

INTERNATIONAL GCSE **HISTORY**

9245/2B

Paper 2B: Thematic studies

Mark scheme

Additional Specimen

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from oxfordaqaexams.org.uk

Copyright information

OxfordAQA retains the copyright on all its publications. However, registered schools/colleges for OxfordAQA are permitted to copy material from this booklet for their own internal use, with the following important exception: OxfordAQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2026 OxfordAQA International Examinations and its licensors. All rights reserved.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Technology and change, c800-present day

Question	Answer	Total marks
1.1	Identify three features of the Model T Ford. Award one mark for each relevant feature identified, up to a maximum of three marks. Indicative content: • Manufactured by Henry Ford's mass production assembly line. • It was a low price, affordable car. • Suited to single person or family. • Known as the 'Tin Lizzie' • First Model T was built August 1908. • May 26, 1927 saw 15 millionth model T Ford built. • Simple interchangeable parts. • 2900cc four-cylinder engine 20 hp top speed 42 mph rear wheel drive/2 speed + reverse • Henry Ford allegedly said that customers can have it in any colour they want 'so long as it is black...' But 1908 – 1913 it was only available in grey, green, blue, and red! • It was a symbol of modernisation for middle-class America. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	3 AO1 = 3

Question	Answer	Total marks															
1.2	Explain one way page layouts and fonts developed during the Printing revolution, c.1440-c.1880. <table border="1" data-bbox="288 465 1273 1361"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>3</td><td>5-6</td><td> Demonstrates a developed explanation of cause/consequence. This is directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support the explanation. </td></tr> <tr> <td>2</td><td>3-4</td><td> Demonstrates a simple explanation of cause/consequence. This may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support the explanation </td></tr> <tr> <td>1</td><td>1-2</td><td> Demonstrates a basic explanation of cause/consequence. This may be general in nature or asserted. Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question. </td></tr> <tr> <td></td><td>0</td><td>No relevant content.</td></tr> </tbody> </table> Indicative content: • Earliest books copied the layout of manuscripts. However, by around 1475 the idea of a title page began rather than just starting with the text. This innovation often associated with German printer, Peter Schöffer. • Guttenberg's typeface known as 'Textura' was based on formal Gothic hand as in a manuscript. • By 1470s printers develop typefaces designed for printed text eg. Nicholas Jensen in Venice (1468) created 'Roman' type. • Francesco Griffo working for Aldus Manutius in Venice develop scalable typefaces around 1495. • Gradual adoption of common conventions about layout and typefaces between 1450 – 1500 all improved readability. • Printers' manuals such as Joseph Moxon's "Mechanick Exercises" began to standardise the appearance of the printed page. • Typefaces varied across Europe with Northern European printers favouring Gothic while Italian printers favoured Roman types.	Level	Marks	Description	3	5-6	Demonstrates a developed explanation of cause/consequence. This is directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support the explanation.	2	3-4	Demonstrates a simple explanation of cause/consequence. This may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support the explanation	1	1-2	Demonstrates a basic explanation of cause/consequence. This may be general in nature or asserted. Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.		0	No relevant content.	6 AO1 = 3 AO2 = 3
Level	Marks	Description															
3	5-6	Demonstrates a developed explanation of cause/consequence. This is directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support the explanation.															
2	3-4	Demonstrates a simple explanation of cause/consequence. This may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support the explanation															
1	1-2	Demonstrates a basic explanation of cause/consequence. This may be general in nature or asserted. Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.															
	0	No relevant content.															

	Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	
--	---	--

Question	Answer	Total marks															
1.3	Why were improvements in agriculture made during the Islamic Golden Age, c800-c.1200, important. Explain two reasons. <table border="1" data-bbox="288 521 1283 1552"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>3</td><td>7-9</td><td> Demonstrates a developed response relating to causes/ consequences. Explains two reasons, which are directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support explanations. </td></tr> <tr> <td>2</td><td>4-6</td><td> Demonstrates a simple response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support explanations. Note: award Level 2 if response shows a combination of developed and simple explanations OR a single developed explanation only. </td></tr> <tr> <td>1</td><td>1-3</td><td> Demonstrates a basic response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be general in nature or asserted. Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question. </td></tr> <tr> <td></td><td>0</td><td>No relevant content.</td></tr> </tbody> </table> Indicative content: - Irrigation brought more land into use, and more food was grown. As a result, populations could spread and grow, and larger cities developed. - New plants were introduced eg citrus fruits, rice, cotton, sugarcane, sorghum, which helped with food supply. Plant identification also took on a more scientific basis - Scholars wrote books on agriculture to spread knowledge. As a result of this, Islamic knowledge about agriculture also spread to Europe. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	Level	Marks	Description	3	7-9	Demonstrates a developed response relating to causes/ consequences. Explains two reasons, which are directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support explanations.	2	4-6	Demonstrates a simple response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support explanations. Note: award Level 2 if response shows a combination of developed and simple explanations OR a single developed explanation only.	1	1-3	Demonstrates a basic response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be general in nature or asserted. Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.		0	No relevant content.	9 AO1 = 5 AO2 = 4
Level	Marks	Description															
3	7-9	Demonstrates a developed response relating to causes/ consequences. Explains two reasons, which are directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support explanations.															
2	4-6	Demonstrates a simple response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support explanations. Note: award Level 2 if response shows a combination of developed and simple explanations OR a single developed explanation only.															
1	1-3	Demonstrates a basic response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be general in nature or asserted. Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.															
	0	No relevant content.															

Question	Answer	Total marks												
1.4	‘The main impact of the communications revolution (1830-1950) was on jobs and employment’. How far do you agree with this statement? Explain your answer with reference to jobs and employment and at least one other impact.	12 AO1 = 4 AO2 = 8												
	<table><tr><th>Level</th><th>Marks</th><th>Description</th></tr><tr><td>4</td><td>10-12</td><td> Demonstrates complex analysis of causes/ consequences. Explains the stated consequence and at least one other consequence, which are directly related to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support explanations in a substantiated line of reasoning. Evaluates the relative importance of the stated factor and other factor(s), leading to a reasoned judgement. Extends Level 3. </td></tr><tr><td>3</td><td>7-9</td><td> Demonstrates developed analysis of causes/consequences. Explains the stated consequence and at least one other consequence. These may be related to the issue in the question. Uses relevant contextual knowledge and understanding to support explanations in a line of reasoning. Evaluation and judgement may show some simple reasoning. Note: award level 3 if response shows a combination of developed and simple explanations. </td></tr><tr><td>2</td><td>4-6</td><td> Demonstrates simple analysis of cause(s)/ consequence(s). Explains the stated consequence and/or other consequences(s). These may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning. </td></tr></table>		Level	Marks	Description	4	10-12	Demonstrates complex analysis of causes/ consequences. Explains the stated consequence and at least one other consequence, which are directly related to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support explanations in a substantiated line of reasoning. Evaluates the relative importance of the stated factor and other factor(s), leading to a reasoned judgement. Extends Level 3.	3	7-9	Demonstrates developed analysis of causes/consequences. Explains the stated consequence and at least one other consequence. These may be related to the issue in the question. Uses relevant contextual knowledge and understanding to support explanations in a line of reasoning. Evaluation and judgement may show some simple reasoning. Note: award level 3 if response shows a combination of developed and simple explanations.	2	4-6	Demonstrates simple analysis of cause(s)/ consequence(s). Explains the stated consequence and/or other consequences(s). These may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning.
	Level		Marks	Description										
	4		10-12	Demonstrates complex analysis of causes/ consequences. Explains the stated consequence and at least one other consequence, which are directly related to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support explanations in a substantiated line of reasoning. Evaluates the relative importance of the stated factor and other factor(s), leading to a reasoned judgement. Extends Level 3.										
	3		7-9	Demonstrates developed analysis of causes/consequences. Explains the stated consequence and at least one other consequence. These may be related to the issue in the question. Uses relevant contextual knowledge and understanding to support explanations in a line of reasoning. Evaluation and judgement may show some simple reasoning. Note: award level 3 if response shows a combination of developed and simple explanations.										
2	4-6	Demonstrates simple analysis of cause(s)/ consequence(s). Explains the stated consequence and/or other consequences(s). These may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning.												

		Evaluation and judgement may be asserted. Note: award level 2 if response shows a single developed explanation only.
1	1-3	Demonstrates basic analysis of cause(s)/ consequence(s). Explains the stated consequence and/or other consequence(s) in a general or asserted way. Identifies some basic contextual knowledge that is relevant to the issue in the question, showing basic explanation(s) and reasoning
	0	No relevant content.

Indicative content:

- The revolution in communication created many new jobs for example, in the installation and operation of telegraph systems, similarly telephones and telephone operators.
- The communications revolution led to benefits for particular groups in society. For example, many women found good well-paid work as telephone operators.
- The manufacture of radios and telephones created a new industry.
- Growth in entertainment industries encouraged by the radio and cinema produced opportunities for performers, support staff, and engineers.
- Advertising and education employment opportunities received a boost from the new media.
- Business adoption of the typewriter was widespread and increased employment opportunities eg the number of female stenographers and typists in America grew from 2000 in 1880 to 112,600 in 1900.
- Evaluation and judgement may show consideration of the relative impact of the Communications revolution in other areas such as transport, news gathering and distribution, time saving, work, business, entertainment, education, family life, and politics.

Note:
This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.

Medicine and change, c800-present day

Question	Answer	Total marks
2.1	Identify three features of Paul Ehrlich's 'magic bullet'. Award one mark for each relevant feature identified, up to a maximum of three marks. Indicative content: • A magic bullet was a chemical that would target a specific disease-causing bacterium. • Ehrlich experimented with many different chemical compounds targeting syphilis. • In 1909 with Sahachiro Hata, his colleague, he developed the 606th compound which was an arsenic-based drug later called Salvarsan which could kill the bacteria without harming the patient. • Ehrlich had worked with Robert Koch in Berlin in 1890 at the Institute for Infectious Diseases. • In 1896 he worked with Emil von Behring on diphtheria serum. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	3 AO1 = 3

Question	Answer	Total marks															
2.2	Explain one way in which people responded to medieval epidemics. <table><tr><th>Level</th><th>Marks</th><th>Description</th></tr><tr><td>3</td><td>5-6</td><td>Demonstrates a developed explanation of cause/ consequence. This is directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support the explanation.</td></tr><tr><td>2</td><td>3-4</td><td>Demonstrates a simple explanation of cause/consequence. This may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support the explanation</td></tr><tr><td>1</td><td>1-2</td><td>Demonstrates a basic explanation of cause/consequence. This may be general in nature or asserted. Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table>	Level	Marks	Description	3	5-6	Demonstrates a developed explanation of cause/ consequence. This is directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support the explanation.	2	3-4	Demonstrates a simple explanation of cause/consequence. This may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support the explanation	1	1-2	Demonstrates a basic explanation of cause/consequence. This may be general in nature or asserted. Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.		0	No relevant content.	6 AO1 = 3 AO2 = 3
	Level	Marks	Description														
	3	5-6	Demonstrates a developed explanation of cause/ consequence. This is directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support the explanation.														
	2	3-4	Demonstrates a simple explanation of cause/consequence. This may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support the explanation														
	1	1-2	Demonstrates a basic explanation of cause/consequence. This may be general in nature or asserted. Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.														
		0	No relevant content.														
Indicative content: • People responded in different ways to epidemics. Students may reference one or more of the different responses, including prayer, flagellation, diet, flight and/or local remedies. • Responses could consider government action as well, for example that governments introduced quarantines, isolation, local laws. • Answers could note that How people responded depended on their view of the cause eg God’s punishment, miasma, humoral imbalance.																	
Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.																	

Question	Answer	Total marks															
2.3	Why was Lister's work in surgery important. Explain two reasons. <table border="1" data-bbox="288 477 1283 1509"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>3</td><td>7-9</td><td> Demonstrates a developed response relating to causes/ consequences. Explains two reasons, which are directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support explanations. </td></tr> <tr> <td>2</td><td>4-6</td><td> Demonstrates a simple response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support explanations. Note: award Level 2 if response shows a combination of developed and simple explanations OR a single developed explanation only. </td></tr> <tr> <td>1</td><td>1-3</td><td> Demonstrates a basic response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be general in nature or asserted. Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question. </td></tr> <tr> <td></td><td>0</td><td>No relevant content.</td></tr> </tbody> </table> Indicative content: • Lister used carbolic acid to spray on the wound, and soaked instruments and dressings in it. This was important because it acted as an antiseptic. • Lister was the first surgeon to accept and apply Pasteur's germ theory to surgery. Over time, this led to a significant reduction in the surgical deaths due to unclean surgical conditions. • Lister overcame considerable opposition from surgeons who were used to operating quickly or who believed in the spontaneous generation of germs. • Lister changed his antiseptic methods. Although his critics said this showed uncertainty, it was due to his desire to improve continually his methods for preventing and dealing with infection. • Lister made surgery safer and led to aseptic surgery.	Level	Marks	Description	3	7-9	Demonstrates a developed response relating to causes/ consequences. Explains two reasons, which are directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support explanations.	2	4-6	Demonstrates a simple response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support explanations. Note: award Level 2 if response shows a combination of developed and simple explanations OR a single developed explanation only.	1	1-3	Demonstrates a basic response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be general in nature or asserted. Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.		0	No relevant content.	9 AO1 = 5 AO2 = 4
Level	Marks	Description															
3	7-9	Demonstrates a developed response relating to causes/ consequences. Explains two reasons, which are directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support explanations.															
2	4-6	Demonstrates a simple response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support explanations. Note: award Level 2 if response shows a combination of developed and simple explanations OR a single developed explanation only.															
1	1-3	Demonstrates a basic response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be general in nature or asserted. Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.															
	0	No relevant content.															

	Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	
--	---	--

Question	Answer	Total marks												
2.4	‘The main achievement of medieval Islamic medicine was in surgery.’ How far do you agree with this statement? Explain your answer with reference surgery and at least one other achievement. <table border="1" data-bbox="288 629 1246 2054"> <thead> <tr> <th data-bbox="288 629 416 689">Level</th><th data-bbox="416 629 536 689">Marks</th><th data-bbox="536 629 1246 689">Description</th></tr> </thead> <tbody> <tr> <td data-bbox="288 689 416 1193">4</td><td data-bbox="416 689 536 1193">10-12</td><td data-bbox="536 689 1246 1193"> Demonstrates complex analysis of causes/ consequences. Explains the stated consequence and at least one other consequence, which are directly related to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support explanations in a substantiated line of reasoning. Evaluates the relative importance of the stated factor and other factor(s), leading to a reasoned judgement. Extends Level 3. </td></tr> <tr> <td data-bbox="288 1193 416 1727">3</td><td data-bbox="416 1193 536 1727">7-9</td><td data-bbox="536 1193 1246 1727"> Demonstrates developed analysis of causes/consequences. Explains the stated consequence and at least one other consequence. These may be related to the issue in the question. Uses relevant contextual knowledge and understanding to support explanations in a line of reasoning. Evaluation and judgement may show some simple reasoning. Note: award level 3 if response shows a combination of developed and simple explanations. </td></tr> <tr> <td data-bbox="288 1727 416 2054">2</td><td data-bbox="416 1727 536 2054">4-6</td><td data-bbox="536 1727 1246 2054"> Demonstrates simple analysis of cause(s)/ consequence(s). Explains the stated consequence and/or other consequences(s). These may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning. </td></tr> </tbody> </table>	Level	Marks	Description	4	10-12	Demonstrates complex analysis of causes/ consequences. Explains the stated consequence and at least one other consequence, which are directly related to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support explanations in a substantiated line of reasoning. Evaluates the relative importance of the stated factor and other factor(s), leading to a reasoned judgement. Extends Level 3.	3	7-9	Demonstrates developed analysis of causes/consequences. Explains the stated consequence and at least one other consequence. These may be related to the issue in the question. Uses relevant contextual knowledge and understanding to support explanations in a line of reasoning. Evaluation and judgement may show some simple reasoning. Note: award level 3 if response shows a combination of developed and simple explanations.	2	4-6	Demonstrates simple analysis of cause(s)/ consequence(s). Explains the stated consequence and/or other consequences(s). These may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning.	12 AO1 = 4 AO2 = 8
Level	Marks	Description												
4	10-12	Demonstrates complex analysis of causes/ consequences. Explains the stated consequence and at least one other consequence, which are directly related to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support explanations in a substantiated line of reasoning. Evaluates the relative importance of the stated factor and other factor(s), leading to a reasoned judgement. Extends Level 3.												
3	7-9	Demonstrates developed analysis of causes/consequences. Explains the stated consequence and at least one other consequence. These may be related to the issue in the question. Uses relevant contextual knowledge and understanding to support explanations in a line of reasoning. Evaluation and judgement may show some simple reasoning. Note: award level 3 if response shows a combination of developed and simple explanations.												
2	4-6	Demonstrates simple analysis of cause(s)/ consequence(s). Explains the stated consequence and/or other consequences(s). These may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning.												

		Evaluation and judgement may be asserted. Note: award level 2 if response shows a single developed explanation only.
1	1-3	Demonstrates basic analysis of cause(s)/ consequence(s). Explains the stated consequence and/or other consequence(s) in a general or asserted way. Identifies some basic contextual knowledge that is relevant to the issue in the question, showing basic explanation(s) and reasoning
	0	No relevant content.

Indicative content:

- Islamic doctors developed new surgical instruments. For example, in their responses, students could reference the work of Al-Zahrawi - saws, forceps, scalpels, retractors.
- Operations were developed for procedures such as caesarean sections, cataract removal, and bladder stones.
- Medieval Islamic medicine also led to improvements in cleanliness and blood loss in surgery. For example, Rhazes use alcohol as an antiseptic & silk sutures to close wounds
- Avicenna described cancer surgery, the removal of tumours and cauterisation.
- Evaluation and judgment may show consideration of the relative impact of other Islamic areas of achievement e.g. pharmacology, public health, the development of hospitals, preservation of ancient knowledge, and theories of disease.

Note:
This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.