful is **Source A** to an historian studying the Welfare State?

Explain your answer using **Source A** and your contextual knowledge.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target

**Analyse sources contemporary to the period (AO3a)
Evaluate sources and make substantiated judgements (AO3b)**

In analysing and evaluating sources, students will draw on their contextual knowledge to question critically the content and provenance of the source (for example, the context of the time in which the source was created, place, author’s situation, knowledge, beliefs, circumstances, access to information, purpose and audience).

Level 4:

Complex evaluation of source with sustained judgement based on content and provenance

7–8

Extends Level 3.

Students may progress from a developed evaluation of the source by sustained, balanced judgements of the source supported by factual knowledge and understanding related to the enquiry point and the broader context of the thematic study.

For example, the cartoon is useful because it shows the government’s attitude to the Beveridge Report in 1942. Churchill has turned his back on the Report in the cartoon and the country looks at him for a positive response to it because it was so popular. The Labour Party promised to follow Beveridge’s advice but the Conservative Party, led by Churchill, refused to make that promise. After the war, the Labour Party won the election easily and brought in the Welfare State with the NHS. Churchill was replaced as Prime Minister.

Level 3:

Developed evaluation of source based on content and/or provenance

5–6

Extends Level 2.

Students may progress from a simple evaluation of the source with extended reasoning supported by factual knowledge and understanding related to the enquiry point and the broader context of the thematic study. This may evaluate utility either on the basis of content and/or provenance.

For example, the source is useful because it shows that lots of people are looking at and expecting the government to pay attention to the Beveridge Report but the government has turned its back on the Report and is thinking about it. The Beveridge Report was a bestseller selling over a hundred thousand copies in its first month of publication. It dealt with the ‘Five Giants’ ruining people’s lives in Britain. If followed, Beveridge’s Report would go a long

way to deal with the 'Five Giants', and tackle poverty and disease by founding the Welfare State in Britain.

Level 2: Simple evaluation of source based on content and/or provenance 3–4

Students may progress from a basic analysis of the source by reasoning supported with factual knowledge and understanding.

For example, the source is useful because it shows that many people thought that the Beveridge Report was a good thing because it suggested ways to improve the quality of British life from 'the cradle to the grave'. It was a good way to get rid of the things like disease and squalor and want which were ruining people's lives.

Level 1: Basic analysis of source 1–2

Answers may show understanding/support for the source, but the case is made by assertion/basic inference

Students identify basic features which are valid about the source related to the enquiry point.

For example, the source is useful because it shows squalor, want, disease, ignorance, and idleness are going to be blown up by the Beveridge Report.

Students either submit no evidence or fail to address the question 0

0 2

Explain the significance of the Renaissance for medicine in Britain.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target Explain and analyse historical events and periods studied using second-order concepts (AO2:6)
 Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:2)

Level 4: Complex explanation of aspects of significance **7–8**
 Answer demonstrates specific knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation of significance by explaining the relationship between aspects of significance, for example over time, supported by factual knowledge and understanding.

For example, significance of the Renaissance for medicine in Britain was that it showed the importance of printing to spread ideas. The ideas of being critical and not accepting old ideas without evidence were important for the work of Vesalius, Paré and Harvey. They all produced books which spread their ideas and discoveries to Britain. They all opened the way for further discoveries and a scientific approach to medical progress.

Level 3: Developed explanation of aspects of significance **5–6**
 Answer demonstrates specific knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation of significance with developed reasoning considering **two or more** aspects of significance, supported by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, the Renaissance was significant because the discoveries of people like Paré in France about the treatment of amputations and wounds improved the treatment in Britain. Paré's work was admired by William Clowes, surgeon to Queen Elizabeth I and written about in his book, 'Proved Practice', 1588.

For example, the significance of the Renaissance for medicine in Britain in the sixteenth and seventeenth centuries was to base learning on a much more scientific approach to studying the human body. Vesalius's book, 'The Fabric of the Human Body' was published in 1543 and soon copied. The 'Compendiosa',

compiled by Geminus, used all of Vesalius's drawings and it became a manual for barber surgeons in London.

Level 2: Simple explanation of one aspect of significance **3–4**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of significance by simple reasoning of **one** of the identified aspects, supported by factual knowledge and understanding.

For example, in the Renaissance William Harvey discovered that the blood circulated. He dissected and studied how the heart worked in cold-blooded animals. He pumped blood the wrong way through valves in the veins and used mathematics to prove that Galen was wrong to say it was a fuel for the body.

Level 1: Basic explanation of aspect(s) of significance **1–2**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify aspect(s) of significance, which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, in the Renaissance Vesalius did careful observations and dissections and proved that Galen had dissected many animals.

Students either submit no evidence or fail to address the question **0**

0 3

Explain **two ways** in which plague in the Middle Ages and the Cholera epidemics of the 19th century were similar.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited. Responses using examples which are equally valid when applied to plague in and after the Middle Ages should be credited throughout the four levels of the mark scheme.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Complex explanation of similarities** **7–8**

Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation of similarity by the explanation of the complexities of similarities arising from the broader historical context supported by factual knowledge and understanding.

For example, both epidemics were similar because both the Black Death and Cholera had consequences for society and those in power. In the late medieval period, the landowning classes had to concede better wages to the labouring class and more freedom because their manual work was in demand. In the 19th century the aristocracy and middle classes had to improve public health for the working class through legislation.

Level 3: **Developed explanation of similarities** **5–6**

Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation of similarity with developed reasoning considering **two or more** identified similarities, supported by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, they were similar because both the Black Death and Cholera led to changes in the lives of those people who survived it. Cholera drew attention to the conditions in which many lived and in the Middle Ages the wages of labourers increased in the decades following the Black Death.

For example, they were similar because in both times and epidemics people did not know the real cause of the disease and had many theories. The Black

Death was thought to be a punishment from God or the result of Jewish poisoning. Cholera was either caused by poison in the air – miasma or contagion – spread by touch. None of these theories were correct.

Level 2: Simple explanation of one similarity **3–4**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of similarity by reasoning supported with factual knowledge and understanding which might be related to, for example, **one** of the identified similarities.

For example, no one knew what caused either epidemic. In Medieval times people thought that plague was a punishment from God, in the 19th century people thought that Cholera was in the air.

Level 1: Basic explanation of similarity/similarities **1–2**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify similarity/similarities, which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, in the Plague and the Cholera thousands of people died.

Students either submit no evidence or fail to address the question **0**

Question 04 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	4
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Has the role of the individual been the main factor in understanding the causes of disease in Britain?

Explain your answer with reference to the role of the individual and other factors.

Use a range of examples from across your study of Health and the people: c 1000 to the present day.

[16 marks]
[SPaG 4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target

Explain and analyse historical events and periods studied using second-order concepts (AO2: 8)
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)

Level 4:

Complex explanation of stated factor and other factor(s) leading to a sustained judgement
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

13–16

Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.

Extends Level 3.

Students may progress from a developed explanation of factors by analysis of the relationship between factors supported by factual knowledge and understanding.

For example, in the Middle Ages religion controlled the Universities where the physicians were taught and Christianity approved of the explanations of disease given by the Greeks and Romans. A lot of common everyday medicine for those who could not afford physicians was based upon trial and error. Many things that worked were not understood, such as Jenner's use of cowpox to prevent smallpox in 1798. The role of the individual is vital and Pasteur made the important proof that germs did not result from but caused disease. Other people, like Lister and Tindall, proved that the germs did not occur spontaneously. Other individuals, like Robert Koch, then used germ theory to explain human disease. However, all of these men were scientists using scientific methods that could be proven and repeated. In the twentieth century Science has improved our knowledge of DNA and the inherited causes of disease. So, individuals like Pasteur or Crick and Watson can be singled out

but they work within the field of science which is paid for by Governments or Business.

Level 3: Developed explanation of the stated factor and other factor(s) 9–12

Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answers may suggest that one factor has greater merit.

Students may progress from a simple explanation of factors with extended reasoning supported by factual knowledge and understanding which might be related, for example, to the identified consequences.

For example, the causes of disease were for hundreds of years explained by religion using the knowledge of ancient writers like Hippocrates and Galen. The Christian church believed in the power of prayer and explained disease as an imbalance in the 4 humours. If the humours were not balanced then disease resulted and it was the physician's job to rebalance them by, for example, bloodletting or changes to diet. Religion also recognised the work of Islamic doctors to improve the understanding of disease such as Al-Razi who distinguished between measles and smallpox for the first time.

For example, individuals like Louis Pasteur were very important in proving that germs caused disease rather than were the result of it. Pasteur did a famous experiment with a swan-necked flask to prove that germs in the air were responsible for disease. In Britain, Joseph Lister proved that Pasteur's work was right by applying germ theory to his surgical operations which he published in 1867. Men like Professor Lionel Beale, who investigated the cattle plague of 1866, helped show that germs were the cause of disease and John Tyndale brought Pasteur and Lister's work together to make it difficult to defend the spontaneous generation theory.

Level 2: Simple explanation of the stated factor or other factor(s) 5–8

Answer demonstrates specific knowledge and understanding that is relevant to the question

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Students may progress from a basic explanation of factors by reasoning supported with factual knowledge and understanding.

For example, over time different factors have been important to explain the cause of disease. In the Middle Ages, religion explained the cause of disease by repeating ancient Greek ideas that an imbalance in the humours was responsible for illness. In the early nineteenth century, governments believed that disease and illness were caused by poisons in the air. In the 20th century,

we understand the causes of disease because Science and Technology explains it and gives us chemicals to kill germs.

Level 1:	Basic explanation of one or more factors Answer demonstrates basic knowledge and understanding that is relevant to the question Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit. Students recognise and provide a basic explanation which is relevant to one or more factors. For example, students may offer a basic explanation stating that Louis Pasteur proved the Germ Theory. This theory said that germs cause disease and are not the result of disease. Students may provide a basic explanation of a different factor, such as stating that religion explained disease in the Middle Ages.	1–4
	Students either submit no evidence or fail to address the question	0

Spelling, punctuation and grammar

	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate 	4 marks
Intermediate performance	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate 	2–3 marks
Threshold performance	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate 	1 mark
No marks awarded	<ul style="list-style-type: none"> • The learner writes nothing • The learner’s response does not relate to the question • The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning 	0 marks