

Mark Scheme (Results)

Summer 2014

Pearson Edexcel 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 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?

Question Number		
1		<p>What can you learn from Sources A and B about changes in the understanding of illness? Explain your answer using these sources.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Source A: A description of a physician, from Chaucer's <i>Canterbury Tales</i>, written in the fourteenth century.</p> <p>The physician was very skilful. He knew the cause of each illness, whether it was hot, cold, dry or moist, and which humour was unbalanced.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Source B: An illustration of Louis Pasteur working on the Germ Theory, c1861.</p>  </div> </div> <p>Target: Inference from sources (AO3)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple statement Student makes generalised comment about change, without support from source(s) or provides relevant details from the source(s) but does not use them to make inference about change.</p> <p><i>e.g. Modern ideas about ill-health are more scientific; A shows that physicians believed in the 4 Humours as a cause of illness.</i></p> <p>Award 1 mark for each relevant detail.</p>
2	3-4	<p>Developed statement An inference about change is made and supported, based on the use of sources.</p> <p><i>e.g. Whereas in the Middle Ages ideas about ill-health were based on the 4 Humours, they are now based on scientific knowledge; In the Middle Ages there was the idea that illness had a natural cause within the body but this has now developed into a more precise understanding of how microbes can cause disease.</i></p> <p>Reserve full marks for clear use of both sources to support the inference.</p>

Question Number		
2		<p>The boxes below show two important developments which affected medical training during the Renaissance period.</p> <p>Choose one 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; text-align: center;">The development of printing</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">A decline in the influence of the Church</div> </div> <p>Target: Recall; analysis of importance. (AO1/AO2)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Generalised answer is offered with little specific detail. Student offers generalised comment about importance that could apply to either example or offers limited detail about one.</p> <p><i>e.g. The development had a big effect on doctors' knowledge; The development of printing allowed new ideas and knowledge to spread quickly.</i></p>
2	4-6	<p>Relevant details are offered but the link to the question is left implicit. Student describes development and relates to medicine or medical training during the Renaissance.</p> <p><i>e.g. Describes the development/importance of printing in general terms; Describes the use made of printing by Vesalius / Harvey or other printed works such as herbals; Describes the role of the Church in medieval and/or Renaissance medicine.</i></p>
3	7-9	<p>Analysis, showing the importance of the development for medical training during the Renaissance period. Student explains how the development affected medical training during the Renaissance and assesses its importance.</p> <p><i>e.g. Explains that Vesalius' book improved knowledge of anatomy since the illustrations could be studied by doctors who could not perform dissections themselves; Explains that Harvey's work being printed allowed other doctors to repeat his experiments; Explains that the declining role of the Church made it easier to perform dissections / question Galen / search for new ideas.</i></p>

Question Number		
3		<p>Why was there so much opposition to Jenner's vaccination against smallpox?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • During the eighteenth century, many doctors were paid to inoculate people. • 1797: The Royal Society rejected Jenner's report about his theory of vaccination. • Cowpox samples sometimes became contaminated with smallpox. <p>Target: Recall; analysis of causation</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. People didn't like the idea of using an animal disease; People were afraid of the consequences.</i></p> <p>Peg at L1 answers which focus on the story of Jenner and the Vaccination.</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes opposition or explains the reason(s) why a specific group opposed vaccination.</p> <p><i>e.g. Describes the fear of unknown consequences resulting from the link to animals;</i> <i>Explains opposition from inoculators who lost business;</i> <i>Explains opposition from the Church that this was unnatural and went against God's plan;</i> <i>Explains opposition because Jenner could not explain how this worked and this approach only worked for smallpox;</i> <i>Explains that some doctors did not carry out vaccination properly and therefore it did not always work.</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>Student addresses the emphasis on 'so much opposition' and shows that opposition arose for several reasons/from a range of groups.</p> <p><i>e.g Explains opposition from at least three groups or for three reasons as listed in Level 2.</i></p>

Question Number		
4		<p>Why have science and technology been so important in improving the treatment of illness since 1900?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • 1909: Salvarsan 606 discovered. • 1958: Kidney dialysis became available at three hospitals in Britain. • 1983: A drug was developed to prevent the body from rejecting transplants. <p>Target: Recall; analysis of causation</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. Science has helped us to develop new drugs; Machines are used in treatment (include general comments about electricity and computers here).</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes examples of science and technology related to treatment.</p> <p><i>e.g. Describes the development of new drugs such as Salvarsan 606 & penicillin or the use of chemotherapy; Describes the use of radiotherapy, dialysis, pacemakers, surgery involving lasers/ endoscopes, etc or technology used in transplants (accept comments about electricity and computers if linked to specific examples).</i></p> <p>NB Peg at 6 answers about diagnosis/understanding illness/ or answers which are only about surgery, not linked to treatment. Reserve top of level for answers which cover both science and technology.</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>Student shows a range of ways in which science and technology have improved the treatment of illness.</p> <p><i>e.g Explains the importance of science/technology in the development of Salvarsan 606 as the first successful treatment for illness, or in the mass production of penicillin; Explains the importance of science / technology in developing new methods of treatment such as chemotherapy, radiotherapy, surgery. May also explain the <u>potential</u> for gene therapy as a result of scientific research.</i></p> <p>Reserve top of level for answers which cover both science and</p>

		technology.
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Question Number		
5 (a)		Describe the various types of care available for sick people in the home and in hospitals during the Middle Ages. Target: Recall; key features
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple or generalised comment is offered, supported by some knowledge. Student offers generalised comment or limited detail about care and/or treatment. <i>e.g. The women in the family treated illness; The Church often provided care for the sick.</i>
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Student describes individuals or groups who provided care and /or treatment. <i>e.g. Describes the hospital care offered by monasteries & convents; Describes the care available in almshouses, pest houses etc; Describes the role of the woman within the family to provide care/treatment; Describes the role of the physician / apothecary / barber-surgeon/house wife - physician/ wise woman/ Lady of the Manor.</i>
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. Student shows that a range of care was available. <i>e.g. Describes at least 2 types of care, including both care in the home and in hospitals.</i>

Question Number		
5 (b)		<p>How much did the role of government in public health change from the Roman period until c1350? 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"> • A Roman system in London provided fresh water to several thousands of people. • After 410AD, England became a number of rival kingdoms. • In 1345, the local authorities in London increased the fine for throwing litter in the street. <p>Target: Recall; evaluation of change and continuity. 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>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. The government passed laws; The Romans built public baths.</i></p> <p>N.B. Do not credit repetition of bullet points without development.</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>QWC i-ii-iii</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes examples of public health and/or government action during the Roman and/or medieval period.</p> <p><i>e.g. Describes public health in the Roman and/or later period; Describes the Roman government's role in organising and funding public health /the lack of action by central government /role of the local authorities in the later period; Describes the effects of war / technology / religion / breakdown of government after the Roman withdrawal on public health.</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>QWC i-ii-iii</p>

<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. Student identifies change and/or continuity in the role of the government in public health.</p> <p><i>e.g. Shows change in the nature or importance of the role of government from the organisation of tax and labour by the government in the Roman period to the Middle Ages when the role of government was more limited; Shows continuity in the way that local government during the Middle Ages often tried to maintain good standards of public health, similar to the role of government during the Roman period; Makes specific comparisons between Roman baths / medieval stews, aqueducts and the Little Conduit in London, provision of public toilets.</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. Student evaluates the extent of change in the role of government.</p> <p><i>E.g. Evaluates change and continuity in order to reach a judgement; evaluates the extent of change in the nature or importance of government role in public health.</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 governments have tried to make people's lives healthier since 1900. Target: Recall; key features
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple or generalised comment is offered, supported by some knowledge. Student offers generalised comment or limited detail about government action. <i>e.g. They have passed laws to help children grow up healthy; They have run anti-smoking campaigns.</i> Do not credit material which is before 1900.
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Student describes government action which was intended to make people's lives healthier. <i>e.g. Describes 1902 Midwives Act; 1906 School Meals; 1907 School Medical Service; 1908 Pensions; 1911 National Insurance; 1934 free school milk; Vaccination campaigns; 1956 Clean Air Act; Laws and campaigns to improve health and safety at work, food standards etc; Anti-smoking campaigns & tax on cigarettes; campaigns on AIDs, safe sex; Healthy Eating campaigns.</i>
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. Student shows that governments have used range of ways to make people's lives healthier. <i>e.g. Explains how different aspects of health have been targeted to make people healthier, (improved living standards, vaccination, access to health care); Explains how different social groups have been targeted (children, OAPs, workers); Explains different methods used, eg laws to change the situation, provision of vaccination, awareness campaigns.</i> Reserve top of level for answers covering 2 or more time periods, eg early 20 th century reforms/ NHS / campaigns in later 20 th century.

Question Number		
6 (b)		<p>How much did the role of government in public health change during the period c1350-c1850?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • In 1345, the local authorities in London increased the fine for throwing litter in the street. • In 1611, King James I gave money to Hugh Myddleton's project to bring water from the River Ware to London. • 1848: Public Health Act. <p>Target: Recall; evaluation of change and continuity. 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>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. Governments were not very interested in improving public health;</i> <i>Local authorities tried to improve hygiene.</i></p> <p>N.B. Do not credit repetition of bullet points without development.</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>QWC i-ii-iii</p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student describes examples of public health and/or government action.</p> <p><i>e.g. Describes public health in the medieval period;</i> <i>Describes the actions of local authorities to burn rubbish / penalise butchers working in towns;</i> <i>Describes the project to bring water to London;</i> <i>Describes cholera epidemic 1831 onwards and 1848 Act.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and</p> <p>QWC i-ii-iii</p>

		organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.
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<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. Student identifies change and/or continuity in the role of the government in public health.</p> <p><i>e.g. Shows change from a focus on local authorities trying to improve hygiene or laissez-faire attitude where many initiatives were funded by private individuals, (eg merchants paying for public toilets and pipes, Sir Hugh Myddleton and the River Ware project), to concern at national level and the central government beginning to take action on national basis (eg vaccinations, 1848 Act); Shows continuity in that government only tended to act in times of epidemic (Black Death / cholera) and the reluctance of government to enforce change / fund improved provision, eg 1848 Act was permissive rather than mandatory.</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. Student evaluates the nature/extent of change in the role of government in public health.</p> <p><i>E.g. Evaluates change and continuity in order to reach a judgement; evaluates the extent of change in the nature or importance of government role in public health, showing that even up to 1850 government action was sporadic and unco-ordinated or shows there was an important change in attitude from action being reactive in times of emergency to being pro-active to prevent problems.</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.

