

# Mark Scheme (Results)

January 2012

GCSE History

5HB01 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.*

# Unit 1: Schools History Project Development Study

## Option 1A: Medicine and treatment

Question Number		Target
1		<p>What can you learn from Sources A and B about changes in the communication of medical knowledge? Explain your answer, using these sources.</p> <p>Source A : The title page of <i>The Fabric of the Human Body</i> by Andreas Vesalius. It was written in Latin and published in 1543.</p>  <p>Source B : Taken from the <i>NHS Direct</i> in 2010, a website providing information about health matters and the National Health Service (NHS)</p> <p>Phone NHS Direct for:</p> <ul style="list-style-type: none"> <li>• information on a wide range of health topics</li> <li>• advice on looking after your health, such as how to quit smoking or start an exercise programme</li> <li>• details of local doctors, pharmacists, dentists and support groups.</li> </ul> <p>Target: Inference; analysis of change (AO3 : 4 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple statement</b></p> <p>Student provides relevant examples from the sources or generalised unsupported comment about change.</p> <p><i>Eg they wrote books during the Renaissance; we use the phone /internet; Information is more easily accessible now.</i></p> <p>Award 1 mark for each relevant detail.</p>
2	3-4	<p><b>Developed statement</b></p> <p>An inference about change is made and supported, based on the use of both sources.</p> <p><i>Eg. Answer explains that information now reaches a wider audience or is aimed at the general public and not just doctors / educated people who could read Latin; Information is immediately available and can be updated regularly through the use of computers whereas during the Renaissance people would have to buy a copy of the book and it would not be regularly updated.</i></p>

Question Number		
2		<p>The boxes below show two changes which affected the treatment of the sick.</p> <p>Choose <b>one</b> and explain why it was important.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 10px; width: 45%;"> <p>The development of 'magic bullets'.</p> </div> <div style="border: 1px solid black; padding: 10px; width: 45%;"> <p>Changes in medical training for doctors, nurses and midwives since 1900.</p> </div> </div> <p>Target: Analysis of importance (AO 1 &amp; 2 : 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Generalised answer is offered with little specific detail.</b></p> <p>Answer offers comment about importance that could apply to either development, or offers limited detail about a specific development.</p> <p><i>Eg. treatment became available for many illnesses; Doctors had a long period of training before they were properly qualified; an act in 1902 said midwives had to be registered.</i></p>
2	4-6	<p><b>Relevant details are offered but the link to the question is left implicit.</b></p> <p>Answer provides information about the development</p> <p><i>Eg describes the search for 'magic bullets', the development of salvarson 606 / prontosil / penicillin etc. ; Describes the 7 years training of doctors or the specialisation as GP or consultant; Describes the training and emphasis on qualifications for nurses or midwives.</i></p>
3	7-9	<p><b>Analysis of importance.</b></p> <p>The effect of the development is placed in a wider context in order to assess its impact and importance.</p> <p><i>Eg shows the significance of ' magic bullets' as a breakthrough - the first chemical cure for illness / the focus on developing more magic bullets for other illness; shows the significance of the emphasis on both academic and practical knowledge and wide ranging experience for doctors / nurses / midwives.</i></p>

Question Number		
3		<p>How much did the understanding of the causes of disease change between c1350 and c1900?</p> <p>In 1348, when the Black Death reached England, the Church played an important role in medieval ideas. Many people thought illness had a supernatural cause. Other ideas at the time were that disease was caused by miasma, or by an imbalance of the humours.</p> <p>Target: Evaluation of change and continuity (AO 1 &amp; 2 : 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple comment is offered, supported by some knowledge.</b></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 understanding became more scientific; describes one theory of the cause of disease which is valid for some point within this period.</i></p> <p>Reserve top mark for answers making at least 2 valid points.</p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer provides detailed explanation of theories about the cause of disease but extent of change is left implicit, OR offers general comment about the extent of change and provides examples of change or different ideas as support.</p> <p><i>Eg. explains the theories of supernatural causes, 4 Humours, miasma / spontaneous generation or Pasteur's germ theory; says that understanding changed from the ideas in the text to a 'better', scientific understanding, based on the germ theory.</i></p> <p>Reserve top mark for answers which go beyond the Middle Ages.</p>
3	9-12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Answer explicitly evaluates extent/ nature of change .</p> <p><i>Eg. shows that there was total change - the germ theory and subsequent identification of specific microbes for individual diseases invalidated all the previous theories; Shows that there was limited change during most of this period - supernatural theories gradually declined during the late 17th century but belief in the 4 Humours and miasma continued and major change did not occur until the late 19th century.</i></p> <p>Reserve top mark for answers which cover the whole period / show awareness of both change and continuity.</p>

Question Number		
4		<p>How much did the role of women in medicine change between c1350 and c1900?</p> <p>During the Middle Ages most people relied on the women in their family to treat their illnesses with herbal or folk remedies. Nuns cared for the sick in hospitals. However, women could not attend university and qualify as a trained physician.</p> <p>Target: evaluation of change &amp; continuity (AO 1 &amp; 2 : 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple comment is offered, supported by some knowledge.</b></p> <p>Student offers generalised answer with little supporting detail, or relevant details on a very limited aspect of the question.</p> <p><i>Eg says that by 1900 women could qualify as a nurse or doctor; Offers limited detail about women's use of home remedies.</i></p> <p>Reserve top mark for answers making at least 2 valid points.</p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer provides information about change or continuity in the role of women in treatment of illness.</p> <p><i>Eg. shows continuity as women were expected to treat illnesses through herbal or folk remedies or in women's caring role within the family, treating servants or as nuns; Describes one way in which women's role changed, eg Nightingale trained nurses, Garrett Anderson qualified as a doctor.</i></p> <p>Reserve top mark for answers which go beyond the Middle Ages.</p>
3	9-12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Answer explicitly evaluates the extent/nature of change in women's role.</p> <p><i>Eg identifies a large change in the shift to a professional role as nurse or doctor; identifies limited change in that it was still difficult for women to become doctors; shows continuity in the continued treatment of the family and use of folk remedies but by the 19<sup>th</sup> century probably using patent medicines rather than herbal ones.</i></p> <p>Reserve top mark for answers which cover the whole period / show awareness of both change and continuity.</p>

Question Number		
5 (a)		<p>What were the key problems of public health in the period after the Romans left Britain in the fifth century until c1350?</p> <p>Target: Recall; identification of key features (AO 1 &amp; 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 offers very general comment or limited information.</p> <p><i>Eg Roman structures fell into disuse; Water sources 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 information about the collapse of Roman public health or problems of medieval public health.</p> <p><i>Eg describes the failure to maintain Roman structures due to lack of technology and central direction; Describes problems of polluted water and/or sewage removal/ limited access to clean water or bathing facilities.</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 identifies a range of problems in public health in this period.</p> <p><i>Eg explains the problems of polluted water and of sewage but also shows that changing role of the authorities/ attitudes towards hygiene/growing urban population / failure to maintain the structures created by the Romans exacerbated these problems.</i></p>

Question Number		
5 (b)		<p>How important was the influence of Hippocrates on Roman and medieval medicine?</p> <ul style="list-style-type: none"> <li>• Hippocrates developed the idea of Clinical Observation</li> <li>• Galen developed the Theory of Opposites</li> <li>• The Church controlled medical training during the Middle Ages.</li> </ul> <p>Target: Evaluation of significance (AO 1 &amp; 2 : 16 marks)</p> <p><b>QWC Strands i-ii-iii</b> Assessing QWC: For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Answer offers very general comment or limited information.</p> <p><i>Eg he was very significant because doctors followed his approach of Clinical Observation;</i> <i>Explains the theory of 4 Humours.</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><b>NB Do not credit repetition of bullet points without development.</b></p> <p>Reserve top mark for answers making at least 2 valid points.</p>
QWC i-ii-iii		
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer offers information about the work of Hippocrates.</p> <p><i>Eg describes his approach of clinical observation, the Hippocratic Oath, 4 Humours etc.</i> <i>Shows that Galen accepted Hippocrates' theory of 4 Humours.</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>Reserve top mark for answers covering Roman and medieval periods.</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 identifies examples of continuing influence and /or points to details which challenge the significance of Hippocrates</p> <p><i>Eg continuity in belief of 4 Humours, further developed and applied to treatment by Galen; Continuity since medical training based on Galen who based his theories on Hippocrates' ideas; Continuity in idea of Clinical Observation / Hippocratic Oath; Challenges the idea since Galen particularly favoured bloodletting whereas Hippocrates favoured diet, exercise, &amp; rest to allow the body to restore its natural balance; Challenges the idea and offers examples of new approaches not based on Hippocrates.</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>Reserve top mark for answers which make at least 2 developed points.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p><b>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.</b></p> <p>Answer evaluates nature / extent of continuing influence in order to reach a judgement on Hippocrates' importance.</p> <p><i>Eg answer will cover a range of material on <b>both</b> continuing importance and challenge as at L3.</i></p> <p>Reserve top mark for explicit judgement and explanation of criteria.</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>What were the key features of John Snow's investigation into cholera in 1854?</p> <p>Target: Recall; identification of key features (AO 1 &amp; 2 : 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Answer offers very general comment or limited information.</p> <p><i>Eg he found that cholera was spread by infected water; He drew a map to show the deaths.</i></p>
2	4-6	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer provides information about the investigation by John Snow.</p> <p><i>Eg describes the mapping of deaths and the link to the Broad St pump; Explains the anomalies -eg the workers at the brewery had an allowance of beer and didn't drink the water; the lady in Hampstead who had water sent from Broad St; Describes Snow's conclusions about the Broad St pump and the removal of the handle.</i></p>
3	7-9	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Answer identifies the scientific/structured nature of Snow's investigation - must cover more than simply the mapping of deaths.</p> <p><i>Eg shows the systematic mapping of deaths followed by the investigation of apparent anomalies / the final proof of the removal of the pump handle.</i></p> <p><b>NB This was before Pasteur's germ theory - do not credit comments which assume Snow knew about disease being spread by microbes.</b></p>

Question Number		
6 (b)		<p>Why was the role of government so important in improving public health in the period from 1900 to the present day?</p> <ul style="list-style-type: none"> <li>• 1907: School Medical Service established</li> <li>• 1938: free vaccinations offered against diphtheria</li> <li>• In 1971 the government required a health warning to be placed on cigarette packets.</li> </ul> <p>Target: Analysis of significance (AO 1 &amp; 2 : 16 marks)  <b>QWC Strands i-ii-iii</b>  Assessing QWC:  For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Answer offers very general comment or limited information.</p> <p><i>Eg the government passed acts to improve public health; Vaccination was an important way of preventing people from getting killer diseases.</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><b>NB Do not credit repetition of bullet points without development.</b>  Reserve top mark for answers making at least 2 valid points.</p>
QWC i-ii-iii		
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer provides information about the government role in public health during 20<sup>th</sup> century.</p> <p><i>Eg describes examples of government role in public health - the acts of 1902-1911, the work of the Ministry of Health, provision of housing, creation of TB sanatoria, creation of NHS; action on pollution, smoking or AIDs etc.</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>Reserve top mark for answers making at least 2 developed points.</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 shows the importance of government role since 1900 either by explaining how the government role developed over time or by showing the significance of its actions.</p> <p><i>E.g. government developed different aspects of its role - providing treatment eg TB sanatoria &amp; NHS; preventative action eg free vaccinations &amp; campaigns against smoking and AIDS; co-ordination eg Ministry of Health &amp; NHS; emphasis on healthy living eg acts of 1902 - 1911, provision of housing &amp; regulation of pollution, campaigns on diet etc.</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>Reserve top mark for answers making at least 2 well developed points.</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 analyses the role of the government in order to evaluate importance.</p> <p><i>Eg only the government could co-ordinate and fund national campaigns; shows growing importance of the government over time / wider ranging impact of government action.</i></p> <p>Reserve top mark for answers which cover the whole period.</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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