



GCSE MARKING SCHEME

SUMMER 2012

HISTORY - STUDY IN DEVELOPMENT

HEALTH AND MEDICINE c.1345 TO THE PRESENT DAY

4285/02

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

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

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

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are questions 4, 5 and 6. 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

MARKING SCHEME

Question 1(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about medical ideas in the late middle ages?** [2]

Use 0 for incorrect or irrelevant answers

Award one mark for one relevant selection from the source
Award two marks for two relevant selections from the source

The following can be credited:

the source shows that a doctor's handbook was used.

Source A shows that people had the idea that different parts of the body were related to the different star signs.

the position of a person's star sign told a surgeon when to operate.

Question 1(b)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe the work of Robert Koch in the nineteenth century.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with a weak or implied point made.** [1/2]

Eg: he was a bacteriologist. He isolated the bacteria responsible for TB, cholera and anthrax.

LEVEL 2 **A more detailed description with up to two accurate points made.** [3/4]

Eg: Robert Koch was a German scientist/bacteriologist whose work in the early 1860s enabled him to isolate the germs that caused diseases like anthrax, TB (1862) and cholera (1863). In 1878 Koch isolated the septicaemia (blood poisoning) germ. Koch did not actually discover the cures for these diseases but, by isolating the germs, he made it easier for others to study them and therefore to find a cure. Koch's meticulous research was so impressive that the German government gave him a full-time job and a talented team of bacteriologists, including Paul Ehrlich (the discoverer of Salvarsan), to carry on his research.

Question 1(c)

Target:	Recall and deployment of knowledge; explanation of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	3	1

Question: **Use Sources B and C and your own knowledge to explain how scanning techniques changed in the twentieth century.** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources; lack of focus.** [1/2]

Eg: Source B shows a portable X-ray machine. Source C says that there were many changes in medical knowledge in the late C20th.

LEVEL 2 **Accurate answer which begins to address the question;** [3/4]

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

Eg: answers may refer to work of the specific scientists who tried to find out more about scanning techniques. Before the discovery of X-rays, surgeons had to cut into a body even though a wound may have been very minor. This could have led to various complications.

Answers worth 4 marks will use the sources and own knowledge to start to focus on the concept of change or improvement.

Eg: Röntgen's discovery of X-rays in 1895 allowed surgeons to see inside a body without making incisions. This was a transformation. Portable X-ray machines were quickly available, as shown in Source B, and these were considerable help to surgeons dealing with wounded soldiers at the battlefield.

LEVEL 3 **Answer addresses the question clearly:** [5/6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or improvement. Reference to sources here may be implicit.

Answers worth 6 marks will use both the sources and own knowledge to explain the concept of change or improvement. There must be explicit reference to both sources in order to gain this mark.

Eg: answers may discuss the need for change as medical knowledge was so haphazard. Röntgen's discovery was well used by war surgeons and this led on to the use of other scanning and diagnostic methods in more modern times. The X-ray machine allows surgeons to see the skeleton/the bones of a person's body. There was a need to see other parts of the human body and more recent methods of scanning, as referred to in Source C, have included ultrasound and PET scanning which have helped to improve medical knowledge by showing soft tissue in the human body. The development of scanning techniques has been a major improvement in medical knowledge on in the twentieth century.

Question 1(d)

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts		
Mark allocation:	AO1	AO2	AO3
8	4	4	

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

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, making few relevant points. [1/2]

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

LEVEL 2 Descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3/4]

Eg: he specialised in the circulation of the blood, which helped to improve medical knowledge through a deeper understanding of how the body/blood system worked.

LEVEL 3 More detailed and accurate analysis, with an attempt at evaluation, not fully sustained. [5/6]

Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.

Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.

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

LEVEL 4 Detailed and accurate analysis which provides a reasoned evaluation; the answer is focussed on the issue in the question. [7/8]

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

Question 2(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about barber surgeons?** [2]

Use 0 for incorrect or irrelevant answers

Award one mark for one relevant selection from the source
Award two marks for two relevant selections from the source

The following can be credited:

the source shows a man having his leg cut amputated.

Source A shows that a barber surgeon amputated limbs.

he needed help to restrain the patient.

he collected the blood in a bowl.

Question 2(b)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe the work of Sir Alexander Fleming in the twentieth century.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with a weak or implied point made. [1/2]

Eg: he discovered penicillin, which killed off many different kinds of bacteria that caused disease.

LEVEL 2 A more detailed description with up to two accurate points made. [3/4]

Eg: Sir Alexander Fleming was a bacteriologist and surgeon. He was a medical officer in France during World War One and discovered the antiseptic powers of lysozyme, present in tears and mucus. His experience in the war had shown him how soldiers had died of infection. In 1928 he rediscovered the properties of penicillin. The rediscovery was almost accidental, a result of a mould which formed on a culture that he was growing. He grew some of this mould and found that it killed many different bacteria. The mould was called penicillium notatum. Fleming did not have the facilities or the support to develop his work and it was left to Florey and Chain to further develop his work and to mass-produce penicillin from 1942. Fleming's work led to the development of this first 'wonder drug' – penicillin.

Question 2(c)

Target:	Recall and deployment of knowledge; explanation of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	3	1

Question: **Use Sources B and C and your own knowledge to show how the treatment of disease has developed since the 1960s.** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources; lack of focus.** [1/2]

Eg: Source A shows the first heart transplant patient. Source B says that organ transplantation is now less risky.

LEVEL 2 **Accurate answer which begins to address the question;** [3/4]

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

Eg: answers will refer to the issue of treatment of disease and its associated problems. The use of anaesthetics and antiseptics from the late C19th had made operations more manageable. This encouraged surgeons to perform ever more daring operations, like kidney transplants.

Answers worth 4 marks will use the sources and own knowledge to start to focus on the concept of change or improvement.

Eg: Dr Christian Barnard first did kidney transplants, before transplanting the first human heart into Louis Washansky, shown in Source B. Unfortunately Mr Washansky caught pneumonia and died 18 days after this first ever human heart transplant. Barnard's second heart transplant patient survived for 594 days, before succumbing to infection.

LEVEL 3 **Answer addresses the question clearly:** [5/6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or improvement. Reference to sources here may be implicit.

Answers worth 6 marks will use both the sources and own knowledge to explain the concept of change or improvement. There must be explicit reference to both sources in order to gain this mark.

Eg: answers will fully discuss the issue of treatment of illness and disease. Source B shows one man who had made an outstanding contribution to the treatment of illness and disease, as a pioneer of human heart transplants. However, infection was a major problem in transplant surgery and when cyclosporin was developed, as referred to in Source C, human organ transplant surgery became less risky. The use of this anti-rejection drug, together with other developments, like antibiotics and cancer treatments, led to further developments in the treatment of disease.

Question 2(d)

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts		
Mark allocation:	AO1	AO2	AO3
8	4	4	

Question: **Why was the use of antiseptics by Joseph Lister in the nineteenth century important for surgery?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, making few relevant points. [1/2]

Eg: he used antiseptics to limit the spread of infection during surgery.

LEVEL 2 Descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3/4]

Eg: Joseph Lister was one of the outstanding surgeons of the C19th. He had researched gangrene and infection and was keen on applying science to medicine.

LEVEL 3 More detailed and accurate analysis, with an attempt at evaluation, not fully sustained. [5/6]

Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.

Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.

Eg: Lister had read the work of Pasteur (1831) on germ theory, which led him to discover that a thin mist of carbolic acid sprayed over the wound during surgery limited infection. By following this with careful bandaging, the wound would heal and not develop gangrene. There was opposition to Lister's new techniques but, despite this, his use of anaesthetics was very important for surgery.

LEVEL 4 Detailed and accurate analysis which provides a reasoned evaluation; the answer is focussed on the issue in the question. [7/8]

Eg: in 1877 Lister moved from Glasgow to London to train young surgeons under his supervision. When Koch discovered, in 1878, the bacterium which caused septicaemia, this gave a great boost to Lister's ideas. By the late 1890s his antiseptic methods (which killed germs on the wound) became aseptic surgery, which meant removing all possible germs from the operating theatre. Lister's use of antiseptics was crucially important in making surgery a much safer medical procedure.

Question 3(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about medieval hospitals?** [2]

Use 0 for incorrect or irrelevant answers

Award one mark for one relevant selection from the source

Award two marks for two relevant selections from the source

The following can be credited:

the source shows that medieval hospitals were run by nuns.

Source A shows that patients are in beds in these hospitals.

there are also corpses on the floor.

Question 3(b)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe the work of EITHER Betsi Cadwaladr OR Florence Nightingale in the nineteenth century.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with a weak or implied point made. [1/2]

Eg: Betsi Cadwaladr was a Welsh working class girl who went to the Crimea as a nurse. Florence Nightingale improved hospital care in the Crimean War and made nursing into a respectable profession.

LEVEL 2 A more detailed description with up to two accurate points made. [3/4]

Eg: Betsi was born in Bala, North Wales, in 1789, one of 16 children. She qualified as a nurse late in life, after training at one of the London hospitals. She made her way to the Crimea, to help to nurse the wounded soldiers there. She showed that she would do anything to improve the quality of care for her patients. She strongly disliked the bureaucracy that Florence Nightingale had set up; this served to deprive the wounded of food, clothing and even bandages. Betsi fought against this system and, when Florence Nightingale witnessed what Betsi had achieved at Balaclava, she was won over to her ways. Betsi worked in the Crimea until the war took its toll on her own health, suffering from cholera and dysentery. She left the Crimea in 1855 (aged 66). She died in 1860.

Florence Nightingale revolutionised nursing in England. Before her time, many of the nurses were badly paid, untrained, poorly educated and even drunken. There was little change until the time of the Crimean War (1854-6). Florence was horrified by what she read in The Times about hospital conditions for soldiers in the Crimea. She got help and money from the Secretary for War and went to the Crimea with 38 nurses. Florence made huge improvements to the wards and to conditions generally in the military hospitals there, cutting down the death rate over two years from 42% to 2% of all wounded patients. On her return to England, she raised enough money to open a school of nursing. She had transformed nursing into a respectable profession.

Question 3(c)

Target:	Recall and deployment of knowledge; explanation of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	3	1

Question: **Use Sources B and C and your own knowledge to show how public health improved in the nineteenth century. [6]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lack of focus. [1/2]

Eg: Source B shows an unhealthy street in London in 1852. Source C tells us that the Public Health Act of 1875 was much stronger than the Act of 1848.

LEVEL 2 Accurate answer begins to address the question: [3/4]

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

Eg: answers will discuss the issue of unhealthy conditions and lack of public health provision. Industrial towns and large towns like London were very unhealthy places as they had developed so quickly, in an unplanned manner and with no sanitary provision, during the Industrial Revolution.

Answers worth 4 marks will use the sources and own knowledge to try to focus on the concept of change or improvement.

Eg: Source B shows a crowded and unhealthy court off a London street. Source C tells us that the Public Health Act of 1848 had not been very effective but the 1875 Act was given more powers to improve public health.

LEVEL 3 Answer addresses the question clearly: [5/6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or improvement. Reference to explain the concept of change or improvement. Reference to sources here may be implicit.

Answers worth 6 marks will use both the sources and own knowledge to explain the concept of change or improvement. There must be explicit reference to both sources in order to gain this mark.

Eg: answers will focus on a range of factors, including attitudes to public health and the care of the poor. In the poor conditions shown in Source B, cholera was a regular threat and the issue did not seem to concern most people in authority. The government had commissioned a 'Report on the sanitary conditions of the working population' in 1842. This had drawn a link between ill health and the poor conditions in the industrial towns. As a result of this report, the Public Health Act of 1848 was passed but this was ineffective and short-lived as shown by Source B. This is why a further act needed to be passed in 1875, with much stronger measures which forced local authorities to provide clean water and sanitation, and to appoint a local Medical Officer of Health, as referred to in Source C. Public health improved as a result of these measures.

Question 3(d)

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts		
Mark allocation:	AO1	AO2	AO3
8	4	4	

Question: **Why was the establishment of the National Health Service in 1948 a turning point in the provision of health care?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, making few relevant points. [1/2]

Eg: the establishment of the NHS in 1948 gave people free medicine and treatment.

LEVEL 2 Descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3/4]

Eg: health care had been a constant worry for people. Families had worried over the cost of such health care. The establishment of the NHS in 1948 provided free dental treatment, free glasses and free prescriptions.

LEVEL 3 More detailed and accurate analysis, with an attempt at evaluation, not fully sustained. [5/6]

Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.

Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.

Eg: this was a turning point because people's health care was improved and because it was now a government commitment to take care of people 'from the cradle to the grave'.

LEVEL 4 Detailed and accurate analysis which provides a reasoned evaluation; the answer is focussed on the issue in the question. [7/8]

Eg: the post-war Labour government introduced a flag-ship reform when it established the NHS in 1948. It had introduced a social reform which benefited the mass of the people. This was a real turning point in the provision of health care. The hospital services were completely remodelled, with all but the teaching hospitals being taken into public ownership, under a Ministry of Health. A national system of GPs was introduced. An age-long concern for families had been addressed – free health care.

Question 4

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **How successful has medical knowledge been in improving health from the middle ages to the present day?** **[10]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Brief, generalised, vague answers.** **[1/2]**

The Level 1 descriptor for quality of written communication may be considered here.

Eg: the development of medical knowledge has meant that more people live longer and healthier lives.

LEVEL 2 **Apply the following framework:** **[3/5]**

Award 3/4 marks for a couple of related facts; superficial coverage; weak references to issue of success.

Award 5 marks for reliance on scaffold only; partial coverage; a patchy overall outline; some reference to success.

The Level 2 descriptor for quality of written communication may be considered here.

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. Medical knowledge progressed from the rather primitive ideas of the later middle ages – zodiac charts and the theory of the humours, for example – to the more advanced ideas of the Renaissance period, including the work of Vesalius in anatomy and Paré in surgery. The work of William Harvey in the seventeenth century, in the circulation of the blood, successfully took medical knowledge a step further.

LEVEL 3 **Apply the following framework:** **[6/8]**

Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of success.

Award 7/8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of success.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: there will be a judgement on the question set with supporting material from a range of periods. The Germ Theory in the late C19th and the discovery of x-rays have been successful factors in improving medical knowledge. Improvements continued: change was considerable as C20th developments like scanning and developments in DNA and genetics have successfully improved medical knowledge and improved people's health.

LEVEL 4 **An effective overview of the changes with a genuine attempt to discuss issue of improvement; recognition of the varying impact of changes; must build on very good chronological coverage.** **[9/10]**

The Level 4 descriptor for quality of written communication may be considered here.

Eg: answers will provide a judgement on the issue of the success of developments in medical knowledge in improving health. Developments occurred slowly over time, from the middle ages to the present day, reaching a much faster pace in the nineteenth and twentieth centuries. Some developments have been highly successful such as Pasteur's work or that of Fleming or Barnard. However, many developments have been less successful – expect some reference to these such as the continuing search for cures for cancer or AIDS and the hospital super-bugs, MRSA and C-Difficile.

Question 5

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **Have changes in the prevention and treatment of disease always improved from the middle ages to the present day?** [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Brief, generalised, vague answers.** [1/2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: methods used to prevent and treat disease have not always been successful – many people have died of diseases since the middle ages.

LEVEL 2 **Apply the following framework:** [3/5]

Award 3/4 marks for a couple of related facts; superficial coverage; weak reference to issue of improvement.

Award 5 marks for reliance on scaffold only; partial coverage; a patchy overall outline; some reference to improvement.

The Level 2 descriptor for quality of written communication may be considered here.

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. 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 **Apply the following framework:** [6/8]

Award 6 marks for answer with more developed chronological grasp but with imbalanced coverage and some reference to issue of improvement.

Award 7/8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main development and extent of change/improvement.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: 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 **An effective overview of the changes with a genuine attempt to discuss issue of improvement; recognition of the varying impact of changes; must build on very good chronological coverage.** **[9/10]**

The Level 4 descriptor for quality of written communication may be considered here.

Eg: answers will provide a judgement on the issue of improvement. Many methods of preventing and treating disease have evolved since 1345; such methods evolved more quickly from the C19th than ever before. By the C20th, there was a general acceptance that these methods can succeed and improve health. Modern techniques like transplant surgery and hip replacements, for example, now have a huge chance of success and new methods are evolving more quickly than ever before. This means that changes in the prevention and treatment of disease always improve at the present time, although this was not always the case in the past. (Expect some reference to methods that have not been successful, such as Thalidomide.)

Question 6

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **How far have developments in public health and patient care always been successful from the middle ages to the present day?** [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Brief, generalised, vague answers.** [1/2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: standards in public health and patient care were poor in the middle ages but got better.

LEVEL 2 **Apply the following framework:** [3/5]

Award 3/4 marks for a couple of related facts; superficial coverage; weak references to issue of success.

Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to improvement.

The Level 2 descriptor for quality of written communication may be considered here.

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.

LEVEL 3 **Apply the following framework:** **[6/8]**

Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change/success.

Award 7/8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change/success.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: there will be a judgement on the question set with supporting material from a range of periods. 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 after the Second World War that the government became fully involved in care and this has meant that developments have generally been successful, right up to the provision of 'Care in the Community' in the late C20th.

LEVEL 4 **An effective overview of the main developments with a genuine attempt to discuss issue of success; recognition of the varying impact of changes; must build on very good chronological coverage.** **[9/10]**

The Level 4 descriptor for quality of written communication may be considered here.

Eg: answers will provide a judgement on the issue of extent of success in improving public health and patient care. Developments in public health took a long time to improve; there was much opposition to its provision until the later C19th. Since then, developments have generally been successful, with an acceptance that government should be in charge. C20th governments passed laws to provide healthier housing and cleaner air. Developments in patient care have achieved success much more swiftly since the mid C19th than ever before. However, despite the developments, there has been criticism of the standards of patient care provided in hospitals. Waiting lists continue to be long in some respects and there is the fear of hospital infection – MRSA.