



GCSE MARK SCHEME

SUMMER 2015

**HISTORY - DEVELOPMENT STUDY
CHANGES IN HEALTH AND MEDICINE,
c.1345 TO THE PRESENT DAY
4383/02**

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are the questions in Section B. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

Level 1	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
Level 2	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
Level 3	the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary
Level 4	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

PAPER 4383/02

UNIT 3: DEVELOPMENT STUDY

CHANGES IN HEALTH AND MEDICINE,
c.1345 TO THE PRESENT DAY

MARKING SCHEME

QUESTION 1

Question 1(a)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Describe the work of Ambroise Paré in the sixteenth century.** [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with a weak or implied point made.** [1]

Eg: Answers will say that Paré was a surgeon who made an ointment for gunshot wounds.

LEVEL 2 **A more detailed and accurate description.** [2-3]

Eg: Answers refer to Paré as a surgeon who used ointment to treat gunshot wounds instead of the traditional way of burning them with a hot iron. This was due to him running out of hot oil, but it proved a more painless way to treat wounds. Alternatively they could mention Pare's book, On Surgery, his work with ligatures, the crow's beak, the setting of fractures or his experiments with the Bezoar Stone.

LEVEL 3 **A fully detailed and accurate description.** [4-5]

Eg: Answers will refer to Paré as a barber-surgeon who made an ointment of egg yolk, rose oil and turpentine to treat gunshot wounds less painfully. This arose from him running out of hot oil. They should mention the publication of his Collected Works on Surgery in 1575, which due to printing helped popularise the alternative to cauterisation. Also, they could mention his work on ligatures, the development of tools like the crow's beak, the setting of fractures and his experiments to disprove the theory of the Bezoar Stone.

Question 1(b)

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
7	2	3	2

Question: **Explain why medical knowledge changed in the twentieth and twenty-first centuries.** [7]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lacks focus on the set issue. [1-2]

Eg: Source A shows someone having an X ray whereas Source B shows a scanner being used to see what is wrong with the patient.

LEVEL 2 Accurate answer which begins to address the question. [3-5]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.

Eg: Source A shows that X rays allowed doctors to see inside the body without cutting people open. Source B shows that now people can use technology like MRI scanners to see inside the body. They will see more than just bones with the new scanners. Science and technology has improved in the twentieth and twenty-first centuries, and discoveries like DNA and developments in scanning have increased our understanding of the body.

Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).

Eg: Source A shows how important the discovery of X rays was to medical knowledge, as images of bones were able to be seen as an aid to diagnosis and understanding of anatomy. Source B shows that doctors have been able to find out more about the body through advancements in technology such as ultrasound and MRI scanners. These show tissue and organs of the body, and have changed the quality of medical knowledge forever. Scientific discoveries such as DNA in 1953 have also helped doctors get a better understanding of illnesses like diabetes. Answers will show why there have been so many significant improvements since 1900, making reference to the role of improved technology and the work of scientists like Watson and Crick. They could also refer to the role of improved communication in spreading new ideas and technology.

LEVEL 3 **Answer addresses the question clearly.**

[6-7]

Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.

Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.

Eg: Answers will focus on the sources to explain why medical knowledge improved in the twentieth and twenty first centuries. The role of technology such as the initial use of X-ray machines, then ultrasound and MRI scanners is clearly shown by Sources A and B. The MRI (Magnetic Resonance Imaging) scanner is a high-tech machine that allows images of tissue to be taken. It is often used for brain scans. The role of scientific discovery is shown in the development in treatment for diabetes that was made possible by knowledge of DNA. Answers at this level will refer to the discovery of DNA by Watson and Crick in 1953. Answers should focus on how the understanding of anatomy has become highly sophisticated due to the quality of machinery and the detailed understanding of how the body is made up. This has led to better diagnostic tools and treatments, such as ultrasound scanning during pregnancy and gene therapy. Expect reference to the speed at which ideas can be spread in the modern world thanks to improved communication and transport, and latterly, computers.

Question 1(c)

Target:	Recall and deployment of knowledge; analysis and evaluation of key historical concepts		
Mark allocation:	AO1	AO2	AO3
8	2	6	

Question: **Why was the work of William Harvey a turning point in the development of medical knowledge in the seventeenth century?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, with weak or implied points made. [1-2]

Eg: William Harvey studied medicine in both Cambridge and in Padua. He worked as a doctor in London and then as a lecturer in anatomy. In 1628, he made an outstanding contribution to medical knowledge when he published a book.

LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen. [3-4]

Eg: Answers may be confined to Harvey's ideas replaced the earlier ones of Galen. Harvey showed that blood flowed around the body, is carried away from the heart by arteries and returns in the veins. He proved that the heart is a pump, recirculating the blood.

LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained. [5-6]

*Eg: Answers may tend to describe Harvey's discovery of the circulation of blood, and his understanding of the action of arteries and veins, but there will be a more direct attempt to analyse the impact of his refutation of Galen, and the use of scientific method on his work. They may mention the role of his book, *On the Motion of the Heart and Blood* (1628) in influencing others' medical practice.*

LEVEL 4 Detailed and accurate analysis of key issue providing a fully substantiated explanation. [7-8]

Eg: The work of William Harvey was very important because he published his findings in 'On the Motion of the Heart and Blood' in 1628, and this helped to increase people's understanding of how the body worked. The book featured a series of diagrams to illustrate his experiments. He had disproved the outmoded ideas of Galen and this allowed a more modern approach to be taken to developing medical knowledge. His scientific approach of dissecting live, cold-blooded animals and human bodies, created an important foundation for further developments in medical knowledge.

QUESTION 2

Question 2(a)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Describe the use of traditional treatments and remedies in the Middle Ages.** [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with a weak or implied point made.** [1]

Eg: Answers will say that superstitious treatments such as ‘zodiac man’ charts were used in the Middle Ages.

LEVEL 2 **A more detailed and accurate description.** [2-3]

Eg: Answers refer to superstitious treatments such as ‘zodiac man’ charts, which were used to suggest treatments according to the position of the stars. Alternatively they could mention the four humours, whereby doctors tried to keep the body in balance between four elements, or alchemy, a type of chemistry which tried to find everlasting life. Candidates may mention religious remedies like prayer.

LEVEL 3 **A fully detailed and accurate description.** [4-5]

Eg: Answers will refer to superstitious treatments such as ‘zodiac man’ charts, which suggest treatments based on astrology. They should mention the theory of the four humours, where bleeding, applying leeches, or purging / vomiting were used to rid the body of excess humours – blood, phlegm, black and yellow bile. They could mention alchemy, a type of chemistry aimed at making gold or finding the elixir of life. Also credit the religious remedies, particularly those associated with the Black Death e.g. prayer / flagellation.

Question 2(b)

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
7	2	3	2

Question: **Explain why surgical methods changed during the nineteenth century.** [7]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources; lacks focus on the set issue.** [1-2]

Eg: Source A shows that surgery was bloody and messy at the start of the nineteenth century. Source B shows how, by the second half of the nineteenth century, antiseptics were being used in operations, so they were safer.

LEVEL 2 **Accurate answer which begins to address the question.** [3-5]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.

Eg: Source A shows that surgery was bloody and not very safe. The surgeons were like showmen. Source B says that by the late nineteenth century, antiseptics were being used in operations. Surgical methods were changing for the better due to newer and safer methods.

Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).

Eg: Source A shows that operations were conducted unsafely and with the emphasis on speed whereas Source B shows that new discoveries like Lister's carbolic acid spray were used to improve the rates of infection through surgery. Answers will begin to explain why the issue of cleanliness and lack of any antiseptic was a problem. There will be discussion of Lister's development of antiseptics from 1865 which meant that the death rate of operations was greatly reduced. By the end of the nineteenth century, antiseptics like carbolic acid had proved themselves and were being used as a matter of course.

LEVEL 3 **Answer addresses the question clearly.** [6-7]

Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.

Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.

Eg: Answers will focus on the problems with early nineteenth century operations as is clearly shown by Source A. The role of new developments in surgical methods is shown in Source B in which the risk of infection was dramatically reduced by the use of carbolic acid spray. Answers at this level will refer to the role of significant individuals like Lister, whose use of carbolic acid from 1865 led to a drop in the death rate from operations, from 46% to 15%. This led to operations being conducted more safely and eventually to aseptic surgery (1890s). They should also discuss the issue of the lack of an anaesthetic, and how the safe use of chloroform and of ether allowed surgeons to conduct with longer operations with less emphasis on speed and showmanship.

Question 2(c)

Target:	Recall and deployment of knowledge; analysis and evaluation of key historical concepts		
Mark allocation:	AO1	AO2	AO3
8	2	6	

Question: **Why was the work of Edward Jenner a turning point in the prevention of disease?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, with weak or implied points made. [1-2]

Eg: There will be reference to Jenner's discovery of the smallpox vaccine as a step forward.

LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen. [3-4]

Eg: Answers may be confined to descriptive points about Jenner as a doctor in Gloucestershire who realised that people who had had cowpox seemed immune from smallpox. He inoculated people with cowpox and recorded his findings, concluding that cowpox did protect people from infection by smallpox.

LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained. [5-6]

Eg: Answers may tend to describe Jenner's discovery of the smallpox vaccine as at Level 2, but there will be a more direct attempt to analyse the impact of his discovery in 1796. He submitted his ideas to the Royal Society in 1798, but there was much opposition to his ideas, so he published his ideas himself. Parliament was impressed by his idea and granted him £50,000 to open a vaccination clinic in London, which led to the first compulsory vaccine in 1853.

LEVEL 4 Detailed and accurate analysis of key issue providing a fully substantiated explanation. [7-8]

Eg: Answers will discuss how far the discovery of the smallpox vaccine can be seen as a turning point in the prevention of treatment of disease. In addition to the detailed analysis at Level 2, candidates could discuss the fact that the first compulsory vaccine was introduced long after the original publication of Jenner's research in 1798, in 1853. They should also refer to the opposition, and even ridicule, directed towards Jenner from many doctors. The best answers should consider the length of time before the next major new vaccines, including Pasteur's chicken cholera vaccine in 1880. The smallpox vaccine had a huge impact worldwide, but it took a long time for other effective vaccines to emerge.

QUESTION 3

Question 3(a)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Describe the main methods used to combat the Black Death in the fourteenth century.** [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with a weak or implied point made. [1]

Eg: People left their villages/towns to try to protect themselves from the plague.

LEVEL 2 A more detailed and accurate description. [2-3]

Eg: Answers refer to the various methods used to combat the plague in the Black Death. Flagellants whipped themselves because they thought the disease was a punishment from God to make them suffer. Churchmen led processions, pleading with God to end the pestilence. Accept use of techniques to hide smells, such as the use of pomanders.

LEVEL 3 A fully detailed and accurate description. [4-5]

Eg: Answers will refer accurately to a series of methods used. There was some street clearance in major cities, or the isolation of plague victims; in some cases Jews were blamed. Some tried cures like crouching over toilets and sniffing in the smell, or taking in a potion called theriac, which was partly made up of the bodies of chopped up snakes that had been dead for ten years. Others followed the slogan Fast Far Late, which meant run as fast as you can, as far you can and come back as late as possible. They may also mention that there were two types of plague - bubonic and pneumonic.

Question 3(b)

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
7	2	3	2

Question: **Explain why public health improved in the twentieth century.** [7]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources; lacks focus on the set issue.** [1-2]

Eg: Source A says that back-to-back housing was very unhealthy. Source B shows new housing being built to replace it.

LEVEL 2 **Accurate answer which begins to address the question.** [3-5]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.

Eg: Source A shows that housing conditions in back-to-back houses were dirty because people shared toilets. Often there were no windows or rear gardens. Source B shows that by the middle of the century new council housing was being built. The government had promised 'homes for heroes' after the First World War. Slum clearance went ahead and better quality housing was provided.

Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).

Eg: Source A shows that housing conditions in back-to-back houses in the early twentieth century were very poor, especially due to poor toilet facilities whereas Source B shows that by 1946 there were new council houses being built to improve the quality of housing. Answers will begin to explain why the Labour Government after 1945 began to rid the country of slums and adopted the Beveridge Report to eliminate squalor. They may also reference the Clean Air Act of 1956.

LEVEL 3 **Answer addresses the question clearly.** [6-7]

Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.

Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.

Eg: Answers will focus on poor housing in the early twentieth century as is clearly shown by Source A. Reports on London and York about 1900 had established a link between poverty and poor housing. The government had to improve the situation. Back-to-back housing was unhealthy because it was poorly ventilated. It was banned by the 1909 Housing Act. In 1918, Lloyd George had made a pledge in the election campaign to address the housing shortage and create 'homes fit for heroes'. Answers will refer to the Labour government's adoption of the Beveridge Report which had highlighted the 'Five Evil Giants'. One of these was squalor. The Ministry of Town and Country Planning was created to rid the country of slums and also set minimum standards for a massive council and private house-building programme. The improvements made to housing are shown in Source B. Healthier housing was enhanced by the Clean Air Act of 1956, which improved the quality of air in cities.

Question 3(c)

Target:	Recall and deployment of knowledge; analysis and evaluation of key historical concepts		
Mark allocation:	AO1	AO2	AO3
8	2	6	

Question: **How successful were attempts to improve public health in industrial towns in the nineteenth century?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, with weak or implied points made. [1-2]

Eg: There will be reference to how quickly industrial towns grew and the problems of overcrowding or bad sanitation.

LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen. [3-4]

Eg: Answers may be confined to a general description of the problems caused by the rapid growth of industrial towns. They will probably mention that industrial towns were very unhealthy places. Families were crowded into just one room, such as unhealthy and damp cellar dwellings, and they often suffered from ill-health. Water supplies and sanitation had to be improved to prevent diseases like cholera spreading.

LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained. [5-6]

Eg: Answers may tend to describe the health problems associated with the rapid growth and unprecedented size of industrial towns. However, there will be a more direct attempt to analyse the impact of the conditions on the development of public health. Chadwick's report highlighted the link between such unhealthy housing and ill-health among the working population. This led on to Public Health Acts that began to clean up towns and provide better sanitation.

LEVEL 4 Detailed and accurate analysis of key issue providing a fully substantiated explanation. [7-8]

Eg: Answers should show how the growth of industrial towns created unprecedented public health challenges. The poor conditions existed because industrial towns had been built very quickly, with no planning regulations and no sanitary provision. Cholera was a regular threat in such conditions and the issue did not seem to concern most people in authority. Chadwick's 'Report on the sanitary conditions of the working population' drew a link between ill health and the poor conditions in the industrial towns. This report led to the Public Health Act of 1848 and the creation of Boards of Health. These innovations gradually led to public health improvements by the mid-to-late C19th.

QUESTION 4

Question 4

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication			
Mark allocation:	AO1	AO2	AO3	SPG
15	4	8		3

Question: **Have changes in medical knowledge always led to better health from the Middle Ages to the present day? [12+3]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

Eg: Answers may refer to some advancements in medical knowledge in general terms, making the point that people have lived increasingly longer and healthier lives.

LEVEL 2 Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed. [4-6]

Award 4 marks for some related facts; or superficial coverage; or weak references to issue of change.

Award 5-6 marks for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers may focus on one period such as the Renaissance period, writing about individuals like Vesalius and Harvey whose work led to a better understanding of anatomy. Alternatively, they will provide a limited outline of changes in medical knowledge across the period.

LEVEL 3 Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed. [7-9]

Award 7 marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to change and continuity

Award 8 marks for a very good chronological coverage of whole period with good supporting detail and an attempt to address the issue of change and continuity.

Award 9 marks for a clear attempt to discuss the named issue in a chronological context and to assess more fully the extent of change and continuity over most of the period. Candidates may begin to appreciate the differences in experience between groups.

Eg: Answers will supply a judgement on the question set with supporting material from a range of periods. Medical knowledge in the later Middle Ages such as the zodiac charts and the theory of the humours would not usually have led to better health. Key developments in the Renaissance led to a much better understanding of anatomy, with figures like Vesalius and Harvey helping doctors understand more about the body. The 'germ theory' in the late nineteenth century and the discovery of X-rays have certainly led to better health. Change was considerable as twentieth century developments like scanning, and developments in DNA and genetics have successfully improved medical knowledge and improved people's health.

LEVEL 4 **Answers will demonstrate understanding of the period through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed.** **[10-12]**

Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss issue of change and continuity; the answer must build on very good chronological coverage.

Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss extent of change and continuity; there will be recognition of the varying impact of change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers will provide a sound chronological account of developments in medical knowledge as at Level 3, but with greater detail and depth. There will be a clear attempt to show that in some periods, advancements in medical knowledge led more directly to major improvements in health. Candidates may refer to periods such as the Middle Ages, where knowledge was inhibited by religion and primarily based on superstition, and periods of rapid progress like the 19th and 20th centuries. They may also show how major steps forward in medical knowledge in the Renaissance period were not easy to translate to better health due to limited treatment options. Expect reference to medical knowledge that has been revolutionary, such as the Germ Theory and the discovery of DNA.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

QUESTION 5

Question 5

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication			
Mark allocation:	AO1	AO2	AO3	SPG
15	4	8		3

Question: **Have methods used to prevent and treat disease always helped patients from the Middle Ages to the present day?** **[12+3]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; basic response which offers little support.** **[1-3]**

Eg: Answers may refer to methods used to prevent and treat disease not always helping – many people have died of diseases since the Middle Ages.

LEVEL 2 **Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed.** **[4-6]**

Award 4 marks for some related facts; or superficial coverage; or weak references to issue of change.

Award 5-6 marks for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers may focus on one period such as the Middle Ages where methods of treatment were not usually helpful to patients. There may be a section on the work of individuals like Jenner and Lister whose work was initially criticised. Alternatively they provide a poor outline of the usefulness of treatment methods across the period.

LEVEL 3 **Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed. Answers will go beyond issues mentioned in the scaffold.** **[7-9]**

Award 7 marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to change and continuity

Award 8 marks for a very good chronological coverage of whole period with good supporting detail and an attempt to address the issue of change and continuity.

Award 9 marks for a clear attempt to discuss the named issue in a chronological context and to assess more fully the extent of change and continuity over most of the period. Candidates may begin to appreciate the differences in experience between groups.

Eg: Answers may focus on certain periods as more progressive than others. The 19th and 20th centuries were times when highly effective and helpful treatments were developed, such as Simpson's use of chloroform as an anaesthetic from 1847. Expect to see more detailed reference to pioneers such as Lister, whose use of carbolic acid from 1865 also helped patients undergoing surgery have a safer experience. The 20th century saw the development of the 'wonder drug' penicillin which helped countless patients survive infections since Fleming's discovery (1928) and its mass production (1942).

LEVEL 4 **Answers will demonstrate understanding of the period through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed.** **[10-12]**

Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss issue of change and continuity; the answer must build on very good chronological coverage.

Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss extent of change and continuity; there will be recognition of the varying impact of change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers will provide a sound chronological account of how treatments have helped patients as in Level 3, but with greater detail and depth. There will be a clear attempt to show that in some periods, treatments were more helpful than others to patients. Candidates may refer to periods such as the Middle Ages, where operations and treatments could be positively dangerous to patients, and periods of rapid progress like the 19th and 20th centuries. They may also show how even major steps forward in treatment were not without their initial problems, such as the Black Period in surgery (1848-70) when better anaesthetics led to longer operations with more risk of infection. In the Renaissance period those following Pare's work on ligatures may have increased the risk of infection due to the lack of understanding of germs. Some treatments have essentially failed e.g. Thalidomide.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

LEVEL 4 **Answers will demonstrate understanding of the period through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed.** **[10-12]**

Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss issue of change and continuity; the answer must build on very good chronological coverage.

Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss extent of change and continuity; there will be recognition of the varying impact of change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers will provide a sound chronological account of how developments in patient care and public health led to better health, as in Level 3, but with greater detail and depth. There will be a clear attempt to deal with variations in progress towards better health. Candidates may refer to periods such as the Middle Ages, where care was provided by the Church and by hospitals. Methods of combating the plague were not organised and were left to individual towns to deal with; patient care was ineffective, with no trained nurses. Alternatively other periods, especially from the 20th century onwards, saw enormous efforts by government to organise systems of support for patient care and public health through the NHS and acts of parliament on matters of housing and clean air. Answers should show awareness that, despite the improvements, there is currently criticism of the standards of patient care provided in hospitals. Waiting lists continue to be long in some respects and there is the fear of hospital infection – MRSA.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.