



General Certificate of Secondary Education

History 3041/3046 *Specification A*

Paper 1

Mark Scheme

2006 examination – June series

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

GENERAL CERTIFICATE OF SECONDARY EDUCATION

HISTORY SPECIFICATION A

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 the AQA.

- **The Assessment Objectives**

The revised specifications have addressed 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 candidates, but particularly the more able, to make judgements grounded in evidence and information. For this reason, assessment objective 6.1 (recall, select and deploy knowledge) underpins candidate attainment in the other two objectives, 6.2 and 6.3.

The schemes of marking for the revised specifications reflect these underlying principles.

- **Levels of Response Marking Schemes**

The mark scheme which follows is of the ‘levels of response’ type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All candidates 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 candidates’ attainment by **outcome** and to reward **positively** what the candidates 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 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 & 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 candidates 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 candidates and in more sophisticated ways by candidates 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 candidates entered for the GCSE examination will be able to respond positively. Each ‘level’ therefore represents a stage in the development of the candidate’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, e.g. 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 candidate 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 **mid-range within the level**, where that level covers more than two marks. If the range covers an even number of marks, start at the higher mark, e.g. start at 3 in a 4-mark range, or at 2 in a 2-mark range. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making decisions away from the middle of the level, examiners should ask themselves several questions relating to candidate 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.

Move up or down from this mid-range mark by considering 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 **written communication skills** (see Section D).

Note about Indicative Content.

The mark scheme provides **examples of historical content** (indicative content) which candidates 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 candidates to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the candidate's level of critical thinking determines this**. Remember that the **number** of points made by a candidate 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.

It is very important that Assistant Examiners **do not** start at the lowest mark within the level and look for reasons to increase the level of reward from that lowest point. This will depress marks for the question paper as a whole and will cause problems of comparability with other question papers within the same specification or with those of other specifications.

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: *QUALITY OF WRITTEN COMMUNICATION SKILLS*

There is no longer a separate mark to be awarded to the candidate for accurate spelling, punctuation and grammar. Instead, as outlined in Section C above, the candidate's quality of written communication skills will be one of the factors influencing the actual mark within a level of response the examiner will award an answer – particularly a more extended one. In reading an extended response the examiner should therefore consider if it is cogently and coherently written, i.e. is the answer:

- **presenting relevant information in a form that suits the purpose**
- **legible, with accurate spelling, punctuation and grammar**
- **in an appropriate style with a suitable structure?**

E: *SOME PRACTICAL POINTS*

- **Answers in note form**

Answers in note form to any question should be credited in so far as the candidate'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 candidates 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 candidate 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, e.g. 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.

F: THE PRE-STANDARDISING AND STANDARDISING MEETING

- **The review of the mark scheme between the examination and standardising meeting**

After the examination but before the main Standardising Meeting, the Principal Examiner and the Team Leaders will have met to discuss the mark scheme in the light of candidates’ actual responses and re-draft where necessary. The re-draft of the mark scheme will be made available to Assistant Examiners at the Standardising Meeting. Through this *post-hoc review procedure* the marks will have been allocated in the expectation that candidates will achieve all the levels identified and no others. Adjustments will have been made to cater for candidates reaching higher levels than those provided for, to remove marks allocated to levels which candidates have not reached, or to enhance discrimination in cases where large numbers of candidates are bunched at the same level.

- **Prior Marking**

It is important that all examiners scrutinise at least 25 scripts before the main standardising meeting and note such things as: alternative interpretations of questions made by candidates; answers which do not fit into the mark scheme; levels which are not reached by the candidates; additional levels which have not included in the mark scheme, etc. To familiarise themselves with a variety of responses, examiners should sample the range of questions scripts from several centres and across the full range of ability in so far as practicable. Any preliminary marking **must** be completed in pencil and reviewed following the standardising meeting in the light of the revised mark scheme and advice given.

- **The Final Mark Scheme**

The final mark scheme will be decided at the standardising meeting after full discussion of both the mark scheme and the scripts selected by the Principal Examiner for marking at the standardising meeting. At all stages, care will be taken to ensure that all candidates are treated fairly and rewarded for their positive achievements on the paper.

- **Post Standardising Meeting**

After the examiners' standardising meeting, examiners may encounter answers which do not fit the agreed mark scheme but which are worthy of credit. These should be discussed with the Team Leader over the telephone. Such answers should be assessed 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 mark scheme, it must be awarded a corresponding mark, with a brief note provided on the script to explain why.

Paper 1

Question 1

- (a) What does **Source A** suggest about the understanding of the anatomy of the human body before the Renaissance? **5**

Target: Comprehension and inference from an historical source (AO 6.2)

Level 1: Answer that describes the content **1-2**
e.g. They knew people had a collar bone and bones in their fingers.

Level 2: Answer that draws a simple inference from the source **3-4**
e.g. They had a rough idea of the bone structure, but they seemed only to guess how the bones were linked together.

Level 3: Answer that develops a complex inference from the source **5**
e.g. Source A suggests their understanding of the human skeleton was not very accurate or detailed as the arms and legs are single bones. This suggests they had never studied the body carefully.

- (b) How does **Source B** show that the understanding of the anatomy of the human body improved during the Renaissance? **6**
Explain your answer using **Source B and your own knowledge.**

Target: Identifying progress from an historical source (AO 6.1 and AO 6.2)

Level 1: Answer that describes the content **1-2**
e.g. It has improved because in this skeleton you can see the actual bones.

Level 2: Answer based on simple reasoning **3-4**
e.g. It has clearly improved because unlike Source A it shows the structure of the skeleton in a much more lifelike pose and the individual bones are clearly shown.

Level 3: Answer based on developed reasoning **5-6**
e.g. Source B shows there has been progress in understanding the body. The skeleton is much more detailed and life-like. This happened largely through the work of Andreas Vesalius, who was the first person to really study the structure of the body because he took bodies of criminals and dissected them carefully in front of an audience.

In the assessment grid, 2 out of 6 marks are allocated to Objective 6.1. This is reflected in the mark scheme with one mark given for own knowledge in each of Levels 2 and 3.

- (c) **Source C** describes Vesalius as a great thinker. **9**
Source D describes Vesalius as a madman.
Why do you think these two views disagree about the work of Vesalius concerning the human body?
Explain your answer using **Source C** and **Source D** and your own knowledge.

Target: Explaining differences between two sources (AO 6.1 and AO 6.2)

Level 1: Answer that describes the content **1-3**
e.g. Source C says Vesalius wrote that Galen made mistakes, but in Source D it says it was Vesalius who was wrong.

Level 2: Answer based on simple reasoning for the disagreement **4-6**
e.g. These sources disagree because the author of Source C writes about the discoveries in the long-term. Source D is only writing about the short-term reactions.

Level 3: Answer based on developed reasoning for the disagreement **7-9**
e.g. As Source C states, Vesalius made an amazing discovery which showed Galen was wrong about the structure of the body. However, because doctors were trained to believe Galen was correct and that his teachings had lasted for nearly 1500 years, many doctors at the time could not accept Vesalius' findings. So this is what makes Source D different from Source C about Vesalius' discoveries. Source C writes about the future impact of the ideas, not about the reaction at the time, as in Source D.

In the assessment grid, 2 out of 9 marks are allocated to Objective 6.1. This is reflected in the mark scheme with one mark given for own knowledge in each of Levels 2 and 3.

- (d) ‘The improved knowledge of anatomy during the Renaissance had a great effect on the development of medicine through time.’ 15
Do you agree or disagree with this interpretation?
Explain your answer using **the sources and your own knowledge**.

Target: Evaluating an interpretation of the past (AO 6.1 and AO 6.2/6.3)

Level 1: Simple answer that extracts information from the source(s) to agree and/or disagree 1-3

e.g. I agree with this statement because Source C says people like Vesalius changed the way doctors and surgeons thought about the body.

OR

Answer that makes general or simple statements from own knowledge to agree and/or disagree

e.g. I agree because until there were accurate drawings of the body, surgeons could not be trained properly on how to carry out operations.

Mark at the top of the level answers which use both the source(s) and own knowledge in making the simple statements.

Level 2: Answer that develops an argument using the source(s) or own knowledge to agree and/or disagree 4-8

e.g. Source A is such an inaccurate drawing of the body that nobody could make any progress in understanding how the body worked by using the picture. That is why accurate drawings like that in Source B were needed before there could be any progress in treating injuries such as those from accidents or war.

e.g. The discoveries did have a great effect. Vesalius found that Galen was wrong about the septum having holes in it to allow the blood to pass from one side of the heart to another. This led to William Harvey experimenting to discover the circulation of the blood. Once this had been discovered, it opened the way for blood transfusions and modern surgery.

N.B: Standard mark is 6.

N.N.B: Mark at the top of the level answers which also make an explicit supported judgement about the effect.

Level 3: Answer that develops one or more points using the source(s) and own knowledge to agree and/or disagree 9-12

e.g. Both Level 2 examples in the same answer.

N.B: Standard mark is 10.

Level 4: As Level 3 but with an explicit supported judgement 13-15

Such answers might explicitly consider that the improved knowledge did not have any short-term effect, and was actually rejected by many people (Source D), but it had a long-term importance with other developments (e.g. anaesthetics and antiseptics in the nineteenth and twentieth centuries).

N.B: In Levels 3 and 4 mark at the bottom of the level answers which have

development on one side only (sources or own knowledge).

N.N.B: In the assessment grid, 8 out of the 15 marks are allocated to Objectives 6.2/6.3.

This is reflected in the mark scheme with credit given for use of sources and/or alternative interpretations.

Question 2

- (a) What does **Source E** tell you about aboriginal medicine? **3**

Target: Comprehension and inference from an historical source (AO 6.2)

1-3

Level 1: Answer that selects detail

e.g. They used the natural world; ate wild plants and fruits; used tea tree leaves to help breathing problems.

1 mark for each valid detail described.

Level 2: Answer that draws a simple inference from the source

3

e.g. They were skilled in using the plants they found around them for medicinal purposes.

- (b)** How important was natural, rather than supernatural, medicine in the treatment of disease in the Ancient World (10 000 BC – AD 500)? **12**
Support your answer with reasons and examples.

Target: Assessing the importance of a key feature in medicine (AO 6.1)

Level 1: Generalised answer **1-3**
e.g. It wasn't as important as magic and religion.
Mark here answers which use Source E only.

Level 2: Answer that describes some of the features of natural medicine without considering 'importance' **4-6**
e.g. Egyptians had ideas based on the Nile; Four Humours; clinical observation; Roman ideas of prevention of disease.

OR

Answer that gives simple reasons for importance
e.g. see above examples.

OR

Answer that develops a single reason for importance
e.g. The Egyptian belief that blocked channels caused illness was one of the first examples of using natural approaches to disease. People were made sick or given laxatives to clear the blockages. Although the theory was not correct this natural approach was important because it showed how disease could be treated without magic and this led the way to further developments in the Ancient World.

Level 3: Answer that develops a number of reasons **7-9**
e.g. As Level 2 example above, plus
The theory of the Four Humours was then developed in Greek times. They believed that illness came from an imbalance of the humours in the body. The theory was important because it meant disease could be treated naturally without praying to the gods and just waiting for something to happen supernaturally.

Level 4: As Level 3 but with an explicit supported judgement **10-12**
Such answers will emerge from Level 3 answers and might e.g. explicitly compare the importance of the natural with supernatural approaches at different times in the Ancient World

Question 3

- (a) What does Source F tell you about the work of Dr Edward Jenner? **3**

Target: Comprehension and inference from an historical source (A0 6.2)

Level 1: Answer that selects detail **1-3**

e.g. Jenner knew about the spread of cowpox from cows to dairymaids; he saw spots appear on their hands; he noticed people who had had cowpox did not catch smallpox.
1 mark for each valid detail described.

Level 2: Answer that draws a simple inference from the source **3**

e.g. Jenner was a careful investigator who observed in detail and wrote down his discoveries.

- (b) How important was the work of Dr Edward Jenner in the treatment of disease since 1700? **12**
Support your answer with reasons and examples.

Target: Assessing the importance of a key individual in medicine (A06.1)

Level 1: Generalised or simple answer **1-3**

e.g. Very important. His vaccination against smallpox meant the disease was no longer so feared by many people.

Mark here answers which use Source F only.

Level 2: Answer that describes the work of Jenner **4-6**

Such answers might recount the stories of Sarah Nelmes and James Phipps and then might assert that Jenner's work was important without explaining why.

OR

Answer that develops a single reason for importance

e.g. Jenner took an 'old wives' tale and used observation and carefully recorded experiments to show that cowpox did prevent smallpox, so he did 23 vaccinations before he announced his discovery. He was important because he carried out such careful experiments which other people could follow.

Level 3: Answer that develops a number of reasons **7-9**

e.g. As second Level 2 example, plus other developed reasons,

e.g. showed a safer method than inoculation with smallpox/the first safe vaccination for any disease/ the whole French army was vaccinated in 1805/the first step on the eradication of the disease in 1980.

OR

Answer that develops an argument based on the importance of other individuals/factors

e.g. Answers might choose to argue for the importance of Pasteur/Koch/Fleming.

Level 4: As Level 3 but with an explicit supported judgement **10-12**

These answers might explicitly assess the relative importance of Jenner in the treatment of disease.

Question 4

- (a) What can you learn from **Source G** about public health in towns and cities in the Middle Ages? **5**
Explain your answer using **Source G and your own knowledge.**

Target: Comprehension and inference from an historical source (AO 6.1 and A0.6.2)

- Level 1: Answer that selects detail from the source** **1**
e.g. Butchers cut up cows inside the town and blood ran onto the streets by people's houses.
- Level 2: Answer that draws a simple inference from the source** **2-3**
e.g. This picture shows no attempts by the butchers to keep the area clean, although they did usually work in a segregated area in a town.
- Level 3: Answer that develops a complex inference from the source** **4-5**
e.g. This picture shows no attempts by the butchers to keep the area clean, so that infections and diseases could spread from the bits of the animals which were left to rot on the floor.

In the assessment grid, 2 out of 5 marks are allocated to Objective 6.1. This is reflected in the mark scheme with one mark given for own knowledge in each of Levels 2 and 3.

- (b) In 1348-1349 the Black Death killed over a third of the population of Britain. **4+4**
Explain **two** reasons that people gave at that time for the Black Death

Target: Understanding people's attitudes and ideas (AO 6.1)

- Level 1: Generalised answer** **1-2**
e.g. People blamed religion .
- Level 2: Simple answer** **3**
e.g. Bad smells; humours out of balance; position of the planets; passed from eye to eye; punishment for sins.
- Level 3: Developed answer** **4**
e.g. Many people believed God was punishing them for their sins. As a result they decided to punish themselves by whipping themselves (flagellants) hoping they would not catch the Black Death.

N.B. Mark scheme to be applied twice.

- (c) Why was it difficult to keep good public health in towns and cities in Britain before 1700? **12**
Support your answer with reasons and examples.
- Target: Explaining a key issue (AO 6.1)**
- Level 1: Generalised answer** **1-3**
e.g. Governments had no money to spend on public health.
- Level 2: Simple answer** **4-6**
e.g. After the fall of the Roman Empire, governments did not collect taxes from people to pay for public health facilities/invading Saxons did not keep facilities going as governments had no interest in public health/poor conditions related to the Black Death of 1348-1349 and the Great Plague of 1665.
- Level 3: Developed answer** **7-9**
e.g. It was difficult to keep good public health during the Dark Ages because there was no central government and people lived in small kingdoms. Later in the Middle Ages the government of London passed laws to make people clear away human filth from the streets and to stop things like people urinating in the streets, but there was nobody around to really make sure such laws were obeyed.
- Level 4: As Level 3 but with an explicit supported judgement** **10-12**
Such answers might explicitly explain how one reason was the most important or how the problem was the result of a number of interlinking reasons.

Question 5

- (a) Explain **two** reasons why it was difficult to improve public health in industrial towns and cities in Britain before 1900. **4+4**

Target: Understanding lack of progress (AO 6.1)

Level 1: Generalised answer **1-2**
e.g. People didn't know enough about how epidemics spread

Level 2: Simple answer **3**
e.g. Belief in laissez-faire; act of 1848 was only permissive; germ theory only discovered in 1861; work of pressure groups – 'the Dirty Party', water companies; opposition of *The Times*.

Level 3: Developed answer **4**
e.g. Until the report of Edwin Chadwick in 1842 there was very little clear evidence about the problem of public health and its cost to those people who were not directly affected. Even then the 1848 Public Health Act did not force towns and cities to set up boards of health, because of the belief in laissez-faire.

N.B. Mark scheme to be applied twice.

- (b) What can you learn from **Source H** about poverty and ill-health in 1900? Explain your answer using **Source H and your own knowledge**. **5**

Target: Comprehension and inference from an historical source (AO 6.1 and AO 6.2)

Level 1: Answer that selects detail from the source **1**
e.g. Michael Harding was in poor health so he could not work.

Level 2: Answer that draws a simple inference from the source **2-3**
e.g. Because this family was so poor, they could not afford a balanced diet and this led to ill-health. It was not just in London. Rowntree found similar conditions in York.

Level 3: Answer that develops a complex inference from the source **4-5**
e.g. Michael Harding's family lived in a vicious circle of poverty and ill-health. Because they were so poor they had a poor diet and lived in cramped conditions which meant they were likely to suffer from bad health which meant they could not work, so couldn't rise out of their poverty. Booth found millions of people like this in London in 1900.

In the assessment grid, 2 out of 5 marks are allocated to Objective 6.1. This is reflected in the mark scheme with one mark given for own knowledge in each of Levels 2 and 3.

- (c) Why has there been progress since 1900 in improving the health of people in Britain? **12**
Support your answer with reasons and examples.
- Target: Explaining key features and changes (AO 6.1)**
- Level 1: Generalised answer** **1-3**
e.g. There has been progress because many acts have been passed to make people's lives better by reducing poverty and ill-health.
- Level 2: Simple answer** **4-6**
Such answers state one or more changes, but do not develop them
e.g. Work of individuals (Lloyd George, Beveridge, Bevan)/impact of the Liberal Social Reforms (e.g. Children's Charter, old age pensions, national insurance, free school meals and inspections)/impact of the NHS (e.g. free dental and medical treatment).
- Level 3: Developed answer** **7-9**
e.g. Progress has been made because the government took responsibility for the health of the public, for example, the National Health Service was set up in 1948. This meant that everyone in Britain could see a doctor without paying and have an operation in hospital without paying. People also had free dental treatment and free spectacles, so no-one needed to suffer from ill-health.
- Level 4: As Level 3 but with an explicit supported judgement** **10-12**
These answers might explicitly consider the unevenness of 'progress.' They might show that in the Liberal Social Reforms the government began to take responsibility for the health of the people, but not until 40 years later did the NHS provide free health care for all for the first time.