

Results Mark Scheme Summer 2007

GCSE

GCSE History (1336/3336) Paper 21

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call our Customer Services on 0870 240 9800, or visit our website at www.edexcel.org.uk.

Summer 2007

Publications Code UG 019244

All the material in this publication is copyright

© Edexcel Ltd 2006

21: Mark Scheme

1. *Study Sources A and B.*
What can you learn from sources A and B about Elizabeth Garrett Anderson's character? (5)
- Target: Comprehension and inference (AO2)
- Level 1 Comprehension: extracts valid details from source(s) or simple inference without support from source e.g. Hard working (1-2)
- Level 2 Supported inference e.g. uses source(s) to show determined, persevering (3-4)
- Level 3 Developed inference(s), supported from both sources (5)

2. *Study Source B and use your own knowledge.*

Why was it so difficult for a woman to become a doctor in Britain in the mid-nineteenth century? Explain your answer, using your own knowledge and Source B.

(7)

Target: Recall; analysis of key features; causation (AO1: 4 AO2: 3)

Level 1 Simple statement from source or own knowledge, offering difficulty
e.g. hostility

(1-2)

Level 2 Developed statement from source and /or own knowledge e.g.
describing attitudes and linking to exclusion

(3-5)

Answers without additional recalled knowledge may not score above 4 marks

Level 3 Analysis of difficulties, exploring factors or circumstances. At this level the significance of the registration requirements and the difficulties of qualifying in Britain should be acknowledged.

(6-7)

3. *Study source C.*

How can you tell from Source C that the journalist was in favour of the New Hospital for Women?

(6)

Target: Analysis of portrayal (AO2 and AO3)

Level 1 Simple statement, based on extraction of content, e.g. impressed

(1-2)

Level 2 Developed statement describing source content and linking to attitude of journalist, e.g. selects statements re 'orderliness' and 'better for women' to link to approval.

(3-4)

Level 3 Developed and reasoned inference of attitude explicitly commenting on author's selection and/or treatment of content - e.g. all approving comment; emphasis on 'although; choice of information to create positive image

(5-6)

4. *Study sources C and D.*

How useful are sources C and D for someone enquiring into changing attitudes to the training of women doctors in Britain in the 1860s and 1870s?

(7)

Target Evaluation of sources (AO2)

Level 1 Simple statement based on the nature/origin of source(s) or on extraction of content e.g. 'better for patient to have only women present'; cartoons are unreliable

(1-2)

Level 2 Developed statement of usefulness, referring to nature/origin of source(s) or making inferences regarding changes attitudes from the content of the sources.

e.g. uses them together to show increased acceptance; or questions value of cartoon from Punch;

(3-5)

Level 3 Discussion of usefulness based on reasoning from content and nature / origin of source(s). e.g. could consider how far Queen magazine with a limited readership could be used to infer general acceptance.

(6-7)

5. *Study Sources E, F and G.*

How far do the sources suggest that Elizabeth Garrett Anderson was wrong to oppose Sophia Jex Blake's plan to set up a medical college especially to train women? Explain your answer, using Sources E, F and G.

(8)

Target: cross-referencing of sources to reach a judgment (AO2)

Level 1 Simple statement supported by extraction from source(s) e.g. 'wrong in principle'

(1-2)

Level 2 Developed statement supported from the content of the sources e.g. takes material on 'fight' and 'battle' from F and G to support statement that Elizabeth Garrett was right to try to avoid conflict

(3-5)

Level 3 Analyses the sources to explore whether Elizabeth was wrong. Uses G in conjunction with E and F to consider the arguments for and against Elizabeth's position.

(6-8)

6. *Study Sources C and H and use your own knowledge.*

Describe three ways in which the care of patients in hospitals improved in the period c 1850 to c 1900. Use your own knowledge and sources C and H in your answer.

(8)

Target: Recall, analysis of change and key features; analysis of sources
(AO1: 5 AO2:3)

Level 1 Simple statement offers an example of improvement or describes the picture in source H e.g. new building; orderly

(1-2)

Level 2 Developed statement describing care in hospital with implied comparison to indicate improvement e.g. focuses on ventilation and cleanliness with implied reference to earlier circumstance

(3-5)

Answers without additional recalled knowledge may not score above 4 marks

Level 3 Analysis of improvement, supported from sources and own knowledge. At this level the nature of improvement must be made explicit and supported e.g. the improved patient care resulting from increased professionalism in nursing.

(6-8)

7. *Study Sources I and J.*

*How much can we rely on Louisa Garrett Anderson's account in Source I?
Explain your answer, using sources I and J.*

(7)

Target Cross-referencing and evaluation of portrayal (AO2 and AO3)

Level 1 Simple statement re nature / origin or extraction from source(s) at face value

e.g. biased towards mother.

(1-2)

Level 2 Developed statement supported from the content and/or nature of the source

e.g. takes material on war from J to support details of journey in I.

(3-5)

Level 3 Reaches a reasoned judgment, using material from J in conjunction with I to test the portrayal of Elizabeth Garrett Anderson's role given in I.

(6-7)

8. *Study Sources G, J and K and use your own knowledge.*

Do you think that Elizabeth Garrett Anderson's influence was the most important factor in the changing role of women in medicine in the period c 1850-c. 1918? Explain your answer, using your own knowledge, sources G, J and K and any other sources you find helpful.

(12)

Target: Recall, analysis of causation. Evaluation of an interpretation (AO1 6; AO2 and 3: 6)

Level 1 Simple statement from source or own knowledge, e.g. the first woman to qualify.

(1-3)

Level 2 Developed statement from source and /or own knowledge e.g. describing her struggle to qualify and her work at Hospital for Women.

(4-6)

Level 3 Analysis of significance which explores her contribution with some acknowledgement of other factors.

(7-9)

Answers without additional recalled knowledge may not score above 9 marks

Level 4 Reaches and sustains a reasoned conclusion from sources and own knowledge. Considers the significance of EGA by exploring her contribution and significance of other factors, including, for example, the work of Sophia Jex Blake and the influence of wartime pressures.

(10-12)