

Mark Scheme (Results)

Summer 2012

GCSE History B (5HB01/1A)

Unit 1: Schools History Project

Development Study

Option 1A: Medicine & Treatment

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

### Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**  
Start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.
- **4 mark bands**  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

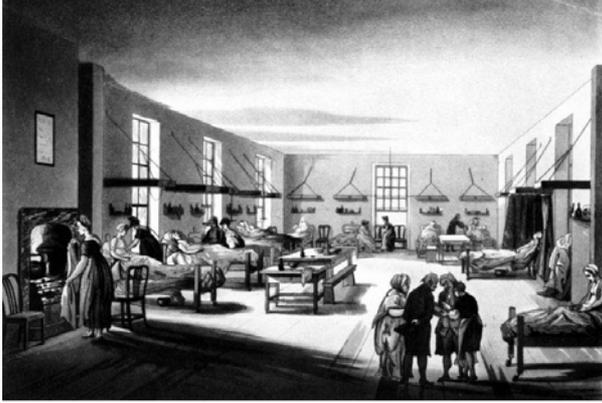
*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Unit 3: Schools History Project Development Study

### Option 1A: Medicine and treatment

Question Number	Target	
1	<p>What can you learn from Sources A and B about changes in the position of women in the medical profession? Explain your answer using these sources.</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Source A: <i>From an article published in <b>The Lancet</b>, a medical journal, in 1876</i></p> <p>Women are seeking, at great cost of time and money, to enter the medical profession. They should be happy to work as midwives and nurses, under the supervision of qualified doctors.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Source B: <i>From an article published in <b>The Guardian</b> newspaper, 2009.</i></p> <p>A report published by the Royal College of Physicians predicts that within eight years, most doctors will be women. Already 42% of GPs are women. By 2013, women will make up the majority of GPs and by 2017, hospitals will also be full of women doctors.</p> </div> </div> <p>Target: Inference of change (AO3 : 4 marks)</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple statement</b></p> <p>Student makes generalised comment about change, without support from sources or provides relevant details from the sources but does not use them to make inference about change.</p> <p><i>E.G. more women have become qualified; In A they say women should work under supervision; B says 42% of GPs are women.</i></p> <p>Award 1 mark for each relevant detail.</p>
2	3-4	<p><b>Developed statement</b></p> <p>An inference about change is made and supported, based on the use of both sources.</p> <p><i>E.G. A suggests there were very few women doctors but in B women are almost half the workforce suggesting the increasing importance of women in the medical profession; Attitudes have changed - in A there is alarm and resentment at women entering the medical profession but women are accepted in B; In A it is suggested women are more suited to certain areas of medicine but in B they seem to be equally accepted in all areas.</i></p>

Question Number		
2		<p>The boxes below show two important factors which have affected medicine. Choose <b>one</b> and explain why it was important.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p>The role of religion in care for the sick during the Middle Ages</p> </div> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p>The role of chance in the development of penicillin in the twentieth century</p> </div> </div> <p>Target: Analysis, the role of a factor (AO 1&amp; 2 : 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Generalised answer is offered with little specific detail.</b></p> <p>Answer offers a comment about the importance of a factor which could apply to either example, or offers a general comment about one factor with only limited supporting detail.</p> <p><i>E.G. it had an important effect on the way illness was treated; Religious people were involved in running the hospitals; Chance was the reason Fleming discovered penicillin.</i></p>
2	4-6	<p><b>Relevant details are offered but the link to the question is left implicit.</b></p> <p>Answer provides information about the factor linked to medicine and states its importance but does not analyse or evaluate it.</p> <p><i>E.G. describes various aspects of religion's involvement in care for the sick - monks/nuns, infirmaries, hospitals; Analyses role of religion as a factor affecting medicine but not focused on care for the sick; Describes the aspects of chance in Fleming's discovery of penicillin; Narrates the story of penicillin but does not evaluate importance of chance; Describes the role of other factors.</i></p>
3	7-9	<p><b>Analysis of the importance of the factor on medicine.</b></p> <p>Answer shows the effect of the factor on medicine and explains its importance.</p> <p><i>E.G. shows that religious care for the sick did not involve attempts to cure -the seriously ill were often turned away / hospitals sometimes had priests but no physicians; Shows that religious emphasis on charity led to what was often the only provision of care in infirmaries, hospitals etc; Shows that chance was a key factor in the initial discovery of penicillin; Shows that chance was important in the discovery but had limited importance in the development of penicillin.</i></p>

Question Number		
3		<p>How much have hospitals changed since 1800?</p> <p>The women's ward at the Middlesex Hospital, London, c1800.</p>  <p style="text-align: center;"><small>Ward at the Middlesex Hospital, London, early 19th century.</small></p> <p>Target: Analysis of change (AO 1 &amp; 2 : 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple comment is offered, supported by some knowledge.</p> <p>Student may provide generalised answer with little supporting detail, or relevant details on a very limited aspect of the question.</p> <p><i>E.G. they have become cleaner;</i> <i>Florence Nightingale improved the training of nurses.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer provides details about change/continuity in hospitals.</p> <p><i>E.G. identifies change/continuity - patients are now in specialised wards; describes work of Florence Nightingale in training nurses; visitors are regulated; there is more technology now; hospitals are funded by the NHS; care and treatment provided by nurses and visiting doctors.</i></p>
3	9-12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Answer analyses change/continuity in order to evaluate the nature or extent of change in hospitals.</p> <p><i>E.G. Discusses extent of changes in the organisation of the building and wards; the staffing and their expertise; the funding and facilities; the range and standard of treatment offered; Answer may also analyse the process of change, assessing how far the work of Florence Nightingale / the establishment of the NHS were turning points in the development of hospitals.</i> Reserve top of level for answers covering the whole period.</p>

Question Number		
4		<p>How much impact did discoveries during the Renaissance period have on medicine?</p> <ul style="list-style-type: none"> <li>• Harvey published his book about the circulation of the blood in 1628.</li> <li>• In 1673, a Dutch scientist described bacteria which he had seen under a microscope</li> <li>• Many physicians used bloodletting and purging in the sixteenth and seventeenth centuries.</li> </ul> <p>Target: Evaluation of change and continuity (AO 1&amp; 2 : 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple comment is offered, supported by some knowledge.</b></p> <p>Student may provide generalised answer with little supporting detail, or relevant details on a very limited aspect of the question.</p> <p><i>E.G. they developed better knowledge of anatomy; Treatment was still based on Galen.</i></p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer identifies change and/or continuity in medicine, or provides details about medicine during the Renaissance period.</p> <p><i>E.G. describes the work of Vesalius/ Harvey etc; Describes new developments - better understanding of anatomy; the discovery of new plants, the improvements in technology; Describes medical ideas and treatments during the Renaissance - continued importance of the 4 Humours.</i></p>
3	9-12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Answer examines the extent / nature of change and continuity during the Renaissance in order to evaluate the impact of discoveries.</p> <p><i>E.G. shows how discoveries led to changes in the understanding of the body and study of microbes but also explains that this had little effect on understanding and treatment of illness and that treatment continued to be based on Galen's ideas.</i></p>

Question Number		
5 (a)		Describe the main ideas about the cause of disease at the time of the Black Death in 1348.  Target: Recall; identification of key features (AO 1&2 : 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Answer offers very general comment or limited information.</p> <p><i>E.G. disease was caused by God being angry, unbalanced humours.</i></p>
2	4-6	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer identifies several ideas or explains one fully.</p> <p><i>E.G. lists theories - 4 Humours, miasma, religious cause, supernatural (conjunction of planets / witchcraft); Explains one theory in detail.</i></p>
3	7-9	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Answer explains fully at least two ideas as listed in Level 2.</p>

Question Number		
5 (b)		<p>'The Roman withdrawal from Britain was a turning point in medicine and public health.' Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> <li>• Roman villas in Britain usually had a good standard of hygiene.</li> <li>• During the Anglo-Saxon period, collections of herbal remedies were known as Leechbooks</li> <li>• In the Middle Ages, medical training was based on Galen's teachings.</li> </ul> <p>Target: Evaluation of change and continuity(AO 1&amp;2 : 16 marks) QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Answer offers very general comment or limited information.</p> <p><i>E.G. The standard of public health declined; Identifies continuity in the use of Galen's ideas.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><b>NB Do not credit repetition of bullet points without development.</b></p>
QWC i-ii-iii		
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer offers information about the Roman contribution to medicine and public health and/or information about medicine in the Anglo-Saxon period.</p> <p><i>E.G. describes treatment during Roman and /or Anglo-Saxon period - Theory of Opposites, herbal or folk remedies; Describes the decay of public health structures; Describes medical knowledge and training.</i></p> <p><b>Peg at 6 answers which only cover Galen's ideas</b></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Answer identifies and explains examples of change and/or continuity in order to analyse the effects of the Roman withdrawal.</p> <p><i>E.G. explains continuity in treatment based on Galen's theories was because medical training was based on Galen; Shows the collapse of some aspects of public health / medicine; Shows change in the people or institutions providing care and treatment.</i></p> <p><b>Reserve top of level for answers covering medicine and public health.</b></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</p> <p>Answer evaluates nature / extent of change and continuity in order to reach a judgement.</p> <p><i>E.G. answer will cover a range of material on both change and continuity in order to weigh the significance of the Roman withdrawal.</i></p> <p><b>Reserve top of level for answers covering both medicine and public health</b></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>

Question Number		
6 (a)		Describe the difficulties that existed in dealing with public health problems in the period c1350-c1650.  Target: Recall; identification of key features (AO 1&2: 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Simple or generalised comment is offered, supported by some knowledge.</b>  Answer offers very general comment or limited information.  <i>E.G. the water was polluted; Sewage went into the river.</i>
2	4-6	<b>Statements are developed with support from material which is mostly relevant and accurate.</b>  Answer provides information about public health problems but does not cover attempts to deal with the problems.  <i>E.G. describes how water became polluted; Describes the problems of dealing with sewage; Describes wider problems of public health such as attempt to control infectious disease; Describes difficulties in dealing with problems but answers may not be clearly focused on 1350-1650.</i>
3	7-9	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b>  Answer identifies problems in public health in the period 1350-1650 and explains the failure to deal with them.  <i>E.G. explains the problems of polluted water and the removal of sewage and shows that the few attempts to improve the water supply or to improve hygiene failed; Explains why the authorities did not address these problems - lack of funding / technology / problems of organisation/ lack of recognition of the problem.</i>  NB Context must be secure; problems of 19 <sup>th</sup> century industrial towns are not valid at this level.

Question Number		
6 (b)		<p>How effective were the actions taken by governments and local authorities to deal with the problems of epidemics in the period c1650-c1900?</p> <ul style="list-style-type: none"> <li>• 1665: The authorities in London ordered prayers to be said during a plague epidemic.</li> <li>• 1872 : Compulsory vaccination against smallpox was enforced.</li> <li>• 1875: A Public Health Act forced towns to appoint Health Inspectors.</li> </ul> <p>Target: Evaluation of effectiveness (AO 1&amp;2 : 16 marks)  <b>QWC Strands i-ii-iii</b>  Assessing QWC:  For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Answer offers very general comment or limited information.</p> <p><i>E.G. says the authorities were ineffective and many people died; describes actions taken during epidemics.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><b>NB Do not credit simple repetition of points from part (a) or repetition of bullet points without development.</b></p>
QWC i-ii-iii		
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer provides information about government action during epidemics.</p> <p><i>E.G. explains the rationale for local authority orders; Describes the attitude of laissez-faire; Describes the government role in the move towards compulsory vaccination against smallpox; Describes the terms of the Public Health Acts.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Answer analyses the effectiveness of government action showing why prayer / killing cats and dogs/ burning tar would not be successful or why compulsory vaccination / Public Health Acts were effective.</p> <p><i>E.G. explains that they did not understand the cause of disease and therefore success was often accidental - killing cats and dogs, burning rubbish, quarantining sufferers could improve hygiene but they didn't understand how it helped; Jenner's vaccination was effective but could not be used on any other disease; Shows the significance of the government role in enforcing vaccination / the Public Health Acts</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</p> <p>Answer analyses the effectiveness of government action and shows that it became more effective over time.</p> <p><i>E.G. shows that government action could not be effective except by chance until the nature of illness was understood; Shows that attitudes towards the role of government (both among the population and among authorities) needed to change before effective action could be enforced.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>

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