

Mark Scheme (Results)

Summer 2013

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

Spelling, Punctuation and Grammar 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, i.e. 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.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- 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?

Unit 1: Schools History Project Development Study

Option 1A: Medicine and Treatment

Question Number		
1		<p>What can you learn from Sources A and B about changes in the way people have tried to prevent the spread of infectious diseases? 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: From a description of how people tried to prevent the spread of Black Death in the fourteenth century.</p> <p>They entered the church and closed the doors and then marched in procession whipping themselves so that the blood ran down over their ankles. Then they knelt down and stretched out in the form of a cross. When they were all standing they sang:</p> <p>Your hands above your head uplift That God the plague may from us shift.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Source B: A pamphlet published in 2011 offering advice to students about vaccinations.</p>  </div> </div> <p style="text-align: center;">Target: Inference (AO 3: 4 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statement</p> <p>Student provides relevant details from the sources or makes generalised unsupported comment about change.</p> <p>Award 1 mark for each relevant detail.</p> <p><i>E.g. things have changed to provide more scientific prevention; In A the flagellants hoped God would spare them if they punished themselves; In B vaccinations are being offered to make people immune from diseases.</i></p>
2	3-4	<p>Developed statement</p> <p>An inference about change is made and supported, based on the use of both sources.</p> <p><i>E.g. Prevention has changed from relying on supernatural intervention to scientific intervention based on a knowledge of the disease.</i></p> <p>Reserve full marks for explicit reference to both sources.</p>

Question Number		
2		<p>The boxes below show two aspects of medicine during the Middle Ages.</p> <p>Choose one and explain what role it played in care for the sick at this time.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Care in the home during the Middle Ages</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Care in hospitals during the Middle Ages</div> </div> <p>Target: Analysis of key features (AO 1 & 2 : 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Generalised answer is offered with little specific detail.</p> <p>Answer offers comment that could apply to either aspect, or offers limited detail about a specific one.</p> <p><i>Eg. They could only offer care, not treatment because people then didn't understand disease; Women used herbal remedies; Hospitals were run by monks and nuns.</i></p>
2	4-6	<p>Relevant details are offered but the link to the question is left implicit.</p> <p>Answer provides information about the care offered.</p> <p><i>Eg. Describes the role of women in offering care within the home – untrained, basic nursing, herbal remedies; folk remedies, often based on trial and error, handed down through generations; Describes the care offered in hospitals – carried out as a religious duty rather than based on medical knowledge; food and rest provided, emphasis on priest rather than doctor; bleeding and herbal remedies; few hospitals accepted cases of serious or infectious diseases but different types of hospitals were set up for lepers or the plague, which were basically isolation hospitals.</i></p>
3	7-9	<p>Analysis of importance.</p> <p>The role of this aspect of care is explained showing its extent or importance.</p> <p><i>Eg Few people could afford to visit a trained physician and therefore this was the only access to care and simple treatment; Ideas about disease and treatment were based on Galen and inaccurate ideas therefore treatment was likely to be ineffective but good care sometimes allowed the body to heal itself.</i></p>

Question Number		
3		<p>How much impact did Pasteur's development of the germ theory in 1861 have on medicine in the period 1861-c1910?</p> <ul style="list-style-type: none"> • In the mid-nineteenth century many people believed disease was spread through miasma. • In the nineteenth century families often used patent medicines and folk remedies to treat illness. • 1909: Salvarsan 606 was discovered. <p>Target: Analysis of consequences (AO 1 & 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. it completely changed people's ideas; It led to changes in prevention / treatment; Describes Pasteur's germ theory / experiments.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer provides information about change and/or continuity in medicine as a result of the germ theory.</p> <p><i>E.G. Understanding of disease improved; Spontaneous generation / miasma were discredited; It led to work by Koch and Pasteur which identified individual germs; It led to improvements in prevention (new vaccinations); It took a long time before it led to improvements in treatment such as the production of magic bullets to cure specific diseases; It had very limited immediate effect and many people continued using patent medicines or traditional home-made remedies.</i></p> <p>Peg at 6 if answer is about surgery.</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 examines the consequences of the germ theory and extent / nature of change in order to evaluate its impact.</p> <p><i>E.G. shows how the germ theory led to the identification of specific microbes and vaccinations and eventually cures for those diseases but also shows that in the short term it had little effect on treatment and even when treatment was possible, it had limited impact on the poor.</i></p> <p>Reserve top of level for answers which make a judgement based on extent of impact (change and continuity) or nature of impact on different aspects of medicine (eg understanding, prevention and treatment).</p>

Question Number		
4		<p>How much impact has the discovery of the structure of DNA by Crick and Watson in 1953 had on medicine in the period 1953 to the present day?</p> <ul style="list-style-type: none"> • Since the nineteenth century scientists have studied genetics. • In 1990 the Human Genome Project was set up. • Recent research has found that some cancer patients have a faulty gene. <p>Target: Analysis of consequences (AO 1 & 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. it was an important advance in understanding illness; Crick & Watson found that DNA was a double helix.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer provides information about the discovery of the structure of DNA and/or work on genetics.</p> <p><i>E.G. Describes the work of Crick and Watson and their use of Franklin's photograph; Describes the difficulties in understanding and treating genetic conditions; Describes the Human Genome Project and suggests that better understanding of genetic conditions is leading to improved understanding of eg cancer</i></p> <p>NB 'gene therapy' treatment is not yet available</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 examines the consequences of the discovery of the structure of DNA, showing advances made in understanding and/or the limited impact on medicine and treatment.</p> <p><i>E.G. shows how this affected research into genetic conditions and led to better understanding but this has not yet produced 'gene therapy' treatment</i></p> <p>Peg at 10 if answer does not cover both advances and limitations.</p>

Question Number		
5 (a)		Describe the key features of Hippocrates' ideas about medicine. Target: Recall; 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>Eg. He believed in the 4 Humours; He developed the idea of Clinical Observation.</i></p> <p>NB Hippocrates did not develop the Theory of Opposites – peg at L1 any answers about treatment based on this theory.</p>
2	4-6	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer provides information about Hippocrates' ideas.</p> <p><i>Eg. Hippocratic Oath; Developed Theory of 4 Humours; Developed Clinical Observation; Believed the body often healed itself when given rest and good food.</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 a range of aspects of Hippocrates' ideas.</p> <p><i>Eg. Covers several of the points mentioned at Level 2.</i></p>

Question Number		
5 (b)		<p>How different were the standards of public health in the Roman period and in 1350? Explain your answer.</p> <ul style="list-style-type: none"> • In the Roman period fresh water was piped to Lincoln. • During the Middle Ages there were public toilets in the town of Leicester. • A Sanitary Act was passed in 1347 to try to keep the streets clean. <p>Target: evaluation of similarity/difference (AO1 & 2: 16 marks) QWC Strands i-ii-iii Assessing QWC: 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 spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Answer offers very general comment or limited information about an aspect of public health in Roman / medieval period(s).</p> <p><i>Eg. Public health in the Middle Ages was much worse than in the Roman period;</i> <i>The Romans built sewers;</i> <i>The water in medieval towns was often polluted.</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>NB Do not credit repetition of bullet points without development.</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer offers information about the standard of public health in Roman and /or medieval periods.</p> <p><i>Eg. Describes Roman system of aqueducts, sewers & public baths;</i> <i>Describes problems of polluted water and open sewers in medieval towns;</i> <i>Describes attempts to improve hygiene or provide clean water during the medieval period.</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
		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 the student makes.</p> <p>Answer identifies examples of similarity and / or difference in the standard of public health.</p> <p><i>Eg. Shows similarity in attempts to provide clean water or compares Roman baths and medieval stewes; Shows difference in the arrangements for the removal of sewage or provision of clean water.</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 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 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 difference in the standard of public health.</p> <p><i>Eg. Weighs the similarities and differences in order to reach a judgement; May comment that problems of public health in the medieval period were mainly in towns rather than villages.</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>

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	Students 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	Students 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	Students 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.
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Question Number		
6 (a)		Describe the ways in which the authorities tried to improve public health in the period c1350-c1750. Target: Recall; analysis of key features (AO 1 & 2 : 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple or generalised comment is offered, supported by some knowledge. Answer offers very general comment or limited information. <i>E.G. Describes the problems of public health; They tried to clear up the rubbish; Towns passed laws about hygiene.</i> Peg at L1 simple repetition of bullet points from 5b
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Answer provides information about public health or the actions of authorities in the period c1350-c1750. <i>E.G. describes the project to bring water from the River Lee to London; Describes rules made by local authorities about the disposal of butchers' waste; Describes the actions of local authorities against infectious diseases such as the plague in 1665, e.g. Fires in the street; Describes the actions of the government to tax gin.</i> NB must go beyond repetition of bullet pts from 5b
3	7-9	The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes. Answer describes a range of ways the authorities tried to improve public health. <i>E.G. Describes the actions of local authorities and national government to improve hygiene and/or deal with issues affecting public health.</i>

Question Number		
6 (b)		<p>Who played the more important role in improving public health: Edwin Chadwick or Aneurin Bevan? Explain your answer.</p> <p>You may use the following in your answer and any other information of your own</p> <ul style="list-style-type: none"> • 1848: Chadwick was appointed as one of the three commissioners on the General Board of Health. • Many doctors opposed Bevan's creation of the NHS. • 1951: Bevan resigned as Minister of Health when prescription charges were introduced. <p>Target: Analysis of importance (AO 1 & 2 : 16 marks) QWC Strands i-ii-iii Assessing QWC: 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 spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised comment is offered, supported by some knowledge. Answer offers very general comment or limited information.</p> <p><i>E.G. Chadwick wrote a report in 1842; Bevan was important because he set up the NHS.</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. NB Do not credit repetition of bullet points without development.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate. Answer provides information about Chadwick and/or Bevan.</p> <p><i>E.G. Describes Chadwick's report on public health in 1842; Describes Chadwick's role on the Board of Health; Describes the situation in the 1940s; Describes Bevan's actions in the creation of the NHS.</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> <p>Reserve top mark for answers covering both individuals.</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 the student makes.</p> <p>Answer analyses the importance of Chadwick and/or Bevan.</p> <p><i>E.G Explains the significance of Chadwick's work in drawing attention to public health issues and the role of the Board of Health;</i> <i>Explains the limitations of Chadwick's role as he was unpopular and the government was reluctant to act until there was another outbreak of cholera; the 1848 Act was permissive not mandatory; the Board of Health was temporary and allowed to lapse.</i> <i>Explains the significance of Bevan's work in creating the NHS with treatment free at the point of access for all, and in overcoming opposition from the doctors;</i> <i>Explains the limitations of Bevan's role in that the NHS could not cope and charges had to be introduced.</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>Reserve top mark for answers covering both individuals.</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 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 role of the 2 individuals in order to reach a judgement on who was more important.</p> <p><i>E.G. Covers aspects identified in Level 3 for each individual;</i> <i>Explains criteria by which importance is being judged.</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>

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	Students 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	Students 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	Students 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.

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