

Specimen papers

Paper 1
British Thematic Study
with Historic Environment

GCSE (9-1) History

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Specimen assessment materials for first teaching September 2016

Paper 1: Thematic study and historic environment (1HI0/11)

**Option 11: Medicine through time, c1250–present
and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches**

The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

Question	
1	Describe two features of the effects of poison gas attacks on soldiers. Target: knowledge of key features and characteristics of the period. AO1: 4 marks
Marking instructions	
<p>Award 1 mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.</p> <p>e.g.</p> <ul style="list-style-type: none"> • Chlorine gas affected the victim's breathing (1). The victim died quickly from suffocation (1). • Phosgene gas had similar effects to chlorine gas and killed the victim through suffocation (1). It affected the lungs (1). • Mustard gas caused blisters on the skin, internal bleeding and affected the eyes and lungs (1). It could take days for the sufferer to die (1). <p>Accept other appropriate features and supporting information.</p>	

Question		
2 (a)		How useful are Sources A and B for an enquiry into the system for dealing with injured soldiers on the Western Front? Explain your answer, using Sources A and B and your knowledge of the historical context. Target: Analysis and evaluation of source utility. AO3: 8 marks
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.
2	3–5	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance¹. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.
3	6–8	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.

Notes

1. Provenance = nature, origin, purpose.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Source A

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The references in Source A to the RAMC, the Medical Officer and the field hospital are useful because they provide evidence of a system for dealing with injured soldiers.
- Buckle's comment about the stretcher bearers suggests that the system could not cope with the amount of wounded soldiers, which is useful as it shows the difficulties of the situation.
- The reference to the Medical Officer is useful because it shows that the system was staffed by medical personnel.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The fact that this was written by Henry Buckle about his own experiences suggests it is an accurate account.
- The account in Source A was written at the time but typed up later and it is possible that Buckle made some changes because he then had hindsight about what happened next.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- In the RAMC system, cases were moved from first aid posts and dressing stations further back towards base to field hospitals and casualty clearing stations.

- Source A is useful in the way it shows the problem of not enough stretcher bearers; there were only four per company and the use of heavy artillery and high explosives often meant large numbers of wounded men.

Source B

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The details in Source B are useful as they show the way injured soldiers were transported – the wounded are on stretchers and there are motor and horse-drawn vehicles ready to transport them.
- Source B is useful because it seems to indicate the problem of logistics – this amount of men could not be transported by the vehicles that are visible in the photograph.
- The photograph is useful because it gives an indication of the number of wounded men with which the system needed to deal.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- Source B is a photograph and therefore should be an accurate impression but we do not know if more wounded men are out of sight.
- Source B might not show a typical situation – this could be just after a battle and therefore shows an unusually large number of wounded.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- The system could be very efficient; the severely wounded were taken to the coast by train for subsequent transport back to Britain.
- The photograph does not show the personnel involved in the transport of and care for the wounded, such as the RAMC and the VAD nurses.

Question	
2 (b)	<p>How could you follow up Source A to find out more about the system for dealing with injured soldiers on the Western Front? In your answer, you must give the question you would ask and the type of source you could use.</p> <p>Target: Source analysis and use (the ability to frame historical questions). AO3: 4 marks</p>
Marking instructions	
<p>Award 1 mark for selecting a detail in Source A that could form the basis of a follow-up enquiry and 1 mark for a question which is linked to it.</p> <p>e.g.</p> <ul style="list-style-type: none"> • Detail in Source A that I would follow up: the comment about being sent to a Field Hospital. (1) • Question I would ask: Why would the Field Hospital be better able to deal with his injury? (1) (No mark for a question that is not linked to following up Source A, e.g. 'because it would be an interesting question to ask'.) <p>Award 1 mark for identification of an appropriate source and 1 mark for an answer that shows how it might help answer the chosen follow-up question.</p> <p>e.g.</p> <ul style="list-style-type: none"> • What type of source I would look for: RAMC records showing the facilities available at a Field Hospital. (1) • How this might help answer my question: This would help me to see whether the Field Hospital was better equipped, for example with x-ray machines. (1) <p>Accept other appropriate alternatives.</p>	

Medicine through time, c1250–present

Question		
3		<p>Explain one way in which the methods used by doctors to diagnose illness during the medieval period (c1250-c1500) were different from the methods used during the modern period (c1900-present).</p> <p>Target: Analysis of second order concepts: difference [AO2]; Knowledge and understanding of features and characteristics of the period [AO1]. AO2: 2 marks AO1: 2 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • Simple or generalised comment is offered about a difference. [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1]
2	3–4	<ul style="list-style-type: none"> • Features of the period are analysed to explain a difference. [AO2] • Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • In the medieval period doctors would ask about the patient's humours and consider whether they were flushed or sick, whereas in the modern period tests and scans could be carried out to discover any internal cause of illness. • In the medieval period the doctor might enquire about the patient's star sign because they believed that the patient could be affected by astrology, but in the modern period doctors might ask about other family members because they know that some conditions are hereditary. 		

Question		
4		<p>Explain why the role of the Church in medicine decreased in importance in the years c1250-c1700.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • medical training • William Harvey. <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks AO1: 6 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	4–6	<ul style="list-style-type: none"> • An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points</i></p>
3	7–9	<ul style="list-style-type: none"> • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The Church fostered the ideas of Galen as the basis of medical training but the work of Vesalius and Harvey identified errors in his work, which then challenged the authority of the Church.
- Universities began to offer medical degrees independent from Church control.
- During the Reformation in the sixteenth century, religious houses were closed down, which meant that the Church no longer played a key role in providing care for the ill.
- The work of Vesalius and Harvey showed the importance of dissections, even though the Church disapproved of this practice.
- The printing press allowed ideas to spread quickly, which challenged the Church's control of education and medical training.
- The Royal Society encouraged a spirit of enquiry and emphasised the need for evidence to be demonstrated rather than just accepting ideas.

Question		
5		<p>'John Snow's work on cholera was a turning point in the prevention of infectious diseases c1700-c1900' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Jenner's vaccination • the Broad Street pump. <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: significance/change and continuity [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks AO1: 6 marks Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> The learner writes nothing. The learner's response does not relate to the question. The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.
Threshold	1	<ul style="list-style-type: none"> Learners spell and punctuate with reasonable accuracy. Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. Learners use a limited range of specialist terms as appropriate.
Intermediate	2–3	<ul style="list-style-type: none"> Learners spell and punctuate with considerable accuracy. Learners use rules of grammar with general control of meaning overall. Learners use a good range of specialist terms as appropriate.
High	4	<ul style="list-style-type: none"> Learners spell and punctuate with consistent accuracy. Learners use rules of grammar with effective control of meaning overall. Learners use a wide range of specialist terms as appropriate.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points [*AO1 and AO2*] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [*AO2*] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points that support the statement may include:

- Before Snow's work, Jenner's vaccination had been effective but only against smallpox.
- Before Snow's work on the Broad Street cholera epidemic there was no understanding of how diseases spread – most people believed in miasma.
- When Snow removed the handle from the Broad Street pump, the cholera decreased, which showed that it was water-borne.
- Snow showed that disease could be prevented even if the cause of it was not understood.
- When new sewers were built in the 1860s and 1870s, cholera epidemics ended in those areas, reinforcing his emphasis on provision of clean water and the removal of sewage.

Relevant points to counter the statement may include:

- John Snow's work was relevant to cholera and other water-borne diseases but had little impact on other infectious diseases such as TB or smallpox.
- Prevention of infectious diseases only became possible in the late nineteenth century as vaccinations were developed, based on the work of Pasteur.
- Prevention of infectious disease was not fully effective until the government took responsibility for public health, 1875.

6		<p>'Government action is the most important reason why there were improvements in care and treatment in hospitals during the nineteenth and twentieth centuries.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Florence Nightingale • government funding. <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: causation. [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p>AO2: 10 marks</p> <p>AO1: 6 marks</p> <p>Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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High	4	<ul style="list-style-type: none"> Learners spell and punctuate with consistent accuracy. Learners use rules of grammar with effective control of meaning overall. Learners use a wide range of specialist terms as appropriate.

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Relevant points that support the statement may include:

- Local governments often set up their own hospitals during the nineteenth and early twentieth centuries.
- In 1948 government funding established the NHS in order to organise a national system for the treatment of the sick, which included providing the technology and equipment needed for diagnosis and treatment in hospitals.
- Government funding since 1948 provided medicines that were originally free and from 1952 at a subsidised cost so that everyone could receive the treatment they needed.

Relevant points to counter the statement may include:

- Florence Nightingale's work on training for nurses improved care in hospitals during the nineteenth century.
- Pasteur's germ theory, 1861, led to improved understanding of illness and made treatment effective during the twentieth century.
- Better treatment such as the development of Salvarsan 606 (1909) and penicillin became available through the work of research teams and improvements in scientific knowledge.
- Improvements in science meant that anaesthetics and antiseptics became effective during the nineteenth century and treatment through surgery improved; developments in science and technology have also made high-tech surgery possible in the late twentieth century.
- Much of the research and development of new medicines from the late twentieth century onwards, has been funded by charities such as Cancer Research UK and also by drug companies.