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Examiners' Report January 2011

GCSE History 5HB01 1A

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Introduction

Candidates seemed confident with the format of the examination but many are writing too much for the four marks in question 1. It was noticeable that in the majority of cases where extra paper had been used, this had been for question 1, yet in most cases this had no effect on the mark - candidates had already scored the full four marks on the half page within the answer booklet, or they wrote long descriptive answers or included material from their own knowledge, both of which failed to lift the answer out of Level 1.

The extension study question carries half of the total marks for this paper and candidates should ensure that they leave enough time to complete a thorough answer to part (b). They should also realise that the questions on the extension studies can call on material from the core, and that part (a) and part (b) are not linked. It is highly unlikely that answers in part (a) will be able to make use of bullet points in other questions.

On the whole, candidates seemed well prepared for the range of topics covered but it was noticeable that they were less confident on some of the new elements in this specification, for example, medical training. On the other hand, candidates wanted to include details about surgery and public health in questions about understanding illness or about treatment. It might be helpful if centres reviewed the specification and ensured that candidates were clear that surgery is not part of this specification except where it is an example of treatment (usually during the twentieth century). Meanwhile, public health issues are part of the extension studies but not the core.

There were few blank or very short answers but sometimes knowledgeable candidates failed to shape their material to the focus of the question. As in all examinations, there was a tendency to produce a prepared answer - where this coincided with the question which was asked, as in question 2 or question 6(b), candidates could score highly but where there was a different focus, as in question 3 or question 6(a), some detailed and accurate answers received a low mark because they did not answer the specific question.

It should be noted that the stimulus material in questions 3 and 4 can take the form of prose, an illustration or bullet points, while the stimulus material in questions 5 and 6 will always consist of three bullet points. The intention of this material is to provide a starting point for candidates - a reminder to consider the full timescale, both sides of the issue, a range of causes or effects etc. Candidates are not obliged to use this material in their answer and the best answers will usually go beyond the bullet points and bring in some additional points; indeed, it is possible to produce a high level answer entirely from own knowledge and without reference to any of the bullet points. However, most candidates will find this stimulus material a helpful reminder of relevant points but they must have sufficient own knowledge to be able to explain the significance of the bullet point in relation to the question and to support their comments with additional detail. It is a mistake for candidates to feel they must include the bullet points even if they do not understand them. A typical example here is the bullet point about kidney dialysis machines - the intention of the bullet point was to remind candidates that technology has developed to the point that machines can carry out some of the functions of the body and extend life even when a condition cannot be cured. While many candidates obviously did not understand this bullet point, they still felt obliged to repeat it in their own words - the mark scheme does not allow any marks for such comments.

The key to moving from Level 2 to Level 3, and therefore to the higher grades, is to move away from a narrative or descriptive answer and to produce a structured answer which is focused on the question. Many candidates feel pressured to produce long answers containing everything they know about a topic - these rarely progress beyond Level 2. Time spent analysing the question to identify the focus on importance, change, continuity etc is well spent and candidates are far more likely to reach Level 3 and Level 4 if the answer has been planned so that it is structured in paragraphs. Key phrases such as 'this meant that ...', 'this was important because...' and 'the effect of this was ...' show a level of analysis that is clearly related to the question.

By its very nature, a Study in Development will focus on change and continuity. Candidates need to be confident in their chronology and to be able to work across periods. Therefore it is essential they understand terms such as Middle Ages, Renaissance, nineteenth century etc. Far too many candidates lose marks because they think dates in the 1900s are the nineteenth century. Candidates should also be able to differentiate between prevention and treatment, and to be aware of the issues covered within the term 'public health'.

Question 1

Candidates should be reminded that question 1 does not require any own knowledge; it asks them to make an inference about change which is based on two sources from different periods. The focus should be on the nature or extent of change, not simply the recognition that change happened. In this case there were many excellent answers explaining the change from appeals to the supernatural, towards reliance on scientific methods and techniques based on understanding of the true cause of disease, or the shift towards more practical or technological methods of prevention.

Repetition of source details is Level 1 at best and juxtaposing details from the two sources is not the same as explaining what has changed. Candidates also had a tendency to describe both sources before commenting on change, yet the best answers identified the change immediately and used only enough details from the sources to support that inference. It was noticeable that many concise answers scored full marks while longer ones often remained in Level 1, or even failed to score because the answer was based on own knowledge, not the sources.

- 1 What can you learn from Sources A and B about changes in the way people have tried to prevent the spread of infectious disease?

Explain your answer, using these sources.

(4)

Within in source A, I can ~~the~~ infer that people in 1348 had no real idea of what caused illness and therefore no understanding of how to prevent it. They thought that the plague was a punishment sent from God and that to prevent it you had to pray to God.

In contrast, source C shows a huge change in peoples understanding of preventing disease. They now know that it is not caused by God, but by microbes. people now also know ~~the~~ how to make vaccines to prevent illness.

(Total for Question 1 = 4 marks)



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Examiner Comments

The sentence 'They now know it is not caused by God, but by microbes' is clearly based on the two sources and makes it very clear that methods of prevention have changed as a result of improved medical understanding.



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Examiner Tip

This question does not require extended description of the sources. Short answers which start by identifying the change and then support this inference by using details from the sources, can score full marks.

Question 2

Very few candidates attempted to answer both parts of this question; Jenner seemed the slightly more popular choice but candidates seemed to be confident on each individual, although answers were sometimes descriptive or narrative and therefore remained trapped in Level 2.

The focus of the question was on the importance of the individual and generally students seemed better able to place Jenner's work in context and show its impact than to discuss the significance of Nightingale's work.

When discussing Jenner, most candidates knew the story and many could explain that Jenner's work had a direct impact on the fight against smallpox, although many mistakenly said that his technique was used by Pasteur to develop further vaccinations. The best candidates could show how Jenner's vaccination was an improvement on inoculation or that Jenner's technique was an important breakthrough but also a dead-end because the technique could not be applied to any other diseases.

Answers on Nightingale were more likely to be descriptive, often concentrating on her work in the Crimea. Even when candidates knew that she set up a nursing school and wrote 'Notes on Nursing', they could not develop this to show the impact of her work and therefore often remained in Level 2. Some seemed to think Nightingale was a doctor or confused her with Elizabeth Garrett Anderson and many did not realise that her insistence on hygiene was stimulated by her belief in miasma, and mistakenly claimed her importance was linked to a new understanding of disease based on the germ theory.

Question 3

This question was quite a popular choice and there were a small number of excellent answers here but the majority were weak and unfocused. There seemed to be limited knowledge of medical training and many candidates seemed to assume this was a question about the Renaissance. Therefore, there were a number of answers with excellent detail on Vesalius and Harvey which failed to link the comments to medical training and therefore received very low marks. Other answers wrote about medical treatment or ideas about disease and again, these comments were not relevant. Even where answers did try to focus on medical training, the answer usually moved from Vesalius straight to the nineteenth century, with little sense of anything happening in between. Candidates often could not use the last two bullet points and did not mention university training or qualifications (in many cases the bullet point about examinations being introduced in 1815 was taken to mean a physical examination of a body). Surprisingly, very few mentioned medical training being opened to women.

There are several important teaching points here. Medical training is not an optional part of the specification, it is in each of the three core periods and students need to feel confident about their knowledge. However, this question also highlighted problems in examination skills. Candidates need to analyse the question - in this case they needed to realise the question was about medical training, not the Renaissance - and they need to understand that there is no point in trying to use a bullet point if they do not understand it or cannot add some extra detail.

Indicate which question you are answering by marking a cross in the box.
If you change your mind, put a line through the box
and then indicate your new question with a cross .

Chosen Question Number: Question 3 Question 4

When people used to follow Galen's work, teaching students was very different to how they do it now. There would be one person sitting at the head chair, this would be the teacher, and then all the students would be gathered around a skeleton. The teacher would simply read from Galen's book and point out the parts of the body. This wasn't very reliable because Galen had studied the dissection of animals and not all his facts and assumptions were correct. He based his work upon the four humours, and nobody bothered to check it been and if something was wrong then it was because the bodies's humours were unbalanced. Nobody bothered to check Galen's ideas because they had been learning his ideas for many years.

Versalius was interested in anatomy and liked to draw the body, he was one of the only people to question Galen. He robbed a grave once. He got hold

of a body and saw that Galen was wrong about a lot of things, mainly, that the jaw was made up of one bone, not two like Galen had wrote.

During the Renaissance period Vesalius carried out dissections to show students that Galen was wrong. This was difficult because people didn't want to believe that Galen was made mistakes. And the church certainly wasn't happy to that Vesalius was dissecting on human bodies.

~~Vesalius~~ This did bring about a different way of learning though because they started getting the bodies of criminals and ~~st~~ dissecting them in front of ^{medical} students, this meant they could actually see what was happening and they began to believe it because they were actually seeing it with their own eyes.

In 1875, the Royal College of Surgeons introduced examinations and this gave off the impression

that they wanted trained men to be operating on people. It showed that doctors wanted to educate people before ~~just~~ just letting them become ~~&~~ surgeons. This meant that training and tests would have to be taken to make sure students actually knew about the body.

In 1884, Edinburgh University opened a medical school, containing research laboratories. This meant students could ^{actually} ~~acting~~ test ^{their} theories, and it also showed that medicine and diseases ~~was~~ meant people were looking to science to find cures.

I think the way that ~~the~~ doctors were trained has changed dramatically, from ~~a~~ reading out of a book, in a school-like atmosphere to actually testing people's knowledge.



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Examiner Comments

This answer is clearly focused on medical training. It is stronger on changes in training during the Renaissance period but it does consider changes during the nineteenth century as well.



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Examiner Tip

Candidates should make sure they identify the focus of the question and do not simply respond to the topic.

Question 4

This question was the more popular choice and it also produced a higher proportion of Level 3 answers. The question asked why and the strongest answers were structured around factors - the role of war, the government, science and technology were the most commonly identified. A number of good answers also brought in a range of additional own knowledge, most commonly using the story of penicillin, although few addressed the emphasis on 'so rapidly'.

Answers which were led by the bullet points tended to be descriptive and often focused on the work of the NHS, but candidates did not use this to explain the improvement in treatment (for example by showing how this was an advance from the Liberal reforms of the early twentieth century) and thus remained in Level 2. Many answers described improvements in medicine which were not focused on treatment, for example the discovery of the structure of DNA, and some wrote about the work of Pasteur and Koch.

Indicate which question you are answering by marking a cross in the box.
If you change your mind, put a line through the box
and then indicate your new question with a cross .

Chosen Question Number: Question 3 Question 4

The standard of medical treatment, throughout the ~~20~~ twentieth century rapidly improved, because of ^{factors} ~~things~~ such as: Behring, Ehrlich, Domagk, Alexander Fleming, better technology and an improved NHS system.

One factor that helped the standard of medical ~~to~~ treatment is that ~~to~~ a scientist called Behring discovered a naturally occurring substance in rabbit blood that helped kill bacteria, and then tested this on humans. This helped the standard of medical treatment because it meant that scientists, and therefore ~~do~~ doctors knew, that to discover something new you had to experiment.

Another factor aiding the standard of medical treatment was the discovery made by ~~that~~ Ehrlich in 1909, called Salvarsan 606. This helped the standard of medical treatment because it was a breakthrough cure for a fatal

disease called syphilis. This helped because the treatment that the doctors patients were undergoing was more practical and sophisticated during the 20th century, therefore leading onto further discoveries and breakthroughs, compared to other times such as in the 1800's where the hospitals were in a terrible condition.

Additionally, in the ¹⁹²⁸ ~~20th~~ century, the NHS was formed. This rapidly aided the standard of medical treatment because it meant that treatments that was not originally available everyone, or at a higher standard, was now available to any person for no charge. Also, the NHS had ~~at~~ over £370 million spent on it. This aided the standard of medical treatment because it means that: in the hospitals the doctors would be of higher quality with more training, and so ~~that~~ would be the nurses. This helps the standard of medical ~~training~~ training because it means that

the patients would receive it to a higher quality.

One last factor that really helped the rapid ~~the~~ improvement to medical standards in the twentieth century is the higher standard of technology available to treat the patients.

This ~~is~~ really helped the increase in ~~medical~~ medical treatment standards because the hospitals would be available to anyone, where they can receive good treatment and be confident in equipment. Such equipment includes: thermometers, stethoscopes, microscopes, and better medical machinery such as a dialysis machine. This all improves medical treatment standards. This improved the standard of this because it meant that the better trained doctors / nurses could administer better treatment using improved technology than for example in the 1800's where the doctors/nurses only had stethoscopes and thermometers to diagnose and treat the patient.

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Examiner Comments

This answer shows a good focus on improvements in medical treatment, supported by good own knowledge.

Question 5

Where candidates were clear what the term 'public health' meant, they usually scored highly in part (a) but some candidates wrote about medical treatment or ideas.

In part (b) many candidates penalised themselves by writing about continuity in public health, possibly misled by the bullet point about the army which was a hint towards the theory of miasma as the cause of disease. There were also some good discussions of continuity in treatment based on Galen's theories but this also was not relevant in this question. Other problems were that answers tended to describe ideas about the cause of disease in each period without identifying change or continuity - the flagellants were often described in detail but not linked to ideas about the cause of disease and there was little examination of change or continuity in supernatural explanations of illness. Some candidates wanted to answer a different question on whether there was progress or regress between the two periods and failed to discuss continuity.

It was pleasing to see that many candidates understood this question called for a comparison between two periods, but they could not score highly because they lacked a focus on ideas about illness, could not support their comments with accurate detail, or were confused about chronology.

(b) In both the Roman period & the middle ages, people still believed in Galen's theories of the four humours & the balancing of opposites, meaning that understanding of the causes of illnesses did not change greatly during those times. They used methods of bloodletting or purging as the main treatment, and because the church had control of training of doctors, they were not able to develop ideas past this through dissection.

Similarly, ~~be~~ one ^{sort of} idea that did not change during this period was that of bad smells in the air, or miasma. The Romans organised sewer systems to dispose of waste & told armies not to camp in swampy areas, but on the other hand many ~~of~~ of these ideas were lost in the middle ages, as people would empty chamber pots into the streets and would often burn foul-smelling material to disguise ~~the~~ & get rid of bad smells. This was mainly because public health was not so important during the middle ages, as many people had a 'laissez-faire' approach.

Also, the significance of spiritual causes of illness were largely popular. Although they worshipped different gods & had different ideas on religion (the catholic church had most influence in the middle ages), they still believed that illness was caused by god and was a curse for their sins. Romans would often carry charms and partake

((b) continued)

in prayers, while in the Middle Ages they would whip themselves or fast as if punishing themselves for the sins. This was mainly in ~~the~~ 1348 with arrival of the Black Death, which many saw as a large-scale punishment sent by God.

The ~~small~~ change in ideas about causes of illness (mainly ^{theory of the four humours} the ~~influence of Galen~~) was the influence of Galen, as he worked in Roman Britain due to the rising power of the Roman Empire ^{and} offer of better money. It was here that he presented many ideas ~~about~~ theories.

In the Middle Ages, Galen's work was rediscovered and it was the only source of evidence or explanation people had about illness.

In conclusion, ~~the~~ ideas about the cause of illness did not change very far from the Roman period to the end of the Middle Ages, mainly due to the importance of Galen's theories, ~~and~~ his methods still being mainly used and many ideas about bad air and the punishment of God still remained; it was not until later with the ~~and~~ discoveries of Vesalius that proved many theories wrong and developed a better understanding.



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Examiner Comments

This answer is clearly focused on change and continuity and the conclusion, which offers a judgement about the extent and relative importance of change and continuity, raises it to Level 4.



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Examiner Tip

Candidates should realise that when the question asks 'how much', 'how far' or 'to what extent' they need to examine both sides of the issue before they can offer a judgement.

(b) Ideas about the cause of disease got worse, from roman Britain to the middle ages.

this was due to the fact that people were extremely superstitious and religious, many people believed that god would cure many diseases, but some remedies would have actually worked, although they didn't know why. This was because they had not found out anything about germs and or disease cures. people would experiment with all sorts of remedies and treatments. One of these would cure a black eye, by simply putting a slice of peep on the eye after it had been soaked in wine from a copper chalice.

in 1348, the black death swept through Britain and

((b) continued) killed thousands of people. but some people believed that this was an act of god. these people would do extreme things in order to stop the disease. many would whip themselves in order to pay god back, but none of this worked.

one theory swaped in about the smell of london in the summer. what they didnt know was that this was all related to the conditions of the river thames. and was later known as miasma. many people would drink from the thames, but also sewage and waste was just simply thrown in the river. because of this more and more people would die & by drinking this river water.

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Examiner Comments

This answer remains in Level 2 - the answer is unbalanced, providing information about the medieval period but little on the Roman period, but it is also descriptive, with little sense of the passage of time.

Question 6

There were some excellent answers to part (a) but some students took the question as an invitation to describe living conditions in industrial towns without linking it to the spread of disease, while others responded to the example of cholera and wrote about Snow's investigation in Soho.

Part (b) produced some excellent answers, with good knowledge of the role of government in both the nineteenth and twentieth centuries and a clear explanation of the criteria being used to decide which period was more important. Where an answer remained in Level 3 rather than moving to Level 4, it was often because the answer was unbalanced, providing detail mainly about one century. Other answers had the right approach but limited knowledge - they knew the difference between the 1848 and 1875/1878 Acts in general terms but could not provide details, they could not write about the terms of any of the Liberal reforms, they only referred to the 1848 Act and the NHS, or they wrote about treatment, not public health. Some answers focused on medicine in these two centuries rather than the role of the government. Very few candidates could expand on the bullet point about vaccination (eg vaccines against polio, or MMR) or the health warning on cigarettes (eg the emphasis on healthy diet, health checks, warning about AIDS etc).

A surprising number of answers had an introduction or conclusion stating which century was more important but then the whole thrust of the essay contradicted it. Once again, time was well spent where it was used to plan an answer and produce a more focused and structured argument rather than a list of points.

(b) The government's role in improving public health was more important during the ~~most~~ 19th Century than the 20th century. This is because in the 1800s not many people knew the risk of diseases and because of this, the government was ^{the} only thing that could enforce cleanliness and improvements to public health.

Although the government's role was still important during the twentieth century, I believe it was more important during the 19th century because this was the beginning of the public health reform, and without the government's input into things such as public health Acts, this may never have happened. For instance, the first public health Act was in 1848, and in 1875 they made it ~~optional~~ compulsory. Without these Acts, among others, the improvement of public health would have been seriously delayed and it wouldn't matter how many different individuals came along, because without a government to enforce it across the country, things could take several times longer to change for the better. *

In conclusion, although the government's role in improving public health was important during the twentieth century, ~~it~~ it was more important during

((b) continued) The nineteenth century, as the 1800s, were the years when the first big changes in public health came about.

* ~~Although~~ It could be said that the ~~government~~ government did more towards improving public health in the 20th century, seeing as in 1938 the government began a vaccination campaign to prevent diphtheria and since 1971 cigarette packets have carried a government health warning, but I think this is not the same as the importance of the government's role in improving public health in the 19th century because that laid the foundations for the next century and the current (21st) century.



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Examiner Comments

This answer is typical of many which offered a good argument about the relative importance of the two centuries, making the criteria clear, but could not offer much factual support.



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Examiner Tip

Do not rely simply on the bullet points - bring in extra information to explain why they are important or, even better, bring in some additional points from your own knowledge.

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