GCSE MARKING SCHEME

SUMMER 2018

GCSE (LEGACY)
HISTORY UNIT 3 - DEVELOPMENT STUDY
CHANGES IN HEALTH AND MEDICINE, c.1345 TO THE PRESENT DAY

4383/02
INTRODUCTION

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

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 question 2(c) and question 3. 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 |
Question 1(a)

Target: Recall and deployment of knowledge; understanding of key historical features

Mark allocation: AO1 5 AO2 3 AO3 2

Question: Describe the work of William Harvey. [5]

Use 0 for incorrect or irrelevant answers.

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

Eg: Harvey discovered the circulation of the blood.

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

Eg: Answers will refer to details such as: 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 on the circulation of the blood around the body.

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

Eg: Answers will refer to details such as: Harvey's refutation of Galen; his publishing of his findings in 'On the Motion of the Heart and Blood' in 1628, which featured a series of diagrams to illustrate his experiments; his scientific approach of dissecting live, cold-blooded animals and human bodies; the creation of an important foundation for further developments in medical knowledge; his work as physician to James I and Charles I.
Question 1(b)

<table>
<thead>
<tr>
<th>Target: Recall and deployment of knowledge; explanation of key concept; use of source material</th>
<th>Mark allocation: AO1 2</th>
<th>AO2 3</th>
<th>AO3 2</th>
</tr>
</thead>
</table>

Question: Explain why medical knowledge improved 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 that they were starting to use X-rays but Source B shows that scanners were much better as time went on.*

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 medical knowledge was improved by the use of newly-discovered X-rays, instead of cutting open the body. Source B shows that better ways of seeing inside the body like scanners were developed as technology improved.*

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: The sources show why medical knowledge changed and improved in the twentieth and twenty-first centuries. Source A shows that Rontgen’s discovery of X-rays led to X-ray machines being developed for use in World War One, and this gave doctors the option of gaining knowledge of anatomy without cutting the body open. Source B shows the huge development of scanning technology in the twentieth century, where CAT and MRI scans have allowed doctors to examine organs and tissue as well as looking at bones and tumours under X-ray. Answers will begin to explain why this happened i.e. because of the rapid advance in technology and the spread of ideas through communication in the twentieth and twenty-first centuries.*
LEVEL 3  Answer addresses the question clearly.  

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 refer to the sources to show why medical knowledge increased in this period. They show how, as in Source A, the advent of X-ray machines, developed from Rontgen’s discovery, made a huge difference in anatomy and diagnosis and limited the need for invasive surgery. They will focus on the development of scanning techniques with CAT scans, MRI imaging, ultrasound scans, endoscopy etc., together with histology and biopsies, starting to allow accurate and exact diagnoses of most illnesses as the century progressed. This is partly illustrated by Source B. They should mention how medical knowledge was extended by other discoveries, especially DNA in 1953 (Watson and Crick) which started to unlock the mystery of how genes work. This has led to gene therapy and experiments in genetic engineering, which continue into the twenty-first century. Candidates may reference stem cells, with human embryonic stem cell research trialled in the US since 2009.
Question 1(c)

Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts

Mark allocation: AO1 AO2 AO3

Question: Why was the discovery of the germ theory by Louis Pasteur a turning point in the development of medical knowledge 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: He discovered germs which was a major breakthrough in medical knowledge.

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

Eg: Pasteur discovered the germ theory in the 1860s. His work for the brewing industry led him to identify pasteurisation as the way to kill germs. This led to the decline of the spontaneous generation theory.

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

Eg: Answers will improve upon the basic description offered for Level 2 by adding more detail and a stronger judgement i.e. Pasteur discovered and proved the germ theory in a series of experiments from 1857 through into the 1860s. His work was a turning point because it improved medical knowledge significantly. Answers should concentrate on the influence of Pasteur’s work on others, notably Koch, so that specific germs could be identified e.g. tuberculosis (1882) and cholera (1884). Answers may also mention Pasteur’s work on vaccines, which was informed by his understanding of germs. He made vaccines for chicken cholera (1879), anthrax (1881) and rabies (1885).

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

Eg: Answers will address directly the idea of Pasteur’s work as a turning point in medical knowledge, mainly for its refutation of the long-held theory of spontaneous generation and its subsequently rapid impact on all aspects of medicine. His work led directly to the work of germ hunters, most notably Koch, who was able to find specific germs using industrial dyes to stain germs on microscope plates (see detail at Level 3). They must offer detail and judgement on Pasteur’s work, such as his work for the brewing industry, with the swan-neck flask experiment, and his work on vaccines. We would expect to see reference to the enormous impact of Pasteur’s work on understanding of germs and the discovery of them, and it is possible to credit students who mention the impact of pasteurisation and the germ theory on cleanliness in medicine and personal / public health.
Question 2(a)

<table>
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<tr>
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<th>AO3</th>
</tr>
</thead>
</table>

Question: Describe the work of James Young Simpson. [5]

Use 0 for incorrect or irrelevant answers.

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

*Eg: James Young Simpson discovered the anaesthetic chloroform.*

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

*Eg: James Young Simpson was a Professor of Obstetrics who was looking for an anaesthetic to improve patient comfort in operations. In 1847, he and two other doctors tried experimenting with chloroform and, having sniffed it and been knocked out, realised its potential. They tried it again on his niece Miss Petrie, and its further success led to it being developed as an alternative to ether.*

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

*Eg: As Level 2 plus additional detail. Candidates may make reference to the introduction of ether in 1846 as an anaesthetic, and the problems of flammability and irritation of the lungs. Candidates should make reference to the acceptance of Simpson’s idea and its widespread adoption in the 1850s, and could mention the advent of the chloroform inhaler in 1862. We would expect to see reference to the detail of his discovery, and also how he promoted it for childbirth, leading to Queen Victoria’s use of it in 1853.*
Question 2(b)

<table>
<thead>
<tr>
<th>Target:</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
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<td>2</td>
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</table>

Question: Explain why the prevention of disease improved in the eighteenth and nineteenth 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 how smallpox was a big problem in this period. Source B shows how Jenner made a vaccine for smallpox.

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 how, before Jenner’s smallpox vaccine, smallpox was a deadly disease. Source B shows that Jenner developed a vaccine for smallpox, which he tested on an eight-year-old boy.

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_: Answers will improve on the above to discuss the success of the discovery and development of Jenner’s smallpox vaccine, how it was the first effective vaccine, and how it is credited with saving many lives. They should show how Jenner was able to use his observations on milkmaids’ immunity to smallpox to uncover the cowpox vaccine, and show how Source B was an integral part of the testing process in 1798. They will contextualise with detail on how deadly smallpox was with reference to Source A.
LEVEL 3

Answer addresses the question clearly.

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 show how the smallpox vaccine of 1798 was a major breakthrough in improving prevention of disease as it immunised people against the deadly and highly significant disease of smallpox. They will cite Source A as evidence of the scope of the disease, although they may reference other deadly diseases such as cholera. Source B shows how Jenner was able to experiment on an eight-year-old boy, James Phipps to test his vaccine having previously noted that milkmaids catching cowpox rendered them immune to smallpox. Candidates should mention how much opposition Jenner faced before the acceptance of his vaccine, with it becoming the first compulsory vaccine in 1853. Candidates could mention that this prevented just one disease and also that it would be many years before the idea of vaccines was successfully applied to other diseases; the implication of this would be that Jenner’s work was important, but limited in the short-term to one disease.
**Question 2(c)**

<table>
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<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis and evaluation of key historical concepts</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
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</table>

**Question:** Why was the work of Alexander Fleming a turning point in the treatment and prevention of disease in the twentieth century? [8]

Use 0 for incorrect or irrelevant answers.

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

Eg: Alexander Fleming discovered the antibiotic penicillin.

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

Eg: Fleming discovered penicillin in 1928. After leaving bacteria cultures open to the air while he went on holiday, he noticed that mould had grown and developed accidentally on the set of culture dishes being used to grow the staphylococci germ. The mould had created a bacteria-free circle around itself. Fleming experimented further and named the active substance penicillin, publishing his findings.

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

Answers will improve upon the basic description offered for Level 2 by adding more detail: in 1928, while studying influenza, Fleming noticed that mould had developed accidentally on a set of culture dishes being used to grow the staphylococci germ. The mould had created a bacteria-free circle around itself. Fleming experimented by growing the mould in a pure culture and found that it produced a substance that killed a number of disease-causing bacteria. He identified the mould as being from the Penicillium genus, and, after some months of calling it "mould juice", named the substance it released ‘penicillin’ in 1929.

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

E.g.: Answers will address directly the idea of Fleming’s discovery as important in medical treatment. They must offer comprehensive detail and explanation of Fleming’s discovery and publication, as at Level 3. We would expect to see reference to subsequent developments of penicillin from 1939 by scientists Florey and Chain, and the advent of funding from the US government during World War 2. At this level, answers should show an appreciation of the pace of development of penicillin, and Fleming’s role as being highly significant but not completely decisive in the final establishment of the ‘wonder-drug’.
Question 3(a)

<p>| Target: Recall and deployment of knowledge; understanding of key historical features |
|-----------------|-----------------|-----------------|</p>
<table>
<thead>
<tr>
<th>Mark allocation:</th>
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<th>AO2</th>
<th>AO3</th>
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<td>3</td>
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Question: Describe the role of the Church in caring for the sick 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: The Church looked after sick people in the Middle Ages in hospitals.*

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

*Eg: Answers will refer to the Church as providing care for the sick through monasteries. Monks were meant to dispense charity as a part of their calling. Most medieval hospitals were run by a community following a religious rule and headed by a prior or master.*

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

*Eg: During the Middle Ages religion came to dominate all aspects of life throughout much of Europe. The Christian Church established monasteries, which served as hospitals, and later began to provide training for doctors. The Christian Church saw it as the duty of all Christians to help the sick and needy, and at a local level individual priests took on the care of the sick. Answers may refer to the role of prayer in care for the sick.*
### Question 3(b)

<table>
<thead>
<tr>
<th>Target:</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<td></td>
<td>7</td>
</tr>
</tbody>
</table>

**Question:** Explain why patient care improved in 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 says nurses were poor. Source B shows nurses being trained.

**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:_ Answers will refer to the quality of nursing care referred to in Source A as a negative reflection on the standard of nursing in the early nineteenth century. They will consider the improvements brought by Florence Nightingale, as Source B shows. They will probably describe some of the work of Nightingale in either the Crimea or afterwards.

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:_ Answers will refer to the negative perception of nursing in the early nineteenth century, in contrast to the more professional appearance of the nurses in Source B. They will reference Florence Nightingale's service as a nurse during the Crimean War in 1853, during which she not only cared for the injured, but set standards of cleanliness in the areas where she worked. They may begin to mention her influence through the book Notes on Nursing (1859) and the Nightingale School for Nurses (1860).
LEVEL 3

Answer addresses the question clearly.

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: At this level we would expect to see answers focused directly around the concept of improvement in patient care. There will be discussion of the poor quality and lack of professional standards for nursing in the early nineteenth century, as indicated in Source A. Source B shows how the work of, particularly, Florence Nightingale led to improvements in patient care through better nursing. Students should reference her work in the Crimea in 1853, where she provided a template for better and cleaner patient care - her sanitary reforms reduced the overall incidence of infection where they were implemented. Nightingale moved on to author a book called Notes on Nursing, which was written as a set of guidelines for other nurses. She eventually opened one of the first nursing schools, the Florence Nightingale School for Nurses in London in 1860. Students may also make reference to the contribution of Betsi Cadwaladr. Candidates should be clear at this level that standards of patient care improved in the century through a more serious and organised approach to nursing.
Question 3(c)

Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts

Mark allocation: 8 AO1 2 AO2 6 AO3

Question: Why was the establishment of the National Health Service in 1948 significant in improving patient care in the twentieth century? [8]

Use 0 for incorrect or irrelevant answers.

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

Eg: The NHS made patient care much better than it had been.

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

Eg: The NHS was established in 1948 bringing a ‘cradle to the grave’ system of patient care to the UK for the first time. This enabled a range of services to be accessed free at the point of need, with the NHS administering hospitals and providing a range of patient care services such as health visitors and mental health support.

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

Eg: Answers will add to the basic description offered at Level 2, with details of patient care services such as Maternity and Child Welfare clinics, health visitors, midwives, and health education. Placing hospitals under 14 regional boards was a commitment to centralising patient care and the standards set by the NHS helped patient outcomes.

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

Eg: Answers will say that the NHS was very important to the improvement of patient care since its establishment in 1948. Answers will explain the weaknesses of the pre 1948 system with a significant cost for patients and the lack of easily affordable alternatives. Answers at the very top level may point out that the NHS did make patient care more readily available to all, and this principle was at the core of the NHS’s importance.
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: How far have developments in medical knowledge improved 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 new developments in medical knowledge in general terms, making the point that people have lived increasingly longer and healthier lives because of better knowledge. Some vague associated points may be mentioned.

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: Candidates will make a weak response to the question set with little attempt to provide a judgement. There will be a reference to at least one period. They should note that medical knowledge has progressed a great deal from the ideas prevalent in the later Middle Ages, such as zodiac charts and the Four Humours, to more advanced ideas in the Renaissance period, particularly the work of Vesalius and Pare in anatomy and surgery respectively. These ideas brought about generally better understanding. They could also mention Harvey’s work on circulation of blood, which also took medicine further forward.
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 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 should focus on the question set with supporting material from a range of periods. In addition to that mentioned at L2, we should see reference to aspects of knowledge such as the Germ Theory and the discovery of X-rays in the late C19th. Twentieth century developments such as scanning and DNA / genetics would be good examples of the major developments that have led to better health with major advances in diagnosis resulting. All of these more recent developments have led to rapid and significant developments in medical knowledge and improved people’s health, partly due to better communication in the modern world.

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.

E.g.: Answers will provide a judgement on the issue of how new developments have led to improvements in medicine in the period covered. Developments occurred slowly over time, but progressed at a much faster pace after the nineteenth century. Work such as Fleming’s was able to link to longer lives and better health within a relatively short amount of time. At this level, candidates should point out that there has been a more rapid development of health in the modern age due to better communication, although we are still seeking cures for cancer and AIDS; there is the continued problem of hospital super-bugs, MRSA and C-Difficile. They could 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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance</td>
<td>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.</td>
</tr>
<tr>
<td>1 mark</td>
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<tr>
<td>Intermediate performance</td>
<td>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.</td>
</tr>
<tr>
<td>2 marks</td>
<td></td>
</tr>
<tr>
<td>High performance</td>
<td>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.</td>
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<tr>
<td>3 marks</td>
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Question 5

Question: Have methods of preventing and treating disease always been successful 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]

E.g.: Answers may focus on methods used to prevent and treat disease that have not always been successful – many people have died of diseases since the Middle Ages. Some vague associated points may be mentioned.

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.

E.g.: Candidates will make a weak response to the question set with little attempt to provide a judgement. There will be a reference to at least one period. Traditional treatments and remedies in the Middle Ages were not always successful. When Jenner discovered vaccination (1798), there was a lot of opposition to his methods. Similarly, Lister’s work with antiseptics also met with initial opposition. Yet both of these were huge improvements in time.

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 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.

E.g.: there will be a judgement on the set question with supporting material from a range of periods. When Simpson experimented with the use of chloroform as an anaesthetic from 1847, he had his setbacks. Surgeons opposed it because it was a new and untested gas whereas it was eventually successful. Although penicillin had been discovered in the late C19th, it took until 1928 for Fleming to prove its worth and then for it to be made commercially available, through 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 judgement on the issue of the extent of the success of medical treatments in the period covered. Many methods have been employed since 1345, evolving fastest since the nineteenth century. Methods used in the twentieth century have been increasingly successful, modern techniques such as transplant surgery showing how advanced and complex treatment has become. At this level, candidates should point out that we are still facing problems caused by ineffective treatments or those with unintended side effects e.g. Thalidomide.

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

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<td>2 marks</td>
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</tr>
<tr>
<td>3 marks</td>
<td></td>
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</tbody>
</table>
Question 6

Target: Recall and deployment of knowledge; analysis of key concepts; quality of written communication

Mark allocation: AO1 15 AO2 4 AO3 8 SPG 3

Question: Have developments in public health and patient care always been successful 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 developments in patient care and public health in more recent times. Some associated points may be mentioned.

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: Candidates will make a weak response to the question set with little attempt to provide a judgement. There will be a reference to at least one period. Until modern times, governments did not consider that they could or should provide health care for all. Care had been provided by the Church and by hospitals which dated back to medieval times. Methods of combating the plague were haphazard and were left to individual towns to deal with; patient care was ineffective, with no trained nurses. Public health was a matter for individual communities.

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: There will be a judgement on the question set with supporting material from a range of periods. Developments in health care for the general population became necessary with the increasing industrialisation of Britain. Chadwick’s work in the C19th improved public health and Florence
Nightingale’s work in the same century improved patient care. However, it was not until the establishment of the NHS in the late 1940s that the government became fully involved in care. The establishment of the NHS after the Second World War had an unprecedented effect on standards of patient care and public health. This has meant that developments then continuously improved, from attempts to provide healthier housing and cleaner air in the 1950s right through to the provision of ‘Care in the Community’ in the late C20th.

**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 judgement on the issue of extent of improvement. Developments in public health were very slow; there was much opposition to its provision until the later C19th. Since then, developments have helped to improve life. We have now come to accept that government should be in charge of public health provision. Developments in patient care have occurred much more swiftly since the mid C19th. Today, there is more palliative care and more end-of-life nursing done at home than in hospitals, allowing patients the choice of dying with care and dignity at home. However, despite the developments and the improvements, waiting lists continue to be long in some respects and there is the fear of hospital infection - MRSA and C. Difficile. The ambulance service in Wales has received much criticism. Accident and emergency services have come under enormous pressure due to excessive demand. In these respects, developments have not always meant improvements in life, or are at least qualified improvements.
Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

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<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td><strong>Threshold performance</strong></td>
<td>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.</td>
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<tr>
<td>1 mark</td>
<td><strong>Intermediate performance</strong></td>
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<tr>
<td>2 marks</td>
<td><strong>High performance</strong></td>
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