

Mark Scheme (Results)

Summer 2010

GCSE

GCSE History (5HB01 1A)

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Publications Code UG024130

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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.
- 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.

Unit 3: Schools History Project Development Study

Option 1A: Medicine and treatment

Question Number		
1		What can you learn from Sources A and B about changes in nursing in the period between the Middle Ages and the start of the twentieth century? Target: Inference (AO3a : 4 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement about changes in nursing. Student offers general comment about changes in nursing without support from source(s) or provides relevant examples from the source(s). <i>Eg Nursing became more professional; A shows women nursed the sick at home.</i> Award 1 mark for each relevant detail.
2	3-4	Developed statement. An inference about change is made and supported, based on the use of both sources. <i>Eg nursing changed from informal care to trained/professional care; Nursing used to be carried out at home within the family but changed to take place in hospitals.</i>

Question Number		
2		<p>The boxes below show two important discoveries in medicine.</p> <p>Choose ONE discovery and explain why it had such a limited impact on medical treatment at the time.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>William Harvey's discovery of the circulation of the blood in the seventeenth century.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Alexander Fleming's discovery of penicillin in 1928.</p> </div> </div> <p>Target: Analysis (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>Student states that discoveries did not advance medical knowledge about treatment or offers limited detail about the discovery.</p> <p><i>Eg Harvey's discovery had little effect on the way physicians treated illness; Fleming could not mass produce penicillin; Harvey proved Galen was wrong about the heart; Fleming discovered penicillin by chance.</i></p>
2	4-6	<p>Relevant details are offered but the link to the question is left implicit.</p> <p>Answer describes the details or the process of the discovery, or offers general comments about factors limiting the impact of the discovery.</p> <p><i>Eg description of the details discovered by Harvey; narrative of Fleming's discovery; general comments about reluctance to accept new ideas, lack of funding etc.</i></p>
3	7-9	<p>Analysis, placing the discovery in the context of medical knowledge and treatment at the time or explaining the factors which inhibited change.</p> <p>Answer explains why the discovery had little impact on medical treatment</p> <p><i>Eg since understanding of disease was based on faulty theories, Harvey's improved understanding of physiology had little relevance to treatment; Fleming's investigation did not show how penicillin could be purified and mass produced. Answer about inhibiting factors, eg reluctance to accept new ideas, difficulties in mass production etc; must be securely placed in context.</i></p>

Question Number		
3		<p>Why have science and technology been so important in improving medical understanding of illness since 1850?</p> <ul style="list-style-type: none"> • Louis Pasteur published his germ theory in 1861. • X Rays were discovered in 1895. • Crick and Watson discovered the structure of DNA in 1953. <p>Target: Evaluation of importance (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>Eg says that research has helped to understand the cause of illness; X Rays help to see inside the body.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Student offers relevant detail about an example of science / technology linked to medicine</p> <p><i>Eg describes Pasteur's work on the germ theory and relates it to medicine in general terms.</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>Answer shows how a scientific /technological advance since 1850 has improved understanding of illness.</p> <p><i>Eg Pasteur's work leading to the identification of different germs for specific diseases; X Rays/ CAT /MRI / ultrasound scans helping to identify internal problems not just broken bones; improvements in microscopes leading to work by Koch or Crick and Watson; DNA discovery leading to a better understanding of genetic illness.</i></p>

Question Number		
4		<p>How important for the prevention of disease was Edward Jenner's discovery of a smallpox vaccination in 1796?</p> <ul style="list-style-type: none"> • Lady Mary Wortley Montague had her children inoculated against smallpox in 1721. • The British government made vaccination against smallpox compulsory in 1852. • Louis Pasteur tested a vaccine against rabies in 1886. <p>Target: Evaluation of importance (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>Eg. Jenner's vaccination was very important because it saved lives; it was not important because the technique could not be used against other diseases.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer describes Jenner's work or provides relevant details about the effects of his work</p> <p><i>Eg. narrative of Jenner's discovery; describes the reaction to his 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>Answer puts Jenner's work in context and shows why his discovery was / was not important.</p> <p><i>Eg explains why Jenner's work in developing vaccination was an improvement over the practice of inoculation; shows that Jenner's work gained him international recognition for saving many lives; shows that the link between cowpox and smallpox was unique and therefore this discovery was a 'dead-end'; explains that other vaccinations could not be developed until after Pasteur's germ theory and the identification of specific microbes causing each disease.</i></p>

Question Number		
5 (a)		Describe the key features of the medical training of physicians in the thirteenth and fourteenth centuries. Target: Recall; identification 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 generalised comment or limited detail <i>Eg attended university, training based on the books of Galen</i>
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Answer describes aspect(s) of medical training <i>Eg. working with established physician; medical training based on the works of Galen; academic training at university; the creation of a medical degree/establishment of medical schools.</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. Answer identifies the key features of medical training in the thirteenth and fourteenth centuries <i>Eg. the emphasis on academic training based on the works of Galen; the lack of personal and practical experience; training controlled by the Church; the creation of a medical degree reflecting the increasingly professional status of the trained physician.</i> NB 2 or more aspects needed for top of level

Question Number		
5 (b)		<p>How much continuity was there from the Roman period to the end of the Middle Ages in medical treatments and home remedies?</p> <ul style="list-style-type: none"> • In the Roman period the father was responsible for most treatments within the family. • The Christian Church taught that saints could heal sick people through miracles. • In 1348 bloodletting was used as treatment for the Black Death. <p>Target: Analysis; evaluation of change and continuity. (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.</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 may list aspects of medical treatment or describe one example in limited detail.</p> <p><i>Eg identifies the change from the father to the mother as the one responsible for health care; herbal remedies continued to be used; Galen's ideas continued to be important; describes bloodletting.</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>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer offers details about medical treatment in the Roman / medieval period or makes simple comparison.</p> <p><i>Eg treatment was based on Galen's works and the ideas of the 4 humours, blood letting, changes in diet or exercise etc; provides examples of herbal or folk remedies and states that there was continuity.</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		

<p>3</p> <p>QWC i-ii-iii</p>	<p>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 provides an analysis discussing the nature/extent/significance of continuity or discusses examples of both change and continuity</p> <p><i>Eg. identifies continuity because the training of physicians remained based on the work of Galen or the approach to herbal remedies and folk medicine remained constant;</i></p> <p><i>Identifies a different approach to treatment as a consequence of the growing important of religion</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>4</p> <p>QWC i-ii-iii</p>	<p>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 extent or relative significance of areas of both change and continuity</p> <p><i>Eg. considers elements of both change and continuity as identified in Level 3.</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>

Question Number		
6 (a)		<p>Explain why people living in towns had problems getting fresh water in the period 1350-1750.</p> <p>Target: recall; analysis of public health problems (AO 1 & 2 : 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Answer can offer some information about the availability of water.</p> <p><i>Eg describes general problems of public health; states that the rivers were polluted.</i></p>
2	4-6	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer provides details about the availability of fresh water</p> <p><i>Eg describes problem of pollution.</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 describes the problems of access to fresh water and shows why a solution was difficult</p> <p><i>Eg. growth of towns placed added pressure on water supply; authorities reluctant to take action; excessive cost of schemes such as the one to bring water from the river Ware to London; people could not afford to buy water from private water companies.</i></p>

Question Number		
6 *(b)		<p>How important was the work of Edwin Chadwick in improving public health in towns in the nineteenth century?</p> <ul style="list-style-type: none"> • In 1842 Edwin Chadwick published a report on the living conditions of the poor. • Louis Pasteur published his germ theory in 1861. • Public Health Acts were passed in 1848 and 1875. <p>Target: recall; analysis, evaluation 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.</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 generalised comment about the work of Chadwick or the problems of public health</p> <p><i>Eg describes the problems of overcrowding and poor sanitation identified by Chadwick.</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 simple repetition of points from part (a) or 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.</p> <p>Answer explains Chadwick's recommendations or the action taken to improve public health.</p> <p><i>Eg describes Chadwick's report; describes the terms of the 1848 Act or the improvements made in public health in the second half of the 19th century.</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		

<p>3</p> <p>QWC i-ii-iii</p>	<p>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 provides an analysis of the impact of Chadwick's work or other factors leading to improvements in public health</p> <p><i>Eg considers the effectiveness of the temporary Board of Health and permissive nature of the Public Health Act 1848;</i></p> <p><i>shows the role of other factors which led to improvements in public health, such as the work of John Snow on cholera.</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>4</p> <p>QWC i-ii-iii</p>	<p>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 the role of Chadwick, weighing the impact of his work against other factors leading to improvements in public health</p> <p><i>Eg explains the importance of Chadwick's ideas but shows how their impact at the time was limited and it was only the combination of other factors which led the government to pass a mandatory public health act.</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>

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Order Code UG024130 Summer 2010

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