Unit 1 Thematic Study and Historic environment:

Medicine and the Historical Environment

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| **Question 1**  Describe two features of …  Target: knowledge of key features and characteristics of the period. AO1: 4 marks. |
| Award 1 mark for each valid feature identified up to a maximum of two features.  The second mark should be awarded for supporting information. |

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| **Question 2a**  How useful are Sources A and B for an enquiry into…………?  Explain your answer, using Sources A and B and your knowledge of the historical context.  Target: Analysis and evaluation of source utility. AO3: 8 marks. | | |
|  | Mark |  |
| 1 | 1-2 | * A simple judgement on utility is given, & supported by undeveloped comment on the content of the sources and/or their provenance. * Simple comprehension of the source material is shown by the extraction or paraphrase of some content. * Limited contextual knowledge is deployed with links to the sources. |
| 2 | 3-5 | * Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance1. * Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. * Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance. |
| 3 | 6-8 | * Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance (nature, origin, purpose.) affects the usefulness of the source content. * The sources are analysed to support reasoning about their utility. * Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility. |

Marking instructions: No credit may be given for contextual knowledge unless it is linked to

evaluation of the sources. No credit may be given for generic comments on provenance

which are not used to evaluate source content.

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| **Question 2b**  How could you follow up Source B to find out more about……? In your answer, you must give the question you would ask and the type of source you could use.  Target:Source analysis & use(ability to frame historical questions) AO3:4marks. |
| Award 1 mark for selecting a detail in Source B that could form the basis of a follow-up enquiry and 1 mark for a question which is linked to it.  Award 1 mark for identification of an appropriate source and 1 mark for an answer that shows how it might help answer the chosen follow-up question. |

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| **Question 3**  Explain one way in which ……….. were similar in …………….. and ……….. centuries.  Target: Analysis of second order concepts: similarity AO2: 2 marks;  Knowledge and understanding of features and characteristics of the period AO1: 2 marks Total 4 Marks | | |
|  | Mark |  |
| 1 | 1-2 | * Simple or generalized comment is offered about a similarity.[AO2] * Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1] |
| 2 | 3-4 | * Features of the period are analysed to explain a similarity. [AO2] * Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1] |

Marking instructions: Performance in AO1 and AO2 is interdependent.

An answer displaying no qualities of AO2 cannot be awarded more than the top of

Level 1, no matter how strong performance is in AO1; markers should note that

the expectation for AO1 is that candidates demonstrate both knowledge and

understanding.

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| **Question 4**  Explain why ………………  You may use the following in your answer:   * .. * ..   You must also use information of your own  Target: Analysis of second order concepts: Causation AO2:6 marks  Knowledge and understanding of features and characteristics AO1:6 marks | | |
|  | Mark |  |
| 1 | 1-3 | * A simple or generalized answer is given, lacking development and organisation. [AO2] * Limited knowledge and understanding of the topic is shown[AO1] |
| 2 | 4-6 | * An explanation is given, showing limited analysis and with implicit or unsustained 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]   **Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points** |
| 3 | 7-9 | * 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]   **Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.** |
| 4 | 10-12 | * 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 & 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]   **No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.** |

Marking instructions :Performance in AO1 and AO2 is interdependent.

An answer displaying no qualities of AO2 cannot be awarded more than the top of

Level 1, no matter how strong performance is in AO1; markers should note that

the expectation for AO1 is that candidates demonstrate both knowledge and

understanding.

The middle mark in each level may be achieved by stronger performance in either

AO1 or AO2.

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| **Question 5** ‘………………………..’ How far do you agree? Explain your answer.  You may use the following in your answer:   *  *    You must also use information of your own.  Target: Analysis and evaluation of second order concepts: AO2:10 marks.  Knowledge & understanding of features & characteristics AO1: 6 marks.  Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks. Total 16 & 4 | | |
|  | Mark |  |
| 1 | 1-4 | * A simple or generalised answer is given, lacking detail. * Limited knowledge and understanding of the topic is shown.[AO1] * The overall judgement is missing or asserted.[AO2] |
| 2 | 5-8 | * An explanation is given showing limited analysis, with implicit or unsustained 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]   **Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points**. |
| 3 | 9-12 | * 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]   **Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.** |
|  |  | * 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]   **No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.** |

Marking instructions: Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The first two bullet points [AO1 and AO2] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [AO2] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.

The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

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| Marks for SPAG | | |
|  |  | Descriptor |
|  | 0 | The learner writes nothing.   The learner’s response does not relate to the question.  The learner’s achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning |
| Threshold | 1 | Learners spell and punctuate with reasonable accuracy.   Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.  Learners use a limited range of specialist terms as appropriate. |
| Intermediate | 2-3 | Learners spell and punctuate with considerable accuracy.  Learners use rules of grammar with general control of meaning overall.  Learners use a good range of specialist terms as appropriate. |
| Higher | 4 | Learners spell and punctuate with consistent accuracy.   Learners use rules of grammar with effective control of meaning overall.  Learners use a wide range of specialist terms as appropriate. |