

Question		
3 Explain one way in which the methods used by doctors to diagnose illness during the medieval period (c1250-c1500) were different from the methods used during the modern period (c1900-present). Target: Analysis of second order concepts: difference [AO2]; Knowledge and understanding of features and characteristics of the period [AO1]. AO2: 2 marks AO1: 2 marks		
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> Simple or generalised comment is offered about a difference. [AO2] Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1]
2	3-4	<ul style="list-style-type: none"> Features of the period are analysed to explain a difference. [AO2] Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1]

Question			Question		
4 Explain why the role of the Church in medicine decreased in importance in the years c1250-c1700. You may use the following in your answer: <ul style="list-style-type: none"> medical training William Harvey. You must also use information of your own. Target: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks AO1: 6 marks			5 'John Snow's work on cholera was a turning point in the prevention of infectious diseases c1700-c1900' How far do you agree? Explain your answer. You may use the following in your answer: <ul style="list-style-type: none"> Jenner's vaccination the Broad Street pump. You must also use information of your own. Target: Analysis and evaluation of second order concepts: significance/change and continuity [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks AO1: 6 marks Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks		
Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable material.		0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> A simple or generalised answer is given, lacking development and organisation. [AO2] Limited knowledge and understanding of the topic is shown. [AO1] 	1	1-4	<ul style="list-style-type: none"> A simple or generalised answer is given, lacking development and organisation. [AO2] Limited knowledge and understanding of the topic is shown. [AO1] The overall judgement is missing or asserted. [AO2]
2	4-6	<ul style="list-style-type: none"> An explanation is given, showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] <i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points</i>	2	5-8	<ul style="list-style-type: none"> An explanation is given showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] The overall judgement is given but its justification is asserted or insecure. [AO2] <i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i>
3	7-9	<ul style="list-style-type: none"> An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] <i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i>	3	9-12	<ul style="list-style-type: none"> An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i>
4	10-12	<ul style="list-style-type: none"> An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] <i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i>	4	13-16	<ul style="list-style-type: none"> An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i>