

**Oxford Cambridge and RSA Examinations  
General Certificate of Secondary Education**

**HISTORY C (BRITISH SOCIAL AND ECONOMIC) 1936/11**

**PAPER 1 (CORE CONTENT WITH MEDICINE, SURGERY AND HEALTH  
c.1750-c.1990)**

**MARK SCHEME**

**Specimen Paper 2003**

## APPLICATION OF THE MARK SCHEME

### 1 Use of the Mark Scheme

- 1.1 It is not possible to cover every possible type of response within a levels of response mark scheme. Examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct levels and given an appropriate mark within that level.
- 1.2 Marking must be positive. Marks must not be deducted for inaccurate or irrelevant answers. Half-marks must not be used.
- 1.3 The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable responses.
- 1.4 Be consistent from script to script and from batch to batch.
- 1.5 Indicate that all answers have been seen.
- 1.6 Do not transfer marks from one part of a question to another.
- 1.7 If a candidate reaches a particular level s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
- 1.8 Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.
- 1.9 Where examples of responses are given, these are not prescriptive, but are intended as a guide.
- 1.10 Where a band of marks is indicated for a level, these marks should be used with reference to the development of the answer within that level.

### 2 Marking

- 2.1 All marking should be in red.
- 2.2 The level and mark awarded for each part question **must** be shown clearly in the margin of the script towards the end of an answer, e.g. L3/8.
- 2.3 At the end of each question the total mark achieved by the candidate for that question **must** be indicated in a circle.
- 2.4 The total mark for each question should be transferred to the front page of the script. The marks for the four questions should be totalled and then circled.

- 2.5** It is not necessary to tick the body of an answer and examiners should refrain from doing so.
- 2.6** Examiners must indicate, in the body of the response, where a level has been achieved and, where appropriate, marks are gained.

**3 Note:**

- 3.1** In marking responses, examiners must reward relevant examples drawn from the histories of England, Ireland, Scotland and Wales, and relevant examples of diversity in society, e.g. in regional differences.
- 3.2** Specific, and relevant, examples of local history should be given credit.
- 3.3** This Paper tests the objectives below to the approximate percentages given.

Assessment Objective 1	85%
Assessment Objective 2	15%

- 3.4** Written communication will be assessed in the (c) part of the questions in Section B of the paper, i.e. questions 3-6 and in the (c) part of questions 8 and 9 in Section C.

Written communication will be assessed as follows.

Candidates are expected to:

- Present relevant information in a form that suits its purpose;
- Ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

Where appropriate they should also use a suitable structure and style of writing.

The quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling is one of the criteria used to determine the placing of a response within a level in mark schemes.

Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidates' written communication should be one of a number of factors used in determining which mark to award the response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor communication skills.

## Section A

1(a) Study Source A. What impression does Source A give of early eighteenth-century coal mines? Explain your answer referring to details of the Source.

**Target:** Source comprehension, inference (AO2)

**Level 1: Use of surface features of Source** [1-2]

e.g. *'They were shallow.'*

*'They used picks.'*

*'They used ladders.'*

**Level 2: Unsupported inferences** [2-3]

e.g. *'It looks dangerous.'*

*'It looks as though the work is hard.'*

*'Very little coal was mined.'*

**Level 3: Supported inferences drawn from the Source** [3-5]

e.g. *'The mine was not very deep and you can see this by the length of the ladder.'*

*'It was dangerous as there were no supports and the roof could cave in.'*

*'The miners only had hand tools and this made the work difficult.'*

*'Only a small amount of coal could be mined before the sides would cave in.'*

1(b) How was steam power used in the coal industry to overcome the problems caused by deep mines?

**Target:** Recall and description (AO1)

**Level 1: Identifies use(s)** [1-2]

e.g. *'It was used to pump water/stop flooding.'*

*'It was used for ventilation.'*

*'Steam was used to bring coal to the surface.'*

**Level 2: Description of uses** [3-6]

e.g. *'Newcomen's engine was used to pump water.'*

*'Later Watt improved the steam engine and this helped to drain flooded mines.'*

*'Rotary motion was used to lift coal and men from the mine.'*

*'Buddle developed the exhaust fan to aid ventilation.'*

1(c) Study Source B. Does Source B fully explain the reasons why it was necessary for more coal to be mined in the period up to 1850? Use the Source and your knowledge to explain your answer.

**Target:** Sufficiency of evidence (AO2 - 3 marks)  
supported by knowledge (AO1 - 6 marks)

**Level 1:** Comprehends reasons from Source OR identifies reasons from own knowledge [1-2]

**Level 2:** Comprehends reasons from Source AND identifies reasons from own knowledge [3-4]

*e.g. 'The Source states that Cort's invention used coal.'*

*'Coal was used in the furnaces.'*

*'Coal was used in steam engines.'*

*'Coal was used on the railways.'*

*'Coal was used for heating.'*

**Level 3:** Agrees using Source to support OR disagrees using own knowledge to support [5-7]

**Level 4:** Agrees/disagrees using Source AND own knowledge [8-9]

*e.g. 'The puddling process was the first to use large quantities of raw coal. The demand increased as the cost of wrought iron was reduced.'*

*'With mass production more coal was required to power the furnaces.'*

*'Many Watt steam engines were being used and these required coal for their power.'*

*The new houses in the rapidly growing towns required large quantities of coal to heat them.'*

*'Railways were developing and the engines used large quantities of coal to power them.'*

2(a) Study Source C. What impression does this Source give about road travel in the eighteenth century? Explain your answer referring to details of the Source.

**Target:** Source comprehension, inference (AO2)

**Level 1: Use of surface features of Source** [1-2]

e.g. *'It shows that people travelled by coach.'*  
*'It shows poor roads.'*  
*'It shows they used horses to pull the coaches.'*

**Level 2: Unsupported inferences** [2-3]

e.g. *'It looks very difficult for the coach to move at speed.'*  
*'The horses are finding it difficult to pull the coach.'*  
*'It is slow travelling by coach.'*

**Level 3: Supported inferences drawn from the Source** [3-5]

e.g. *'It shows that travel was slow as the children were able to walk alongside.'*  
*'It looks as though the surface is soft as the front wheels of the coach are sinking in.'*  
*'The coach could be overturned by the large stones that are sticking out of the road surface.'*  
*'The overhanging trees made the road narrow and therefore dangerous.'*

2(b) Why was the parish system of road repair inefficient?

**Target:** Recall, description (AO1)

**Level 1: Identifies reason(s)** [1-2]

e.g. *'Workmen lacked knowledge.'*  
*'They were not paid.'*  
*'Limited tools.'*

**Level 2: Description of reasons** [3-6]

e.g. *'Those who repaired the roads were often farmers not engineers and just tipped stones into the holes.'*  
*'People objected to being told to repair the roads and not be paid.'*  
*'There were usually only picks, spades and wheelbarrows available.'*  
*'They objected to repairing roads used by others.'*  
*'There was nobody in overall control of roads so some were better than others.'*

2(c) Study Source D. How useful is Source D to an historian studying the impact of turnpikes? Use the Source and your knowledge to explain your answer.

**Target:** Sufficiency of evidence (AO2 - 3 marks)  
supported by knowledge (AO1 - 6 marks)

**Level 1: Rote response** [1-2]

e.g. *'It is a cartoon and not very useful.'*

*'It is useful because it was drawn at the time and the artist must have known what had occurred.'*

*'It is not very useful as it only tells us about the Rebecca Riots.'*

**Level 2: Uncritical evaluation of the Source** [3-4]

e.g. *'It is useful because it shows what a turnpike gate looked like.'*

*'It shows gates were attacked.'*

*'People did not like turnpikes.'*

**Level 3: Analyses usefulness OR limitations of content of Source supported by knowledge** [5-7]

**Level 4: Analyses usefulness AND limitations of content of Source supported by knowledge** [8-9]

e.g. *'It is a useful Source because it tells us something about the Rebecca Riots. These took place in Wales when farmers were angry about having to pay a toll to move their lime.'*

*'It shows us that the gates were very simple and could easily be destroyed as many people did because they objected to paying tolls to go along a road as it made it expensive.'*

*'It does not tell us that the roads were improved to make travelling more comfortable and quicker.'*

*'It does not tell us about the cost of the tolls which could be high.'*

*'It does not tell us about some of the trusts being dishonest.'*

## Section B

3(a) Describe briefly how the land in an open-field village was used.

**Target:** Recall, description (AO1)

**One mark for each point, two marks for a developed point. [4]**

e.g. *'There were three fields two of which were used for growing crops.'*

*'One field was left fallow each year.'*

*'The meadow was used for hay.'*

*'The common land was used for grazing animals, collecting berries and for squatters homes.'*

3(b) Explain why the open-field system limited the amount of food that could be produced.

**Target:** Recall and explanation (AO1)

**Level 1: General answer [1]**

e.g. *'It was not efficient.'*

**Level 2: Identifies limitations [2-4]**

e.g. *'It had a fallow field.'*

*'The common land was wasted.'*

*'Crops were damaged by animals.'*

*'There was not enough food for the animals.'*

**Level 3: Explains limitations [3-6]**

e.g. *'One out of three fields was left fallow and thus wasted one-third of the arable land.'*

*'The common land was used generally rather than for crop growing.'*

*'There were no hedges or fences and crops could be damaged by straying animals.'*

*'Selective breeding was impossible resulting in poor quality meat.'*

*'There was not enough food to keep all the animals throughout the winter and many were slaughtered.'*

*'Seed was broadcast thus reducing the yield.'*



3(c) The following contributed to developments in agriculture: Jethro Tull; Lord Townshend; Robert Bakewell. Was any one of these people more successful than the others in improving farming methods? Explain your answer with reference to each person.

Target: Recall, explanation and analysis (AO1)

[Written communication is assessed in this question – see examiner instructions]

**Level 1: Unsupported assertions** [1-2]

e.g. *'They all helped in improving agriculture particularly Townshend.'*  
*'Bakewell was more successful as he made sure there was more food.'*

**Level 2: Identifies improvements made** [2-4]

e.g. *'Tull invented the Seed Drill and Horse Hoe.'*  
*'Townshend developed the Norfolk Four Course Rotation.'*  
*'Bakewell bred the New Leicester Sheep.'*

**Level 3: Explains importance** [4-8]

e.g. *'The Seed Drill planted seeds evenly in rows thus reducing waste. This allowed the use of the Hoe to aerate the soil. Tull claims that he got double the crops for a third less seed.'*  
*'Townshend introduced the four course rotation growing turnips and clover. This removed the need for the wasteful fallow field. This method increased animal fodder reducing the need for the Autumn slaughter. It turn the amount of manure available increased. The diet of people was healthier.'*  
*'Bakewell introduced selective breeding which resulted in more meat for the population. He kept notes on his work to inform future breeding programmes. There was a greater supply of fresh meat resulting in a healthier diet.'*

**Level 4: Considers success** [8-10]

e.g. *'Although it was claimed that Tull's drill saved large amounts of seed it was never proved. The Drill often broke down and was not generally used for over hundred years after its invention. Tull was considered an eccentric mainly because he did not understand the importance of manuring. His book only had limited value in spreading ideas as many people could not read.'*  
*'Townshend's ideas (explained) were followed much more quickly than Tull's. Because he had been a public figure he got more publicity for his methods. His ideas could be more readily used. However, the spread of new ideas was still held back because there were many farmers who were reluctant to change.'*  
*'Bakewell's selective breeding increased the amount of meat and quantity and quality of wool. This met demand from the towns although many thought that Bakewell's sheep were too fatty. Animal husbandry became profitable and his work led to others such as the Colling Brothers developing cattle.'*

**4(a) Describe how the new farming ideas of the agricultural revolution were spread around the country.**

**Target: Recall, description (AO1)**

**One mark for each point, two marks for a developed point.**

**[4]**

*e.g. 'Ideas were spread by word of mouth.'*

*'People such as Young and Tull wrote publications.'*

*'Ideas were spread by people attending festivals and fairs.'*

*'By the Board of Agriculture.'*

**4(b) Explain why it was necessary to produce more food by the end of the eighteenth century.**

**Target: Recall, explanation (AO1)**

**Level 1: General answer**

**[1]**

*e.g. 'To meet demand.'*

*'Because there was not enough food.'*

**Level 2: Identifies why**

**[2-4]**

*e.g. 'The population was growing.'*

*'Because of the wars with France.'*

*'The town population was increasing.'*

**Level 3: Explains why**

**[3-6]**

*e.g. 'The population was growing dramatically particularly in the towns and needed feeding.'*

*'The country was at war with France and because of the blockade was unable to import food and therefore had to produce more of its own.'*

*'If farming was to be profitable then more had to be grown and sold.'*

*'People realised the value of a good diet and demanded a greater variety of food.'*

4(c) 'The effects of introducing enclosure were good.' Do you agree? Explain your answer.

Target: Recall, explanation and analysis (AO1)

[Written communication is assessed in this question – see examiner instructions]

**Level 1: Unsupported assertions [1-2]**

e.g. *'They must have been as much land was enclosed.'*

**Level 2: Identifies general effect(s) of introduction of enclosure [2-4]**

e.g. *'New crops were grown.'*  
*'New machinery could be used.'*  
*'It removed the fallow field.'*  
*'Squatters lost their homes.'*  
*'More food grown.'*

**Level 3: Explanation to agree OR disagree with hypothesis [4-8]**

**Level 4: Explanation to agree AND disagree with hypothesis [8-10]**

e.g. *'The introduction of enclosure was good as it allowed new methods of farming (Tull, Townshend, Bakewell etc.) to be used to increased production.'*  
*'Increased production from enclosure allowed greater quantities of food to be produced to feed the growing population, many of whom were in the towns.'*  
*'The increased sales allowed profits to increase and money to be re-invested in farming.'*  
*'It allowed more food to be grown to compensate for the lack of imports due to the French wars.'*  
*'The greater variety grown allowed an improvement in diet.'*  
*'Squatters lost their homes on the common land as all the land was enclosed.'*  
*'Some villagers were unable to prove ownership and thus lost their land.'*  
*'There was an increase in the number of landless labourers as men searched for jobs.'*  
*'Enclosure was expensive and many could not afford to meet costs and thus had to give up their land.'*

**5(a) Describe working conditions in most cotton mills in the early nineteenth century.**

**Target: Recall, description (AO1)**

**One mark for each point, two marks for a developed point [4]**

*e.g. Atmospheric – poor ventilation, damp/humid air, smell of hot oil.*

*Treatment – long hours, poor wages, harsh discipline.*

*Dangers – factory fever, unguarded machinery.*

**5(b) Explain why the textile industry changed from a domestic to a factory system.**

**Target: Recall, explanation (AO1)**

**Level 1: General answer [1]**

*e.g. 'To improve.'*

**Level 2: Identifies why [2-4]**

*e.g. 'To meet increased demand.'*

*'To increase profits.'*

*'Machinery was bigger.'*

*'Needed a source of power.'*

**Level 3: Explains why [3-6]**

*e.g. 'Benefits could be seen in terms of improved quality control and increased profits.'*

*'The new machinery, such as the Mule, was too big to use in the home.'*

*'New machinery such as the Water Frame needed water power.'*

*'Production had to be increased to meet the demands of the growing population and this could not be done under the domestic system.'*

*'Costs were reduced by housing machines and people under one roof.'*

- 5(c) The following were equally important reasons for the location of cotton-spinning mills in the north-west of England: Pennine streams and Lancashire coalfield; damp climate; the port of Liverpool. Do you agree? Explain your answer with reference to each reason.

**Target:** Recall, explanation and analysis (AO1)

**[Written communication is assessed in this question – see examiner instructions]**

**Level 1: Unsupported assertions** [1-2]

e.g. *'The port of Liverpool was the most important reason.'*

**Level 2: Identifies importance** [2-4]

e.g. *'They used water and coal for power.'*

*'Power for machinery was available.'*

*'The climate helped the process of spinning.'*

**Level 3: Explains importance of individual factors** [4-8]

e.g. *'The new machinery of the textile industry such as the Water Frame required fast-flowing streams to power the water wheels and these could be found in the Pennines.'*

*'When steam power came the demand for coal increased considerably. As it was difficult to transport the factories grew up on the Lancashire coalfield where large quantities of coal was readily available.'*

*'The north-west of England is well known for its damp climate. This was required to stop the cotton threads breaking during the spinning process.'*

*'Raw cotton was imported from America and Liverpool was the main port for this trade. There were also good transport links to the north west and manufactured goods could be exported.'*

**Level 4: Considers equality of importance** [8-10]

e.g. *Building on L3, 'The port of Liverpool was the most important reason as it was where the raw cotton was imported. Cotton is not grown in this country and therefore it would not matter where the industry was set up if the raw material was not available.'*

**OR**

*'Locations tend to be selected not just for one factor but for a number. The fact that the beginnings of the industry had started alongside the Pennine streams meant that there was little upheaval with the coming of steam power.'*

**6(a) How did working-class people benefit from the 1844 Railway Act?**

**Target: Recall, description (AO1)**

**One mark for each point, two marks for a developed point [4]**

*e.g. 'All companies had to run one train a day.'*  
*'The train had to stop at every station.'*  
*'It provided cheaper transport at no more than one penny per mile.'*  
*'Comfort was increased as third class carriages had to have seats and roofs.'*

**6(b) Why did many people object to the building of the early railways?**

**Target: Recall, explanation (AO1)**

**Level 1: General answer [1]**

*e.g. 'Because they were unsure of them.'*

**Level 2: Identifies why [2-4]**

*e.g. 'People were afraid of the impact of noise and smoke.'*  
*'They thought that they went too fast.'*  
*'There could be a loss of trade for some people.'*  
*'It used good farming land.'*

**Level 3: Explains why [3-6]**

*e.g. 'People were afraid that livestock would be frightened and not breed and that the sparks would set fire to woodland destroying wildlife.'*  
*'Many thought that speeds of up to 12 m.p.h. were dangerous to the human body.'*  
*'Canal and turnpike trust owners feared a loss of trade and therefore profits.'*  
*'Landowners objected to the loss of good farming land.'*

6(c) 'Railways benefited industry rather than people.' Do you agree? Explain your answer.

**Target:** Recall, explanation and analysis (AO1)

[Written communication is assessed in this question – see examiner instructions]

**Level 1: Unsupported assertions** [1-2]

e.g. *'I agree with the statement as railways were used to carry many different types of goods at first.'*

**Level 2: Identifies reasons for the growth of railways** [2-4]

e.g. *'Coal was carried around the country.'*  
*'National sport developed.'*  
*'Food was carried.'*  
*'People went on holiday.'*

**Level 3: Explanation to agree OR disagree with hypothesis** [4-8]

**Level 4: Explanation to agree AND disagree with hypothesis** [8-10]

e.g. *'The railways could carry goods such as coal and iron in bulk thus reducing costs.'*  
*'Railways enabled raw materials (iron ore, coal) to be moved to industry rather than industry being sited near raw materials.'*  
*'Canals were slow and could not carry large quantities thus a new form of transport was needed to reduce costs.'*  
*'Railways introduced a cheap means of transport for the masses to the rapidly developing resorts such as Blackpool.'*  
*'Railways were large scale providers of jobs for many people.'*  
*'The availability of fresh food improved diet and health.'*

**Section C: Thematic Study**  
**Medicine, Surgery and Health, c.1750–c.1990**

**7(a) Study Source E. What is the artist suggesting about surgery in the eighteenth century? Explain your answer referring to details of the Source.**

**Target:** Source comprehension, inference (AO2)

**Level 1: Use of surface features of Source** [1-2]

e.g. *'A lot of people were needed.'*  
*'People watched surgery.'*

**Level 2: Unsupported inferences** [2-3]

e.g. *'He is suggesting it was painful.'*  
*'He is suggesting it is primitive.'*

**Level 3: Supported inferences drawn from Source** [3-4]

e.g. *'He is suggesting there is no anaesthetic as the patient is struggling and has to be held down.'*  
*'It is shown as painful as the man is struggling.'*  
*'It shows that infection could spread as observers and helpers are in ordinary clothes.'*

**7(b) How did the work of James Simpson improve operations?**

**Target:** Recall, explanation (AO1)

**Level 1: General answer** [1]

e.g. *'He put people to sleep.'*

**Level 2: Describes work** [2-3]

e.g. *'He discovered chloroform.'*  
*'He was investigating the use of anaesthetics in childbirth.'*

**Level 3: Explains ways** [3-5]

e.g. *'He discovered chloroform which had fewer side effects than other anaesthetics such as ether.'*  
*'Chloroform was successfully used for childbirth by Queen Victoria.'*  
*'Longer, more complicated operations could now be performed without a struggling patient.'*



7(c) Explain why some people were against the use of anaesthetics in the middle of the nineteenth century.

**Target:** Recall, explanation (AO1)

**Level 1: General answer**

**[1]**

e.g. *'It was new.'*

**Level 2: Identifies reasons**

**[2-3]**

e.g. *'Because of religion.'*

*'Because of fear.'*

*'It was dangerous.'*

**Level 3: Explains reasons**

**[3-6]**

e.g. *'Some people were worried that surgeons were too inexperienced and might give the wrong amounts causing death.'*

*'It was new and there were uncertainties about the side effects there might be.'*

*'Church members were outraged that chloroform should be used in childbirth as this was against the teaching of the Bible.'*

*'Some people were worried that they were under the total control of the surgeon and that he might do something against their will.'*

*'The army viewed the use of anaesthetics as soft.'*

**8(a) Describe the treatment for illness given to the poor by ‘wise-women’.**

**Target: Recall, description (AO1)**

**One mark for each point, two marks for a developed point [4]**

*e.g. ‘They used herbal medicines.’*

*‘They relied on cures handed down from generation to generation.’*

*‘Used family remedies.’*

*‘The treatment was cheap.’*

**8(b) Why were many people afraid of smallpox?**

**Target: Recall, explanation (AO1)**

**Level 1: Unsupported assertion [1]**

*e.g. ‘Because it was a dangerous disease.’*

**Level 2: Identifies reasons [2-4]**

*e.g. ‘It was a killer disease.’*

*‘It left horrible scars.’*

*‘There was no cure.’*

**Level 3: Explains reasons [4-6]**

*e.g. ‘Smallpox was a major killer disease and there was no cure as inoculation did not always work.’*

*‘The poor could not get treatment as the cost of inoculation was high.’*

*‘It could spread very quickly through a community by contact with an infected person.’*

*‘If it did not kill it left scars and the patient often blind and deaf.’*

8(c) How important was the work of Edward Jenner? Explain your answer.

**Target:** Recall, explanation and analysis (AO1)

[Written communication is assessed in this question – see examiner instructions]

**Level 1: Unsupported assertions** [1-2]

*e.g. 'It was important as he saved many lives.'*

**Level 2: Describes Jenner's work** [3-5]

*e.g. 'He developed a vaccine to prevent smallpox.'*

*'He published his findings in 1798.'*

Any description of his actual work.

**Level 3: Explains importance** [6-9]

*e.g. 'Jenner's work was important because he proved that somebody who had cowpox could not catch smallpox.'*

*'This established vaccination instead of inoculation.'*

*'Smallpox had almost been wiped out in Britain by 1880.'*

*'His ideas were developed by Pasteur and Koch to cover other illnesses.'*

**Level 4: Considers 'how important'** [9-10]

*e.g. 'Jenner's work was important in relation to smallpox but as he did not understand how it worked therefore it could not be applied to other diseases.'*

*'It was not until the Germ Theory of Disease and the discovery of specific microbes that other vaccines were produced.'*

9(a) Describe the part played by Fleming in the discovery of penicillin.

Target: Recall, description (AO1)

One mark for each point, two marks for a developed point [4]

e.g. *'Fleming was carrying out research into why wounds are turned septic by germs.'*

*'He noticed mould spores on a culture dish. Around the mould the germs had stopped growing.'*

*'The mould produced a bacteria-killing juice called penicillin.'*

9(b) Why was penicillin mass-produced in the period 1942-1945 and not before?

Target: Recall, explanation (AO1)

Level 1: General answer [1]

e.g. *'Because nobody was willing to produce it.'*

Level 2: Identifies reasons [2-4]

e.g. *'A lack of money.'*

*'No equipment.'*

Level 3: Explains reasons [4-6]

e.g. *'There was a need for specialist help and money to carry out further experiments and this was not made available.'*

*'Experiments by Florey and Chain only produced small amounts.'*

*'There was a shortage of equipment and the freeze-dry technology had only just been invented.'*

*'Tests had to be carried out to ensure that the product was safe to use on humans but supplies were limited to carry these out.'*

9(c) Explain how the Second World War brought improvements in medicine, surgery and health.

Target: Recall, explanation and analysis (AO1)

[Written communication is assessed in this question – see examiner instructions]

**Level 1: Unsupported assertions** [1-2]

e.g. *'A large number of improvements were brought about by the Second World War.'*

**Level 2: Identifies improvements** [3-5]

e.g. *'Blood transfusions improved.'*  
*'Healthy eating was encouraged.'*  
*'The first antibiotic was introduced.'*  
*'The government launched an immunisation campaign.'*  
*'Surgical techniques developed.'*  
*'Basic hygiene was improved.'*

**Level 3: Explains improvements** [6-10]

e.g. *'Blood could now be stored for longer thus allowing a greater number of transfusions.'*  
*'Government, through campaigns encouraged the growing of vegetables and this improved diet.'*  
*'Additionally basic health and hygiene was targeted by poster campaigns.'*  
*'A national diphtheria immunisation campaign was launched against the killer illness.'*  
*'In surgery, advances were made in skin grafts and the treatment of burns.'*

