



# **GCSE MARKING SCHEME**

**SUMMER 2014**

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

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 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:

<b>Level 1</b>	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
<b>Level 2</b>	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
<b>Level 3</b>	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
<b>Level 4</b>	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, 1645 - PRESENT

## MARKING SCHEME

## Question 1(a)

Target:	Comprehension of source material		
Mark allocation:	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does Source A show you about medical knowledge 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:

*Doctors' examinations included looking at urine.*

*Doctors believed in examining patients.*

*People understood the need to use bandages on wounds.*

## Question 1(b)

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

Question: **Describe the work of Louis Pasteur in the nineteenth century.** [4]

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

*Eg: Pasteur discovered the bacteria which caused many diseases; he developed the 'germ theory'.*

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

*Eg: Pasteur began his work of identifying bacteria c.1870 and he was the first to develop the 'germ theory'. Pasteur vaccinated sheep against anthrax (1881) and he also developed a rabies vaccine in 1885. He won the support of the French government in his work of vaccination/immunisation.*

**Question 1(c)**

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

Question: **Use Sources B and C and your own knowledge to explain why medical knowledge improved in the sixteenth and seventeenth centuries.** [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 Vesalius wanted people to look at the body. Source C shows how they thought blood worked.*

**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.**

**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 improvements in medical knowledge from increased personal investigation, especially the work of Vesalius (source B). They should begin to describe specific improvements in medical knowledge, such as Harvey's work on the circulation of blood in 'On the Motion of the Heart and Blood' (Source C) and the advent of better quality medical books e.g. The Fabric of the Human Body (1543). Hence there was a wider and more accurate understanding of anatomy. Also they could mention the wider availability of books through printing, the influence of the Renaissance or the encouragement of science by wealthy sponsors.*

**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: At this level we would expect to see answers focused directly around the concept of improvement in medical knowledge. There will be discussion of the influence of the Renaissance and the encouragement of scientists by wealthy sponsors, such as Charles II. Sources B and C show how medical knowledge had evolved from a detailed study of the structure of the human body by seventeenth century that the heart acted as a pump, recirculating the blood in the human body. By the seventeenth century, therefore, the long-held ideas of Galen were being disproved, as source B shows. Medical knowledge was also increasing due to improvements in the quality of medical textbooks, and the advent of printing in Europe.*

**Question 1(d)**

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

Question: **Why was the discovery of X-rays by Wilhelm Röntgen in the nineteenth 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: He discovered X-rays which allowed doctors to find out more about the human body.*

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

*Eg: Röntgen discovered X-rays when he was experimenting with cathode rays. He found that these rays passed through paper, wood, rubber and even human flesh, but not through bone or metal. He called these mysterious rays X-rays because he did not know what they were. However, he published his finding in 1895. His discovery caused great public excitement and it had an immediate impact on 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: Answers will improve upon the basic description offered for Level 2 by adding more detail and a stronger judgement i.e. Röntgen's discovery was an important turning-point in the development of medical knowledge. It showed a more detailed anatomy of the inside of the human body. Within six months of publishing his finding, hospitals had installed X-ray machines.*

*Answers may also mention the First World War: front line hospitals were equipped with X-ray machines and these enabled surgeons to remove bullets and shrapnel from wounded soldiers.*

**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 Röntgen's work as a turning point in medical knowledge, mainly for diagnosis and as an aid to surgery. They must offer comprehensive detail and judgement on Röntgen's discovery and the publication of his findings, and the reaction to them. We would expect to see reference to the use and development of X-ray machines in hospitals and, especially, the field hospitals of the First World War. At this level answers would need to show that Röntgen's discovery provided a much clearer picture of the human body; it was such an important turning-point that it led to later scanning methods like ultrasound scanning and MRI. Answers may make reference to the dangers of radiation caused by overuse of X-rays.*

**Question 2(a)**

Target:	Comprehension of source material		
Mark allocation:	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does Source A show you about traditional treatments in the later 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:

*Doctors used herbs in their treatments.*

*'Herbals'/herbals were written to show the way to use herbs.*

*Herbs were mixed into drinks or potions.*

*Or similar*

**Question 2(b)**

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

Question: **Describe the work of Christian Barnard in the later twentieth century** [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Christian Barnard did the first heart transplant. The patient only survived for a short time, but Barnard's work was a breakthrough.*

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

*Eg: Christian Barnard did the first heart transplant. Although the patient only survived for 18 days, Barnard was able to transplant a second heart and the second patient lasted 594 days before dying from an infection. Barnard and his heart operations became world famous. After the development of cyclosporine in 1974, the problem of infection was solved and Barnard continued to perform pioneering and successful heart operations, such as a double heart transplant.*

**Question 2(c)**

<i>Target:</i>	<i>Selection of knowledge; understanding of key concepts</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>3</b>	<b>1</b>

Question: **Use Sources B and C and your own knowledge to explain why the development of penicillin has been important for the treatment and prevention of disease since the 1920s.** [6]

Use 0 for incorrect or irrelevant answers.

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

*Eg.: Fleming discovered penicillin which ended up treating wounds.*

**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.**

**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 discovery of penicillin (source B) and its subsequent use as a treatment for infection (source C), which led to a revolution in treatment. They should begin to describe Fleming's research into antiseptic methods and the discovery of the bacteria-killing mould penicillium notatum in 1928. Also the role of government funding in the Second World War in providing the money and support for the mass production of penicillin. They could make reference the lack of facilities which hindered the development and testing of penicillin by Fleming, then Florey and Chain in the 1920s and 1930s.*

**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.: At this level we would expect to see answers focused directly around the concept of improvement in treating of disease. There will be discussion of the historical problems of infection in treatment of patients. This should link to Fleming's discovery of penicillium notatum in 1928, which is illustrated in Source B. Candidates should make more of the work of the two Oxford scientists, Howard Florey and Ernest Chain, in heading up a research team in 1930. Source C illustrates role of the Second World War in providing government funding after 1942 for the mass production of penicillin. This should lead on to a discussion of the success of penicillin as the world's first antibiotic. Candidates may point out that in the modern world there is a growing concern with resistance to antibiotics such as penicillin.*



**Question 2(d)**

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

Question: **Why was the work of James Simpson a turning point in the treatment of disease in the nineteenth century?** [8]

Use 0 for incorrect or irrelevant answers.

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

*Eg: James Simpson discovered the anaesthetic chloroform.*

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

*Eg: James Simpson discovered the anaesthetic chloroform in 1847, while experimenting with different types of chemicals. Chloroform was a much safer anaesthetic than others used in surgery at the time, such as ether. It became popular in childbirth after Queen Victoria used it.*

**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 the basic description offered for Level 2 by adding more detail and a stronger judgement i.e. James Simpson was Professor of Midwifery at University of Edinburgh. Whilst trying out different chemicals to find safer anaesthetic, he came across chloroform. Unlike ether, which was flammable and made patients sick, chloroform was relatively safe. Following Simpson's discovery it was possible to anaesthetise patients for longer in surgery, allowing more complex operations. Answers may also discuss Queen Victoria's use of chloroform in childbirth and its subsequent popularity, or they could make reference to problems caused by longer operations - the so-called 'Black Period' of 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: Answers will address directly the idea of Simpson's discovery as a turning point in medical treatment. They must offer comprehensive detail and judgement on Simpson's discovery, popularisation and use of chloroform. Chloroform should be referred to as an improvement on ether, which was dangerously flammable and induced vomiting. We would expect to see reference to subsequent development in surgery, whereby longer, more complex operations were made possible, as well as the use of chloroform in childbirth, especially following Queen Victoria's well-publicised experience. At this level, answers should show an appreciation of the negative effects of Simpson's work i.e. the worsening of problems of infection and blood loss in surgery due to longer operations.*

**Question 3(a)**

<i>Target:</i>	<i>Comprehension of source material</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does Source A show you about methods of combatting the Black Death in the later 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:

*Patients were blessed by priests to try to cure the Black Death.*

*People believed God could help cure the Black Death.*

*Doctors cut into buboes to rid the patient of the Black Death .*

*There were religious and practical methods used to combat the Black Death.*

*Or similar*

**Question 3(b)**

<i>Target:</i>	<i>Selection of knowledge; understanding of key features</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
<b>4</b>	<b>2</b>	<b>2</b>	

Question: **Describe attempts to provide healthier housing and cleaner air 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: After the First World War, people wanted 'Homes for Heroes', so the government passed Housing Acts.*

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

*Eg: After the First World War and the 'Homes for Heroes' campaign, governments passed Housing Acts to provide state-owned houses and encourage slum clearance. The Clean Air Act of 1956 was a major step forward in preventing air pollution: it was passed after the 'Great Smog' of 1952 in London, which led to fatalities caused by bad air.*

**Question 3(c)**

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

Question: **Use Sources B and C and your own knowledge to explain why patient care 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 hospitals were not organised well. Source C describes how nurses were meant to care for the sick.*

**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 poor conditions in hospitals shown in source B, and the improvement in nursing care brought about by the publication of 'notes on Nursing' by Florence Nightingale (source C). They should begin to describe the improvements in patient care inspired by the work of significant individuals like Nightingale, or Betsi Cadwalladr. They should develop this by referring to specific changes made to patient care, such as ventilation/lighting of hospital wards, or the focus on symptoms.*

**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: At this level we would expect to see answers focused directly around the concept of improvement in patient care. There will be discussion of the setting up of hospitals during the Crimean War, and the improvements in the death rate brought about by the work of nurses, notably Florence Nightingale and Betsi Cadwalladr, tying in to the poor conditions in source B and commenting on the drive to ventilate/lighten wards. Candidates should refer to source C to explain the influence of Florence Nightingale's 'Notes on Nursing' (1859), with its emphasis on close monitoring of the patient and attention to symptoms. Candidates should make reference to the increased training and professionalism of nurses, following the setting up of the Nightingale Training School in 1860.*



**Question 4**

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

**Question:** **Has medical knowledge always developed successfully from the Middle Ages to the present day?** [13]

Use 0 for incorrect or irrelevant answer.

**LEVEL 1** **Brief, generalised, vague answers; poor quality of written communication.** [1-2]

*Eg: Medical knowledge has expanded well and we know a lot more now than ever before.*

**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.**

*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 of the time periods. They should note that medical knowledge has expanded a great deal from the ideas prevalent in the later middle ages, such as zodiac charts and the four humours, to a more advanced understanding of anatomy and surgery in the Renaissance period, particularly the work of Vasalius and Pare. 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.**

*Eg: There will be a judgement on the question set with supporting material from a range of periods. In addition to that mentioned at L2, we should see reference to the expansion of knowledge in later periods such as the Germ Theory and the discovery of X-rays in the late C19th. Twentieth century developments such as scanning and DNA/genetics would be good examples of the increasing knowledge available to doctors in the recent past. They may discuss ultimately unsuccessful new developments in medical knowledge, such as Thalidomide, as well as the growing ability to record and distribute information through books, then modern communication methods.*

**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]**

*Eg: Answers will provide a judgement on the issue of the success of the expansion of medical knowledge in the period covered. The expansion of knowledge 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 engage with the issue of success, pointing out that we are still seeking cures for cancer and AIDS; there is the continued problem of hospital super-bugs, MRSA and C-Difficile.*

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

<b>Level</b>	<b>Performance descriptions</b>
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**

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

Question: **Have methods of preventing and treating disease always led to better health 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: Candidates will make a weak response to the question set with little attempt to provide a judgement. There will be a reference to at least one period. They should note that treatments have not always been successful and the 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 L2, 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 groups 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 eventual mass production in 1942 would be the best 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 treatments in the period covered. Many methods have been employed since 1345, evolving fastest since the nineteenth century. Methods used in the twentieth century have been increasingly successful, modern techniques such as transplant surgery showing how advanced and complex treatment has become. At this level, candidates should point out that we are still facing problems caused by ineffective treatments or those with unintended side effects e.g. Thalidomide.*

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

<b>Level</b>	<b>Performance descriptions</b>
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
<b>13</b>	<b>4</b>	<b>6</b>	<b>3</b>

Question: **Have standards of public health and patient care always improved 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 did not improve 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: Candidates will make a weak response to the question set with little attempt to provide a judgement. There will be a reference to at least one period. They should note that there was little improvement in standards in the medieval period and again during the Renaissance. Until modern times, public health had not been regarded as the province/responsibility of rulers and/or governments. 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 a 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 L2, we should see reference to the public health challenges brought by industrialisation, particularly in the nineteenth century. Patient care and public health were much improved after the work of Chadwick and Florence Nightingale in the C19th. However, the greatest leap forward came with the advent of the NHS in 1948. The impact on standards of health and patient care was enormous. Also the role of legislation for cleaner air and better housing could be mentioned.*

**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 standards of public health and patient care. Public health and patient care have remained fairly static for much of the period since 1345. Since the C19th, governments have seen fit to pass legislation to improve public health, and in the C20th have continued this by passing laws for healthier housing and cleaner air. Developments in patient care have steadily improved people's lives since the mid 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 expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

<b>Level</b>	<b>Performance descriptions</b>
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.