

Question Number	
6	<p>'The most important factor in the prevention of illness since 1850 was a scientific understanding of the cause of disease.' Do you agree? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Pasteur's germ theory • Government vaccination campaigns <p>You must also include information of your own.</p> <p>Target: knowledge recall, analysis of causation and evaluation of the role of a factor (AO1/AO2).</p> <p>Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met.</p> <p>Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for SPaG.</p>

Level	16-mark questions	
	No rewardable material.	0
1	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. • Limited knowledge and understanding of the topic is shown. • The overall judgement is missing or asserted. 	1–4
2	<ul style="list-style-type: none"> • 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. • Accurate and relevant information is included, showing some knowledge and understanding of the period. • The overall judgement is given but its justification is asserted or insecure. <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>	5–8

3	<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. • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. <p><i>Maximum 10 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>	9–12
4	<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. • 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. • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>	13–16

Marks for SPaG		
Performance	Mark	Descriptor
	0	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	1	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.
Intermediate	2	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.
High	3	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.