

Mark Scheme (Results) Summer 2008

GCSE

GCSE History (1336) Paper P1

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 (a)		Inference from sources & identifying change (AO2 5)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement or selects detail from source(s) <i>Eg they tried lots of remedies to prevent themselves catching the plague; vaccination prevents us from catching infectious diseases.</i>
2	3-4	Developed statement making inference supported from source(s) about the method of dealing with infectious diseases, <i>Eg. avoiding contact in order to prevent other people coming in contact with them; cleaning the streets & killing animals as an attempt to ward off infection from the air or animals; they began to focus on the causes of disease shown in</i>
3	5	Analyses changing methods, explaining the rationale behind the changes and using at least 2 sources to make comparison, <i>Eg. all sources shows ways of avoiding infection but C is based on understanding of disease whereas B is based on hygiene; A & B would only be used if there was an outbreak of disease whereas C is used in an attempt to wipe out the disease.</i>

Question Number		Target
1 (b)		Understanding of key features; recall; (AO1 8)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement, <i>eg, most people couldn't afford a doctor</i>
2	4-6	Developed statement supported by relevant information identifying one reason, <i>eg recognises that treatment was regarded as women's responsibility; many traditional remedies were effective and passed down through generations; trained physicians were expensive, many everyday injuries and illnesses could be treated through these remedies, eg broken limb, coughs and colds etc.</i>
3	7-8	Developed explanation supported by appropriately selected information covering at least two reasons. <i>e.g that most people lived in villages and trained medical practitioners were costly and difficult to access whereas the role of the wise woman or the lady of the manor was widely recognised, using traditional remedies which were handed down within families</i> both continued use of herbal / home made remedies <u>and</u> avoidance of the physician.

Question Number		Target
1 (c)		Recall; causation and motivation (A01)Comprehension and inference from source 2 (A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement offering basic reason or detail about vaccinations, <i>Eg Jenner couldn't explain why it worked; explanation of vaccination; brief description of Jenner's work</i>
2	5-9	Developed statement supported by relevant information about Jenner & smallpox, <i>Eg detailed description of Jenner's work; explanation of people's fears; opposition from the medical establishment; lack of government enforcement. Peg at 8 for no use of source</i>
3	10-12	Analysis, explaining why Jenner's ideas could not be applied to <u>other</u> diseases, <i>Eg shows how the link between cowpox & smallpox was unique & vaccination could not be developed until the germ theory led to research identifying the causes of disease; explains context of 18th century attitudes to government intervention and contrasts with changed attitude by end of 19th century. Peg at 11 for no use of source.</i>

Question Number		Target
2		Understanding of key features; analysis & evaluation of Islamic medicine (AO1 15) N.B. Do not credit simple copying of stimulus material without elaboration.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement supported by some knowledge; describes relevant example, <i>Eg the Islamic faith encouraged care for the sick.</i> Spells, punctuates & uses rules of grammar with some accuracy; uses a limited range of specialist terms appropriately
2	5-8	Developed statement supported by relevant knowledge; <i>Eg detailed account of the work of Ibn Sin, identification of several features of Islamic medicine.</i> Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility
3	9-12	Analysis of Islamic contribution, <i>eg explains why certain features of Islamic medicine could be termed progress, such as hospitals being staffed by physicians rather than run by religious institutions, individual work of Ibn Sina, Rhazes, Ibn Nafis, emphasis on care for the sick and on public health, recording medical ideas etc.</i> Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.
4	13-15	Sustained analysis, evaluating overall progress of Islamic medicine, <i>eg range of features from Level 3 considering both positive <u>and</u> negative aspects.</i> Punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly & with precision

Question Number		Target
3		Recall, analysis of change & continuity; (AO1 15). N.B. Do not credit simple copying of stimulus material without elaboration.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement identifying change in basic role of nurses or midwives, <i>eg nursing and midwifery were part of a woman's normal role in the 17th century, now they require training.</i> Spells, punctuates & uses rules of grammar with some accuracy; uses a limited range of specialist terms appropriately
2	5-8	Developed statement supported by relevant information focused on change <i>Eg describes the work of Nightingale; shows the exclusion of women as a result of the development of forceps.</i> Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed analysis, supported by appropriate information examining nature or extent of change <i>eg professionalisation of midwifery led to male dominance eg in use of forceps but then training by Dr Smellie & Semmelweis & Midwives Act 1902 restored female emphasis; shows how Nightingale developed the role of nurses but also changes in the nature of nursing in 20th century required greater training and understanding.</i> Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.
4	13-15	Sustained analysis examining the nature / extent of change in <u>both</u> nursing and midwifery. <i>Eg shows that professionalisation of nursing <u>and</u> midwifery continued into 20th century and led to challenges to male dominance</i> Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly & with precision.

Question Number		Target
4		Understanding of key features; analysis of change & consequence (AO1 15) N.B. Do not credit simple copying of stimulus material without elaboration.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement supported by some knowledge; <i>Eg brief description of problems of surgery; offers limited detail about Renaissance developments.</i> Spells, punctuates & uses rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statement supported by relevant knowledge; <i>Eg describes advances in medical knowledge in the Renaissance period or detailed explanation of problems in surgery.</i> Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Analysis supported by appropriately selected knowledge to explain why developments in knowledge did not affect progress in surgery, <i>Eg describes advances in medical knowledge but shows that knowledge of anatomy could only lead to improved surgery once anaesthetics & antiseptics had been developed.</i> Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.
4	13-15	Sustained analysis supported by precisely selected knowledge, <i>Eg considers range of examples of improved knowledge in Renaissance and links to inhibiting factors eg Paré's ligatures & infection, Vesalius & Harvey on anatomy & need for anaesthetic, lack of technology, etc.</i> Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly & with precision.