

Friday 18 January 2013 – Morning

GCSE HISTORY A (SCHOOLS HISTORY PROJECT)

A951/11 Study in Development with Elizabethan England Depth Study

Candidates answer on the Answer Booklet.

OCR supplied materials:

- 8 page Answer Booklet
(sent with general stationery)

Other materials required:

None

Duration: 2 hours



INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the spaces provided on the Answer Booklet. Please write clearly and in capital letters.
- Use black ink.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- There are two sections in this paper.

Section A (Study in Development)

Choose **one** of these options:

Either (a) Medicine Through Time (pages 2–6);

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

Then answer **Question 1** and **one** other question from the option you have chosen.

Section B (Depth Study)

Answer **Question 5** and **one** other question.

- Write the numbers of the questions you have answered in the box on the front of the answer booklet.
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **81**.
- You will be awarded marks for quality of written communication in the following questions:
Development Study: 2c, 3c, 4c
Depth Study: 6c, 7c.
- This document consists of **16** pages. Any blank pages are indicated.
- Questions marked with a pencil (✎) will carry 6 additional marks for spelling, punctuation and grammar.

Section A: Development Study

Choose EITHER (a) Medicine Through Time OR (b) Crime and Punishment Through Time

(a) Medicine Through Time

Some of the questions require you to use sources. In these questions you will need to use your knowledge of the topic to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you may also use any of the other sources within the question if they are relevant.

You should spend about 1 hour on this section.

Answer Question 1 and ONE other question.

- 1 Study the sources carefully and then answer the questions which follow.

SOURCE A

A drawing of an operation.

SOURCE B



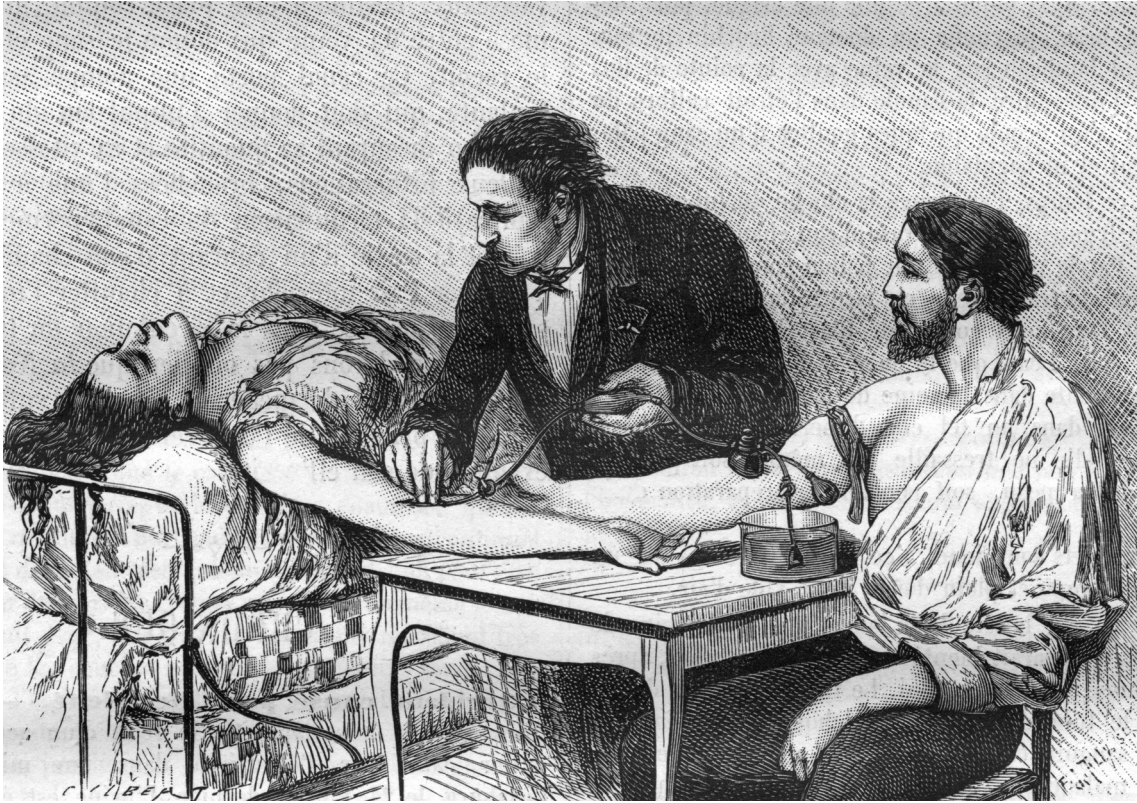
A photograph of an operation.

SOURCE C



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

SOURCE D



A drawing published in 1882.

1 (a) Study Sources A and B.

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

(b) Study Source C.

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







(c) Study Source D.

How important in the improvement of surgery was the development shown in Source D? Use the source and your knowledge to explain your answer. **[5]**

Choose ONE of the following three questions.

You must answer ALL parts of the question you choose.

Remember to explain your answer as fully as possible and support it with specific detail.

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

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

Some of the questions require you to use sources. In these questions you will need to use your knowledge of the topic to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you may also use any of the other sources within the question if they are relevant.

You should spend about 1 hour on this section.

Answer Question 1 and ONE other question.

- 1 Study the sources carefully and then answer the questions which follow.

SOURCE A

A drawing of the medieval ordeal of cold water.

SOURCE B



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

SOURCE C

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

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

SOURCE D

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

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

1 (a) Study Source A.

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

(b) Study Source B.

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

(c) Study Sources C and D.

Why do these two sources give such different impressions of women prisoners in the nineteenth century? Use the sources and your knowledge to explain your answer. [5]

Choose ONE of the following three questions.


You must answer ALL parts of the question you choose.

Remember to explain your answer as fully as possible and support it with specific detail.

2 People in the sixteenth and seventeenth centuries were worried by witches, vagrants and heretics.

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

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


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

 Spelling, punctuation and grammar [6]

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

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

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


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

 Spelling, punctuation and grammar [6]

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

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

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

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

 Spelling, punctuation and grammar [6]

Section B: Depth Study**Elizabethan England**

Some of the questions require you to use sources. In these questions you will need to use your knowledge of the topic to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you may also use any of the other sources within the question if they are relevant.

You should spend about 1 hour on this section.

Answer Question 5 and ONE other question.

- 5 Study the sources carefully and then answer the questions which follow.

SOURCE A

A Ruffler carries a weapon and says he has been a soldier in the wars, and begs for help. But his main occupation is to rob travelling men and market-women.

A Prigman carries a stick in his hand like a madman. His habit is to steal clothes off the hedge.

A Quire Bird is one that has recently come out of prison. He is a stealer of horses.

Written by John Awdeley in 1575.

SOURCE B

The gentry should be ordered to return to their estates to be ready to act against the fury of the inferior multitude if they should happen to break out in sudden outcry for lack of food and relief.

From a letter written by the Earl of Bath to the government in 1596.

SOURCE C

Houses of Correction to be erected in all counties and cities.

Convicted vagabonds to be whipped and returned to their parishes of birth.

Rogues who have been convicted before are to be sent overseas.

A summary of the main measures in An Act for the Punishment of Rogues, Vagabonds and Sturdy Beggars, 1597.

SOURCE D

Overseers of the Poor are to be nominated to employ the able poor and to give out relief in all parishes.

Overseers are to be given the power to confiscate the goods of anyone refusing to pay the poor rate.

Overseers to see that places for the disabled to live are provided on waste and common land.

A summary of the main measures in An Act for the Relief of the Poor, 1597.

5 (a) Study Source A.

In what ways is this source useful to an historian studying Elizabethan England? Use the source and your knowledge to explain your answer. **[6]**

(b) Study Source B.

Why did the Earl of Bath write this letter? Use the source and your knowledge to explain your answer. **[7]**

(c) Study Sources C and D.

Are you surprised that these two Acts of Parliament were introduced by the government at the same time as each other? Use the sources and your knowledge to explain your answer. **[7]**

Choose ONE of the following two questions.

You must answer ALL parts of the question you choose.

Remember to explain your answer as fully as possible and support it with specific detail.

- 6** Both the Earl of Essex and Mary, Queen of Scots threatened Elizabeth's throne.
- (a)** Briefly describe the events that led to Mary, Queen of Scots arriving in England in 1568. [5]
 - (b)** Explain why Elizabeth was reluctant to have Mary, Queen of Scots executed. [7]
 - (c)** Who was the greater threat to Elizabeth: the Earl of Essex or Mary, Queen of Scots? Explain your answer. [8]
- 7** England's sea-power was crucial to England during Elizabeth's reign.
- (a)** Briefly describe Drake's voyage around the world, 1577–1580. [5]
 - (b)** Explain why the Spanish Armada failed. [7]
 - (c)** 'England benefited more from its voyages of exploration than from the defeat of the Spanish Armada.' How far do you agree with this statement? Explain your answer. [8]

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