

# Mark Scheme (Results)

## Summer 2010

GCSE

### GCSE History (1336 P1)

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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.

Question Number		Study sources A, B and C. What can you learn from these sources about changes in the way illness was treated? Explain your answer using these sources.  Target
1 (a)		Inference from sources & understanding of context (AO2 5)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement, generalised comment or selects detail from source.  <i>e.g. treatment has become more scientific; they used to base treatment on the 4 Humours; nowadays we use pills to treat many illnesses.</i>
2	3-4	Developed statement, making inference(s) about the way illness was treated and supported from the source(s)  <i>e.g. source A shows someone being bled which was a treatment based on the 4 Humours; Source B shows an attempt to provide medicine based on herbs and plants; C shows treatment based on scientific ideas.</i>
3	5	Analysis showing how treatment changed over time, based on inference(s) from at least 2 sources.  <i>e.g. The treatment in Source A is based on the 4 Humours whereas C shows treatment based on a scientific understanding of illness; B and C both show a remedy but B is based on trial and error / knowledge of plants whereas C is based on a scientific understanding and the use of antibiotics; B shows that anyone could try to treat disease but C shows medicine is now prescribed by a doctor.</i>

Question Number		Use your own knowledge. Why did doctors continue to use blood letting as a treatment for illness until the nineteenth century? Explain your answer.  Target
1 (b)		Recall, analysis of change and continuity (AO1 8);
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement.  <i>e.g. they believed in the Theory of Four Humours; they did not understand how diseases were spread</i>
2	3-5	Developed statement about continuity.  <i>e.g. Describes medical training based on Galen's ideas.</i>  <i>OR</i>  <i>Describes how Pasteur's Germ Theory changed treatment.</i>
3	6-8	Analysis recognising both reasons for continuity <u>and</u> factors inhibiting progress.  <i>e.g. Training of doctors remained based on Galen's ideas until Pasteur's germ theory was accepted..</i>

Question Number		Study Sources D and E. How important for healthcare was the introduction of the NHS in 1948? Use Sources D and E and your own knowledge to explain your answer.  Target
1 (c)		(AO1 recall, analysis, 10; AO2 inference from sources 2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement, generalised comment or offers detail about success.  <i>e.g. NHS offered free health care; healthcare for all..</i>
2	5-8	Developed statement.  <i>e.g. Describes the range of health care available as a result of the NHS - vaccination programme, hospital care, access to dentists, doctors &amp; opticians etc.</i>
3	9-12	Shows the importance of the introduction of the NHS in 1948.  <i>e.g. Demonstrates the importance of the changes to health care brought about by the introduction of the NHS: accessing health care, preventative medicine, range of treatments.</i>  NB Peg at 10 for no use of sources.

Question Number	<p>How important was the work of Hippocrates in the development of medicine? Explain your answer.</p> <p>You could include the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• Hippocrates introduced Clinical Observation.</li> <li>• Hippocrates' teachings were written down in the Hippocratic Collection.</li> <li>• Many people would go to an Asclepion to be treated for illness.</li> </ul> <p>Target</p>	
2	<p>Recall, role of the individual. (AO1 15)</p> <p>N.B. Do not credit simple copying of stimulus material without elaboration.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement supported by some knowledge.</p> <p><i>e.g. Describes Hippocrates.</i></p> <p>Spells, punctuates &amp; uses rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.</p>
2	5-8	<p>Developed statement supported by relevant knowledge.</p> <p><i>e.g. Describes Hippocrates work - Clinical Observation, Four Humours, Hippocratic Collection, Hippocratic Oath.</i></p> <p>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.</p>
3	9-12	<p>Analysis supported by appropriately selected knowledge.</p> <p><i>e.g. Analyses the importance of aspect(s) of Hippocrates work - focus on natural causes of illness and methods of treatment, training of doctors.</i></p> <p><i>OR</i></p> <p><i>Demonstrates that Hippocrates' ideas were not fully implemented..</i></p> <p>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.</p>
4	13-15	Evaluation, showing the elements of progress but also that Hippocrates' ideas were not completely implemented.

	<p><i>e.g. both elements of Level 3 showing the advances made by Hippocrates did not completely replace old ideas or showing problems in Hippocrates' ideas that limited the extent of advance being made.</i></p> <p>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 &amp; with precision.</p>
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Question Number	<p>Who was more important in helping to change the role of women in medicine - Florence Nightingale or Elizabeth Garrett Anderson? Explain your answer.</p> <p>You could include the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• In 1860 Florence Nightingale opened a training school for nurses.</li> <li>• Elizabeth Garrett Anderson was accepted by the Royal Society of Apothecaries in 1865.</li> <li>• In 1876 a new law opened all medical qualifications to women.</li> </ul> <p>Target</p>	
3	<p>Comparison and evaluation of importance. (AO1 15)</p> <p>N.B. Do not credit simple copying of stimulus material without elaboration.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement supported by some knowledge.</p> <p><i>e.g. offers generalised comment about changing attitudes towards women in medicine.</i></p> <p>OR</p> <p><i>offers limited detail connected with the individual(s).</i></p> <p>Spells, punctuates &amp; uses rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.</p>
2	5-8	<p>Developed statement supported by relevant knowledge.</p> <p><i>E.g. Describes what FN / EGA did and asserts effect/ importance.</i></p> <p>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.</p>
3	9-12	<p>Analysis supported by appropriately selected knowledge.</p> <p><i>E.g. Demonstrates the importance of the work of FN / EGA on changing attitudes towards women in medicine.</i></p> <p>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.</p>
4	13-15	<p>Sustained analysis, comparing the effect of their work on attitudes towards women in medicine.</p> <p><i>E.g. Compares the importance of FN in the professionalisation of nursing with the importance of EGA as a breakthrough in women qualifying as doctors.</i></p> <p>Punctuates and uses the rules of grammar with considerable</p>

		accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly & with precision.
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Question Number	<p>How much progress in surgery was Paré able to make during the sixteenth century? Explain your answer.</p> <p>You could include the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• In 1536 Paré served as a military surgeon in the French army.</li> <li>• In 1545 Paré published a book against the use of cauterisation and boiling oil for wounds.</li> <li>• The Germ Theory was not discovered until 1861.</li> </ul> <p>Target</p>	
4	<p>Recall, comparison &amp; evaluation of importance. (AO1 15)</p> <p>N.B. Do not credit simple copying of stimulus material without elaboration.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement supported by some knowledge;</p> <p><i>e.g. offers general comment about Paré 's work or surgery in the sixteenth century.</i></p> <p>Spells, punctuates &amp; uses rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.</p>
2	5-8	<p>Developed statement supported by relevant knowledge;</p> <p><i>E.g. describes work of Paré.</i></p> <p>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.</p>
3	9-12	<p>Analysis supported by appropriately selected knowledge</p> <p><i>E.g. Explains the progress made by Paré in the treatment of wounds</i></p> <p><i>OR</i></p> <p><i>Shows that Paré's ideas about sutures were slow to be implemented because lack of knowledge of germs led to higher death rate.</i></p> <p>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.</p>
4	13-15	Evaluation, supported by appropriately selected knowledge.

	<p><i>E.g. combines both elements of Level 3, covering both cautery and sutures, showing that Paré's ideas constituted an advance and were publicised but doctors did not accept them because they were reluctant to change existing practice and sutures led to higher death rate until the knowledge of germs and use of antiseptics in the 19<sup>th</sup> century.</i></p> <p>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 &amp; with precision.</p>
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Summer 2010

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