

Mark Scheme (Results)

Summer 2016

GCSE History B (5HB01/1A)
Unit 1: Schools History Project
Development Study

Option 1A: Medicine and public
health in Britain, c50AD to the
present day

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2016

Publications Code 5HB01_1A_1606_MS

All the material in this publication is copyright

© Pearson Education Ltd 2016

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.

Quality of Written Communication (QWC)

- 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.*

Spelling, Punctuation and Grammar (SPaG) marking guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, ie if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Question Number		
1		<p>Source A: A recipe for medicine that was sold during the sixteenth century.</p> <p><u>Ointment recipe:</u> Lard and dung Oil of Spikenard* Honey Poppy Stavesacre**</p> <p>* Spikenard= a plant ** Stavesacre= a poisonous plant</p> <p>Source B: A pharmacy in 2013.</p>  <p>What do Sources A and B show about changes in the medicines that people could buy? Explain your answer, using Sources A and B and your own knowledge.</p> <p>Target: knowledge recall and selection, analysis of change in a historical context, inference from sources (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple statement. EITHER Candidate offers general comment about changes in England, without providing support from source(s) or own knowledge of the historical context.</p> <p><i>e.g. Medicines are now tested for safety.</i></p> <p>OR Statement(s) which do not address 'change' and are based on detail from the individual source or single source with own knowledge.</p> <p><i>e.g. Source A is made from mainly natural ingredients or Source B shows a range of packaged medicines that have been mass produced.</i></p> <p>Award 1 mark for each relevant point made to maximum of 2.</p>
2	3–6	<p>Developed statement. Candidate states that change occurred in England based on an explanation of the situation in each source.</p> <p>Offers statement(s) based on detail from the source(s) and/or from own knowledge of the historical context.</p> <p><i>e.g. Source A shows that medicines were made from mainly natural ingredients but Source B shows that by the 21st century there was a wide range of medicines that have been mass produced; or explains that the apothecary might make up individual recipes to sell which often contained dangerous ingredients but modern medicine is tested /produced in standardised dosages.</i></p> <p>Maximum 4 marks if answer is based only on sources or own knowledge.</p>

3	7–8	Analysis. Candidate makes an inference about the nature or extent of change in England based on the explicit use of both sources and supported from own knowledge of the historical context. <i>e.g. Explains that medicines were often mixed individually and might contain dangerous ingredients, as in Source A, while modern medicines are chemically based, tested for safety and mass produced to be sold in a pharmacy so that customers could make their own choices as in Source B.</i>

Question Number		
2		<p>The boxes below show two people who had an influence on medicine.</p> <p>Choose one and explain the key features of their ideas.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 10px; text-align: center;">Hippocrates</div> <div style="border: 1px solid black; padding: 10px; text-align: center;">Florence Nightingale</div> </div> <p>Target: knowledge recall and selection, key features and characteristics of periods studied (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Generalised answer is offered with little specific detail. Candidate offers limited detail about the ideas or work of the individual.</p> <p><i>e.g. Hippocrates developed the idea of Four Humours; Nightingale wrote 'Notes on Nursing'.</i></p>
2	4–6	<p>Relevant details are offered with links to key features. Candidate describes the key features of the ideas of the individual.</p> <p><i>e.g. Hippocrates developed the Four Humours, clinical observation, the Hippocratic oath. Nightingale developed the ideas of hygiene, trained nurses, hospital design.</i></p>

Question Number		
3	<p>Source C: Scenes from an illustration, 1665. It shows some of the actions ordered by the Lord Mayor of London: plague searchers, the killing of cats and dogs and the burying of bodies in the Plague pits.</p>  <p>How useful is this illustration to a historian who is investigating ways of preventing the spread of disease in the seventeenth century?</p> <p>Use Source C and your own knowledge to explain your answer.</p> <p>Target: knowledge recall and selection, key features and characteristics of periods studied, evaluation of source utility (AO1/AO2/AO3).</p>	
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Judgement based on simple valid criteria. Comments are based on assumptions about usefulness because it is reliable or because of the content relevance or amount of detail.</p> <p><i>e.g. Assumes the source is useful because it is from the time and therefore reliable/the source is not useful because it is a drawing and therefore unreliable; or assumes the source is useful because the content is relevant/assumes the source is not useful because it is an imaginary scene.</i></p> <p>Allow 1 mark for each valid point based on source or on own knowledge, up to a maximum of 2 marks.</p>
2	3–6	<p>Judgement is based on the usefulness of the source because of its content or reliability. EITHER Answer focuses on the usefulness of content.</p> <p><i>e.g. It is useful because it shows us the actions ordered by the Lord Mayor to prevent the spread of the plague/the picture of the plague pits gives us an indication of the scale of problem.</i></p> <p>OR Answer sees usefulness as dependent on reliability and analyses the details and treatment of content or nature/origin/purpose in order to assess how reliable/representative/authoritative the source is.</p> <p><i>e.g. It is useful because it was produced at the time and the artist would probably have witnessed these events and had no reason to distort the details he is trying to show; it is not useful because it is a picture relating to a specific outbreak of the plague in London and therefore does not reflect a typical situation during other epidemics.</i></p> <p>Maximum 4 marks if answer is based entirely on source or on own knowledge.</p>

3	7–8	<p>Judgement is based on an evaluation of the usefulness of the source's content in the light of its provenance/reliability.</p> <p>Answer considers the value of information, taking into account its reliability or how representative/authoritative it is, making explicit what difference this makes to what the source can contribute.</p> <p><i>e.g. The drawing is useful in the way it shows several different aspects of the Lord Mayor's actions and we can make inferences from it about what they thought caused the plague but it does not tell us about the symptoms or progress of the plague or how individual people reacted to it, for example the attempt to quarantine sufferers. Its usefulness is also limited because other outbreaks of infectious diseases such as smallpox were not dealt with by the authorities in the same way.</i></p> <p>NB: No access to Level 3 for answers that do not include additional knowledge.</p>
---	-----	--

Question Number		
4		<p>Why did religion play such an important role in medicine in the Middle Ages?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Hospitals • Medical training <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of significance (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. The Church provided care for the sick; People believed the plague was sent by God and therefore whipped themselves to ask God for mercy.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate provides details of links between religion and medicine.</p> <p><i>e.g. Describes the role of the Church in caring for the sick or in controlling medical training; Describes belief that disease was sent by God and therefore prayer, fasting, pilgrimage, flagellation were used as prevention.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, e.g. ideas about treatment or prevention of illness based on the idea that it was sent by God.</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 made.</p> <p>Candidate explains the significance of the Church through an analysis of the Church's role in various aspects of medicine.</p> <p><i>e.g. Shows the importance of the Church's role in controlling education and therefore medical training and in endorsing the work of Galen and preventing dissection; Shows the importance of the Church in providing care for the sick; Shows how religious ideas affected prevention and treatment of illness.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, e.g. ideas about treatment or prevention of illness based on the idea that it was sent by God.</p>

Question Number		
5		<p>Why were there important improvements in the prevention of infectious disease during the nineteenth century?</p> <p>Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • Smallpox Vaccination • John Snow <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of causation (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. The government made smallpox vaccination compulsory; Snow investigated the outbreak of cholera near the Broad St pump.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate may provide details of Snow's work or of improved understanding and prevention of infectious diseases.</p> <p><i>e.g. Describes the development of vaccinations; describes Snow's work in plotting deaths from cholera and deductions about how the disease was spread; describes the work of Chadwick and the Public Health Acts or Bazalgette and the effects of the new sewer system.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example Pasteur's work in identifying the cause of disease or the work of Chadwick or Bazalgette.</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 made.</p> <p>Candidate explains the key reasons why there was improvement in the prevention of infectious diseases.</p> <p><i>e.g. Explains that Snow's work was important in proving the connection between infected water and cholera but it was not until Pasteur's germ theory that they understood how other infectious diseases were spread; explains the government's role in making vaccination compulsory; explains the development of vaccinations; explains the work of Chadwick or Bazalgette in putting measures into place to prevent the spread of infectious diseases.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, e.g. the work of Chadwick, Bazalgette or Pasteur.</p>

Question Number		
6		<p>'The ideas of the Romans were important in medicine and public health throughout the medieval period until c1500.' Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The work of Galen • Sewers <p>You must also include information of your own.</p> <p>Target: Knowledge recall/evaluation of change and continuity (AO1/AO2). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge. Candidate makes generalised statement about Roman or medieval medicine and public health or offers limited detail on a specific aspect.</p> <p><i>e.g. Galen's ideas continued to be important; In the Middle Ages, most sewage went into a cess pit or the river.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate. Candidate provides details about Roman medicine and public health and/or the medieval period.</p> <p><i>e.g. Describes aspects of Roman public health; Describes the ideas of Galen and Roman medicine; Describes medieval medicine and/or public health.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the public baths or medieval medicine.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		
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 made. Candidate analyses Roman and medieval medicine and public health in order to identify continuity and/or change.</p>

<p>QWC i-ii-iii</p>		<p><i>e.g. Analyses aspects of Roman and medieval medicine and public health as examples of continuity or change: the provision of clean water/Little Conduit; the building of sewers/public toilets/cess pits; public baths/medieval stewes; army hospitals/monastic infirmaries; Galen's ideas and treatment of illness/herbal remedies.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as public baths, medieval medicine.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate 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>Candidate analyses a range of aspects of Roman and medieval medicine and public health in order to evaluate the nature or extent and change and continuity.</p> <p><i>e.g. Weighs decay in the public health infrastructure against medieval action on public health and continuity in ideas about medicine.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as public baths, medieval medicine, medieval hygiene.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Candidates spell, punctuate and use the 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.
Intermediate	2	Candidates spell, punctuate and use the 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.
High	3	Candidates spell, punctuate and use the 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.

Question Number		
7		<p>'The creation of the National Health Service (NHS) in 1948 was the most important change in the treatment of illness during the twentieth century.' Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • NHS hospitals • Magic bullets <p>You must also include information of your own.</p> <p>Target: knowledge recall/analysis of key features and evaluation of factors in an historical context (AO1/AO2). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate makes generalised statement about the creation of the NHS, treatment during the twentieth century or offers limited detail on one aspect.</p> <p><i>e.g. The NHS offered treatment free to patients; Treatment of illness has improved a lot because new drugs have been developed.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate offers information about developments affecting treatment during the twentieth century.</p> <p><i>e.g. Describes the development of 'magic bullets'/penicillin etc Describes the improved opportunities for treatment through the National Insurance Act or NHS; Describes the development of treatments such as radiology, kidney dialysis, transplants etc.</i></p> <p>Peg at 6 marks answers about diagnosis or prevention, e.g. early 20th century welfare reforms, vaccination campaigns, scans, discovery of the structure of DNA etc.</p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example the development of penicillin.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		

<p style="text-align: center;">3</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">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 made. Candidate explains the importance in improving treatment of the NHS and/or other developments.</p> <p><i>e.g. Shows how the NHS offered a wide range of treatment to people who could not have previously afforded it; Shows how the development of new drugs or other treatments improved medical care.</i></p> <p>Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as the development of penicillin or radiology.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate 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 style="text-align: center;">4</p> <p style="text-align: center;">QWC i-ii-iii</p>	<p style="text-align: center;">13–16</p>	<p>A sustained analysis, supported by precisely-selected and accurate material and with sharply focused development of points made. Answer as a whole focuses well on the question. Candidate recognises the need to compare the significance of the NHS with various developments during the twentieth century in order to make a judgement.</p> <p><i>e.g. Shows that the NHS had a huge impact on treatment through the opportunities to see a GP, be referred to a specialist, receive high quality care etc without having to pay for it; Shows that the development of new drugs was key – without magic bullets, antibiotics etc the NHS would have had little impact on treatment; Shows that technology has had a major impact on treatment through the use of dialysis etc.</i></p> <p>NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as the development of penicillin or the use of technology.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Candidates spell, punctuate and use the 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.
Intermediate	2	Candidates spell, punctuate and use the 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.
High	3	Candidates spell, punctuate and use the 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.