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Examiners' Report
January 2012

GCSE History 5HB01 1A

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Introduction

A total of 6300 students was entered for this examination and it was clear to see that many had benefited from practising previous papers and from their teachers' use of previous examination reports.

It was particularly noticeable that areas such as the early twentieth century, where knowledge had previously been quite weak, had now obviously been covered in depth.

However, unsurprisingly, some points which have been noted before, continued to appear in these papers, for example students' grasp of chronology, and topics where the focus was on continuity. These issues will be covered at the appropriate point in this report.

As a general point, it should be noted that questions will **not normally overlap** and **stimulus material in one question is not usually relevant to another question**; therefore students will not usually be able to gain credit for covering the same material in two answers.

In fact, a number of students who attempted to make use of the stimulus material in one question in order to answer another, did themselves a disservice, since they did not notice that the timescale or aspect of medicine was different and they produced an answer that was not relevant to the question.

This unit focuses on development over time and it is therefore important that answers address the full time frame of the question. Candidates should also feel comfortable discussing change and continuity, yet, where it was recognised that the question covered a long period of time, candidates found it easier to discuss change than to show continuity.

In both question 3 and question 4, there was a tendency among weaker students to expand on the stimulus material rather than using it as a springboard for answers focused on change. In each case, material was provided about the starting point of the period in the question and highlighted several themes that could be developed but some candidates seemed unable to think of other points to make or evidence to discuss.

It should be noted that the range of formats of the stimulus material for questions 3 and 4 was demonstrated in the two sets of specimen assessment material and has been mentioned in subsequent Principal Examiner's Reports.

There were relatively few blank answers on questions 5 and 6, suggesting that either candidates are making better use of their time or that they are addressing the more heavily weighted questions first and working 'backwards' through the paper. This might also be an appropriate point to remind schools that the extension questions may also draw on 'core' material.

Question 1

The vast majority of candidates have clearly been well prepared for this question and were able to make an inference about change and support it, with clear references to both sources. As before, where candidates took extra paper on this question it rarely had any effect on the final mark – in most cases candidates simply wasted time by describing the sources, offering additional information from their own knowledge or explaining their opinions.

The most common inference was that there had been a change in the method of communication of knowledge – from the printed word to the Internet, or from a book in Latin with restricted circulation, to a website intended to be widely accessible.

However, some inferences were also made which focused on the nature of knowledge being communicated – changes from knowledge of anatomy to a wider knowledge of illness, or changes from an academic level of knowledge to the popular level of knowledge.

Where students failed to reach Level 2, it was usually because they focused on the individual sources, describing them or writing about the work of Vesalius and the NHS, instead of making an inference about change. There were also some vague answers about changes in technology, which were not supported from the sources and therefore remained at Level 1.

Candidates should be reminded to check the question carefully and to study the provenance of each source. In this case, the question was about the *communication* of knowledge and the provenance for Source A pointed out that this was the title page of a book. However, a number of students wrote about the situation shown in the image – describing attitudes towards dissection or the spread of germs in unhygienic conditions.

The best answers began by stating the inference about change which was being made, and then showing how the sources were used in combination to make that inference. Such answers used the sources precisely and yet were very concise, sometimes as short as four or five lines. Other answers were longer, often describing the sources in turn before finally stating the inference. A few commented on the sources individually and did not make an inference about change - these answers remained at Level 1.

Where schools encourage students to use a framework for their answers, instead of beginning their answers with *From Source A I can see...*it would be more helpful to begin with *A change that I can identify is...*

1 What can you learn from Sources A and B about changes in the communication of medical knowledge?

Explain your answer, using these sources. Reading

(4)

From Source A, it is ~~Sho~~ Stated that medical knowledge was summed up in written form inside a book, which many doctors and physicians can ~~fo~~ use. However because ~~there was not electronics~~ the technology wasn't as advanced in 1543 than in ~~bo~~ today, there are many flaws with this. Unlike Source A, in Source B information can be quickly accessed via the internet (which almost everyone has access too), the data on the website can be edited constantly for any change in medical knowledge (which a book would need to be re-written, taking vast amounts of time), and it can give advice for individuals to see doctors, or to take action in their illness. As well, many people could not read in 1543 meaning only trained doctors can ~~you~~ use the book, however in modern times almost everyone can read, so anyone could access and understand the data

(Total for Question 1 = 4 marks)

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Examiner Comments

This answer achieves the full 4 marks within the first 9 lines because it explains that the book in Source A cannot easily be updated, whereas the Internet is easily accessed and constantly revised. It then goes on to make another valid inference that the information has become more accessible - changing from a book in Latin aimed at doctors in a period when many people were illiterate, to an Internet site, accessible to the general public.

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Examiner Tip

The best answers are quite brief and direct - they state the inference about change and then support it by using brief details from each source.

Question 2

'Magic bullets' was the more popular choice here and there was a marked difference in the standard of answers on magic bullets and medical training.

Most of the candidates who chose to write about magic bullets knew that they were intended to target only the disease microbe and not to harm the rest of the body. Many could give impressively detailed explanations of how Salvarsan 606 and Prontosil were discovered.

Many candidates could also explain the importance of magic bullets as the first successful treatment of illness based on a scientific understanding of disease and using a manufactured, chemical treatment.

There were also answers which showed a good awareness of the significance of this development as a catalyst for further research and a new approach to treatment, and the effects of this on health and life expectancy.

Some students, however, remained confused between vaccination/prevention, and treatment. Some candidates made incorrect attempts to link this to Jenner's vaccination, while others wanted to give their prepared answer on the story of penicillin.

Answers on 'changes in medical training in the twentieth century' were disappointingly weak. A huge proportion of these students wrote about Florence Nightingale and the training of nurses (some just wrote about 'Knightingail' and her work in the Crimea) and did not realise that this was not appropriate for an answer on the twentieth century.

While a description of the situation before 1900 could have been the foundation for a good analysis of change, this was rarely the case.

Other candidates seemed unaware that there had been developments in the training of physicians since the Middle Ages. Many asserted that doctors did not have to have qualifications before 1900 and that they had limited knowledge of anatomy. There was little recognition of the requirement for university degrees dating from the Middle Ages, the work of John Hunter and developments in knowledge of anatomy, the introduction of examinations in 1815 or the General Medical Act in 1858, which required all qualified doctors to be registered by the General Medical Council.

The 1902 Midwives Act was mentioned by some candidates but few answers mentioned the training received by doctors after their degree and the division into the role of GP or hospital specialism.

There was also little discussion of training for nurses, for example the introduction of degrees and the further qualifications in midwifery or to administer drugs and chemotherapy etc.

There was a number of answers where the student could not go beyond vague assertions that training became 'better' and this was important because doctors then had better knowledge of, for example, the germ theory or DNA.

Changes in training in response to greater understanding of disease could have been a valid point here but few candidates could develop it.

Other answers said that doctors and nurses needed 'more training' to cope with new technology – this was often backed up with lists of new technology but little explanation of changes in training.

Some of the answers were long and repetitive, offering opinion but not providing any factual evidence to support the statements. Even when references were made to the Midwives Act of 1902, few could go beyond the comment that it improved medical training.

Examiners commented that many answers were out of period or were so generalised that they could not progress beyond Level 1.

Medical training continues to be an area of weakness for many students.

Candidates knew about Galen's theories being taught in universities and about Nightingale and Garrett Anderson but little else. This topic is part of the core specification and therefore students should be prepared to answer a question on medical training in any period.

2 The boxes below show two changes which affected the treatment of the sick.

Choose **one** and explain why it was important.

(9)

The development of 'magic bullets'.	Changes in medical training for doctors, nurses and midwives since 1900.

The development of 'magic bullets' ~~was~~ ~~hugely~~ revolutionised the way that the sick were treated. Now doctors could start to target the disease alone, inside the body.

The first 'magic bullet' was called Salvarsan 606 and it's creator, Erlich, ~~was~~ managed to discover that by combining certain chemicals and dyes that it was possible to target the disease bacteria alone, and not harm anything else in the body during the process. 'Prontosil' came soon after and ~~since then, more~~ after that more and more 'magic bullets' were created - all of them designed to be able to destroy a specific bacteria inside the body effectively. This all meant that now Science and technology had progressed far enough to be able to single out specific microbes, these magic bullets could be invented to wipe these once killer diseases out. The sick could

now simply take these 'magic bullets' and be able to recover effectively as the bullets only damaged the bacteria. New, faster, more specific and more pain-free treatments could now be created - meaning that people with these diseases didn't have to worry that it may kill them anymore. So magic bullets were so important in the improvement of the treatment of the sick because they were specific and also started a new wave of drugs that targeted certain diseases more effectively than ever.

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Examiner Comments

The sense of breakthrough is very clear here. The answer explains the importance of *magic bullets* because they can target the disease and *single out specific microbes* in order to wipe out *these once killer diseases* but it is also clear that Salvarsan 606 and Prontosil were only the start of a *new wave of drugs*.

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Examiner Tip

The key point in this question is explaining why the change was important, so Level 3 answers will be looking at the effects of the change, rather than describing it.

2 The boxes below show two changes which affected the treatment of the sick.

Choose **one** and explain why it was important. (9)

- Prontosil - blood poisining.
- salvarsan 606

Why was

The development of 'magic bullets'.

important

Changes in medical training for doctors, nurses and midwives since 1900.

The development of 'Magic Bulletts' was important because before they were developed many people still believed in remedies such as herbals and even galens theory of opposites. Prontosil was the second 'magic bullet' to be developed and was a red dye that cured some cases of blood poisining. It was developed by a man named Domagk, who tested it on his daughter who had cut herself on a rusty nail. The development of Prontosil was important because beforehand there was no cure for blood poisining and many people died. however after its development, Deaths dropped.

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Examiner Comments

This answer has some accurate detail and does suggest that 'magic bullets' marked a change in treatment. However, it lacks any explanation of what that change was, or why it was important, beyond the statement that there was now a cure for blood-poisoning and therefore deaths dropped.

2 The boxes below show two changes which affected the treatment of the sick.

Choose **one** and explain why it was important. proffessional. (9)

The development of 'magic bullets'.	Changes in medical training for doctors, nurses and midwives since 1900.

~~There were many~~ Changes in medical training for doctors altered significantly, ~~doctors~~ in the early 1900's, it was established that doctors ~~most~~ had to attend universities and ~~pass~~ pass of a series of exams. ~~Impact~~ Prospective doctors had to train in hospitals, ~~in the 20th century~~ per all this studying and training would take up to 7 years, and it was essential that doctors had a medical degree & before granted a certificate.

& In 1905, & a law was passed by the government that all nurses and midwives had to be trained and registered & before going into it ~~as~~ as a proffession. Nurses ~~and midwives~~ would have to go to hospitals and watch other medical proffessions do an operation on a patient as part of the & nurse's training. & Both midwives and nurses would have to pass exams as well before establishing ~~them~~ themselves as medical

~~proffesion~~ ~~proffesn~~ proffessions as well as attend university and undertake specific medical courses appropritate to their ~~proj~~ intended proffession and do training at hospitals.

~~Overall, the traine training of medical proffessions became more proffessionalised.~~

Overall the training of medical proffessions, including doctors, midwives and nurses ~~bea~~ became more and more proffessionalised since the 1900,

Doctors taking long years to study and nurses and midwives being trained was important because it meant that their medical knowlegde was up to date and excellent, so the jobs they carry out are ~~peafon~~ done in a effecient and proffessional manner, providing a high standard of care for patients and helping to improve their health through treatment ~~of disease~~ and prevention of disease, ~~and~~ as well as intensive and comprehensive care carried out by nurses and midwives ~~to the~~ to patients.

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Examiner Comments

Although this answer does not have many specific details, it does cover changes in training for doctors, nurses and midwives and shows that training included both academic qualifications and experience within a hospital. It also explains why these requirements were important.

Question 3

This question was far more popular than question 4, with over 4,000 choosing to explain the changing ideas about the cause of disease.

The stimulus material identified several ideas that were prevalent in 1350 and most students had a clear understanding that these ideas persisted for many years. Some students also mentioned the idea that disease could be the result of planetary alignment or explained the theory of spontaneous generation. Most then identified that a change occurred due to Pasteur's germ theory, although sometimes the nature or significance of this change was not discussed.

Good answers also included Koch's identification of specific microbes. However, some candidates also attempted to tie in John Snow's work here, mistakenly assuming that his recognition that cholera was water-borne was the same as improving the understanding of disease and identifying the cholera microbe.

Candidates clearly had good knowledge here and provided accurate details but not all of them analysed the question and appreciated the specific focus on how much change occurred. For high marks, candidates needed to show that Pasteur's germ theory led to a major change, invalidating all existing ideas, or to show that there was continuity of ideas for most of this period and that change only occurred towards the end of the period in question.

It was pleasing to see that there was a number of excellent answers seen here, with a good degree of analysis and evaluation.

However, some candidates tried to suggest a progression from ideas about supernatural causes, to the Four Humours and then miasma, not appreciating that all these ideas were held at the same time in 1348. It was only where candidates could be more precise, that credit could be given for an explanation of the shift away from a belief in supernatural causes in the sixteenth and seventeenth centuries. Others digressed into a description of flagellants and an explanation of treatment based on ideas about supernatural causes or the Four Humours.

There were also some answers which focused on factors affecting ideas. These explained why there was such limited change in ideas for so long, or discussed the work of Vesalius and Harvey, assuming that since their work proved Galen was wrong on anatomy, this also proved he was wrong about the cause of disease.

Indicate which question you are answering by marking a cross ☒ in the box.
If you change your mind, put a line through the box ☒
and then indicate your new question with a cross ☒.

Chosen Question Number: **Question 3** ☒ **Question 4** ☐

Back in the middle ages, religion played a big part in medicine due to it being the only place of education. People used to believe that disease was either caused by God, and that he was punishing them, or some physians used the four humours created by Hippocrates. These were the main causes that the church told them because no one really thought scientifically about it because in that age, the church had power, therefore it was right. Noone did understand it.

Then people ~~becaon~~ began to link disease with bad air. This shows how people are starting to think ~~Scientific~~ scientifically about disease and notice how Un hygienic air is the cause of it. This is different from before as it was all down to religion and the four humors. People were now using lines and thinking away from religion.

Soon after people started with Spontaneous Generation. They thought that bad bacteria made things rot, therefore causing disease. This shows that people have a better

understanding at this time and that they know it is not a supernatural cause, but more like the bad hygiene that was causing disease. This is probably because people have more knowlage of medicine.

Then came a major turning point. Louis Pasteurs Germ Theory in 1861. He discovered that bacteria caused disease and the rotting of food. This shows major development of understanding through time as people now know that it wasn't God or the four humors but actually bacteria causing them to be sick.

Our understanding of cause of disease has changed so much. At first people belived only religion but through time people learned the scientific causes. They have more understanding because of the ammount of knowlage they have. So the understanding has changed from religion to Science due to knowlage and individual geneuises.

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Examiner Comments

This answer shows the gradual change away from a belief in the supernatural but also explains the significance of Pasteur's germ theory as a radical shift in ideas, which disproved previous ideas.

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Examiner Tip

For high marks the answer should cover the full timescale in the question.

Indicate which question you are answering by marking a cross ☒ in the box.
If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen Question Number: **Question 3** ☒ **Question 4** ☐

In 348, when Black Death reached England, the Church played an important role in medival ideas. Many people thaught Illness had a Super natural cause or an imbalance of the four humors and they should all be the Same, upto 1861 they belived bad air, or God gave people desiease then in 1861 the germ theroy was found, this was that bactieria caused infection and this lead to many disoverys and the understaneing of the cause of disease was thanomanly increased and then legitimate cures were made to fight infections.

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Examiner Comments

This answer recognises that Pasteur's germ theory led to a fundamental shift in understanding but cannot develop that point. Furthermore, it also suggests that a belief in the supernatural and the theory of Four Humours remained the dominant explanations of disease until 1861.

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Examiner Tip

A good understanding of chronology is important when dealing with change and continuity questions.

Question 4

This question was less popular than question 3, with only 1,200 choosing to write about the role of women in medicine. However, there was a number of good answers.

The stimulus material provided three aspects of women's role in medicine and most students were able to respond to this. They showed continuity of the role of women within the home, and change in their role as nurses and doctors. Details of both Nightingale and Garrett Anderson were well known and most students could make a point about them as trail-blazers and the professionalization of women's role. However, some answers on Nightingale focused on her work in the Crimea, rather than her work in training nurses, while Garrett Anderson's qualification was sometimes assumed to destroy all obstacles to women's role in medicine, with little appreciation of the difficulties that still existed.

Some students made reference to Elizabeth Blackwell and Mary Seacole as examples of women involved in medicine but again, there was little focus on assessing the nature or extent of change.

However, a nice distinction was drawn by some students between women's role in caring for the sick and becoming able to treat them. Some excellent answers also included references to midwives and the change in status caused by the introduction of forceps.

At the other extreme, some weak answers consisted of vague generalisations and assertions. There were also some misconceptions about the role of nuns in hospitals. Students did not always understand that hospitals were often part of the monastery/convent and therefore nuns cared for the sick as part of their religious duties. Instead, they seemed to think that women who wanted to become nurses had to become nuns because all hospitals were run by the Church.

Indicate which question you are answering by marking a cross ☒ in the box.
If you change your mind, put a line through the box ☒
and then indicate your new question with a cross ☒.

Chosen Question Number: **Question 3** ☒ **Question 4** ☒

In the medieval period many people went to 'wise women' to get herbal remedies and for help with child birth.
Nuns also cared for the sick in hospitals set up by the church, however, no woman could attend university and be trained as a physician.

~~Dur~~ During the Crimean war Florence Nightingale improved the role of nursing in the 1800's. 64000 ~~women trained~~ were nurses trained as nurses and it became a respectable job; ~~women~~ were now able to work in hospitals and had knowledge of medicine. ~~which was respected~~
In the 1900's women were beginning to be allowed to be doctors and train at university.
~~There were~~

The role of women changed dramaticly ~~a lot~~ between 1350 and 1900.
In 1350 women were un-trained and used herbal remedies, unable to go to university. * but by the 1800's, due to Nightingales work, Women could now get the training needed and have a respected job. changes improved rapidly between then and the 1900's giving women a more important and respected role in medicine.
The role of women changed dramaticly but took a long period of time.

* They also had to be Nuns to be able to care for the sick in hospitals set up by the church,

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Examiner Comments

The answer recognises that 'dramatic' change occurred and that it took a long time to happen. The understanding shown here is potentially Level 3 but there is insufficient accurate and relevant detail to support that analysis and it remains at Level 2.

Indicate which question you are answering by marking a cross ☒ in the box.
If you change your mind, put a line through the box ☒
and then indicate your new question with a cross ☒.

Chosen Question Number: **Question 3** ☒ **Question 4** ☒

Women's role in medicine changed significantly from 1350-1900, women went from being banned to train in universities to becoming just nurses, before the whole medical profession was opened up to them. However, it was not a quick transition and many individuals played a key factor in changing women's roles.

In the medieval and Renaissance period, women played a vital role in the health of others but were rarely recognised. In the middle ages, the women of the family were the ones who provided all the remedies and care that they could. They were also midwives to each other as men were seen as not knowing as much about childbirth. Nuns in hospitals and monastries also played a big role in caring for the sick. However, at this time doctors were seen as greedy people who cared more about money than their patients. Women were like the unsung heroes of the medical world.

But, as education ~~improved~~ and knowledge improved, & male doctors became more popular as they trained at Universities and were able to become fully qualified. Although women could still be nurses, they weren't properly trained and were only popular with the poor because the rich saw it as 'fashionable' to have a professional doctor. During the 15th ~~16th~~ 16th and early 17th century, women were slowly being pushed out of the medical world. The invention of the forceps meant that males could even deliver babies instead, leaving women with just being nurses or caring for new

family at home.

The reputation of nurses, particularly around the time of the Crimean war was a very poor one. They were seen as dirty, drunk old women who he had no clue what to do. So one woman set out to change this: Florence Nightingale. The government saw how bad the death rates in the hospitals were on the battle field where and sent Florence and a team of nurses to help improve conditions. In just 6 months, the nurses had managed to bring the death rate down from 42% - 2% through training and cleanliness. The government and many others in the medical world were astonished by this and supported Nightingale in her bid to train nurses, both through her books and personally, as well as raising the profile of women nurses.

This dedication also inspired Elizabeth Garrett-Anderson who, after offering to marry, decided she wanted to become the first female doctor in the UK. After a lot of persuasion, her father agreed and she was allowed to train. Initially she trained as a nurse, whilst sitting in on medical lectures before being banned from attending them. A few years later, she joined a university in Paris to sit her final doctors exams and become the first female doctor. After she passed, the University closed its doors to women. Anderson then became a part of the Medical Society and remained the only female member for 9 years after they also closed their doors to women. In 1874, she opened the London Medical

School for women' and inspired hundreds more women to train and become doctors instead of just nurses and midwives. She helped open up the medical profession to women.

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Examiner Comments

This answer has an excellent focus on change, supported by accurate and relevant detail. There is a good sense of the nature and extent of change being examined through the gradual marginalisation of women, until the invention of forceps left them with only a fringe role. There is also recognition of the fact that Garrett Anderson may have inspired other women to aim to become doctors but the loophole that allowed her to qualify, was closed.

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Examiner Tip

In a question asking 'How far' or 'How much' change occurred, answers should be able to identify elements of both change and continuity, or to discuss different rates of change in different aspects.

Question 5

In part a, most answers tended to focus on either the decay of structures after the Roman withdrawal from Britain or the problems of public health by 1350 and there was little sense of the thousand years between the two.

It was also disappointing to read that as soon as the Romans left, people apparently chose to be dirty and were too lazy to bother about hygiene, simply preferring to urinate in the street. Students should also be aware that cholera did not reach Britain until 1831.

Some students treated this as an invitation to focus on Roman public health and ignored the word 'problems' in the question. Others wrote about conditions in industrial towns and described back-to-back housing. Some digressed into problems in medicine and treatment, rather than keeping the focus on public health.

Nevertheless, there were many thorough explanations of the decline in public health as a result of:

- lack of organisation

- lack of funding

- the effects of invasion and war

- the problems in access to clean water

- problems in dealing with sewage

- poor hygiene in towns.

Where candidates did appreciate that the decline was gradual and was mainly due to the inability of town facilities to cope with an increasing population, the answers were impressive.

In part b, a pleasing number of students was able to give good explanations of Hippocrates' ideas about clinical observation, the Hippocratic Oath and the collection of his writings, besides explaining his theory of Four Humours.

The best candidates also distinguished between Hippocrates' emphasis on exercise, diet and rest to allow the body to cure itself, and Galen's approach of balancing the humours.

It was also good to see many students debating whether Hippocrates' work would have been influential if it had not been adopted by Galen and if Galen had not been approved by the church.

In these answers there was often a genuine sense of the two sides of the issue being weighed before a judgement could be reached. An evaluative approach was also adopted by those who weighed Hippocrates' influence against the fact that his theories were incorrect.

There were some cases where students did not have enough knowledge to support their comments but most problems arose when students became diverted into writing an answer on Galen and the Church's influence in maintaining these beliefs. Sometimes Hippocrates was only mentioned in the first paragraph and in some cases answers went on to discuss Galen's ideas about anatomy and the work of Vesalius and Harvey in proving him wrong – although factually correct, these ideas were not shown to be relevant to an essay on Hippocrates.

Indicate which question you are answering by marking a cross ☒ in the box.
If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen Question Number: **Question 5** ☒ **Question 6** ☒

(a) After the Roman's left Britian there were many problems of public health. These problems included the likes of animal and human excrement found commonly on the streets, butchers left their animals remains on the streets as well and so did many throw sewage into the streets as there were no proper sewage system to take the waste away.

The public health facilities that the Romans had built during the time in Britian fell into ruins. Public baths, public toilets, pipes that brought in fresh water into town (also known as aqueducts) and Sewage system deteriorated. The goverments had no intrest in restoring these facilities.

Moreover, There were pipes that brought in fresh water from the River Tyburn, however there were leaks in these pipes, therefore the water was often contaminated, Water was available from wells and

((a) continued) water carriers but there were no garantees that the water would be fresh, as a result most people drank ale because the water was of bad quality, also there was never enough ~~for~~ water for everyone in the city, so water ~~supply~~ was a ~~short~~ of short ~~supply~~. supply.

People through their waste into the rivers and open pipes that brought in fresh water, this is where most people would get the water they use & ~~in washing themselves and coo~~ & in cooking and ~~drink from~~. to drink from.

(b) Hippocrates was a Greek doctor, he was ~~a~~ the first person to establish that disease and illness was a physical deterioration to people's health and therefore had a treatment to it. He developed the theory of the Four Humours, this idea ~~was used~~ was further ~~dev~~ developed by Galen in the 2nd secondrary, the theory went onto be used in treatment of disease for thousands of years later. Hippocrates ~~was~~ saw that ~~how~~ each person had a mixture of their own Four humours and that if ~~any of the~~ the Four humours was unbalanced then the person would ~~bec~~ become ill. Consquently, he

considered that if ~~so~~ the ~~Four~~ balance of the Four Humours were to be restored, ~~they~~ ~~th~~ for ~~ex~~ an example through bloodletting or purging then the person would ~~bec~~ become healthy ~~A~~ again. ~~Hippo~~ Hippocrates' Theory of the Four Humour ~~was~~ helped Galen to develop his Theory of Opposittes. Galen's work ~~an~~ was used in medical training ~~and is ex~~ ~~is~~ for doctors and physicians in both the ~~Roman~~ Roman and Medieval time. Since the Church controlled medical training and education

((b) continued) during the Middle Ages, they presered the ideas of Galens. ~~They encour~~ The Church approved of Galen's ideas as it fitted in with the Christian belief, therefore they encouraged ~~them in education and~~ people to study and ~~train~~ do medical training based around Galen's work, by reading books and texts on his ideas. However, the Church didn't allow dissections to take place in medical schools, the Church also dissapproved of teachings on the anatomy and anything that was removed from Galen's work. As a result, new discoveries of medicines couldn't be made ~~so people stuck with the knowledge~~ and medical understanding and knowledge couldn't ~~p~~ ~~h~~ progress.

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Examiner Comments

The answer in part a explains the consequences of the Roman withdrawal and covers a range of public health problems, including provision of water, polluted water, sewage removal and waste from the butchers. There is precise detail used to support the comments.

In part b, the candidate explains the importance of Hippocrates' development of the four Humours and the link to Galen but the answer then loses focus and becomes an essay on the importance of Galen.

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Examiner Tip

Full marks in part a are often reserved for an answer providing a range of points.

(b) Hippocrates was very important for Roman and Medieval ~~~~ Medicine. He ~~~~ developed Natural ideas, but he rejected supernatural ideas too. He had a lot of importance in the influence of Medicine, and he ~~~~ completely changed Medicine.

Firstly, he developed the idea of clinical observation. This ~~~~ was the idea that a doctor should observe the patient, ask questions and check their Symptoms. This had an extremely important ~~~~ influence on Roman and Medieval Medicine, since it kept alive the idea of Natural Medicine. It also gave doctors a starting point,

when making a diagnosis. Therefore Hippocrates had a lots of importance/very important influence/had an important influence on Roman and Medieval Medicine because it developed the way in doctors worked. It helped them to diagnose and make a judgement on an illness.

In addition to this, Hippocrates had a very important influence on Medicine, since he developed natural Medicine. Galen, a Greek doctor working in Rome,

((b) continued) then developed this idea/theory. He developed Hippocrates' development of the theory of the four humours. He even added his own theory - the theory of opposites. Since Galen's ideas were studied throughout both periods - it continued Hippocrates ideas. Therefore the work of Hippocrates had an important influence on Roman and Medieval Medicine, Since Galen continued the ideas. It also influenced, Gale work Sin he develop This Meant that the ideas continued, and were even used in Medical training. In my opinion, this was the most important influence of Hippocrates work, because it allowed his ideas to be continued for a long time.

To add to this, Hippocrates' work was very important, Since

Since he developed the ideas that were used for a long time. He developed treatments, such as bloodletting and purging. He also based treatment on rest, exercise and change. Physicians in the Middle Ages would usually base treatments on bloodletting and purging. Therefore Hippocrates work had an important influence on Medicine, because in the middle Ages,

((b) continued) it was the basis of physicians' work. This meant that it was vital for their work. They needed the work of Hippocrates to do their jobs.

On the other hand, since the Church controlled so much about medical training and medical ideas, there was little room for natural methods - in the Medieval times. Therefore, despite acceptance of Galen's ideas, they felt that prayer and pilgrimages were more important. They did not really like natural ideas. Therefore despite how much influence Hippocrates had on developing ideas, his work was limited - since the church believed in God as a cause of disease. They preferred this idea.

In conclusion, I feel that ~~Hippocrates~~ Hippocrates work had a great deal of importance in influencing Medicine. His ideas were important in both Roman and Medieval times. However aspects like the Church and religion, held ~~them~~ them back slightly.

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The answer explains the importance of Hippocrates in the way he influenced others to look for natural causes of illness and the way his approach of Clinical Observation was used by other doctors. It is explicit that Hippocrates' continuing influence was because Galen adopted his ideas but it also weighs this against the Church's control of medicine.

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Examiner Tip

The answer uses all the bullet points as starting points for discussion of an aspect of Hippocrates' work but also includes additional own knowledge.

Question 6

In part a, candidates seemed to know the story of John Snow's investigation well and many answers identified the scientific approach of collecting data (the map of deaths), developing a hypothesis, and testing it (the removal of the pump handle).

In some cases the complete account showed impressive knowledge of the way Snow investigated the lower death rate among brewery works, the deaths of people outside the Soho area and Snow's other work in testing the water from different water companies.

Other candidates clearly knew the general outline of events but lacked the specific details needed for Level 3. For example, some answers lacked an awareness that Snow's work was centred around one specific area and pump, and others stated that he knew about Pasteur's germ theory. A small number of students treated this as a question aimed at assessing Snow's importance and wrote about the role of Chadwick, the government, changes in science and technology etc, none of which was relevant here.

A few confused Snow with Chadwick and wrote about the 1842 report rather than the cholera outbreak.

Knowledge of the early twentieth century has often been weak in the past and it was therefore a delight to see so many answers in part b which included details about the Liberal reforms, especially the introduction of National Insurance, of 'Homes of Heroes', the Ministry of Health and the Beveridge Report. It was also a pleasure to see students able to expand on the bullet points and discuss other examples of vaccination programmes, such as the MMR and cervical cancer vaccinations. Candidates also cited other examples of government activity in promoting a healthy living style, such as banning smoking in public places. the AIDS campaign, the '5 a day' and school dinners programmes. It was also good to see many students mentioning the NHS, even though that was not prompted by the bullet points.

The best answers were able to show how the role of government expanded to take on more responsibility, or widened to include improvements in living standards, access to medical care and preventive measures. In some cases, the answer also pointed out that only the government had the resources, the authority and the organisational ability to carry out this role.

A few answers simply provided information about medicine in the twentieth century. They wrote about penicillin, DNA, the human genome project etc, with very limited links to the role of government. Others changed the focus of the question and discussed other factors affecting medicine, for example war or technology.

In some cases, students assumed that the School Medical Service was part of medical training and a discussion of the NHS sometimes drifted off the focus on public health.

It was also disappointing to see answers that focused on the nineteenth century and wrote about laissez-faire, Chadwick, Public Health Acts etc. Occasionally, it was clear this was intended as background to a discussion on changes in the government role but it was rarely done successfully and in most cases it seemed simply a result of confusion.

(a) John Snow made a investigation to the Cholera outbreaks in 1854. John first realised that pub drinkers didnt catch cholera but people drinking from the waterpump did. This was because of the dirty river water the pumps produce.

Snow then decided to map out the houses that caught cholera and noticed that it was all residents which shared the same pump. This showed snow that the pump was causing the main problem.

To prove Snow's theory of dirty water, he had the water pump handle removed. Eventually cholera died down because people were not able to use the pump to get the river water.

So to conclude, Snow first noticed people drinking Ale was not effected but people drinking water was. This is a key feature as it shows a scientific link and observation. He then mapped out houses of cholera, showing that snow was experimenting and investigating where the problem was. Then by removing the pump, he was proving his theory. This would then lead to the first public Health act in 1858

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Despite the error that people in the pub did not catch cholera, this answer is explicit about the scientific nature and the stages of Snow's investigation.

(b) the role of the government was very important into the improvement of the public health in that time period because of quite a number of reasons actually.

The government had learnt from its mistake of not really going with the first public health act so they then made the second public health act compulsory. In 1907, medical Service in schools was brought in by the government which was very important because those children are the next generation and they have to be healthy if England was going to be a great country.

There were free vaccinations being handed out by the government in 1938 against diphtheria which was a bad disease and that was very important because a lot of people died from that disease and now people can avoid it for free.

Then in 1948, The NHS was set up which included free medical care for everyone which had increased the life expectancy of everyone because anyone could have free medical care from the NHS if they were sick. This was very important because this shows that the government really does care about its people and will care for them for free with the NHS.

later in 1971, the government then put warning stickers on cigarette packets to reduce the number of people smoking because smoking can kill you. This was a very important act because a lot of people back then smoked and some didnt even know it was bad for them so this sticker then showed that it could kill you and that had reduced some people to not smoking at all. *'

Overall, the role of the government was very important into the improvement of the public health from 1900 to the presant day because they realised that people were dying from horrible deaths and so they acted against that and had saved many peoples lives with for example, the NHS and the stickers on cigarette packets.

((b) continued)

*' Later after that, it came to people not being allowed to smoke in public Places which reduced the effect of catching nasty diseases like lung cancer.

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Examiner Comments

There are valid points being made here about the role of the government in setting up the NHS and taking on a preventive role in the anti-smoking campaign.There is an understanding that the government's actions had significant effects on the health of the nation and that the government intentionally expanded its role.

However, there is little detail offered in support of these points.

(b)

From 1900 to the present day, public health was improved, due to government incentives and new regimes.

In the five years between 1906 and 1911, Dramatic Liberal-Social reforms took place. The school medical service was established in 1907, along with the national insurance plan and pension schemes too. These government changes created new security for the people of Great Britain, after Booth and Rawntree's report of 1901 showed how poverty was affecting the health of people in London and York. The government needed to try to banish poverty, or help those in poverty if they wanted a healthier country and workforce - which would bring in more money.

In 1938 free vaccinations against diphtheria were offered and so another once fatal disease was conquered. This was the start of free healthcare that was finly brought to everyone with the instalation of the NHS in 1948 with its slogan "free from the point of

((b) continued)

delivery." The NHS was provided by the government to care for a country badly damaged by war and also unable to pay for private doctors. Rowntree & Bath's report on poverty still held ~~true~~ true and the Beverage report of 1942 further pushed Bevan to create our National Health Service. Something that meant and still means that no matter who you are or how poor you may be, healthcare is there for you. Of course, if everyone has free healthcare, public health is bound to ~~so~~ improve as poverty is no longer such an issue for people.

The Government have not only improved public health by creating the NHS and tackling the issue of poverty but by 1971, health warnings were needed to be put on cigarette packets - showing how the government use their power to communicate to people in order to improve their health. This ~~is~~ shows how relentless the government have been in their mission to improve

((b) continued)

public health and the importance of their work cannot be ~~exaggerated~~ over-stated. ~~For~~ ~~See~~ from the introduction of the national insurance to free healthcare for all to more recent campaigns ~~to~~ such as ~~the~~ '5 a day', the government's power and use of money has been utterly influential in improving public health since 1900.

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The various stages by which the government role expanded are clearly identified. It is shown to be important in the way that people become healthier and it is clearly explained that the government's authority and resources were crucial in its *relentless...mission to improve public health*.

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Examiner Tip

The answer uses all the bullet points as starting points for discussion of an aspect of the government's role but also inlcudes additional own knowledge.

Paper Summary

Candidates should be reminded of the need to express themselves clearly, in accurate and grammatical English. Textspeak, colloquialisms and errors such as *he done it* or *this would of mean't* can mean that the answer is unclear but can also affect marks in the final question where Quality of Written Communication is assessed.

There was also a number of cases where handwriting was very unclear. Although examiners make every effort to read all answers, marks cannot be awarded if the answer cannot be understood. Students need practice in writing at speed for a sustained amount of time. Yet students should be reminded that it is the quality of the answer, not its length, which determines the level and mark. Part b carries the most marks and is the only question where the mark scheme uses 4 levels. In order to reach Level 3, it is important to analyse the question so that the answer stays firmly focused, whilst Level 4 answers have a sense of evaluation and argument. Consequently, 5, or even 10 minutes spent analysing the question and planning a structured answer, can move a Level 2 answer full of description, to Level 3 or Level 4 focused analysis and argument.

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