



GCSE MARKING SCHEME

SUMMER 2013

**HISTORY - STUDY IN DEVELOPMENT
HEALTH AND MEDICINE, 1345 – PRESENT DAY
4285/02**

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 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 the paper as a whole. 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

PAPER 4285/02 – HEALTH AND MEDICINE, 1345 TO THE PRESENT DAY

MARKING SCHEME

Question 1(a)

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

Question: **What does Source A show you about medical knowledge in the Renaissance period?** [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:

medical textbooks were used

medical books had detailed pictures/illustration

picture showed the muscles

there were pictures of internal parts of the body

they were a step forward from medieval pictures

Question 1(b)

Target:	Selection of knowledge; understanding of key features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe the theory of the Four Humours in the Middle Ages.** [4]

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

Eg: The Four Humours was when the body was supposed to be divided into different liquids.

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

Eg: The Four Humours theory was based on the idea that there were four liquids within the body - blood, phlegm, yellow bile and black bile. A person was thought to be ill if they had an imbalance of humours. Doctors could help the body get into balance by getting rid of excess humours by bleeding a patient. Credit reference to other treatments e.g. vomiting/purging of bile, 'cupping' (applying hot cups) etc.

Question 1(c)

Target:	Selection of knowledge; understanding 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 medical knowledge 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 says that microbes grew from the wound. Source C says that there are germs in the sponge.

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 make reference to the view that germs grew out of wounds rather than being airborne.

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

Eg: Answers will make reference to the widely-held view that germs were caused by 'spontaneous generation' i.e. they grew out of wounds rather than being airborne (Source B). They should begin to describe the improvements in medical knowledge, specifically Pasteur's discovery of the Germ Theory in the 1860s (Source C) and Koch's work in isolating the bacteria responsible for TB, cholera and anthrax. Hence Pasteur's (and Koch's) work led to a much more accurate understanding of germs and the cause of disease.

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 are focused directly around the concept of improvement in medical knowledge. There will be discussion of spontaneous generation. Source C is an example of Pasteur's advice and shows how medical knowledge about decay led to better ideas about infection control. Koch was able to develop the work of Pasteur and identify specific bacteria causing particular illnesses. Candidates should make reference to how this work led others to make similar discoveries e.g. tetanus in 1884 or plague in 1894. Their work improved knowledge significantly and had a huge influence on infection control/development of vaccines.

Question 1(d)

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
8	4	4	

Question: **Why was the work of Ambroise Pare in the sixteenth century a turning point in the development of medical knowledge?** [8]

Use 0 for incorrect or irrelevant answers

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

Eg: Pare used an ointment to make wounds less painful.

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

Eg: Pare used an ointment made from egg yolk, rose oil and turpentine to treat gunshot wounds instead of the traditional way of burning them with a hot iron. After Pare, doctors could make wounds less painful by using ointments, so patients were better off. He wrote a book on surgery which was used by other doctors.

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: Answers will begin to focus on the concept of 'turning point'. Pare was a barber-surgeon who ran out of the hot oil normally used by army doctors to treat gunshot wounds. He made an ointment of egg yolk, rose oil and turpentine and found this was a better way to treat the wound. It was less painful and healed faster. He published his Collected Works on Surgery in 1575, and this was a turning point in medical knowledge about the treatment of pain. Answers may also mention ligature, the setting of fractures developing more scientific approaches to medicine respectively.

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

Eg: Answers will address directly the idea of Pare's work as a turning point in medical knowledge. They must offer comprehensive detail and judgement on Pare's work on wounds, and additional detail on ligatures, fractures and/or the Bezoar Stone. Expect to see reference to his Collected Works on Surgery 1575. Candidates may also note its wider influence due to printing of books. At this level answers would need to show that Pare's work did not change infection problems in wounds, and the use of ligatures could have made this worse.

Question 2(a)

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

Question: **What does Source A show you about surgery in medieval times ?** [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:

patients were held down

surgeons amputated limbs

instruments like saws were used for amputations

patients often fainted or were knocked out

the limbs were collected in a tub

Question 2(b)

Target:	Selection of knowledge; understanding of key features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe the work of Joseph Lister 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: Lister used a carbolic acid spray to keep wounds clean in operations.

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

Eg: Lister was a Professor of Surgery in Scotland who used a carbolic acid to increase the safety of operations. He soaked bandages in the acid and used a spray during operations to clear patients' wounds. Surgical equipment was also cleaned. After 1867, there were dramatically improved survival rates in operations as a result of this early use of antiseptic surgery.

Question 2(c)

Target:	Selection of knowledge; understanding of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	3	1

Question: **Use Sources B and C and your own knowledge to explain why Sir Edward Jenner was important in changing the treatment and prevention of disease in the eighteenth and nineteenth centuries.** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources; lack of focus.** [1-2]
Eg: Jenner made a cowpox injection to stop smallpox.

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 problem of smallpox (Source B) and Jenner's vaccination (Source C), which led to a decline in smallpox. They may begin to describe Jenner's development of the smallpox vaccine.

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

Eg.: Answers will refer to the problem of smallpox (Source B) and Jenner's vaccination (Source C), which led to a decline in smallpox. They should begin to describe Jenner's development of the smallpox vaccine in 1796 and the government's role in making the vaccine compulsory in 1853. They could make reference to the spread of the vaccine around the world.

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 be focused directly around the concept of improvement in prevention of disease in relation to Jenner's work. There will be discussion of smallpox and the major breakthrough achieved by Jenner with his use of cowpox as a smallpox vaccine in 1796. Source B illustrates the extent of the problem and the seriousness of the threat of smallpox. Source C shows the famous case of James Phipps and this should be used to discuss how Jenner's ideas were proved correct despite opposition from mainstream medical opinion. Candidates should also make reference to the government's later role in making the vaccine compulsory in 1853, and the subsequent reduction in the threat from smallpox. They may also mention initial opposition from doctors and the significance of Jenner's work in moving medical opinion forwards.

Question 2(d)

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
8	4	4	

Question: **Why was the work of Dr. Christian Barnard a turning point in the prevention and treatment of disease in the twentieth century?** [8]

Use 0 for incorrect or irrelevant answers.

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

Eg: Barnard did the first heart transplant.

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

Eg: Christian Barnard carried out the first heart transplant. Although the patient only survived for 18 days. Barnard's work showed others the way. A second patient lasted longer with his new heart and from then on, people started having more organ transplants.

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.: Answers will improve upon Level 2 by adding more detail and a stronger analysis. Although the patient only survived for 18 days, Barnard was able to transplant a second heart and the patient lasted 594 days before dying from an infection. Answers may also discuss Barnard's solution for the problem of infection, and the consequent development of cyclosporine. They could also make reference to the development of further transplant surgery - heart and lung, liver and pancreas, kidney - and donor registration.

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

Eg.: Answers will address directly the idea of Barnard's work as a turning point in medical knowledge. They must offer comprehensive detail and judgement on the work of Barnard and additional detail on the development of infection control through drugs (cyclosporine). Expect to see reference to subsequent development in transplant surgery, (examples noted in Level 3). They may also note the growth of donor registration and the importance of this in making transplants possible. At this level answers would need to show that Barnard's work was not immediately successful, but that it was a major inspiration to others, particularly as it was reported widely in the world's media and treated as a sensational event.

Question 3(a)

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

Question: **What does Source A show you about early twentieth century 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:

Wards were organised/clean

Patients were treated by nurses

Nurses wore uniforms

Patients were not kept isolated/there were no privacy curtains

Question 3(b)

Target:	Selection of knowledge; understanding of key features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe the role of the Church in caring for the sick during the Middle Ages.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg Monks looked after sick people.

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

Eg: In the medieval period, the Church though it was a religious duty to care of the sick. Monasteries often had infirmaries where monks would look after travellers or the poor. The infirmary was often separated from the rest of the monasteries to avoid infection. Monks would only pray for the sick, whereas nuns would actually care for them.

Question 3(c)

Target:	Selection of knowledge; understanding of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	3	1

Question: **Use Sources B and C and your own knowledge to explain why patient care improved after 1948.** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: Source B says treatment was free. Source C shows nursing care.

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.

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

Eg: Answers will refer to the free treatment mentioned in Source B, and the nursing care/maternity ward in Source C. They should begin to describe the improvements in public health and patient care, specifically the establishment of the NHS in 1948 and the 'cradle to the grave' commitment. They should develop this by referring to specific developments, such as free prescriptions, glasses and dental treatment, as well as the on-going improvements in the range of services.

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 should focus directly around the concept of improvements in patient care/public health. There will be discussion of the setting up of the NHS in 1948 and the major breakthroughs that this brought in improving the general standard of people's health. Source B is an example of the range of services available from the NHS; this could be supported by a mention of the development of services in later decades (e.g. transplants in the 1980s). Source C shows how specialist units are not used to cater for particular problems. Students may also make reference to the training and professionalism of nurses. Candidates should make reference to the public funding of health and its control by central government, bringing health care free at point of need to the population as a whole for the first time in history.

Question 3(d)

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
8	4	4	

Question: **How important were Victorian health laws in improving public health in the nineteenth century?** **[8]**

Use 0 for incorrect or irrelevant answers.

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

Eg: The government made laws to make sure there was clean water in cities.

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

Eg: The government passed a Public Health Act in 1848 to improve health in the cities. Big cities like London could be dirty and disease would spread through contact and germs in the water. The law was important because it made the cities cleaner for people to live in by setting up water supplies and sewers.

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: Answers will improve upon Level 2 by adding more detail and a stronger evaluation of at least one Act. For example, the Public Health Act of 1848 gave local boards of health the power to connect older houses to sewers; to make sure new houses had drainage; to supply water or supervise existing water companies; and collect a local rate to fund these advancements. Answers may also mention other legislation, such as the 1875 Public Health Act. They could make reference to the compulsory nature of the Act by comparison with the permissive Act of 1848.

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

Eg: Answers will address directly the idea of legislative improvements through a discussion of the two main Public Health Acts. Their importance will be stressed - one as a limited first step to better public health, the other as a compulsory measure forcing local authorities to make major changes to their provision of Acts, and may well contextualise this by giving detail on the state of the industrial towns and the health challenges therein. Expect to see reference to the provisions of the Acts, (elements of this noted in Level 3). They may also note the growth of municipal pride following Victorian legislation and the acceptance of the need to fund improvements through rates. They might also question the extent of the improvements brought by legislation and the acceptance of the need to fund improvements through rates.

Question 4

Target:	Selection of knowledge; evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
13	4	6	3

Question: **How far has medical knowledge developed from the Middle Ages to the present day?** [13]

Use 0 for incorrect or irrelevant answer.

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

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

Eg: Medical knowledge has developed a lot so that people live much longer than in the middle ages.

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 change.

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

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

Eg: Answers will make a weak response to the question set with limited attempt to provide a judgement. There will be a reference to at least one period. They should note that medical knowledge has progressed a great deal from the ideas prevalent in the later middle ages, such as zodiac charts and the four humours, to more advanced ideas in the Renaissance period, particularly the work of Vesalius and Pare in anatomy and surgery respectively. They could also mention Harvey's work on circulation of blood, which took medicine further forward.

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.

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.

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. In addition to that mentioned at Level 2, we should see reference to aspects of knowledge such as the Germ Theory and the discovery of X-rays in the later C19th. Twentieth century developments such as scanning and DNA/genetics would be good examples of the major developments seen in recent history. All of these have led to rapid and significant development in medical knowledge and improved people's health.

LEVEL 4 **An effective overview of the changes with a genuine attempt to discuss issue of change; 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 extent of development in medical knowledge in the period covered. Developments occurred slowly over time, but progressed at a much faster pace after the nineteenth century. Work such as Pasteur's and Fleming's has led to longer lives and better health. At this level, candidates should point out that we are still seeking cures for cancer and AIDS; there are new problems such as hospital super-bugs, MRSA and C-Difficile.

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

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question 5

Target:	Selection of knowledge; evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
13	4	6	3

Question: **Have methods of preventing and treating disease always been successful from the Middle Ages to the present day?** [13]

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, shown by the death rate from disease 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 change.

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

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

Eg: Answers will make a weak response to the question set with little attempt to provide a judgement. There will be a reference to at least one period. They should note that treatments have not always been successful and traditional treatments and remedies in the middle ages could have no effect on illness. Jenner's work was not initially a success as it was dismissed by most in the medical community. Lister's work was very successful in reducing infection in operations, but again met with some opposition. Candidates could also mention the acceleration in treatment that followed the discovery of germs.

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 change.

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.

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. In addition to that mentioned at Level 2, we should see reference to aspects of knowledge such as Simpson's use of chloroform from 1847. Simpson faced setbacks in his attempt to popularise the treatment as various group opposed his ideas, including some surgeons. Twentieth century developments show that success was not always immediate. Fleming's work on penicillin in 1928 and its mass production in 1942 would be a good example.

LEVEL 4 **An effective overview of the changes with a genuine attempt to discuss issue of change; 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 extent of the success of medical treatment in the period covered. Many methods have been employed since 1345, evolving fastest since the nineteenth century. Methods used in the twentieth century have been increasingly successful, modern techniques such as transplant surgery showing how advanced and complex treatment has become. At this level, candidates should point out that we are still facing problems caused by ineffective treatments or those with unintended side effects e.g. Thalidomide.

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

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question 6

Target:	Selection of knowledge; evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
13	4	6	3

Question: **How far have developments in public health and patients care led to an improvement in people's lives from the Middle Ages to the present day?** [13]

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 of public health were not very good in the middle ages; they are better today.

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 change.

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

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

Eg: Answers will make a weak response to the question set with little attempt to provide a judgement. There will be a reference to at least one period. They should note that until modern times governments and rulers have not seen it as their responsibility to provide health care for their people. Since the middle ages, care had been provided by the Church and by hospitals dating from the medieval period. The onset of plague in the middle ages was greeted by haphazard response, and towns varied in their response to it. Candidates could also mention the lack of trained nurses throughout the centuries.

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.

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.

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. In addition to that mentioned at Level 2, we should see reference to the challenges brought by industrialisation, particularly from the nineteenth century. Chadwick's work in the C19th and the work of Florence Nightingale greatly improved general public health and patient care respectively. However, people's lives were prolonged and improved most significantly by the advent of the NHS in 1949. Governments now make standards of health a priority in the modern world.

LEVEL 4 **An effective overview of the main developments with a genuine attempt to discuss issue of change; 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 extent of improvements in people's lives caused by developments in public health and patient care. Public health and patient care remained fairly static for much of the period since 1345. Since the C19th, governments have been fit to pass legislation to improve public health, and in the C20th they have continued this by passing laws for healthier housing and cleaner air. Developments in patient care have steadily improved people's lives since the C19th as nursing became more professional and of a higher standard. The NHS represents a major step forward in both areas mentioned in the question, and has led to a significant improvement in the average person's health. At this level, candidates should point out that we are still facing problems caused by limited funding of the NHS and patient care is often criticised e.g. where hospital infections occur or there is a poor standard of care for the old or mentally ill.

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

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.