

# Mark Scheme with Examiners' Report

## IGCSE History Paper 3 (4380)

June 2005

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# HISTORY 4380, MARK SCHEME

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## Paper 3

### C1: Medicine in the Nineteenth Century

1. (a) Study Source A and then answer the question which follows.  
Write down THREE problems with operations at this time.

Target: AO1/AO2 Recall of Knowledge/comprehension of a source.

No anaesthetics, lack of cleanliness, crude operating tools, patient restrained, too many people at operation.

3

- (b) Using Source B and your own knowledge give TWO possible reasons why there was opposition to the use of anaesthetics in the nineteenth century.

Target: AO1/AO2 Recall of knowledge/comprehension of a source.

NB This mark scheme is to be used for both parts of the question.

4

Level 1 Simple statements supported by some knowledge, eg Chloroform was seen as a trick of the devil.

(1-2)

Level 2 Developed statements supported by relevant knowledge, eg It was believed that the use of anaesthetics went against what God wanted. It would stop people from acting naturally, in other words screaming out in pain during operations.

(3-4)

- (c) Using Sources C and D and your own knowledge, explain why the use of anaesthetics brought improvements in surgery in the second half of the nineteenth century.

Target: AO2 Comprehension and use of sources.

NB This mark scheme is to be used for both parts of the question.

8

Level 1 Simple statements, eg The patient is asleep.

(1-3)

Level 2 Developed statements, eg Source D shows that the patient is asleep and the surgeons are able to carry out the operation in their own time.

(4-6)

Level 3 Developed explanation using the sources and own knowledge, eg, Source C explains how the use of anaesthetic meant that the patient was relaxed before the operation and does not have to be restrained. Once asleep, the surgeons can perform the operation in their time and in a relatively relaxed atmosphere. This was a total contrast to when patients had to be forcibly restrained due to the pain suffered during the operation.

(7-8)

- (d) In 1861 Louis Pasteur produced his germ theory of disease. In what ways did Pasteur's work lead to changes in the treatment of disease in the second half of the nineteenth century?

Target: AO1 Recall of Knowledge/understanding of change. 10

Level 1 Simple statements supported by some knowledge, eg He developed a vaccine for chicken cholera. (1-3)

Level 2 Developed statements supported by relevant knowledge, eg Pasteur was the scientist who made the link between germs and disease. (4-6)

Level 3 Developed explanation supported by selected knowledge of Lister's contribution and how it changed medical understanding, eg Explains how Pasteur's discovery of the link led to pasteurisation and immunisation against deadly diseases. (7-8)

Level 4 Sustained argument supported by precisely selected knowledge, eg As level 3 but emphasising his overall contribution between what went before and later - showing nature of link between germs and disease, thus taking the idea further than Henle, and the next stage, the work of Koch, who showed the connection between specific microbes and specific diseases. (9-10)

(Total 25 marks)

## C2: Medicine in the Twentieth Century.

2. (a) Write down THREE reasons why infectious diseases became less serious in the west during the twentieth century.

Target: AO1/AO2 Recall of Knowledge/comprehension of a source.

Preventative medicine, improved hygiene, clean water supply, vaccination and food inspectors. 3

- (b) Using Source B and your own knowledge give TWO reasons for the spread of AIDS.

Target: AO1/AO2 Recall of knowledge/comprehension of a source.

NB This mark scheme is to be used for both parts of the question. 4

Level 1 Simple statements supported by some knowledge, eg Being spread by re-using needles. (1-2)

Level 2 Developed statements supported by relevant knowledge, eg One reason is that poorer countries cannot afford to buy new equipment and often re-use needles which, in turn, spread the AIDS virus. (3-4)

- (c) **Using Sources C and D and your own knowledge, explain why knowledge about the AIDS virus, and how it is passed on, was limited in the 1980s.**

Target: A02 Comprehension and use of sources.

NB This mark scheme is to be used for both parts of the question. **8**

Level 1 Simple statements, eg People believed that AIDS is spread by shaking hands. **(1-3)**

Level 2 Developed statements, eg Source C shows that many people are ignorant about how AIDS is spread. They believe it can be spread by shaking hands or using the same cutlery. **(4-6)**

Level 3 Developed explanation using the sources and own knowledge.  
  
eg As with Level 2. This is made worse in poorer countries where children are not educated about the causes of the disease. In some places, such as Nairobi mentioned in Source C, some people believe the only cure is through God. **(7-8)**

- (d) **In 1928 Alexander Fleming discovered penicillin. During the Second World War it was being mass-produced as an antibiotic. In what ways did mass production of antibiotics change medical treatment in the twentieth century?**

Target: A01 Recall of Knowledge/understanding of change. **10**

Level 1 Simple statements supported by some knowledge, eg People were treated during the Second World War. **(1-3)**

Level 2 Developed statements supported by relevant knowledge, eg The success of penicillin during the Second World War encouraged US and British governments to organise the mass production of the drug. **(4-6)**

Level 3 Developed explanation supported by selected knowledge of mass production of antibiotics and how they changed medical treatment, eg Explanation of impact of Second World War on production and of development of range of antibiotics by drugs companies in the years that followed. Focus on treatment and effects. **(7-8)**

Level 4 Sustained argument supported by precisely selected knowledge. eg More balanced view of change, for example may look at limitations of penicillin, motives of drugs companies and some antibiotics that brought change for worse, eg Thalidomide. **(9-10)**

**(Total 25 marks)**

### C3: The Changing Nature of Warfare in the Twentieth Century.

3. (a) Write down THREE problems that faced soldiers trying to capture enemy trenches.

Target: AO1/AO2 Recall of Knowledge/comprehension of a source.

Parapet of sand and earth, barbed wire, shell holes, defenders below ground. 3

- (b) Using Source B and your own knowledge give TWO reasons why poisonous gas was not as successful as people expected.

Target: AO1/AO2 Recall of knowledge/comprehension of a source.

NB This mark scheme is to be used for both parts of the question. 4

Level 1 Simple statements supported by some knowledge, eg Soldiers used gas-masks. (1-2)

Level 2 Developed statements supported by relevant knowledge, eg One reason is that the prevailing wind in France meant that when the Germans used gas it often blew back in the face of their attackers. This made them reluctant to use it on many occasions. (3-4)

- (c) Using Sources C and D, and your own knowledge, explain why the Vietcong used guerrilla tactics during the war in Vietnam.

Target: AO2 Comprehension and use of sources.

NB This mark scheme is to be used for both parts of the question. 8

Level 1 Simple statements, eg Because the Vietcong could hide, as in Source D. (1-3)

Level 2 Developed statements, eg Source D shows how effective their hit and run tactics were with Vietcong able to use the jungle to ambush American soldiers. (4-6)

Level 3 Developed explanation using the sources and own knowledge, eg As with Level 2. Source C shows how the Vietcong wanted to avoid major battles with the US troops who were far better equipped and, instead, were able to nullify US air strikes. (7-8)

- (d) At the beginning of the First World War, military aircraft were only used to find out what was happening on the ground. By the end of the twentieth they had many more uses in warfare. In what ways did the use of aircraft in warfare change during the course of the twentieth century.

Target: AO1 Recall of Knowledge/understanding of change. 10

Level 1 Simple statements supported by some knowledge, eg Aircraft were used to bomb people. (1-3)

Level 2 Developed statements supported by relevant knowledge, eg During the Second World War air power used to bomb cities/towns and try to destroy civilian morale. (4-6)

Level 3 Developed explanation supported by selected knowledge of the development of air power and how it became increasingly decisive in warfare, eg Overall importance of air power during Second World War including part in Blitzkrieg, bombing of towns and cities and supporting Allied invasions D-Day. (7-8)

Level 4 Sustained argument supported by precisely selected knowledge, eg explaining how air power developed and changed and became increasingly important but also its limitations, eg bombing of Germany, 1943-1944 and in Vietnam War. (9-10)

(Total 25 marks)

#### C4: The work of the United Nations

4. (a) Write down THREE reasons why the United Nations was set up in 1945.

Target: AO1/AO2 Recall of Knowledge/comprehension of a source.

Keep peace, prevent war, help underdeveloped nations, safeguard individual rights, safeguard the right of nations. 3

- (b) Using Source B and your own knowledge give TWO weaknesses of the United Nations.

Target: AO1/AO2 Recall of knowledge/comprehension of a source.

NB This mark scheme is to be used for both parts of the question. 4

Level 1 Simple statements supported by some knowledge, eg The power of the veto paralysed the UN. (1-2)

- Level 2      Developed statements supported by relevant knowledge, eg Very difficult to get agreement in the Security Council due to the different aims/ideals of the permanent members. (3-4)
- (c) **Using Sources C and D, and your own knowledge, explain why the United Nations became involved in so many conflicts in the 1950s and 1960s.**
- Target: A02 Comprehension and use of sources.
- NB This mark scheme is to be used for both parts of the question. 8
- Level 1      Simple statements, eg To prevent people dying shown in Source C. (1-3)
- Level 2      Developed statements, eg To deal with civil wars such as that of the Congo. (4-6)
- Level 3      Developed explanation using the sources and own knowledge.
- eg As with Level 2 with greater explanation of reasons for UN involvement in Congo or other conflicts. (7-8)
- (d) **The United Nations set up specialised agencies to improve the living standards of people around the world. These agencies include UNESCO, WHO and UNICEF. Choose any ONE of the UNs specialist agencies. In what ways has its work improved the lives of people in developing countries?** 10
- Level 1      Simple statements supported by some knowledge, eg UNICEF helped children made homeless by Second World War. (1-3)
- Level 2      Developed statements supported by relevant knowledge, eg It has worked closely with the World Health Organisation setting up health centres for the young. (4-6)
- Level 3      Developed explanation supported by selected knowledge of the specialised agency, eg 1983 it launched its 'child health revolution' campaign designed to reduce the child death rate. (7-8)
- Level 4      Sustained argument supported by precisely selected knowledge, eg As with Level 3 but also limitations of organisation. UNICEF found that by 1983 still 15 million children under age five dying each year. (9-10)
- (Total 25 marks)**



# HISTORY 4380, CHIEF EXAMINER'S REPORT

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## Paper 3

### General Comments

The Paper worked well with candidates generally performing well on all types of questions and each of the themes. Candidates displayed a sound grasp of the idea of change. There were no rubric offences and the majority were able to complete the questions in the time allocated.

Parts (a) and (b) were very well answered with candidates able to use the sources effectively to stimulate their responses. There were some excellent answers to part (c) although some did not develop their answers sufficiently to achieve the higher marks. Although helped by the sources, candidates should be encouraged to use their own knowledge also.

There were a number of strong answers to (d) although some lacked depth of knowledge, failed to focus on the idea of change and/or did not use the extra pages at the back of the answer booklet. Indeed a small number of candidates wrote more for part (c), worth 8 marks, than part (d), worth 10 marks.

### Question C1

- (a) Candidates were able to identify several problems using the source, particularly lack of cleanliness, anaesthetics and crude operating tools.
- (b) Many achieved maximum marks by making developed statements about the religious issue and the lack of knowledge and experience in their use.
- (c) Also generally well answered, with students making confident use of the sources as well as own knowledge, about the effectiveness of anaesthetics.
- (d) Some excellent, well developed answers which explained the significance of Pasteur's work and the development of his work by Henle, Koch and others. However some simply described how Pasteur made the link without looking at its subsequent application.

### Question C2

- (a) Well answered with candidates able to identify several reasons from the source, including preventative medicine, improved hygiene and a clean water supply.
- (b) Candidates did not always achieve level 2 for each reason due to lack of explanation.
- (c) Sound answers which developed the reasons implicit in the two sources.
- (d) Some students limited their answer to a description of Fleming's discovery of penicillin without explaining the impact of its mass production.

### Question C3

A popular section.

- (a) Well answered with candidates using the source to give a number of problems facing soldiers when trying to capture enemy trenches, including barbed wire, shell holes and defenders below ground.
- (b) Again generally well answered although some answers lacked any explanation and were only awarded one mark.
- (c) Some candidates missed the focus of the question and used the sources to describe the guerrilla tactics rather than why they were used by the Vietcong.

- (d) Some comprehensive explanations and even arguments showing the change in the nature of the use of aircraft throughout the twentieth century and providing evidence from several conflicts. Others narrowly focused, almost exclusively, on changes during the First World War.

#### Question C4

The least popular section.

- (a) Well answered with candidates able to identify several reasons, especially to keep the peace, prevent war and safeguard individual rights.  
 (b) Again generally well answered although some answers lacked any explanation and were only awarded one mark.  
 (c) Over reliance on the two sources, with answers lacking sufficient development to reach level 2.  
 (d) Some strong answers with candidates showing a sound knowledge of the work of their chosen UN agency and focusing well on how it has improved the lives of people in developing countries.

### HISTORY 4380, GRADE BOUNDARIES

Unit/Component	Maximum Mark(Raw)	% Contribution to Award
Paper 1F	50	75
Paper 2H	75	75
Paper 03	25	25
Paper 04	60	25

#### Option 1: 1F, 03

Grade	A*	A	B	C	D	E	F	G
Mark				62	49	36	23	10

#### Option 3: 2H, 03

Grade	A*	A	B	C	D	E	F	G
Mark	84	72	60	48	38	33		

**Note:** Grade boundaries may vary from year to year and from subject to subject, depending on the demands of the question paper.

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