

# Mark Scheme (Results)

## January 2011

GCSE

### GCSE History B (5HB01/1A)

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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		Target
1		<p>What can you learn from Sources A and B about changes in the way people have tried to prevent the spread of infectious disease? Explain your answer, using these sources.</p> <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 prayed not to get the disease; now we use vaccinations; we have more scientific understanding.</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 the shift from action based on religion to one based on science ; In the Middle Ages the idea of religion as a way of preventing disease did not differentiate between different diseases but our knowledge of individual microbes has allowed us to develop specific vaccines for different diseases.</i></p>

Question Number		
2		<p>The boxes below show two individuals who made contributions to the development of medicine. Choose <b>one</b> and explain the importance of the individual's work.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 10px; width: 200px; text-align: center;">Edward Jenner and vaccination</div> <div style="border: 1px solid black; padding: 10px; width: 200px; text-align: center;">Florence Nightingale and nursing</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 individual, or general comment about specific person.</p> <p><i>Eg. S/he made an important change that was a breakthrough in medicine;</i>  <i>Jenner's work was important in preventing disease;</i>  <i>Nightingale's work was important in improving the training of nurses.</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 individual</p> <p><i>Eg describes the work of Jenner or Nightingale;</i>  <i>Describes reactions &amp; attitudes towards Jenner / Nightingale.</i></p>
3	7-9	<p><b>Analysis of importance.</b></p> <p>The work of the individual is placed in a wider context in order to assess its impact and importance.</p> <p><i>Eg Jenner found a way to prevent the spread of smallpox - a major killer; Jenner received cash from parliament &amp; international recognition; vaccination against smallpox made compulsory;</i>  <i>Jenner's importance was limited because his vaccination only worked for smallpox;</i>  <i>Nightingale's work improved the training of nurses and made it a respectable career; her book was translated and used world wide; Nightingale improved the standard of hospital care (NB must cover more than work in Crimea, eg consulted about the plan for new St Thomas' hospital).</i></p>

Question Number		
3		<p>In what ways did the training of doctors change during the period c.1350-c.1900?</p> <ul style="list-style-type: none"> <li>• Vesalius carried out dissections during the Renaissance period.</li> <li>• 1815: The Society of Apothecaries and the Royal College of Surgeons introduced examinations</li> <li>• 1884: Edinburgh University opened a new medical school, containing research laboratories.</li> </ul> <p>Target: Evaluation of the extent of change (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 it became more professional; Doctors began to specialise, Women were allowed to become doctors.</i></p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer provides detail about medical training</p> <p><i>Eg describes medical training at some point with brief comment about change; describes change -new knowledge of anatomy / teachings ceased to be based on Galen; 19<sup>th</sup> century emphasis on academic qualifications, acceptance of women or increasing specialisation.</i></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 analyses nature of change in medical training</p> <p><i>Eg - the move away from Galen's ideas and towards scientific understanding of illness; the move towards regulation of qualifications and of personnel, the role of teaching hospitals and increasing specialisation.</i></p> <p>Reserve top mark for answers which attempt to evaluate the significance of these changes, or discuss the whole period.</p>

Question Number		
4		<p>Why did the standard of medical treatment improve so rapidly during the twentieth century?</p> <ul style="list-style-type: none"> <li>• 1909: Salvarsan 606 was discovered.</li> <li>• 1948-49: In its first year, £373 million was spent on the NHS.</li> <li>• 1956: A dialysis machine was first used for people with kidney problems.</li> </ul> <p>Target: analysis of causation (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 the NHS provided free care; new treatments were discovered.</i></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 medical treatment</p> <p><i>Eg describes the discovery of Salvarsan 606 or penicillin; describes treatments offered by NHS; Describes care &amp; treatment at different points during the twentieth century.</i></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 offers reason(s) why medical treatment improved during the twentieth century.</p> <p><i>Eg explains how science &amp; technology (or individual examples such as Salvarsan 606 &amp; kidney dialysis) improved medical care; Explains how treatment became more widely available.</i></p> <p>Reserve top marks (11 &amp; 12) for answers which recognise the significance of "so rapidly" in the question or show range / interaction of factors.</p>

Question Number		
5 (a)		<p>What were the key features of public health in Roman Britain?</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 lists examples such as public baths, aqueducts, sewers etc.</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 Roman public health.</p> <p><i>Eg describes the provision of water, bathing facilities, the building of sewers.</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 emphasis on hygiene for everyone in both the provision of water and removal of sewage.</p> <p><i>Eg explains the significance of the provision of aqueducts and sewers and shows bathing facilities were available to the whole of society.</i></p>

Question Number		
5 (b)		<p>How far did ideas about the cause of disease change from the Roman period to the end of the Middle Ages?</p> <ul style="list-style-type: none"> <li>• Galen believed in the Theory of Four Humours.</li> <li>• The Roman army was told not to camp in swampy areas.</li> <li>• During the Black Death in 1348, some people whipped themselves.</li> </ul> <p>Target: Evaluation of nature &amp; extent of change (AO 1&amp; 2 : 16 marks)</p> <p><b>QWC Strands i-ii-iii</b> 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><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 they did not change much because people continued to believe in the 4 Humours; They did change because people began to believe in a religious cause of disease.</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>
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 ideas about the cause of disease.</p> <p><i>Eg describes ideas about the cause of disease; Identifies change or continuity but without supporting details from both periods.</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 identifies examples of change and / or continuity</p> <p><i>Eg continuity in belief of 4 Humours; in belief in supernatural causes; in the idea that bad air caused disease.</i></p> <p><i>For change may suggest belief in astrological causes; a belief in the Christian god rather than curses; lesser emphasis on public health as a cause of miasma; greater understanding of personal contact and the need to isolate sufferers.</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 nature / extent of continuity and change in order to reach a judgement.</p> <p><i>Eg answer will cover a range of material on both change and continuity as at L3 in order to reach a judgement</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 diseases such as cholera spread so rapidly in industrial towns during the nineteenth century.</p> <p>Target: Recall; analysis of causation (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 the living conditions were cramped or dirty; they didn't have access to clean water.</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 spread of disease / public health in the 19th century industrial towns.</p> <p><i>Eg describes the living conditions in industrial towns but link to spread of disease remains implicit or stated in general terms; Describes the spread of cholera.</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 reasons why disease spread so quickly in industrial towns</p> <p><i>Eg shows how many diseases are spread through close contact or contaminated water and therefore the problems of crowding, lack of clean water and sewage would allow such diseases to spread easily.</i></p>

Question Number		
6 (b)		<p>“The government’s role in improving public health was more important during the nineteenth century than the twentieth century”. Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> <li>• 1848: The first Public Health Act was passed.</li> <li>• 1938: The government began a vaccination campaign to prevent diphtheria.</li> <li>• Since 1971 packets of cigarettes have carried a government health warning.</li> </ul> <p>Target: Analysis 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 19<sup>th</sup> century first began to regulate public health; 20<sup>th</sup> century set up NHS to offer free care to all; 20<sup>th</sup> century NHS now covers many areas of health.</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 simple repetition of points from part (a) or repetition of bullet points without development.</b></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 in 19<sup>th</sup> and/or 20<sup>th</sup> century</p> <p><i>Eg describes examples of government role in public health - the Public Health Acts of the 19<sup>th</sup> century; facilities of the NHS, preventive role or emphasis on health in 20<sup>th</sup> century 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>
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 in 19<sup>th</sup> and /or 20<sup>th</sup> centuries by explaining the impact of government action or making comparisons with situation before, or may compare nature of government action &amp; increased emphasis on preventive action in 20<sup>th</sup> century; coverage may be unbalanced.</p> <p><i>E.g. shows importance of Public Health Acts 1848/ 1875 or creation of NHS; shows that role of government has expanded in twentieth century to cover lifestyle as well as living conditions.</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 analyses importance of government in both centuries in order to make comparison.</p> <p><i>Eg end of laissez-faire, provision of clean water and removal of sewage in nineteenth century compared to extended care introduced by Liberal reforms and NHS or emphasis on lifestyle in second half of twentieth century.</i></p> <p>At top of level will make criteria clear and reach a judgement eg emphasises significance of 19<sup>th</sup> century acts as showing changed attitude &amp; government accepting responsibility for public health; significance of NHS as providing treatment for all; significance of wider nature of government action in 20<sup>th</sup> century with emphasis on preventive measures.</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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