

Mark Scheme (Results) Summer 2011

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.
- **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 treatments people used for minor illnesses such as headaches? Explain your answer, using the sources.</p> <p>Target: Inference (AO3: 4 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statement</p> <p>Student makes generalised answer without support or provides relevant examples from the sources.</p> <p><i>Eg. medicine is more scientific now; they used to make herbal remedies; we can buy pills to take.</i></p> <p>Award 1 mark for each relevant detail.</p>
2	3-4	<p>Developed statement</p> <p>An inference about change is made and supported, based on the use of both sources.</p> <p><i>Eg. treatment has changed from home-made remedies to shop bought pills; treatment has changed from herbal remedies to chemical treatment; treatment has changed from being amateur medicines made for an individual to standardised pre-packed medicines.</i></p>

Question Number		
2		<p>The boxes below show two approaches to treatment. Choose one and explain its importance in medicine.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">The Theory of the Four Humours.</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">The use of antibiotics.</div> </div> <p>Target: Recall; analysis of importance (AO1 & 2: 9 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Generalised answer is offered with little specific detail.</p> <p>Answer offers generalised comment about importance that could apply to either development, or offers limited detail about specific example.</p> <p><i>Eg. it was used by doctors for many years; Describes the Four Humours; ideas of Hippocrates Offers brief details about Salvarsan 606/penicillin.</i></p>
2	4-6	<p>Relevant details are offered but the link to the question is left implicit.</p> <p>Answer provides information about this approach to treatment.</p> <p><i>Eg. describes treatment based on the Four Humours/Theory of Opposites; Narrates the discovery of Salvarsan 606 or penicillin.</i></p>
3	7-9	<p>Analysis, showing reasons for importance</p> <p>Answer uses contextual knowledge to explain the impact on treatment or medicine.</p> <p><i>Eg. shows the importance of the Four Humours because it fitted in with their other ideas & provided a rationale for disease & means of treatment; shows that this was widely accepted and the basis of training because there was no real understanding of disease until Pasteur's germ theory; shows the significance of the development of antibiotics as the first genuine treatment based on scientific knowledge; shows that the development of antibiotics improved the standard of health as many killer diseases could now be treated.</i></p>

Question Number		
3		<p>How far did the church have a positive role in medicine during the period c1350-c1750?</p> <p>You may use the following in your answer and any other information of your own.</p> <p>A picture of the Hotel Dieu* in Paris during the fifteenth century. Similar buildings existed in Britain. * Hotel Dieu means God's building.</p>  <p>Target: Recall; analysis of the role of religion (AO1 & 2 : 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple comment is offered, supported by some knowledge.</p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>Eg .Religion held back the progress of medicine; monks and nuns cared for the sick.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer describes link(s) between religion and medicine.</p> <p><i>Eg. provided care for the sick, hospitals often had priest but no doctor which was a negative aspect; explains that the belief that God sent illness inhibited the search for a cure; describes flagellants during the plague / the Church's role in controlling medical training/high standards of hygiene in monasteries and convents.</i></p>
3	9-12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p>

		<p>Answer makes an overall judgement on the church's role, based on a consideration of a range of ways in which religion affected medicine.</p> <p><i>e.g. explains several links between religion and medicine (as at Level 2) in order to make a judgement.</i></p>
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Question Number		
4		<p>In what ways has technology affected the treatment available to patients in hospitals since 1900? You may use the following in your answer and any other information of your own. An Intensive Care Unit in a modern hospital.</p>  <p>Target: Recall; analysis of the effects of technology (AO1 & 2 : 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple comment is offered, supported by some knowledge.</p> <p>Student may provide generalised answer with little supporting detail, or relevant details on a very limited aspect of the question.</p> <p><i>Eg. Technology helps us to understand and treat illness; monitors can be used to check the patient's response to treatment; pace makers can be used to treat heart problems.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer provides examples of technology being used in medicine.</p> <p><i>Eg. describes use of scans to understand and then treat illness; describes treatment of illness through radiotherapy or lasers; describes development of blood transfusions and transplants; describes improved hospital care.</i></p> <p>NB Peg at 6 any answers which do not focus on treatment.</p>
3	9-12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</p> <p>Analysis of the role of technology making explicit the way</p>

	<p>in which technology has affected treatment. <i>Eg. shows how the use of scans / computers has led to better understanding of illness and the ability to target treatment more effectively eg for tumours;</i> <i>Shows how technology has helped to improve the delivery of treatment through improvements in needles, tubing, measured doses of chemotherapy, blood transfusion;</i> <i>Shows how technology created a breakthrough in treating organ problems – kidney dialysis, heart transplant.</i></p> <p>NB Peg at 10 if all examples are based on surgery.</p>
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Question Number		
5 (a)		Describe the ways in which people tried to prevent the spread of infectious diseases during the Middle Ages. Target: Recall; analysis of key features. (AO 1 & 2 : 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple or generalised comment is offered, supported by some knowledge. Answer offers general comment or limited detail. <i>Eg. They prayed; they carried charms.</i>
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Answer describes one way in detail or offers list of ways people acted but with little explanation <i>Eg. describes Flagellants in detail; Identifies isolation, burning tar, keeping the air moving, prayer or charms, burning rubbish, placing coins in vinegar etc.</i>
3	7-9	The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes. Answer identifies a range of ways by which people tried to prevent the spread of infectious diseases and explains their rationale. <i>Eg. flagellants/prayers used to appease God; Belief in miasma led to removal / burning rubbish, or to cover up the bad smells with burning tar/ incense; or people thought the bad smell of the latrines somehow prevented plague; Use of isolation (leper's bell, lazar houses or pest houses) recognised that disease spread through some sort of contact but did not understand how.</i> NB this question asks about prevention, not treatment – comments about holding bread / toads / pigeons to plague buboes etc are not relevant here.

Question Number		
5 (b)		<p>'After the Romans left Britain the progress they had made in public health did not continue'. Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • In the Roman period fresh water was piped to Lincoln. • During the Middle Ages there were public toilets in the town of Leicester. • In London in 1347, wells for drinking water were often close to cesspits. <p>Target: Recall; evaluation of continuity. (AO 1 & 2 : 16 marks) QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Answer offers generalised comparison or limited detail about one period.</p> <p><i>Eg. There was a decline from the standard under the Romans; Butchers slaughtered animals in the street in the Middle Ages.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>NB Do not credit repetition of bullet points without development.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer describes public health in the Roman period and/or the Middle Ages.</p> <p><i>Eg. the Romans had a clear emphasis on hygiene, providing clean water, removing sewage, offering the chance to bathe cheaply; During the Middle Ages there were public health problems in the towns as water became polluted, there was no sewer system.</i></p>

<p>QWC i-ii-iii</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>
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<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 focuses on whether Roman progress was maintained after their withdrawal.</p> <p><i>Eg. identifies change and/or continuity in the standards of the provision of water, removal of sewage, provision of public toilets and baths etc.</i> OR <i>Answer explains why Roman structures fell into disrepair.</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>
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<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>A sustained analysis and evaluation 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 makes a judgement on whether the Roman progress was maintained, based on consideration of a range of aspects as in Level 3.</p> <p><i>Eg. may point out that public health problems in the Middle Ages were in expanding towns rather than villages; examines the role of the government in organising and funding public health provision in the Roman period whereas initiatives in the Middle Ages were often privately funded and therefore individual developments; explains why the Roman structures were not maintained and considers extent to which public health standards were maintained.</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</p>
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		considerable accuracy, although some spelling errors may still be found.
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Question Number		
6 (a)		Describe the ways in which the governments since 1948 have tried to prevent illness. Target: Recall; analysis of key features (A) 1 & 2 : 9 marks)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple or generalised comment is offered, supported by some knowledge. Generalised comments offered or limited detail about one aspect. <i>Eg. The government has lots of campaigns now to keep you healthy; The government improved public health; In 2008 a HPV vaccination programme was started.</i>
2	4-6	Statements are developed with support from material which is mostly relevant and accurate. Answer describes different aspects of prevention or government role in public health. <i>Eg. vaccination campaigns; medical checks carried out by the NHS; anti-smoking/ AIDS / obesity awareness programmes; measures to deal with rubbish and sewage, provision of water, pollution.</i>
3	7-9	The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes. Answer shows how government role expanded over time since 1948, or in nature. <i>Eg. from vaccination programmes to medical checks and targeted campaigns against health issues; from vaccinations against specific illnesses to emphasis on healthy lifestyle; from focus on housing standards and water/sewage to preventing pollution, regulating working conditions and personal health.</i>

Question Number		
6 (b)		<p>Why did the government take action to improve public health in the nineteenth century? Explain your answer.</p> <ul style="list-style-type: none"> • 1750-1850: the population of Manchester increased from 18,000 to over 300,000. • 1831: First outbreaks of cholera in Britain. • 1861: Pasteur published the Germ Theory. <p>Target: Recall; analysis of causation. (AO1 & 2 : 16 marks)</p> <p>QWC Strands i-ii-iii Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Answer offers general comment or limited detail.</p> <p><i>Eg. they began to understand about germs; Chadwick wrote a report on housing conditions; describes nineteenth century urban conditions.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>NB Do not credit repetition of bullet points without development.</p>
QWC i-ii-iii		
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Answer describes the improvements in public health or identifies reason(s) for change.</p> <p><i>Eg. describes the improvements in public health during the nineteenth century; Identifies the work of Chadwick/Snow/Pasteur, changing attitudes, changes in voting as reason for change.</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</p>
QWC i-ii-iii		

		some of the rules of grammar with general accuracy.
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<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 explains reason(s) why improvements occurred.</p> <p><i>Eg. shows how fear about the death rate from cholera linked to the work of Chadwick or Snow, led to improvement;</i> <i>explains Improved understanding of the relationship between health and hygiene due to the work of Snow & Pasteur;</i> <i>explains how the government was under pressure to act as more people got the vote.</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 shows that the government actions to improve public health in the late nineteenth century were a result of the interaction of various reasons.</p> <p><i>Eg. explains that change of attitude was prompted by improved understanding of the link between health and hygiene but government action also prompted by changes in voting and end of laissez-faire.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>

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