

GCSE

# History A

91401A Medicine Through Time  
Mark scheme

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June 2015

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Version 1: Final Mark Scheme

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

## A Introduction

- **Consistency of Marking**

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a choice of specifications and a choice of options within them. It is therefore of vital importance that assistant examiners apply this marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of all the other History specifications and options offered by AQA.

- **Subject Content**

The revised specification addresses subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that History is concerned with the analysis of historical problems and issues, the study of which encourages all students, but particularly the more able, to make judgements grounded in evidence and information.

- **The Assessment Objectives (AOs)**

Assessment Objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of history	30
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> <li>• key concepts: causation, consequence, continuity, change and significance within an historical context</li> <li>• key features and characteristics of the periods studied and the relationship between them</li> </ul>	30
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none"> <li>• a range of source material as part of an historical enquiry</li> <li>• how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry</li> </ul>	40

- **Levels of Response Marking Schemes**

The mark scheme which follows is of the 'levels of response' type showing that students are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All students take a common examination paper – there is no tiering. Consequently, it is reasonable to expect to encounter the full range of attainment and this marking scheme has been designed to differentiate students' attainment by **outcome** and to reward **positively** what the students know, understand and can do.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an

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answer should fall and in deciding on a mark within that particular level.

Good examining is, ultimately, about the **consistent application of judgement**. This mark scheme provides the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in a subject like History, which in part relies upon different interpretations and different emphases given to the same content.

## B Question targets and Levels of response

- **Question targets**

The mark scheme for each question is prefaced by an assessment objective 'target'. This is an indication of the skill which it is expected students will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of response**

There are several ways in which any question can be answered – in a simple way by less able students and in more sophisticated ways by students of greater ability. In the marking scheme different types of answers will be identified and will be arranged in a series of levels of response.

Levels of response have been identified on the basis that the full range of students entered for the GCSE examination will be able to respond positively. Each 'level' therefore represents a stage in the development of the student's **quality of thinking**, and, as such, recognition by the assistant examiner of the relative differences between each level descriptor is of paramount importance.

- **Placing an answer within a Level**

When marking each part of each question, examiners must first place the answer in a particular level and then, and only then, decide on the actual mark within the level, which should be recorded in the margin. **The level of response attained should also be indicated at the end of each answer.** In most cases, it will be helpful to annotate the answer by noting in the margin where a particular level has been reached, eg Level 1 may have been reached on line 1, L3 on line 5 and L1 again on line 7. When the whole answer has been read and annotated in this way, the highest of the Levels **clearly attained** and **sustained** should be awarded. Remember that it is often possible to reach the highest level **without** going through the lower levels. Marks are **not cumulative** for any question. There should be no 'totting up' of points made which are then converted into marks. Examiners should feel free to comment on part of any answer if it explains why a particular level has been awarded rather than one lower or higher. Such comments can be of assistance when the script is looked at later in the awarding process.

If an answer seems to fit into two or more levels, award the higher or highest level.

- **What is a sustained response?**

By a **sustained response**, we mean that the student has **applied** the appropriate level of thought to the **particular issues** in the sub-question.

A response does not necessarily have to be sustained throughout the whole answer, but an answer in which merely a few words seem to show a fleeting recognition of historical complexity is not sufficient to attain a higher level.

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember to identify them in the margin as you proceed. At the end of the sub-question, award the highest level that has been sustained.

In other cases you may reach the end of the sub-question without having been able to pinpoint a level. In such cases, simply record the level awarded at the end of the sub-question.

### C Deciding on marks within a level

A particular level of response may cover a range of marks. Therefore, in making a decision about a specific mark to award, it is vitally important to think *first* of the **lower/lowest mark within the level**.

In giving more credit with the level, examiners should ask themselves several questions relating to student attainment. The more positive the answers, the higher should be the mark awarded. We want to avoid 'bunching' of marks. Levels mark schemes can produce regression to the mean, which should be avoided. At all times, therefore, examiners should be prepared to use **the full range of marks** available for a particular level and for a particular question. Remember – mark **positively** at all times.

Consider whether the answer is:

- precise in its use of supporting factual information
- appropriately detailed
- factually accurate
- appropriately balanced, or markedly better in some areas than in others
- set in the historical context as appropriate to the question
- displaying appropriate **quality of written communication skills**.

#### • Note about indicative content

The mark scheme provides **examples of historical content** (indicative content) which students may deploy in support of an answer within a particular level. Do bear in mind that these are **only examples**; exhaustive lists of content are not provided so examiners might expect some students to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the student's level of critical thinking determines this**. Remember that the **number** of points made by a student may be taken into account only **after** a decision has been taken about the quality (level) of the response.

#### • Some things to remember

Mark positively at all times.

Do **not** be afraid to award maximum marks within a level where it is possible to do so. Do not fail to give a maximum mark to an appropriate answer because you can think of something (or the marking scheme indicates something) that **might** be included but which is missing from the particular response.

Do **not** think in terms of a model answer to the question. Every question should be marked on its merits.

As a general rule, give credit for what is accurate, correct or valid.

Obviously, **errors can be given no credit** but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

It is important, therefore, to use the full range of marks where appropriate.

Do not use half marks.

## **D Some practical points**

- **Answers in note form**

Answers in note form to any question should be credited in so far as the student's meaning is communicated. You must not try to read things into what has been written.

- **Diagrams, etc**

Credit should be given for information provided by the students in diagrams, tables, maps etc, provided that it has not already been credited in another form.

- **Answers which run on to another sub-section**

If a student starts to answer the next sub-section in an earlier one, by simply running the answer on, give credit for that material in the appropriate sub-section.

- **Answers which do not fit the marking scheme**

Inevitably, some answers will not fit the marking scheme but may legitimately be seen as worthy of credit. Assess such answers in terms of the difficulty/sophistication of the thought involved. If it is believed that the 'thought level' equates with one of the levels in the marking scheme, award it a corresponding mark.

Make sure you identify such cases with an A (for alternative) in your sub-total, eg as B2A/3. Also write a brief comment to explain why this alternative has been awarded.

If in doubt, **always** telephone your Team Leader for advice.

**E Assessment of Spelling, Punctuation and Grammar**

Spelling, punctuation and grammar will be assessed via question 1(d) in Section A. Four marks will be allocated for Spelling, Punctuation and Grammar in this question. The performance descriptions are provided below.

**High performance**

**4 marks**

Students 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.

**Intermediate performance**

**2–3 marks**

Students 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.

**Threshold performance**

**1 mark**

Students 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.

***The marks allocated for Spelling, Punctuation and Grammar will achieve a total weighting of 5% of the total marks for the qualification.***

- 1 (a) What does **Source A** suggest about people’s reactions to Public Health problems in the Middle Ages?  
Explain your answer using **Source A** and **your knowledge**.

[4 marks]

**Target:** Knowledge and understanding applied to comprehend and draw an inference from an historical source (AO1 2 marks, AO3 2 marks)

Students either submit no evidence or fail to address the question. 0

**Level 1:** Answers that select details from the source or show some knowledge of Public Health in the time of the Black Death. 1

Eg the picture shows people whipping themselves.

It shows that people punished themselves to take away the Black Death.

**Level 2:** Answers that draw an informed inference based on the source and/or own knowledge 2-3

Eg the people were afraid and whipped themselves because they thought God was punishing them for their sins by sending the Plague. They thought if they punished themselves then God would save them and there was no need for Public health.

**Level 3:** Answers that develop a complex, informed inference based on the source and/or own knowledge 4

Eg more complex references such as:

It suggests the great power of the church over people’s ideas about Public Health.

The church did not support Public health and as it controls lives and influenced government, there was a lack of Public Health action.



1 (b) What different reaction to Public Health problems is suggested by **Source B**?

Explain your answer using **Sources A and B** and **your knowledge**.

[6 marks]

**Target: Knowledge and understanding applied to comprehend and draw inferences from two historical sources (AO1 2 marks, AO2 2 marks, AO3 2 marks)**

Students either submit no evidence or fail to address the question. **0**

**Level 1: Answers that select details from Source B** **1-2**

Eg they built brick sewers.  
Government provided money.

**Level 2: Answers that provide a simple comparison based on the details of both sources** **3-4**

Eg Source B shows a practical solution. Source B seems to show people wanted to get rid of the smell which they associated with disease so they built sewers to take away more of the bad smell. It needed a really bad event like the Great Stink before they did something. In Source A they base their reactions on belief not practical solution.

**Level 3: Answers that develop an understanding or draw informed inferences about public health based on the details of both sources** **5-6**

At this level expect the student to cover both similarities and differences for the top of the level. One covered with a complex, informed inference can also gain top of level.  
In 1858 they were able to react to the bad smell with technology to the problem, whereas in the fourteenth century they only had a spiritual option.  
In 1858 they reacted with their wealth and technology to solve the problem for everyone's sake, but in 1348 religion dominated.  
Explains practical and technical versus superstition and religion.

1 (c) Why was the reaction to Public Health problems different by the time of **Source B**?

Explain your answer using **Sources A** and **B** and **your knowledge**.

[8 marks]

**Target:** Explanation and understanding of the different ideas and attitudes and how they might change over time

(AO1 2 marks, AO2 4 marks, AO3 2 marks)

Students either submit no evidence or fail to address the question.

0

**Level 1: Answers that select details from sources**

1-2

OR

**Answers that say how the sources are different**

Source A is from medieval times and Source B is from the nineteenth century.

Source A is an artist's impression; Source B is a photograph.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

**Level 2: Answers showing simple reasoning about differences based on changes over time**

3-5

Eg they had no knowledge of germ theory and religious belief explained things they could not understand, therefore they tried a religious solution of whipping themselves. In the medieval period, religion dominated thinking so little was done about public health and disease was easily spread. In the nineteenth century, they had engineering skills and technology, such as glazed pipes to carry water away and brick sewers, and could respond by removing the bad smell. They knew that disease came from a bad smell.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

**Level 3: Answers showing developed reasoning about differences based on changes over time or place**

6-8

Eg References to:

- knowing about germs BUT NOT germ theory
- dominant idea was MIASMA.
- Bazalgette solved the disease problem unwittingly by solving the smell problem
- dominance of laissez faire meant governments were unwilling to spend money unless in extreme circumstances, ie the Great Stink
- strength of religious beliefs in the Middle Ages
- simple beliefs in both periods
- Flagellants were not the only solution – some practical solutions used too.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

**1 (d) Study Source C.**

Throughout history there have been many factors that have helped to improve Public Health. How important has the role of **governments** been in improving Public Health compared with **other factors**?

Explain your answer using **Sources A, B and C** and your **knowledge**.

**[8 marks]**  
**[SPaG 4 marks]**

**Target: An understanding and evaluation of causation (AO1 3 marks, AO2 3 marks, AO3 2 marks)**

Students either submit no evidence or fail to address the question. **0**

**Level 1: Answers that provide general statements, describe single factors or factual details about Public Health** **1-2**

Covers a single factor; individual, government, technology, medical knowledge and communications. Students will probably focus on government or science and technology. They may focus on religion from Source A or government from Source B and/or C.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

**Level 2: Answers that comment briefly on several factors, to do with Public Health** **3-4**

May tend to focus on a list of factors, science and technology, the individual, chance, war and communications, with few comments. May list more factors than comments upon.

Eg in modern times governments give people lots of information such as Source C and through the press and TV they have to decide to live healthy lives, eg stopping smoking, taking exercise.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

**Level 3: Answers that recognise and explain several factors to do with improvement in public health in specific detail** **5-6**

Science and technology, the individual, chance, war and communications.

Individual factors are covered in some detail and students may begin to link together them effectively suggesting that they are all important but without a specific evaluation.

Eg during the Boer War (1899–1902) recruits were rejected for poor health. This led to many improvements in children's healthcare, eg school meals and it is shown in Source C with a children's vaccination campaign.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

**Level 4: Answers that develop out of Level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved or provide details of the links between factors** **7-8**

The key will be the relative importance of each factor linked to the pace of change. There should be a clear evaluation within the answer. Students will be expected to make clear points backed up with historical evidence and an evaluative explanation.

Eg the most important factor was science and technology. Without it...

In conclusion the most important factors were...

Each source suggests a different factor. Source A on the limiting effect of religion, Source B on the technological abilities of the nineteenth century and Source C on the wider impact of late twentieth century public Health Education campaigns.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

**SPaG Spelling, Punctuation and Grammar**

**Threshold performance**

**1**

Students 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.

**Intermediate performance**

**2-3**

Students 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.

**High performance**

**4**

Students 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.

**2 (a)** Choose **one** of the factors below which influenced the development of surgery and anatomy:

- the role of the individual
- war.

Describe the influence of your chosen factor on the development of surgery and anatomy.

**[4 marks]**

**Target: Understanding of the key features of the period (AO1 4 marks)**

Students either submit no evidence or fail to address the question. **0**

**Level 1: Answers that show recognition and simple understanding of the key factor 1-2**

Eg Individuals:

- Lister and his spray
- William Halsted and gloves
- Semmelweiss and cross infection
- Barnard and heart surgery.

**Level 2: Answers that explain and show understanding in a broader context of the factor 3-4**

Eg War linked:

- Pare established the use of ligatures to end the use of cauterisation
- blood groups/transfusions in the First World War increase survival for soldiers and civilians after the war and enabling more complex surgeries
- plastic surgery in world wars leading to cosmetic surgery .

**2 (b)** Which of these factors was more important in the development of surgery and anatomy?

- The role of the individual
- War.

Explain your answer. You must include **both factors** in your answer.

**[8 marks]**

**Target: Evaluation and understanding of the key factors (AO1 4 marks, AO2 4 marks)**

Students either submit no evidence or fail to address the question. **0**

**Level 1: Describes the importance of one factor** **1-2**

- Biographical accounts of the work of (say) Pasteur, Barnard.
- Explanation of plastic surgery techniques

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

**Level 2: Answers that comment briefly on both factors in a simple comparison** **3-5**

Eg there were improvements due to both factors. War provides the reasons and individuals had the ability to change things. Little comparison made at this level.

**OR**

**Answers that consider one factors' contribution to the development of surgery and anatomy in depth**

Eg expect a detailed/complex response if the student focuses on a single factor.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

**Level 3: Answers that explain and evaluate both factors contribution to the development of surgery and anatomy in a comparison that is detailed** **6-8**

Clearly evaluates the contributions of both factors. May come to a conclusion that one factor was more significant than the other at certain times.

Students who focus on a single factor but make a clear passing reference to the second factor can be placed at the bottom of this level.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

**3 (a)** Choose **one** of the periods below:

- The Medieval and Renaissance World
- The 19th century.

Describe surgery and anatomy in your chosen period.

**[4 marks]**

**Target: Understanding of the key features of the period (AO1 4 marks)**

Students either submit no evidence or fail to address the question. **0**

**Level 1: Answers that show recognition and simple understanding of the key period 1-2**

Eg Focus on minor surgical techniques or the development of anatomy when discussing the Renaissance.  
19th century discusses the development of antiseptic surgery and/or anaesthetics

**Level 2: Answers that explain and show understanding in a broader context of the period 3-4**

Eg may link development to increased success/survival rates in the 19th century.  
May link improvements in anatomy to wider opportunities for medical advancement as a result of lessening of negative impact of religion.

3 (b) Which was the more successful period in the development of surgery and anatomy?

- The Medieval and Renaissance World.
- The 19th century.

Explain your answer. You must include **both bullet points** in your answer.

[8 marks]

<b>Target:</b>	<b>Evaluation and understanding of the key periods (AO1 4 marks, AO2 4 marks)</b>	<b>0</b>
	Students either submit no evidence or fail to address the question.	
<b>Level 1:</b>	<b>Describes the importance of one period</b> Eg describes work of Andreas Vesalius or William Harvey. Eg describes development in antiseptic and aseptic surgery	<b>1-2</b>
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
<b>Level 2:</b>	<b>Answers that comment briefly on both periods in a simple comparison</b> Eg there were improvements in both periods. Simple links of anatomical developments to later surgical techniques. Harvey and blood circulation and understanding of blood loss. <b>OR</b> <b>Answers that consider one periods' contribution to the development of surgery and anatomy</b>	<b>3-5</b>
	The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	
<b>Level 3:</b>	<b>Answers that explain and evaluate both periods contribution to the improvements in surgery and anatomy in a comparison that is detailed</b> Clearly evaluates the contributions of both factors. May come to a conclusion that one factor was more significant than the other at certain times.  19th century improvements in survival rates and complex surgical techniques still linked to growing understanding of anatomy. Renaissance pioneers followed by 19th century pioneers.  The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.  Students who focus on a single factor but make a clear passing reference to the second factor can be placed at the bottom of this level.	<b>6-8</b>



**4 (a)** Choose **one** of the individuals below who has contributed to the battle against disease and infection:

- Hippocrates
- Edward Jenner.

Describe the work of your chosen individual.

**[4 marks]**

**Target: Understanding of the key work of the individual (AO1 4 marks)**

Students either submit no evidence or fail to address the question. **0**

**Level 1: Answers that show recognition and simple understanding of the work of the individual chosen** **1-2**

Eg Hippocrates wrote a lot of medical books.  
Jenner discovered vaccinations.

**Level 2: Answers that explain and show understanding in a broader context of the work of the individual chosen** **3-4**

Eg Hippocrates developed the ideas of looking for natural causes of illness and disease. He came up with the idea of the four humours which would lead to a more scientific approach to medicine rather than a supernatural/religious approach  
Eg Jenner developed vaccinations which led to the saving of thousands of lives and also to other vaccinations in the future.

4 (b) Which of these individuals was more important in the battle against disease and infection?

- Hippocrates.
- Edward Jenner.

Explain your answer. You must include **both individuals** in your answer.

[8 marks]

**Target: Evaluation and understanding of the key features of the development (AO1 4 marks, AO2 4 marks)**

Students either submit no evidence or fail to address the question. **0**

**Level 1: Describes the contribution of one individual** **1-2**

Eg Edward Jenner realised that milk maids did not catch smallpox although they did catch cowpox. He then tried to vaccinate a young boy etc.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

**Level 2: Answers that comment briefly on both individuals** **3-5**

Eg Jenner as a practical doctor. Hippocrates (or more importantly) the Hippocratic collection suggested theory to back up the search for practical causes of disease and infection.

**Answers that consider one individual in depth**

This will be more detailed and will focus much more clearly on the contribution made by the individual. Probably a strong chronological account with references to significance.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

**Level 3: Answers that explain and evaluate both individuals' contribution to the development of disease and infection in a comparison that is detailed** **6-8**

As well as noting the contribution made in the broadest sense the answer will link the significance of the development to a range of other medical development's which followed on from their work.

Eg Jenner and a wider range of vaccinations...

Hippocrates and a whole approach to medicine.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Students who focus on a single factor but make a clear passing reference to the second factor can be placed at the bottom of this level.

5 (a) Choose **one** of the periods below:

- the Ancient World
- the 20th century.

Describe the treatment of disease and infection in your chosen period.

[4 marks]

**Target: Understanding of the key features of the period chosen (AO1 4 marks)**

Students either submit no evidence or fail to address the question. **0**

**Level 1: Answers that show recognition and simple understanding of the key period chosen from the question 1-2**

Answers will show simple recognition of chosen period.

Eg in the 20th century they can use penicillin.

Eg in the ancient world they depended on an understanding of the four humours.

**Level 2: Answers that explain and show understanding in a broader context of the period chosen 3-4**

Answers will show knowledge of some distinctive features of the chosen period.

Eg in the 20th century: vaccinations, drugs, alternative therapies made it easier to survive. Tackling major diseases through scientific approaches. AIDS, superbugs, DNA research. Broader context may link to the 19<sup>th</sup> century and how the 20<sup>th</sup> century builds on earlier discovery and development

Eg in the Ancient World: the use of Asclepion, four humours, clinical observation, natural remedies, trephining. Broader context will debate natural and supernatural medicine.

5 (b) Which of these periods was more important for understanding how to treat disease and infection?

- The Ancient World.
- The 20th century.

Explain your answer. You must include **both periods** in your answer.

**[8 marks]**

**Target:** Evaluation and understanding of the key features of the period (AO1 4 marks, AO2 4 marks)

Students either submit no evidence or fail to address the question. **0**

**Level 1: Describes the importance of one period** **1-2**  
Eg in the 20th century: vaccinations, drugs, alternative therapies made it easier to survive.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

**Level 2: Answers that comment briefly on both periods in a simple comparison** **3-5**  
Eg there were improvements in both periods. Four humours encouraged clinical observations and clinical observations are still used in the 20th century.

**OR**

**Answers that consider one periods' contribution to the improvements in disease and infection**

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

**Level 3: Answers that explain and evaluate both periods contribution to the improvements in the treatment of disease and infection in a comparison that is detailed** **6-8**

Clearly evaluates the contributions of both periods. May come to a conclusion that one period was more significant than the other at certain times.

Eg the period of the greatest progress was in 20th century when you had more vaccinations, newer drugs and the wide spread use of antibiotics. By comparison little real progress was made in the ancient world apart from the very important use of a more natural and scientific approach to understanding disease and infection.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Students who focus on a single factor but make a clear passing reference to the second factor can be placed at the bottom of this level.

