**Mark Scheme GCSE History B (5HB01/1A)**

**Medicine and Treatment**

Question Number **1**

What can you learn from Sources A and B about changes in X? Explain your answer, using the sources.

Target: Inference (AO3: 4 marks)

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| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1-2** | **Simple statement**  Student makes generalised answer without support or provides relevant examples from the sources.  Award 1 mark for each relevant detail. |
| **2** | **3-4** | **Developed statement**  An inference about change is made and supported, based on the use of both sources. |

Question Number **2**

The boxes below show two examples of Y. Choose **one** and explain its importance in /limited impact on Z

Target: Recall; analysis of importance (AO1 & 2: 9 marks)

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| --- | --- | --- |
| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1-3** | **Generalised answer is offered with little specific detail.**  Answer offers generalised comment about importance/reasons for limited impact that could apply to either development, or offers limited detail about specific example or development. |
| **2** | **4-6** | **Relevant details are offered but the link to the question is left implicit.** Answer provides general information about the example chosen |
| **3** | **7-9** | **Analysis of importance/reasons for limited impact**  Answer gives reasons for importance/reasons for limited impact, uses contextual knowledge to explain and assess its impact and importance. |

Question Numbers **3 and 4 –Cause /Effects questions**

Why did X improve during the period Z? How far X have a positive role in Y during the period Z? In what ways has X affected Y since Z? How important for Y was X? You may use the following in your answer and your own knowledge

Target: Recall; analysis of causation/effects (AO1 & 2 : 12 marks)

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| --- | --- | --- |
| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1-4** | **Simple comment is offered, supported by some knowledge.**  Generalised answer with little supporting detail or relevant details on a very limited aspect of the question.  Reserve top mark for answers making at least 2 valid points. |
| **2** | **5-8** | **Statements are developed with support from material which is mostly relevant and accurate.**  Provides detailed information about X (describes link(s) between X &Y.) |
| **3** | **9-12** | **The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.**  Analysis of X. Either gives range of reasons, linking them together for top marks, **or** makes explicit the ways in which it affected Y.  Answer makes an overall judgement. |

Question Numbers **3 and 4-Change and Continuity**

How much did X change during the period Z? In what ways did X change in the period Z? You may use the following in your answer and your own knowledge

Target: Recall; Evaluation of change and continuity (AO1 & 2 : 12 marks)

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| --- | --- | --- |
| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1-4** | **Simple comment is offered, supported by some knowledge.**  Generalised answer with little supporting detail or relevant details on a very limited aspect of the question.  Reserve top mark for answers making at least 2 valid points. |
| **2** | **5-8** | **Statements are developed with support from material which is mostly relevant and accurate.**  Answer provides detail account of X but extent of change is left implicit, OR decribes one of changes or continuities OR offers general comment about the extent of change and provides examples of change or different ideas as support. |
| **3** | **9-12** | **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 explicitly evaluates extent/ nature of change, considering both change and continuity. Reserve top mark for answers which cover the whole period. |

Question Number **6 (a)**

Describe the ways in which X. What were the key features of X? Explain why X.

Target: Recall; analysis of key features/causation (AO 1 & 2 : 9 marks)

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| --- | --- | --- |
| 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. |
| **2** | **4-6** | **Statements are developed with support from material which is mostly relevant and accurate.**  Answer provides information about/describes different aspects of X |
| **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 explains and analyses X |

Question Number **6 (b)**

Why was X so important in Y across the period….? How important was X for Y?

‘X was more important during the period Y than Z’ Do you agree? Why did X occur?

How far did X change over the period?

Target: Analysis of significance/ causation/change (AO 1 & 2: 16 marks)

Assessing QWC: For the highest mark in a level, **all** criteria for the level, including those for QWC must be met.

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| --- | --- | --- |
| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1-4** | **Simple or generalised comment is offered, supported by some knowledge.**  Answer offers general comment or limited information. Reserve top mark for answers making at least 2 valid points.**NB Do not credit repetition of bullet points without development**  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. |
| **2** | **5-8** | **Statements are developed with support from material which is mostly relevant and accurate.**  Answer provides information about X . or gives some reasons for X. Reserve top mark for answers making at least 2 developed points.  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. |
| **3** | **9-12** | **The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.** Explains either how X developed over time, or change and/or continuity or reasons for or the significance of X.  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. |
| **4** | **13-16** | **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.**  Answer analyses X (and interaction with other reasons for a causation questions) in order to evaluate importance or evaluates extent of change and continuity. Reserve top mark for answers which cover the whole period and use clear criteria to reach judgment.  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. |

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