

# Mark Scheme (Results)

January 2013

GCSE History B (5HB01/1A)

Unit 1: Schools History Project

Development Study

Option 1A: Medicine and Treatment

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at [www.edexcel.com](http://www.edexcel.com). For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at [www.btec.co.uk](http://www.btec.co.uk).

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to the subject team at Pearson about Edexcel qualifications. Their contact details can be found on this link:

[www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices)

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2013

Publications Code UG034666

All the material in this publication is copyright

© Pearson Education Ltd 2013

## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

### Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**  
Start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.
- **4 mark bands**  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked unless the candidate has replaced it with an alternative response.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

## Unit 1: Schools History Project Development Study

### Option 1A: Medicine and Treatment

Question Number		
1		<p>What can you learn from Sources A and B about changes in the role of the authorities in medicine? Explain your answer, using these sources.</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p><b>Source A:</b> From <i>Orders for the Prevention of the Plague, 1666</i>. These orders were published by the Lord Mayor of London.</p> <p>That if any house be infected, the sick person should be immediately taken to the plague-house, and kept in isolation. The rest of the family should be shut up inside their home for 40 days. A red cross and the words 'Lord have mercy upon us', should be painted on the door. Warders should prevent the family from being in contact with people outside.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p><b>Source B:</b> A photograph showing a member of the government visiting a hospital on 5 July 1948. This was the first day of the National Health Service.</p>  </div> </div> <p>Target: Inference of change (AO3 : 4 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple statement</b>            Student makes generalised comment about change, without support from sources or provides relevant details from the sources but does not use them to make inference about change.</p> <p><i>E.G the government actions changed because there was a better understanding of how to deal with illness;            In Source A they tried to prevent the spread of the plague by isolating the victims;            In B the government is taking on a greater role in the treatment of illness.</i></p> <p>Allow L1 for answers showing change which do not focus on the role of the authorities.            Award 1 mark for each relevant detail.</p>
2	3-4	<p><b>Developed statement</b>            An inference about change is made and supported, based on the use of sources.</p> <p><i>E.G. Government action changed from being a reaction to the specific problem of the plague epidemic, to an organised policy relating to all aspects of health;            In 1665 the local authorities' actions consisted of instructions about what to do in the case of the plague but in 1948 the government provided facilities to help;            In 1666 action was taken by local authorities but in 1948 a national programme was set up by the central government.</i></p> <p>Reserve full marks for clear use of both sources to support the</p>

		inference.
--	--	------------

Question Number		
<b>2</b>		<p>The boxes below show two women who were involved in changes in training during the nineteenth century.</p> <p>Choose <b>one</b> and explain why she was important.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Florence Nightingale and the training of nurses.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Elizabeth Garrett Anderson and the training of doctors.</p> </div> </div> <p>Target: Analysis of the significance of an individual (AO 1 &amp; 2 : 9 marks)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<p><b>Generalised answer is offered with little specific detail.</b>            Answer offers a comment about importance which could apply to either example, or offers a general comment about one individual with only limited supporting detail.</p> <p><i>E.G. they were very important because they changed the way women were treated in medicine;            FN made nursing a respectable profession;            EGA was the first female doctor to train in Britain.</i></p>
<b>2</b>	<b>4-6</b>	<p><b>Relevant details are offered but the link to the question is left implicit.</b>            Answer provides information about the individual and states her importance but does not analyse or evaluate it.</p> <p><i>E.G. describes the work of FN or EGA;            Describes the situation of women in medicine before and/or after their work.</i></p> <p><b>Maximum 5 marks for answers which are based on FN in the Crimea.</b></p>
<b>3</b>	<b>7-9</b>	<p><b>Analysis of the importance of the individual in medicine.</b>            Answer shows the importance of the individual in changing medical training.</p> <p><i>E.G. Explains the importance of FN's work in writing a book &amp; setting up a training school for nurses which made nursing a respectable career for women and led to the professionalisation of nurses;            Explains the importance of EGA's breakthrough in becoming qualified as doctor but shows it had a limited impact until the law was changed.</i></p>

Question Number		
<b>3</b>		<p>How much impact did Jenner's development of vaccination have on the prevention of infectious diseases?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• In 1802, the Anti-Vaccine Society was set up.</li> <li>• In the years 1802-04, the Royal Jennerian Society vaccinated over 12,000 people.</li> <li>• In 1885, Louis Pasteur developed a vaccine against rabies.</li> </ul> <p>Target: Analysis of significance (AO 1 &amp; 2 : 12 marks)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Simple comment is offered, supported by some knowledge.</b></p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>E.G. Vaccination had a big effect and saved lots of lives; Vaccination had very little impact because people were still dying; Jenner used cowpox to create immunity to smallpox.</i></p>
<b>2</b>	<b>5-8</b>	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer provides details about Jenner's work and / or later vaccinations.</p> <p><i>E.G. Describes the work of Jenner; Describes the use of or opposition to Jenner's vaccination; Describes work of Pasteur and/or Koch in developing vaccines.</i></p> <p>Peg at L2 answers which suggest a direct link between Jenner's vaccination and those of Pasteur / Koch.</p>
<b>3</b>	<b>9-12</b>	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Answer analyses the impact of Jenner's work.</p> <p><i>E.G. shows that Jenner's vaccination was an improvement over inoculation; Shows it took time for Jenner's ideas to be accepted and enforced and therefore to have an effect on smallpox; Shows that Jenner's work only applied to smallpox and therefore had limited impact; Recognises that later vaccinations were not the same as Jenner's vaccination and shows that it was only after Pasteur's germ theory and the study of individual microbes, that a technique was developed which could be applied to different diseases.</i></p> <p>Reserve top of level for answers which consider smallpox and other infectious diseases.</p>

Question Number		
4		<p>Why have some people chosen to use alternative medicines in the period 1900 to the present day?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• In the early twentieth century very few doctors treated patients for free.</li> <li>• In the 1960s, the thalidomide drug was found to have serious side effects.</li> <li>• In 2009, acupuncture became available on the NHS.</li> </ul> <p>Target: Analysis of causation (AO 1 &amp; 2 : 12 marks)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple comment is offered, supported by some knowledge.</b></p> <p>Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.</p> <p><i>E.G. they were reluctant to try new ideas; They could not afford treatment from a trained doctor.</i></p>
2	5-8	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Answer provides information about alternative medicines and treatment of illness.</p> <p><i>E.G. describes folk or herbal remedies; Describes alternative therapies such as acupuncture; Describes limited access to healthcare before NHS, eg need to pay for doctor's visit, cottage hospitals etc. Describes problems with scientific medicine eg thalidomide; Offers valid reason(s) for use of alternative medicine based on bullet points but with limited supporting details.</i></p>
3	9-12	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Answer examines a range of reasons why people use alternative treatments supported by secure contextual knowledge.</p> <p><i>E.G. explains how the difficulties in accessing healthcare before the NHS, led to emphasis on treatment within the home; Explains how problems of scientific medicine led to emphasis on 'natural' / 'pure' medicine; Explains how interest in other cultures led to interest in ideas on healing.</i></p>

Question Number		
<b>5 (a)</b>		Describe the role of the government in keeping people healthy during the Roman period.  Target: Recall; identification of key features (AO 1 & 2 : 9 marks)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<b>Simple or generalised comment is offered, supported by some knowledge.</b> Answer offers very general comment or limited information.  <i>E.G. They were involved in providing good hygiene to keep people healthy;</i> <i>The army built many of the structures, eg public baths.</i>
<b>2</b>	<b>4-6</b>	<b>Statements are developed with support from material which is mostly relevant and accurate.</b> Answer describes Roman public health.  <i>E.G. describes public baths, clean water, sewage removal, emphasis on hygiene.</i>
<b>3</b>	<b>7-9</b>	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b> Answer explains the role of the government in organising and creating public health systems that will keep people healthy.  <i>E.G. explains the role of government in planning and funding town systems and in organising their construction.</i>

Question Number		
<b>5(b)</b>		<p>How much did medical training change from the Roman period until c1350? Explain your answer.</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• Galen's book <i>On Anatomy</i> was written c190AD.</li> <li>• The Christian Church controlled most medical training in the Middle Ages.</li> <li>• By the thirteenth century, physicians were expected to have completed a medical degree.</li> </ul> <p>Target: Evaluation of change and continuity (AO 1 &amp; 2 : 16 marks)</p> <p><b>QWC Strands i-ii-iii</b> Assessing QWC: For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p> <p><b>Spelling, punctuation and grammar (SPaG):</b> up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b> Answer offers very general comment or limited information.</p> <p><i>E.G. it didn't change much because training was based on Galen's ideas; There were very few trained physicians and most illness was treated within the home.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><b>NB Do not credit repetition of bullet points without development.</b></p>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>5-8</b>	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b> Answer offers information about medical training and may identify each example as change or continuity.</p> <p><i>E.G. describes the way training was based on Galen's ideas; Describes control of training by the Christian church; Describes the lack of formal training of some physicians; Describes the development of Ars Medicinæ university course.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<b>QWC i-ii-iii</b>		

<p><b>3</b></p> <p><b>QWC i-ii-iii</b></p>	<p><b>9-12</b></p>	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b>          Answer identifies and explains examples of change and/or continuity.</p> <p><i>E.G. explains continuity of Galen's influence so that even the new medical degrees were based on his work;          Explains that the emphasis on a degree was a change from the practice of learning through apprenticeship;          Explains the role of the Church in maintaining continuity through emphasis on Galen / rejection of Arab discoveries/ disapproval of dissection.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p><b>4</b></p> <p><b>QWC i-ii-iii</b></p>	<p><b>13-16</b></p>	<p><b>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</b>          Answer evaluates nature / extent of change and continuity in medical training in order to reach a judgement.</p> <p><i>E.G. weighs examples of change and continuity in order to make a judgement about how much changed or the nature of change, - the more formal training actually made little significant difference since the Church kept training based on Galen;          Answer explores nature of change/continuity in order to reach a judgement.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p> <p>Reserve top marks for answers covering broad chronology.</p>

<b>Marks for SPaG</b>		
Performance	Mark	Descriptor
	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	Students 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.
Intermediate	<b>2</b>	Students 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.

High	<b>3</b>	Students 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 Number		
<b>6 (a)</b>		Describe the role played by Aneurin Bevan, the government Health Secretary, in the creation of the National Health Service in 1948.  Target: Recall; analysis of key features (AO 1 & 2 : 9 marks)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<b>Simple or generalised comment is offered, supported by some knowledge.</b> Answer offers very general comment or limited information.  <i>E.G. the NHS was set up after the Second World War; The government pays for the NHS; Bevan was responsible for setting up the NHS.</i>  NB Question is about the creation of the NHS; peg at Level 1 descriptions of the work of the NHS.
<b>2</b>	<b>4-6</b>	<b>Statements are developed with support from material which is mostly relevant and accurate.</b> Answer provides information about the establishment of the NHS or the work of the government /Bevan.  <i>E.G. describes the background to the creation of the NHS; Describes opposition to the NHS; Describes Bevan's work as Minister for Health.</i>
<b>3</b>	<b>7-9</b>	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b> Answer explains the <b>role</b> played by Bevan / the government in the creation of the NHS – what was done and how it helped to establish the NHS.  <i>E.G. Explains the importance of government funding and organisation; Explains the context of previous work in organising medical care on a national scale and the Beveridge Report; Explains Bevan's role as Minister for Health in promoting the NHS; Explains Bevan's role in dealing with opposition from the doctors.</i>  Reserve top mark for answers which specifically address the role of Bevan.

Question Number		
<b>6 (b)</b>		<p>Why did the authorities find it so difficult to improve public health in the nineteenth century before 1875? Explain your answer.</p> <p>You may use the following in your answer and any other information of your own</p> <ul style="list-style-type: none"> <li>• The population of Manchester increased from approximately 70,000 in 1801 to 300,000 in 1851.</li> <li>• Local councils had to borrow £11 million between 1848 and 1872 to improve public health services.</li> <li>• In 1854 the national Board of Health was disbanded.</li> </ul> <p>Target: Analysis of causation (AO 1 &amp; 2 : 16 marks)  <b>QWC Strands i-ii-iii</b>  Assessing QWC:  For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.  <b>Spelling, punctuation and grammar (SPaG)</b>: up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b>  Answer offers very general comment or limited information.</p> <p><i>E.G. no-one understood the importance of hygiene;  There was an attitude of laissez-faire;  Improvements were expensive.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.  <b>NB Do not credit simple repetition of points from part (a) or repetition of bullet points without development.</b></p>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>5-8</b>	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b>  Answer provides information about the problems of public health or the role of the government.</p> <p><i>E.G. Describes the health problems caused by increased population of towns;  Describes the attitude of laissez-faire, resistance to paying taxes, or the difficulties in enforcing government action;  Explains that there was little understanding of disease until Pasteur's germ theory in 1861 but does not link to difficulty of government action.</i></p>

<p><b>QWC</b> <b>i-ii-iii</b></p>		<p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p><b>3</b></p> <p><b>QWC</b> <b>i-ii-iii</b></p>	<p><b>9-12</b></p>	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b> Answer analyses reasons why the government took little action / why the action taken was ineffective.</p> <p><i>E.G Explains the difficulties involved in setting up and enforcing a regulatory system on a national scale; Explains why the attitude of laissez-faire and reluctance to pay higher taxes meant that action to improve living standards for the poor failed; (may also mention difficulty in enforcing vaccination); Explains the significance of the fact that there was little understanding of disease until Pasteur's germ theory in 1861 and therefore the need for better public health was not understood.</i></p> <p>NB Peg at L3 answers which focus on why action was taken in 1875 (eg Chadwick, Snow, cholera, Pasteur, the vote) if this does not also explain why these factors had limited effect before 1875.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p><b>4</b></p> <p><b>QWC</b> <b>i-ii-iii</b></p>	<p><b>13-16</b></p>	<p><b>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</b> Answer analyses the reasons why the government took little action <b>but also</b> shows the interaction of reasons or explains why any action that was taken tended to be ineffective.</p> <p><i>E.G. the attitude of laissez-faire combined with the lack of understanding about the link between hygiene and health to mean that little action was taken /action was often not made compulsory; Shows how factors interacted to bring about change by 1875 but had limited effect before then.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>

		<b>Marks for SPaG</b>
Performance	Mark	Descriptor
	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	Students 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.
Intermediate	<b>2</b>	Students 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.
High	<b>3</b>	Students 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.

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code UG034666 January 2013

For more information on Edexcel qualifications, please visit our website  
[www.edexcel.com](http://www.edexcel.com)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual  




Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

