

**MARK SCHEME**  
**UNIT 3: THEMATIC STUDY**  
**3B. CHANGES IN HEALTH AND MEDICINE c.1340 TO THE PRESENT DAY**

**Instructions for examiners of GCSE History when applying the mark scheme**

**Positive marking**

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

**GCSE History mark schemes are presented in a common format as shown below:**

This section indicates the assessment objective(s) targeted in the question

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
<b>6</b>	6			

Question: e.g. Describe the living conditions in industrial towns such as Cardiff that led to cholera outbreaks in the mid-nineteenth century. [6]

This is the question and its mark tariff.

**Band descriptors and mark allocations**

AO1 6 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describes the issue.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below.

Some of the issues to consider are:

*The huge growth in population in Cardiff in the early nineteenth century; in 1831 the population of Cardiff was 6,137; by 1849 the population of Cardiff was 16,000; in the 1840s, Cardiff had huge social and public health problems as a result of the period of rapid population growth; there was insufficient housing which caused overcrowding; there was very poor sanitation with people using the River Taff and the Glamorgan Canal for both drinking water and sewage disposal; such overcrowded and filthy conditions meant that diseases spread very quickly amongst the population; credit reference to other towns in Wales that experienced similar conditions and outbreaks of disease.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

## **Banded mark schemes**

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

### **Banded mark schemes Stage 1 – Deciding on the band**

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

### **Banded mark schemes Stage 2 – Deciding on the mark**

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

**MARK SCHEME****UNIT 3: THEMATIC STUDY****3B. CHANGES IN HEALTH AND MEDICINE c.1340 TO THE PRESENT DAY****Question 1**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
<b>4</b>	<b>4</b>			

Award one mark for each correct response:

- a Antiseptics
- b Blood
- c Two
- d Chadwick

**Question 2**

Mark allocation:	A01	A02	A03	A04
<b>4</b>		<b>2</b>	<b>2</b>	

Question: **Use Sources A, B and C above to identify one similarity and one difference in living conditions over time. [4]**

**Band descriptors and mark allocations**

	AO2 2 marks		AO3 2 marks	
<b>BAND 2</b>	<b>Identifies clearly one similarity and one difference.</b>	<b>2</b>	<b>Uses the sources to identify both similarity and difference.</b>	<b>2</b>
<b>BAND 1</b>	<b>Identifies either one similarity or one difference.</b>	<b>1</b>	<b>Uses the sources to identify either similarity or difference</b>	<b>1</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

*Similarities – The living conditions shown in Sources A and B both show cramped housing; they both show terraced housing with narrow streets and little space; both Sources A and B show insanitary conditions; Source A shows disposal of human waste in the streets while Source B shows smoke and pollution; another similarity is that both environments would have been likely to lead to disease outbreaks*

*Differences – Source C highlights several differences in living conditions; it shows a modern development with better planning and more spacious semi-detached houses; Source C shows a cleaner environment which would be much more likely to keep disease at bay; there are also historical differences between Sources A and B, especially in the size of the communities – the town in Source B is much larger growing because of the industrialisation of the nineteenth century.*

**Question 3**

Mark allocation:	AO1	AO2	AO3	AO4
6	6			

Question: **Describe the living conditions in industrial towns such as Cardiff that led to cholera outbreaks in the mid-nineteenth century.** [6]

**Band descriptors and mark allocations**

AO1 6 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describes the issue.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

*The living conditions in industrial towns such as Cardiff can be described with reference to several historical features; the huge growth in population in Cardiff in the early nineteenth century; in 1831 the population of Cardiff was 6,137: by 1849 the population of Cardiff was 16,000; in the 1840s, Cardiff had huge social and public health problems as a result of the period of rapid population growth; there was insufficient housing which caused overcrowding; there was very poor sanitation with people using the River Taff and the Glamorgan Canal for both drinking water and sewage disposal; such overcrowded and filthy conditions meant that diseases spread very quickly amongst the population; credit reference to other towns in Wales that experienced similar conditions and outbreaks of disease.*

**Question 4**

Mark allocation:	A01	A02	A03	A04
6	6			

Question: **Describe traditional herbal remedies that were used before the modern era.** [6]

**Band descriptors and mark allocations**

AO1 6 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describe the issue.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

*Traditional herbal remedies can be described with reference to several historical features: most people in Medieval times never saw a doctor; for many illnesses they were treated by the local people who were skilled in the use of herbs; monks and nuns also ran hospitals in their monasteries, and usually had at least one herbalist, skilled in using herbs to treat and cure illness; medicines were made from herbs, spices and resins and applied in drinks, pills, washes, baths, rubs, poultices, purges and ointments. Credit candidates who can give examples of herbal remedies such as the Black Death was treated by applying a warm poultice of butter, onion and garlic, head pains were treated with sweet-smelling herbs such as rose, lavender, sage, and bay, a mixture of henbane and hemlock were applied to aching joints, coriander was used to reduce a fever.*

*Some candidates may refer to the Physicians of Myddfai as well-known herbalists, living and working in and around the Carmarthenshire village of Myddfai in the mid twelfth century; these were trained at the monastery of Strata Florida in Ceredigion and used herbal remedies made from only natural products grown locally in the Myddfai area. They included cures for such things as headache, sunburn, swellings and pain in the legs, coughs and sneezes; the knowledge of these physicians, their healing arts and remedies, were passed down from one generation to the next.*

**Question 5**

Mark allocation:	AO1	AO2	AO3	AO4
<b>12</b>	<b>2</b>	<b>10</b>		

Question: **Explain why developments in vaccination were important in the prevention of illness and disease in the nineteenth and twentieth centuries.** [12]

**Band descriptors and mark allocations**

	AO1 2 marks			AO2 10 marks	
			<b>BAND 4</b>	Fully explains the issue with clear focus set within the appropriate historical context.	<b>8-10</b>
			<b>BAND 3</b>	Explains the issue set within the appropriate historical context.	<b>5-7</b>
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	<b>2</b>	<b>BAND 2</b>	Partially explains the issue with some reference to the appropriate historical context.	<b>3-4</b>
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	<b>1</b>	<b>BAND 1</b>	Mostly descriptive response with limited explanation of the issue.	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

*Developments in vaccination were important in the prevention of illness and disease in the nineteenth and twentieth centuries; early attempts were made to vaccinate against the disease of smallpox; expect reference to the pioneering work of Edward Jenner in the early nineteenth century; later follow up development was carried out by Pasteur in immunization in the 1870s and 1880s and led to a vaccine for rabies; development of large-scale vaccines in the twentieth century was a great advance in combating devastating diseases such as pertussis, diphtheria, tetanus, polio and MMR; vaccines were vital in preventing illnesses such as influenza and hepatitis A and B in the later twentieth century.*

**Question 6**

Mark allocation:	AO1	AO2	AO3	AO4
12	2	10		

Question: **How effective was the development and use of scanning techniques in the twentieth century?** [12]

**Band descriptors and mark allocations**

AO1 2 marks		AO2 10 marks			
			<b>BAND 4</b>	Offers a sophisticated and reasoned explanation and analysis of the set issue. The answer fully addresses the effectiveness of the set issue within the appropriate historical context.	9-10
			<b>BAND 3</b>	Offers a reasoned explanation and analysis of the effectiveness of the set issue within the appropriate historical context.	6-8
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	2	<b>BAND 2</b>	Offers some explanation and analysis of the effectiveness of the set issue within the appropriate historical context.	4-5
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	1	<b>BAND 1</b>	Offers a generalised analysis of the set issue with limited reference to any historical context.	1-3

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

*The effectiveness of the development and use of scanning techniques can be analysed with reference to several historical features: the development of x-rays began with Rontgen in the early twentieth century; the technique gave the advantage of seeing deep into the body rather than using exploratory surgery; this made them particularly effective for diagnosing broken bones and fractures; the use of scanning techniques then developed through the twentieth century: expect reference to the use of radiotherapy; the use of x-rays was very effective for diagnosing disease such as tuberculosis; the development of ultrasound in the 1950s enabled more detailed images of the internal organs to be undertaken; as the twentieth century neared its end, scanning techniques became even more sophisticated and even more effective; credit references to Positron Emission Tomography (PET) which helped in the detection of cancer, brain disease and heart problems, Computerised Axial Scanning (CAT) used to pinpoint tumours and direct radiotherapy and Magnetic Resonance Imaging (MRI) used to detect brain and spinal cord abnormalities in the 1970s.*

**Question 7**

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4	SPaG
<b>20</b>	<b>6</b>	<b>10</b>			<b>4</b>

Question: **To what extent has the development of modern anaesthetics been the most effective method of treating and curing illness over time?** [16+4]

**Band descriptors and mark allocations**

	AO1 6 marks		AO2 10 marks	
<b>BAND 4</b>	Demonstrates very detailed knowledge and understanding of the key issue in the question including clear and detailed references to the Welsh context.	5-6	Fully analyses the importance of the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	8-10
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key issue in the question including clear references to the Welsh context.	3-4	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	5-7
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key issue in the question.	2	Basic analysis while considering some other factors and their impact.	3-4
<b>BAND 1</b>	Generalised answer displaying basic knowledge and understanding of the key issue in the question.	1	Offers a generalised response with little analysis of impact.	1-2

Use 0 for incorrect or irrelevant answers.

This question requires candidates to draw upon the Welsh context in their responses. This is assessed in AO1 and candidates who do not draw upon the Welsh context cannot be awarded band 3 or band 4 marks for this assessment objective. Candidates who do not draw upon the Welsh context may, however, be awarded band 3 or band 4 marks for AO2, for an appropriately detailed analysis of the key issue.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

*The argument that the development of modern anaesthetics was the most effective method of treating illness over time will be explored by a narrative of and a comparison with other methods and developments in the three historical eras covered in this theme. Answers will demonstrate the extent to which the development of modern anaesthetics was the most effective method of treating illness over time across the whole period covered. Answers will be likely to highlight the importance of the development of modern anaesthetics in improving surgery and the complications associated with it. The work of James Simpson and the use of nitrous oxide and ether and their advantages will be assessed as will further developments in this area in the twentieth century such as specialist training and improved facilities such as those at Cardiff and Morriston hospitals.*

Answers should also evaluate the effectiveness of other methods of treating and curing disease over time. In relation to the medieval and early modern eras there will be evaluation of methods such as herbal medicines and the use of leeches in surgery. The work of the renowned physicians of Myddfai can be used to illustrate this aspect. Credit reference to early anaesthetics such as alcohol and opium. Other factors that can be evaluated for their effectiveness in treating disease and illness might include the development of antiseptics and aseptic surgery; developments in bacteriology such as that pioneered in Cardiff by J W Power; vaccinations and inoculations; blood transfusions and later advances in surgical methods; improvements in treating diseases such as cancer and diabetes.

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	4	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2-3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>