

Edexcel GCSE

History Syllabus C

Schools History Project

Papers 2A & 2B

Specimen Paper

Mark Schemes

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INSTRUCTIONS ON MARKING

1. Principles of Assessment

Examiners are encouraged at all times, to exercise their professional discretion and judgement in the assessment of answers. The schemes that follow are intended only as a guide and may at times be inapplicable to answers that tackle questions in an unusual, though acceptable, manner. Where examiners find it necessary to adapt the mark scheme to the needs of such answers, written comments should make clear the basis on which such decisions were made.

Examiners should at all times mark positively rather than negatively, i.e. reward candidates for what they know and understand rather than penalising them for what they do not know or understand. Examiners should bear in mind that the examination is designed for a wide ability range and should therefore make full use of the whole range of marks available.

2. Date of marking

Do NOT date scripts. Each script should be numbered consecutively.

3. Ticks

The marking of the essay questions is discussed in paragraph 5 below. Ticks need not be used, though examiners may find them helpful as a way of indicating places in which candidates meet the requirements of the mark scheme. There should be no attempt to equate the number of ticks with the total mark for the answer.

4. Addition of marks

Marks for each sub-question should be placed in the right hand margin. The final total for an answer must be ringed and placed in the right-hand margin and transferred to the front sheet. The maximum mark for the paper is 60, including marks for spelling, punctuation and grammar.

5. Marking of Questions

(a) Levels of response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The levels are only a guide and it will be necessary therefore, for examiners to use their professional judgement in deciding at which level a question has been answered. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. It is unlikely, however, that candidates with only a superficial knowledge of these topics will reach the higher marks.

Quality of thought should be taken to include the following criteria:

- (i) the extent to which the answer is relevant to the question and is explicitly related to the question's terms;
- (ii) argues a case, when requested to do so;
- (iii) is able to make the various distinctions required by the question;
- (iv) has responded to all the various elements in the question;
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply describes or narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answers as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

6. Maps and diagrams drawn by candidates

A map or diagram which relates directly to the set question, which is substantially accurate and which suggests (e.g. by location of places and boundaries) firmer historical understanding of the subject matter than is shown by the candidate's written work alone should receive credit.

7. Shortcomings and errors in the work of candidates

The examiner should indicate shortcomings and errors within the body of the script. The following devices will be useful in this respect and are among those most commonly employed: a wavy marginal line to indicate irrelevance, a cross to indicate error of fact, encirclement or underlining to indicate generally erroneous or unacceptable material, a question mark to indicate a dubious or ambiguous assertion, a capital 'R' to indicate unacceptable repetition, and omission mark to indicate the absence of material that might reasonably be expected. Other devices might also be employed.

8. Comments by examiners on answers and on scripts

Examiners should comment, favourably or unfavourably, briefly or at length, on a part of an answer, a whole answer or a complete script. Such comments are of assistance to Team Leaders and to any others who may have reason to look further at a marked script at a later stage.

9. Consistency

Examiners should apply a uniform standard of assessment throughout their marking once that standard has been approved by their Team Leader. They should not try to find extra marks for candidates. It is the duty of an examiner to see that the standard of marking does not vary in any particular area of the mark range.

10. Spread of marks

Undue 'bunching' of marks is very undesirable. In particular, examiners should not hesitate to give high marks, and should go up to the maximum if it is deserved.

11. Rubric offences

- (a) A candidate who offends against the rubric of a paper should have all the answers marked and the best answers counted up to the required number within a particular paper or section of a paper.
- (b) A candidate who offends against the rubric of a question which allows an internal choice should have the entire question marked, and should be credited with the parts best attempted, counted up to the required number. An answer that offends against the rubric and that does not score should be indicated thus: QU. 12. RUBRIC OFFENCE. DO NOT SCORE.

12. Illegibility

Scripts which are impossible to read or which contain offensive or disturbing comments should be marked 'E' on the front cover and forwarded (separately) to the Assessment Leader for History at Edexcel after the script has been marked and the mark recorded. Such scripts will be considered separately by the Chief Examiners at the conclusion of the awarding meeting.

PAPER 2A MARKSCHEME: MEDICINE

Study Sources A-J and then answer questions 1-8 below.

1. *Study Sources A and B*

What can you learn from Sources A and B about the work of Alexander Fleming? (4)

Target: Comprehension and Inference (AO2)

Level 1 Comprehension; extracts valid details from source (s) e.g. discovery of penicillin, work at St Mary's. (1-2)

Level 2 Developed statement, using sources together to show nature or significance of his work e.g. scientific research linked to importance of discovery of antibiotics. (3-4)

2. *Study Sources B and C*

Compare the value of Sources B and C for someone enquiring into the development of penicillin. (6)

Target: Evaluation of sources (AO2)

Level 1 Simple statements expressing preference; answers based on extraction of content or on time produced e.g. because it says; because primary. (1-2)

Level 2 Developed statement giving preference; answers making extensive use of the content of the sources. (3-4)

Level 3 Reasoned comparison; considers content of sources in the light of their different perspective of sources, in order to discuss contribution e.g. personal direct experience v. historians' overview setting in context. (5-6)

3. *Study Source D.*
Use Source D and your own knowledge. Explain how this experiment helped in the development of penicillin. (7)

Target **Recall, analysis of causation, interpretation of source material in context (AO1: 5 marks) and (AO2: 2 marks)**

Level 1 Simple statements from source or own knowledge.
e.g. notes that penicillin worked on the mice, or says that Florey developed penicillin as a drug. (1-2)

Level 2 Developed statement using source and own knowledge. Details the experiment and the development of penicillin from mould to medicine.
[Answers making no reference to the experiment shown in the source may not be rewarded above 3 marks] (3-4)

Level 3 Analyses significance of this experiment; sustains analysis using appropriately selected information to show e.g. the importance of the experiment in demonstrating the efficacy of penicillin against streptococcus or the importance of making the key shift from mould to medicine. (5-7)

4. *Study Source E.*
What contribution did the USA make to the development of penicillin? Use Source E and your own knowledge to explain your answer. (7)

Target **Recall of knowledge; interpretation of source; analysis of causation (AO1 - 5 marks) and (AO2: 2 marks)**

Level 1 Simple statement describing work in USA; uses source or own knowledge e.g. mass-production. (1-2)

Level 2 Developed statement describing work in America; using Source and own knowledge e.g. practical application of penicillin because developed means of mass-production.
[Answers making no reference to the means of production, i.e. to the source, shouldn't be rewarded above 3 marks] (3-4)

Level 3 Analyses USA's contribution; sustains analysis using appropriately selected information which sets contribution in context e.g. mice experiment showed that penicillin could be used as a drug to fight streptococcus, but limited application without techniques of mass production; USA made penicillin available. (5-6)

Level 4 Sustained argument supported by precisely selected information. Shows significance as Level 3, showing the combination of factors making up the USA contribution: funding plus industrial techniques enabling successful mass production. (7)

- 5** *Study Sources F, G and H.*
Does the evidence of Sources G and H, support Florey's complaint (Source F) that Fleming was given too much credit for the discovery of penicillin? (Explain your answer.) (7)
- Target** **Interpretation, cross-referencing and evaluation of sources to reach conclusion (AO2)**
- Level 1** Yes or no answer supported by simple extraction from source (s) at face value. G says discovered penicillin. (1-2)
- Level 2** Yes or no answer supported by developed use of content or nature of the two sources.
 e.g. importance of figure in stained glass window. (3-4)
- Level 3** Reaches judgement supported by careful examination of evidence of sources e.g. accuracy of Time 'who made it tick'; emphasis in Time on personality and greatness of Fleming; Church local to Fleming's hospital. (5-6)
- Level 4** Reaches and sustains reasoned conclusion. Considers implications and weight of evidence. e.g. weighs 'tick' v. 'greatness' in Time, but sees the force of Florey's complaint that insufficient weight is given to the chemotherapeutic phase. (7)
- 6** *Study Sources I and J.*
In what ways do the sources differ in their portrayal of Fleming's role? (8)
- Target** **Comparison of sources; analysis of portrayal (AO2: 4 marks) and (AO3: 4 marks)**
- Level 1** Simple statement giving a difference e.g. I only mentions Fleming. (1-3)
- Level 2** Developed statement describing differences in content; makes use of both sources e.g. I gives credit to Fleming; J says ... (4-5)
- Level 3** Analyses nature of difference in portrayal and supports. Shows the way in which I creates the impression that Fleming was solely responsible and the way in which J succeeds in denying he contributed anything of significance: behaviour known already – 'no reason to suppose.'
 (Key difference here is that J goes further than saying Florey added an important stage in development. J suggests that Fleming's contribution was of little significance and that only Florey and Chain's work made the development of Penicillin possible.) (6-8)

7. *Study Source I.*
Although the author of Source I has not included information about Florey, he has given a fair and accurate account of Fleming's role in the development of penicillin.
Do you agree? Explain your answer. (9)

Target Evaluation of interpretation (AO2: 9 marks)

- Level 1** Simple statement giving reasons for yes or no answer. Yes, did see the mould. (1-2)
- Level 2** Develops statement supporting reasons for yes or no answer; makes developed use of source e.g. identifies accuracy of several statements. (3-5)
- Level 3** Assesses accuracy of portrayal. e.g. acknowledge accuracy of statements [especially 'this was the basis of ...'] but acknowledges that effect is to overstate Fleming's role. (6-7)
- Level 4** Analyses portrayal to assess accuracy. Examines way in which omission and emphasis in I overstate Fleming's role e.g. shows that combination of omission of Florey and emphasis on Fleming's intention 'made up his mind' all contribute to an overstatement of Fleming's role in spite of the factual accuracy of the statements. (8-9)

8. *Do you think that the influence of war was the most important factor in the development of penicillin?*
Use the sources, and your own knowledge to explain your answer. (12)

Target Analysis of key feature; recall of knowledge. Making a judgement (AO1: 9 marks) and (AO2: 3 marks)

- Level 1** Simple valid statement about the role of war, from sources or own knowledge e.g. penicillin mass produced in the war. (1-3)
- Level 2** Developed statement about the development of penicillin supported by relevant information from source or own knowledge e.g. expands on the work of the American drug companies during the war, or describes the role of chance in penicillin' discovery.
 NB answer must introduce new recalled information to go beyond 4 marks. (4-6)
- Level 3** Analyses contribution of war to development of penicillin. Sustains analysis using appropriately selected information e.g. considers the significance of the financial and technical resources made available as a consequence of USA involvement in war and the need for the development of penicillin and shows limitations of Oxford production.
 [In sustaining their analysis, candidates must introduce new information to go beyond 7 marks] (7-10)

- Level 4** Evaluates the significance of war in the context of the overall development of penicillin. Reaches a judgement sustained by developed reasoning and precisely selected knowledge e.g. examines significance of USA contribution as level three, but places this in the context of overall development of penicillin and considers how far Florey's work was assisted by wartime context.
- 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 and with precision. (11-12)

PAPER 2B MARK SCHEME: CRIME, PUNISHMENT AND PROTEST

Study Sources A-K and then answer questions 1-8 below.

1. *Study Sources A and B.*
What can you learn from Sources A and B about the Dock Strike of 1889? (4)
- Target: Comprehension and inference (AO2)**
- Level 1** Simple undeveloped statements offering valid points e.g. marches, processions band. (1-2)
- Level 2** Developed statements, making inferences e.g. organisation; publicity. (3-4)
2. *Study Sources A and C.*
Compare the value of sources A and C for someone enquiring into the reasons for the Dock Strike. (5)
- Target: Evaluation of sources (AO2)**
- Level 1** Simple extraction of relevant content or simple statements of value; answer comments of amount of content or on time produced e.g. because it says; because primary. (1-2)
- Level 2** Developed statement giving preference; and making extensive use of the sources as evidence. (3-4)
- Level 3** Reasoned discussion; using content and nature to discuss contribution. e.g. Personal direct experience vs. possible distortion/exaggeration in attempt to make a case. (5)

3. *Study Source D.*
How can you tell from Source D that this newspaper sympathised with the strikers? (5)
- Target Interpretation and inference of standpoint (AO2)**
- Level 1** Simple statements showing comprehension of content. Extracts relevant passage e.g. admired their self control. (1)
- Level 2** Developed statement using source to infer position e.g. sympathy suggested by language or content: starving; could have sacked; independent or by message that needed a fair wage. (2-3)
- Level 3** Developed reasoning using language and selection and treatment of content. Analyses selection and treatment of material e.g. use of ‘independent’, inclusion of ‘fair wage’ to show that sympathy can be inferred from the way in which the message of the deserving docker is created. (4-5)
4. *Study Sources B, D, E and F.*
How far do Sources B, E and F support the portrayal of the strikers given in Source D? (8)
- Target Analysis of portrayal; cross referencing of sources to reach conclusion (AO2: 4 marks) and (AO3: 4 marks)**
- Level 1** Yes or no answer supported by simple extraction from source(s) at face value and with implicit reference to portrayal. e.g Processions peaceful. (1-3)
- Level 2** Yes or answer matching content of portrayal, supported by developed use of source D and at least one other the sources e.g. seething mass = size of procession; confirmation of lack of violence; emphasis on work. (4-5)
- Level 3** Analyses portrayal and sustains decision by careful examination of evidence of sources e.g. examines whether the image of deserving or non violent dockers is supported, using content and nature of E and F. (6-7)
- Level 4** Analyses portrayal as Level 3, reaches a reasoned conclusion which takes into consideration a range of aspects e.g. examines how far the overall image is supported by testing each element of the portrayal (deserving, disciplined) against the weight of the evidence. (8)

5. *Study Sources E and G.*
Use their sources, and your own knowledge, to explain the part the marches played in the Dock Strike. (10)

Target **Recall of knowledge; interpretation of sources; analysis of causation.**
(AO1: 5 marks) and (AO2: 5 marks)

Level 1 Simple statement describing marches or offering a role; uses source or own knowledge e.g. got publicity. (1-2)

Level 2 Developed statement describing contribution; using sources and own knowledge e.g. describes floats and banners and links to publicity.
 [Must introduce new information at this level to go beyond 3 marks.] (3-5)

Level 3 Analyses role of marches; sustains analysis from sources and own knowledge. Shows significance in publishing grievances or developing respect for dockers and their cause.
 [Must sustain analysis using information beyond that provided in the sources to go beyond 6 marks] (6-8)

Level 4 Developed analysis; analyses role as level three considering a range of aspects: publicity/respect and support; sustaining morale; generating funds. (9-10)

6. *Study Sources H and I.*
Why did Source H become part of a Dockers' Union banner? Explain your answer, using the sources and your own knowledge. (7)

Target **Interpretation and cross referencing of sources**
(AO1: 5 marks) and (AO2: 2 marks)

Level 1 Simple statement using content of H or I or own knowledge e.g. money from Australia. (1-2)

Level 2 Developed statement using content of sources and own knowledge.
 e.g. G unity, H donations – importance of support. Answers which do not refer to source(s) should not go beyond 3 marks (3-4)

Level 3 Sustained explanation based on analysis of implications of both sources in context. e.g. Shows that Banner ascribes significance to support from Australia; analyses H to show size of donation as proportion of total income and places this in the context of the strikers' position before funds arrived.
 [Answer must introduce new information to go beyond 5 marks] (5-7)

7. *Study Sources J and K.*
Has Source K given John Burns enough credit for this part in the strike? Explain your answer, using sources J and K and any others you find helpful. (9)

Target: Evaluation of interpretation (AO3)

Level 1 Decision supported by simple extraction from source at face value. J says 'he did wonderful things'. (1-2)

Level 2 Decision supported by developed use of the content of Source J e.g. advertised; wonderful; great voice etc. (3-5)

Level 3 Reaches judgement supported by careful examination of evidence of Source J see plusses and minuses suggested by content e.g. joined later but key role in meetings. (6-8)

Level 4 Reaches and sustains reasoned conclusion. Considers implications and weight of evidence – that treatment is dismissive in vision and leadership denied to Burns. Role possibly limited to publicist. (9)

- 8 Why did the London Dock Strike of 1889 succeed? Use the sources, and your own knowledge, to explain your answer. (12)

Target Analysis of key features and causation; recall of knowledge. Making a judgement (AO1 - 9 marks) and (AO2 - 3 marks)

Level 1 Simple valid statement about reason of success from sources or own knowledge e.g. saved by Australian money. (1-3)

Level 2 Developed statement about reasons supported by relevant information from sources and own knowledge e.g. expands on the support from other unions and the problems of the shipowners.
 (Must introduce new information to go beyond 4 marks.) (4-7)

Level 3 Analyses contribution of nature of protest and other reasons to success of strike. Sustains analysis using appropriately selected knowledge e.g. shows the role of organisation and discipline in sustaining the protest, considers the significance of the growing public respect and sympathy in generating publicity and donations and shows that other factors were important e.g. pressure from shipowners.
 [In sustaining their analysis, answers must introduce material beyond that provided to go beyond 8 marks] (8-10)

Level 4 Reaches a judgement sustained by developed reasoning and precisely selected knowledge. Examines the interaction of a range of factors. (11-12)