

Mark Scheme (Results)

Summer 2008

GCSE

GCSE History (1336) Paper 21

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.

Question Number		Target
1		Comprehension and inference (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Comprehension: extracts valid details from source(s) or simple inference without support from source e.g. children will die
2	3-4	Supported inference e.g. uses source(s) to show early deaths, poor growth
3	5-6	Developed inference(s), supported from source(s)

Question Number		Target
2		Recall; analysis of key features; impact (AO1: 4 AO2: 3)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement from source or own knowledge, offering improvement or information e.g. free doctor
2	3-5	Developed statement from source and /or own knowledge e.g. describing benefits. Answers without additional recalled knowledge may not score above 4 marks
3	6-7	Analysis of improvement. Reasoned exploration of implications of new measure(s). At this level the significance of access to healthcare should be noted.

Question Number		Target
3		Evaluation of sources (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement based on extraction / description of content e.g. 'expert on burns'
2	4-5	Developed statement of value, referring to content or nature/origin of source(s) e.g. E shows his work in training surgeons
3	6-7	Discussion of value based on reasoning from content and nature / origin of sources. E.g. could consider the value of the information about the importance of McIndoe's work given in a history (D) and the value of what can be inferred of the nature of his work from an actual photograph(E).

Question Number		Target
4		Analysis of and inference from source material (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement, based on extraction of content, e.g. 90% vote against
2	3-4	Developed statement describing source content and linking to attitude, e.g. selects statements re 'lowering' and 'ratting' to show disapproval
3	5-6	Developed and reasoned inference of attitude from author's selection / treatment of content - e.g. all disapproving comment; emphasis on opposition, criticism of re-organisation. Choice of information to show problems, not benefits of change.

Question Number		Target
5		Analysis of portrayal (AO2 and AO3)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	statement, based on description of content, e.g. a fight
2	3-4	Developed statement describing source content and linking to message, e.g. selects details of struggle to show Bevan in fight with doctors
3	5-6	Developed and reasoned inference of message from cartoonist's treatment of content - e.g. notes and shows the significance of the position of the patient in this struggle between doctors and Bevan.

Question Number		Target
6		Cross-referencing of sources to reach a judgment (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement supported by extraction from source(s) e.g. Bevan was successful
2	3-5	Developed statement supported from the content of the source(s) e.g. uses details of votes and 'mobilising the patients' to show Bevan won the struggle
3	6-8	Reaches a reasoned and balanced judgment, by integrating material from the sources to assess Bevan's tactics. E.g eventual success despite opposition in I.

Question Number		Target
7		Recall, analysis of cause and key features; analysis of sources (AO1: 5 AO2:3)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement offering ways from source D or own knowledge e.g. new treatments in plastic surgery
2	3-5	Developed statement from source D and / or own knowledge describing examples of improvements with limited linkage to war e.g. Describes improvements in blood transfusion service or expands on McIndoe's improved plastic surgery during second world war. Peg at 4 if no ARK
3	6-8	Analysis of improvements during war, supported from source D and own knowledge. At this level the nature of improvement in surgery and the significance of the wartime context must be made explicit and supported.

Question Number		Target
8		Recall, analysis of causation. Evaluation of an interpretation (AO1 6; AO2 and 3: 6)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement from source or own knowledge, e.g. offering a contribution or information: Boer War volunteers were unfit.
2	4-6	Developed statement from source and /or own knowledge e.g. describing improvements to health services during the Second World War.
3	7-9	Analysis of significance based on a careful examination of the evidence of sources and own knowledge. Reasoned exploration of the contribution with some acknowledgement of other factors. Peg at 8 if no ARK.
4	10-12	Reaches and sustains a reasoned conclusion from sources and own knowledge. Considers the significance of war by exploring its influence in combination with other factors, including the role of governments and individuals e.g. Lloyd George and Aneurin Bevan.