

Mark Scheme (Standardisation)

Summer 2015

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

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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, ie 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:
 - ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - 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>What do Sources A and B show about changes in the care provided by hospitals? Explain your answer, using Sources A and B and your own knowledge.</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Source A: From a document written in 1257 when the Church set up a hospital in Norwich.</p> <p>There shall be three or four well respected women, aged around 50 years old, who shall care for the weak and sick people lying there. They shall change the sheets and other bed clothes as often as necessary, and serve obediently as far as they are able.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Source B: A photograph showing a ward in St. Thomas' Hospital, London, in 1908.</p>  </div> </div> <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. Nurses became better trained; there were more doctors available.</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. In Source B the nurses are wearing uniforms.</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. In Source A there are only 3 or 4 nurses who are aged about 50 but in Source B there are a lot of nurses and they are young women;</i> <i>In Source A the nurses are not trained but Florence Nightingale set up a training school for nurses in 1860;</i> <i>Medieval hospitals were run by the church and often did not have doctors but doctors played a major role in hospitals c1900.</i></p> <p>Maximum 4 marks if answer is based only on sources or own knowledge.</p>
3	7–8	<p>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.</p> <p><i>e.g. Explains that there was a big change in the care provided by hospitals because doctors and nurses were now responsible for medical care rather than monks and nuns. Shows the change from Source A when there were very few hospitals, mainly run by the Church with untrained 'nurses' who could only offer care, not treatment, to the situation in the 20th century in B when more hospitals had been set up and nursing had been professionalised, supported by details such as Florence Nightingale's training school for nurses in 1860.</i></p>

Question Number		
2		<p>The boxes below show aspects of medicine in two different periods.</p> <p>Choose one and describe the key features.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Public Health in Roman Britain</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Treatment of illness in Anglo-Saxon England</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 chosen aspect of medicine.</p> <p><i>e.g. The Romans built baths and sewers; The Anglo-Saxons used herbal remedies.</i></p>
2	4–6	<p>Relevant details are offered with links to key features. Candidate describes the key features of chosen aspect of medicine.</p> <p><i>e.g. The Roman authorities funded and built public health systems which included provision of clean water, removal of sewage and an emphasis on hygiene; The Anglo-Saxons used herbal remedies but would also use supernatural ideas such as prayer or charms; they did not have a system of medical training or qualification but they did record remedies in 'leechbooks' so that knowledge could be passed on.</i></p>

Question Number		
3		<p>How useful is Source C to a historian who is investigating medical knowledge during the Renaissance period?</p> <p>Use Source C and your own knowledge to explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Source C: An illustration from William Harvey's book <i>An Anatomical Account of the Motion of the Heart and Blood</i>, published in 1628. It shows an experiment to prove that blood flows around the body in one direction and cannot flow backwards.</p>  </div> <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 reliable because it is from Harvey/the Renaissance period;</i> <i>Assumes the source is useful/not useful because it is a drawing;</i> <i>States that it is not useful because it does not give us much information about their standard of medical knowledge.</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 how Harvey discovered the circulation of the blood and added to their understanding of the body...;</i> <i>It is not useful because it doesn't show us that doctors during the Renaissance didn't accept Harvey's ideas so it doesn't show us the general standard of medical knowledge.</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. The source is a drawing from Harvey's own book which was printed to inform other doctors about his discovery therefore it is a reliable indication of the standard of medical knowledge.</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. Assesses the source as a reliable account of Harvey's work since it comes from his own book and links this to other Renaissance discoveries which improved knowledge of anatomy, such as Vesalius' 'Fabric of the Human Body' but answer suggests that it is misleading to think that everyone accepted these discoveries or that improved knowledge of the body had much effect on understanding disease or treatment.</i></p> <p>NB: No access to Level 3 for answers that do not include additional knowledge.</p>

Question Number		
4		<p>Why were the ideas of Hippocrates and Galen important for hundreds of years?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Theory of the Four Humours • Theory of Opposites <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, factors relevant to continuity and change in a historical context. (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. Doctors were trained using Galen's ideas; Describes the theory of 4 Humours and/or Theory of Opposites.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes the continued use of the ideas of Hippocrates and Galen with implicit link to the question and/or states reason(s) for their continued use with limited explanation.</p> <p><i>e.g. Describes ideas about illness and treatment; Describes medical training; States that Galen wrote over 300 books or that the Church approved of Galen's ideas.</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. the role of the Church in preserving Galen's teachings as the basis of medical training.</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 shows that the ideas of Hippocrates and Galen remained influential because they formed the basis of medical training and because the true cause of disease was not understood.</p> <p><i>e.g. Explains how Hippocrates' ideas of Clinical Observation and Four Humours became the basis of medical diagnosis through the study of the patient's symptoms, urine, and 'humours'; Explains how Galen claimed to have summarised all medical knowledge in his books and that his ideas were logical and were not challenged because of the methods of training (lectures from Galen and few dissections) or because the true cause of disease was not understood; Explains how the ideas of 4 Humours and Theory of Opposites were preserved by the Church and used as the basis of medical training because Galen's ideas fitted in with the Christian ideas about the body.</i></p>

		Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, e.g. other aspects of Hippocrates' ideas; the role of the Church in preserving Galen's teachings as the basis of medical training; the logical rationale for the 4 Humours and Theory of Opposites when there was a lack of understanding about the cause of disease.
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Question Number		
5		<p>Why were infectious diseases such a problem during the years c1350-c1850?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The Black Death • Cholera epidemics <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, factors relevant to causation in a historical context (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. Infectious diseases such as the plague killed thousands; They didn't understand how disease was spread; The standard of public health in towns was poor.</i></p>
2	5–8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate describes problems of poor hygiene and public health which allowed disease to spread easily and/or states reason(s) why infectious diseases were a problem with limited supporting detail.</p> <p><i>e.g. Describes the problems resulting from increased population in towns and the accumulation of rubbish and waste which encouraged rats or the spread of cholera through infected water;</i></p> <p><i>States infectious diseases were a problem because of the inability to treat or prevent disease and describes ideas about the cause and treatment/prevention of disease;</i></p> <p><i>States infectious diseases were a problem because of the lack of action by the authorities since there was little central funding or attitudes which prevented government interference.</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 describes the limited understanding of the cause of disease which means they relied on supernatural ideas about prevention and treatment during the Middle Ages.</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 reasons why infectious diseases were such a problem.</p> <p><i>e.g. Explains how the crowded conditions and poor hygiene/polluted water in towns and cities allowed disease such as the plague, smallpox and cholera to spread rapidly;</i></p> <p><i>Explains the inability of medicine to prevent infectious disease until Jenner's vaccination, which worked only for smallpox (and treatment not effective until 20th century);</i></p>

		<p><i>Explains the resistance to the idea of government interference and to preventive measures.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, eg the lack of understanding of the cause of disease and therefore reliance on supernatural ideas or resistance to government interference - laissez-faire and the Dirty Party.</p>
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Question Number		
6		<p>'The most important factor in the prevention of illness since 1850 was a scientific understanding of the cause of disease.' Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Pasteur's germ theory • Government vaccination campaigns <p>You must also include information of your own.</p> <p>Target: knowledge recall, analysis of causation and evaluation of the role of a factor (AO1/AO2).</p> <p>Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met.</p> <p>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 prevention of illness.</p> <p><i>e.g. Once we understood what caused disease, more vaccinations could be 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 describes improved understanding of disease and/or preventive actions.</p> <p><i>e.g. Describes Pasteur's development of the germ theory and subsequent vaccinations;</i> <i>Describes government vaccination campaigns;</i> <i>Describes examples of another factor, e.g. government reforms in early 20th century, healthy lifestyle campaigns in the late 20th century.</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 government reforms and campaigns during the 20th century.</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		

		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>'Fleming's discovery of penicillin was the main reason why the treatment of illness changed so much 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"> • The work of Fleming, Florey and Chain • The National Health Service (NHS) <p>You must also include information of your own.</p> <p>Target: knowledge recall, analysis of causation and evaluation of the role of a factor (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 the discovery of penicillin or the treatment of illness.</p> <p><i>e.g. Fleming discovered penicillin but Florey and Chain developed it; Describes the treatment available in 1900/through 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 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 describes the development of penicillin, changes in the treatment of illness or states reason(s) for change with limited supporting detail.</p> <p><i>e.g. Describes the work of Fleming, Florey and Chain; Describes the development of other treatments, e.g. Salvarsan 606; Describes examples of another factor, e.g. scientific knowledge/ better technology/role of government.</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 development of Salvarsan 606 or hi-tech medical treatment.</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		

		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.