



GCSE

History A

Session: 2010
Type: Question paper
Code: J415
Unit: A952



GENERAL CERTIFICATE OF SECONDARY EDUCATION
HISTORY A (SCHOOLS HISTORY PROJECT)

Developments in British Medicine, 1200–1945

A952/21

Candidates answer on the Answer Booklet

OCR Supplied Materials:

- 8 page Answer Booklet

Other Materials Required:

None

Tuesday 15 June 2010

Afternoon

Duration: 1 hour 30 minutes



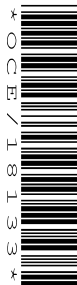
* A 9 5 2 2 1 *

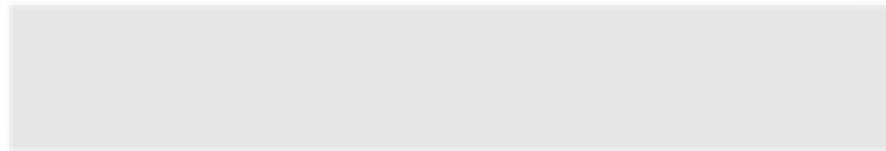
INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the answer booklet.
- Use black ink.
- Read each question carefully and make sure you know what to do before starting your answer.
- Study the Background Information and the sources carefully. You are advised to spend at least ten minutes doing this.
- Answer **all** the questions.
- 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 **50**.
- This document consists of **10** pages. Any blank pages are indicated.





Archives & Heritage

FOLD OUT THIS PAGE



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 evaluate 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.

What can we learn about quack doctors from this source? Use the source and your knowledge to explain your answer. **[6]**

2 Study Source B.

Are you surprised by what this patient said to Dr Strachan? Use the source and your knowledge to explain your answer. **[8]**

3 Study Source C.

How useful is this source as evidence about quack doctors? Use the source and your knowledge to explain your answer. **[8]**

4 Study Sources D and E.

How similar are these two sources? Use the sources and your knowledge to explain your answer. **[9]**

5 Study Source F.

Does this source prove that quack doctors were unpopular in the eighteenth century? Use the source and your knowledge to explain your answer. **[9]**

6 Study **all the sources, A to G.**

‘Quack doctors made little contribution to caring for the sick in the eighteenth and nineteenth centuries.’

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. **[10]**

Quack Doctors

What contribution did quack doctors make to caring for the sick?

Background Information

The period from the seventeenth to the nineteenth century was a successful time for quack doctors in Britain. They could be found in large towns, fairs and markets across the country selling potions and cures. They put on travelling shows, designed to entertain their audiences and, at the same time, advertise their products. They were despised by many regular doctors. People used quacks as experienced doctors had little idea of what caused diseases. In spite of their ineffectiveness, quacks survived because people who were desperately ill would try anything to save themselves.

So what contribution did quack doctors make to caring for the sick?

SOURCE A



A painting of a travelling quack doctor from around 1800.

SOURCE B

The man who came to see Dr Strachan of Clackmannan, Scotland, in 1861 was one of many poor
 Extract removed due to third party copyright restrictions

Jenny Donald [a local quack doctor] advised me to try them, and they cured my legs at once.'

From a history book published in 1971.

SOURCE C

Quack:

1. A boastful pretender to skills which he does not understand.
2. A vain boastful pretender to medicine, one who advertises his own medical abilities in public places.
3. A sly, tricking practitioner in medicine.

Definitions of the word 'quack' from a dictionary published in 1755.

SOURCE D

Quacks sell poisons and not cures. Worse still, they trick the public by keeping their ingredients secret, so people cannot even tell what dross they are swallowing. In claiming spectacular cures, quacks make a great fuss reporting the miraculous recovery of their patients, such as Lady A and Lord B; but all these stories are false. It is lucky for quacks that dead men tell no tales.

From a book written by a doctor in 1790.

SOURCE E

SEE SIRS, see here!
 A doctor rare,
 Who travels much at home!
 Here take my bills,
 I cure all ills,
 Past, present and to come;
 I soon remove
 The pains of love,
 And cure the love-sick maid;
 The hot, the cold,
 The young, the old,
 The living and the dead.
 This with a kick
 Will do your work
 And cure you o'er and o'er.
 Read, judge and try,
 And if you die
 Never believe me more.

From a song in a show in London, first performed in 1705. It was a long running show and the songs were printed and sold separately.

SOURCE F



A cartoon from 1798. A travelling medicine seller and his assistants are being pelted with stones by the audience.

SOURCE G

By 1800 people continued to use remedies bought from shops, 'patent' medicines or 'cure-Extract removed due to third party copyright restrictions

methods were no better.

From a school textbook published in 1996.



Archives &
Heritage







Archives & Heritage

**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations, is given to all schools that receive assessment material and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

GENERAL CERTIFICATE OF SECONDARY EDUCATION
HISTORY A (SCHOOLS HISTORY PROJECT)

Developments in Crime and Punishment in Britain, 1200–1945

A952/22

Candidates answer on the Answer Booklet

OCR Supplied Materials:

- 8 page Answer Booklet

Other Materials Required:

None

Tuesday 15 June 2010
Afternoon

Duration: 1 hour 30 minutes



INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the answer booklet.
- Use black ink.
- Read each question carefully and make sure you know what to do before starting your answer.
- Study the Background Information and the sources carefully. You are advised to spend at least ten minutes doing this.
- Answer **all** the questions.
- 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 **50**.
- This document consists of **10** pages. Any blank pages are indicated.



Archives & Heritage

FOLD OUT THIS PAGE



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.

What can you tell about highwaymen from this source? Use details of the source to explain your answer. [6]

2 Study Source B.

How far are you surprised by this account? Use the source and your knowledge to explain your answer. [8]

3 Study Source C.

How useful is this source as evidence about highwaymen? Use the source and your knowledge to explain your answer. [8]

4 Study Sources D and E.

How similar are these two sources as evidence about highwaymen? Use the sources and your knowledge to explain your answer. [9]

5 Study Sources F and G.

How far do you believe what the highwayman says in his confession (Source G)? Use the sources and your knowledge to explain your answer. [9]

6 Study **all the sources.**

‘Highwaymen were the “gentlemen of the road”.’

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. [10]

Developments in Crime and Punishment in Britain, 1200–1945

Were Highwaymen the ‘Gentlemen of the Road’?

Background Information

In the eighteenth century highway robbery was a common crime. There was no police force to protect travellers, and highwaymen found it easy to commit their crimes and escape without being caught. Highwaymen also had a romantic, glamorous image. Instead of being seen as violent criminals, they were known as the ‘gentlemen of the road’, treating those they robbed kindly, robbing only the rich, and even living as members of the same wealthy society as their victims.

Is it true that highwaymen were the ‘gentlemen of the road’?

SOURCE A

I have been in London for a day or two and have heard nothing but conversation about McLean, a fashionable highwayman, who has just been put on trial. He has lodgings in St James’s Street, close to White’s, and another in Chelsea. His face is as known around St James’s as any gentleman who lives in that area. He had a quarrel at Putney bowling green two months ago with an officer, whom he challenged to a duel for doubting he was a gentleman, but the captain declined until McLean produced a certificate proving his nobility, which he has just received. Lord Mountford, along with half of the members of White’s, went to the first day of the trial. Mountford’s aunt was crying all over him. ‘My dear, have you been involved with McLean?’

From a letter written in August 1750 by Horace Walpole, the famous writer, to one of his friends. White’s was a gentlemen’s club for the nobility. St James’s was one of the most fashionable areas of London.

SOURCE B

A butcher was robbed in a very brave manner by a woman mounted on a side-saddle, near Romford in Essex. She pointed her pistol at him and demanded his money. He was so amazed by her behaviour that he said he did not know what she meant. Then another highwayman rode up and told him he was a brute to deny the lady’s request, and that if he did not do as she said immediately, he would shoot him through the head. So he gave her his watch and six pounds.

An account of a robbery from a magazine published in 1735.

SOURCE C

When he was to his trial brought,
He there held up his hand,
Declaring to the ancient judge
He wasn't the worst of men.

He said the Bible I fulfilled,
Though I this life did lead,
For when the naked I beheld,
I clothed them all with speed.
The poor I fed, the rich I empty sent away.

What say you now my honoured Lord,
What harm was there in this?
I never robbed or wronged the poor,
Be pleased to favour me therefore,
And be not too severe.

From a popular song about a highwayman hanged in 1695.

SOURCE D



A painting from 1860 of a highwayman robbing a coach.

SOURCE E



A picture from a book published in 1734 of a highwayman robbing a tinker (a poor tradesman who travelled around mending metal tools for his customers).

SOURCE F

- 1 I swear to be faithful to my companions;
- 2 To be ready at all hours of day and night;
- 3 Never to desert my companions in any danger, never to run away from an equal number of enemies, but rather die courageously fighting;
- 4 To help my companions whether captured, in sickness or other distress;
- 5 Never to leave my companions' bodies behind me to fall into enemies' hands;
- 6 To confess nothing if captured, or ever to reveal information about my companions, even under punishment of death myself.

From a Highwayman's Oath, recorded in a book published in 1719. The writer of the book probably obtained the oath from a late seventeenth-century pamphlet, now lost. The oath may be genuine, though this is uncertain.

SOURCE G

As for those who talk of solemn oaths, I can assure them that we never swore an oath between us, and if we did, no oath is binding when keeping it is a greater sin than breaking it. I know that several persons have saved their lives, as I am doing, by giving information about their companions, and then went back to a life of crime. However, I wish with all my heart that our story may be a warning to other young men, by which they will find that we enjoyed none of those rewards that tempt mankind to break the law. Honesty is the best policy. We do not consider how naturally one thing leads to another until at last we swing from the end of a rope. I have this comfort in my misfortunes, that I was never involved where any murder was done.

From the confession of a highwayman, 1722.





Archives & Heritage

**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations, is given to all schools that receive assessment material and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.