

Results Mark Scheme Summer 2007

GCSE

GCSE History (1336/3336) Paper P1

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P1: Study in Development, History of Medicine, Mark Scheme

1. (a) Study sources A, B and C.

What can you learn from these sources about people's changing understanding of the causes of ill-health? Explain your answer using these sources.

(5)

Target: Inference from sources & understanding of context (AO2 3);
Understanding key features (AO 1 2).

Level 1 Simple statement, e.g. *generalised comment : people used to be superstitious; or describes sources.*

(1-2)

Level 2 Developed statement supported by use of source(s) to show change, eg *people stopped believing in superstitious ideas.*

(3-4)

Level 3 Analyses changes showing new ideas are a result of greater understanding, e.g. *explicit use of sources to show shift from superstitious ideas to scientific explanation.*

(5)

(b) Use your own knowledge.

*What role did Edwin Chadwick play in bringing about changes in public health?
Explain your answer.*

(8)

Target: analysis of the significance of an individual. (AO1 8)

Level 1 Simple statement, *eg he published a report on the living conditions of the poor; wanted reforms.*

(1-3)

Level 2 Developed statement supported by relevant information *e.g. a description of Chadwick's work or recommendations; identifies role in pressurising government.*

(4-6)

Peg at 5 any answers which discuss public health generally with little specific reference to Chadwick.

Level 3 Analysis supported by appropriately selected information; *eg detailed account of Chadwick's work showing its significance; recognises that opposition prevented the implementation of many ideas and therefore the impact of his work was limited; explores his work in context of other developments.*

(7 - 8)

(c) Study sources D and E.

Why have developments in science and technology been so important in improving the understanding and treatment of illness since 1900?

Use your own knowledge and the sources to explain your answer.

(12)

Target: Recall, analysis & evaluation of change; (AO1 8);
Inference from sources (AO2 4).

Level 1 Simple statement supported from source or own knowledge, *eg scientific knowledge or tests help us understand the cause of illness; science helps us to treat illness through drugs.*

(1-3)

Level 2 Developed statement supported by relevant information, *eg description of advances in scientific knowledge such as antibiotics or chemotherapy; description of equipment used such as CAT scans, or techniques such as keyhole surgery.*

(4 - 7)

Level 3 Developed analysis, supported by appropriate information using source(s) and own knowledge, *eg shows how advances in knowledge/equipment led to improved understanding and treatment.*

(8-12)

Peg at bottom of level if answer does not use sources, or if answer is focused on surgery, rather than general treatment of illness.

EXTENSION UNIT 1: Medicine from the Ancient World onwards

2. *How far were developments in medicine in Ancient Rome a good example of progress?*

Explain your answer.

You could include the following in your answer and any other information of your own.

- *In 295 BC a temple dedicated to Asclepius was built in Rome*
- *Every army legion had its own surgeon*
- *The Romans built public baths in many towns in their Empire*

Note - do not credit simple copying of stimulus material without elaboration.

Target: Recall, analysis & evaluation of Roman achievements in public health.

(AO1 15)

Level 1 Simple statement supported by some knowledge; describes relevant example,

eg use of aqueducts to provide clean water.

Spells, punctuates & uses rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-4)

Level 2 Developed statement supported by relevant knowledge; *eg detailed description of water and sewage system, public baths etc.*

Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(5-8)

Level 3 Analysis supported by appropriately selected knowledge showing the significance of Roman public health, *eg explains the link between clean water / sewage system and improved public health and / or discusses limitations of system, eg based on practical issues rather than knowledge.*

Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility

(9-12)

Level 4 Sustained analysis, evaluating both advances and limitations of Roman public health in order to make a judgement on the issue of progress, *eg their contribution was significant yet only for a limited timespan - public baths etc available to practically the whole population in towns yet system fell into disrepair after the Romans withdrew; since the link between hygiene and health was not fully understood, Roman practices were not continued by the Saxons etc.*

Punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly & with precision.

(13-15)

EXTENSION UNIT 2: Hospitals and training, c.1350 to the present day

3. *Why did scientific discoveries during the period 1450 - 1650 have only a limited effect on medical training? Explain your answer. You could include the following in your answer and any other information of your own.*

- *Medical training was based on the Theory of the Four Humours*
- *William Harvey announced his theory that the heart pumped blood around the body in 1616*
- *The microscope was developed during the seventeenth century*

Note - do not credit simple copying of stimulus material without elaboration.

Target: Recall, understanding of key features; analysis of continuity

(A01 15)

Level 1 Simple statement supported by some knowledge; *eg many people still clung to the ideas of Galen.*

Spells, punctuates & uses rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-4)

Level 2 Developed statement supported by relevant knowledge, *eg describes discoveries during the Renaissance.*

Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility

(5-8)

Level 3 Analysis of changes in relation to medical training, supported by appropriately selected knowledge; *eg explains how the discoveries affected training; explains role of universities in medical qualifications; explains why the effect of discoveries on training was limited.*

Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility

(9-12)

Level 4 Sustained analysis of the impact of the discoveries, as for Level 3 but over a range of features *eg the training system even at university was based on Galen's work and even the discovery of microbes did not discredit his ideas while the new knowledge of anatomy had no obvious application in the treatment of illness so there was no recognised need to change the training of doctors.*

Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly & with precision.

(13-15)

EXTENSION UNIT 3: Changes in surgery.

4. *Why have attitudes towards surgery and surgeons changed so much since 1850? Explain your answer.*

(Total: 15 marks)

You could include the following in your answer and any other information of your own.

- Barbers often acted as surgeons until the nineteenth century
- In 1847 J. R. Liston used ether when amputating a leg
- Dr Christian Barnard performed the first heart transplant operation in 1967

Note - do not credit simple copying of stimulus material without elaboration.

Target: Recall, understanding of key features; analysis of change & consequence
(AO1 15)

Level 1 Simple statement supported by some knowledge; *eg surgery was seen as a last resort; surgeons now are highly skilled and save people's lives.*
Spells, punctuates & uses rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
(1-4)

Level 2 Developed statement supported by relevant knowledge; *eg describes the problems of pre-20th century operations or describes successes of 20th century operations.*
Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
(5-8)

Level 3 Analysis of changes in surgery supported by appropriately selected knowledge; *eg shows how developments in surgery led to higher success rate/more complicated operations;*
Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.
(9-12)

Level 4 Sustained analysis of changing attitudes towards surgery supported by precisely selected knowledge to explain both low status pre 20th century and high status now, *eg shows how the problems of pre-20th century surgery/lack of training led to low status and increased scientific knowledge and technological equipment has increased success of operations/ specialist training has raised status of surgeons.*
Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly & with precision
(13-15)

Question	AO 1	AO 2	Total
1a Level 1	1	1	2
Level 2	1	1	2
Level 3		1	1
1b Level 1	3		3
Level 2	3		3
Level 3	2		2
1c Level 1	1	2	3
Level 2	2	2	4
Level 3	5		5
2, 3, 4 Level 1	4		4
Level 2	4		4
Level 3	4		4
Level 4	3		3
Total	33	7	40

Level 1 0 - 12 marks
 Level 2 13 - 25 marks
 Level 3 26 - 37 marks
 Level 4 38 - 40 marks