1.12 The Role of Attitudes in Society in Medical Change, c1250-Present: 30-minute Pack

EDEXCEL 1HI0 · about 30 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. You are advised to spend about 30 minutes on this pack.

1 Explain why social and cultural attitudes were important in shaping the reception of Jennerian vaccination and the later campaign for compulsory vaccination in Britain.

You may use the following in your answer:
- fears about vaccine safety and religious objections
- distrust of rapid government interference in private life

You must also use information of your own.

(Total for Question 1 is 12 marks)

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2 'Attitudes in society were more important than individuals or scientific discoveries in bringing about medical change in Britain between c1250 and the present.' How far do you agree? Explain your answer.

You may use the following in your answer:
- examples where religious or cultural attitudes slowed the acceptance of new medical ideas
- examples where public attitudes prompted government action, such as the Public Health Act 1875

You must also use information of your own. 4 marks are available for spelling, punctuation, grammar and specialist terminology.

(Total for Question 2 is 20 marks)

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Mark scheme · 1.12 The Role of Attitudes in Society in Medical Change, c1250-Present: 30-minute Pack

Question 1

Level 1 Identifies one or two simple reasons why attitudes affected reception, with little supporting detail or explanation. **1-3**

Level 2 Explains one or two reasons with some accurate supporting detail, beginning to show how attitudes influenced reception or policy. **4-6**

Level 3 Explains several reasons clearly, supported by accurate detail and analysis of how attitudes affected both popular reaction and political decisions. **7-9**

Level 4 Provides a well-developed explanation that links different social and cultural attitudes to the changing reception of vaccination and to debates over compulsion, supported throughout by precise and relevant detail. **10-12**

Indicative content:

- Fears about safety and misunderstanding of how vaccination worked led many to reject Jennerian ideas at first, and rumours or isolated adverse events fed public unease.
- Religious objections, including discomfort with using material from animals and beliefs about interfering with divine providence, underpinned some opposition and made persuasion harder.
- Distrust of government interference, and a strong belief in individual liberty, meant that compulsory measures provoked organised resistance and political debate, contributing to the establishment of anti-vaccination societies.
- Conversely, changing attitudes about the role of government in protecting public health, and growing acceptance of empirical medical evidence, gradually made compulsory schemes politically possible in some periods, though they remained contested.
- The role of medical practitioners and local authorities mattered, since trusted local doctors could persuade some people, while heavy-handed central enforcement could inflame resistance.
- A balanced answer weighs how social attitudes shaped both public behaviour and the political feasibility of compulsion, using specific examples such as the 19th-century anti-vaccination movement and later legal compromises.

Question 2

Level 1 Demonstrates limited knowledge of the period and offers a simple, unsupported opinion on the statement. **1-4**

Level 2 Shows some relevant knowledge and offers a basic argument for and against the statement, with limited supporting detail. **5-8**

Level 3 Shows good relevant knowledge and develops a balanced argument considering attitudes alongside individuals and scientific developments, supported by accurate detail. **9-12**

Level 4 Provides a well-developed, balanced and analytical answer that assesses the relative importance of attitudes, individuals and scientific discoveries, supported throughout by precise and relevant historical detail and clear reasoning. **13-16**

Indicative content:

- Arguments supporting the statement, for example that religious conservatism and deference to Galen prevented dissection and new anatomy before c1500, and public or professional resistance delayed acceptance of Jenner, Lister and other innovations.
- Arguments against the statement, for example that individuals such as Vesalius, Harvey, Jenner, Nightingale and Lister used evidence, skill and leadership to overcome hostile attitudes, and that scientific discoveries such as germ theory provided the explanation and technique needed for change.
- How attitudes interacted with other factors: sometimes attitudes slowed adoption even when discovery existed, and sometimes changing evidence or strong individual leadership shifted attitudes in turn.
- Specific examples to discuss: the split between university Galenists and Vesalius's challengers; the anti-vaccination movement and the politics of compulsion; Nightingale's use of public opinion and statistics to press for reforms; the Public Health Act 1875 as a product of changing social attitudes and political will.
- A strong answer reaches a balanced judgement that recognises attitudes as a crucial factor that could enable or block change, but also that individuals and scientific development were often necessary to create the conditions in which attitudes would shift.

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