

IGCSE HISTORY 4380, NOVEMBER 2005 MARK SCHEME

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 hospitals in general at this time.

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

No beds, patients on floor, overcrowded, rubbish, no sign of nurses or medical equipment.

3

- (b) Using Source B and your own knowledge give TWO possible reasons why there was opposition to women working as doctors.

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 women unfit for medical work.

(1-2)

Level 2 Developed statements supported by relevant knowledge, eg It was believed that women were not intelligent enough as had not made any scientific discoveries of note. Also part of belief that women did the semi or unskilled jobs with 'professions' preserve of men.

(3-4)

- (c) Using Sources C and D and your own knowledge, explain why Florence Nightingale was able to improve nursing.

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 hospital is cleaner in Source C.

(1-3)

Level 2 Developed statements, eg Source D stresses the role played by Nightingale herself who had the strength of character to go against prevailing view of nursing.

(4-6)

Level 3 Developed explanation using the sources and own knowledge, eg, As Level 2 but link with publicity of Crimean War and hospital at Scutari, British military and medical needs and her contacts with government ministers.

(7-8)

- (d) **Between 1875 and 1883 Robert Koch discovered the germs that caused several important diseases. In what ways did Koch's work change people's understanding of the causes of disease?**

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

Level 1 Simple statements supported by some knowledge, eg He confirmed the anthrax bacterium in sheep. **(1-3)**

Level 2 Developed statements supported by relevant knowledge, eg Koch provided a method that other scientists could follow. It was used to identify causes typhoid, tuberculosis and cholera. **(4-6)**

Level 3 Developed explanation supported by selected knowledge of Lister's contribution and how it changed medical understanding, eg Explains how Koch's methods spurred Louis Pasteur into action again and the attempt to find a cure for 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 - how he moved from liquid to solid medium as means of growing bacteria and the long term significance of the methods he used to medical developments - techniques widely applied for growing and isolating germs as well as identifying germs that caused septicaemia in wounds. **(9-10)**

(Total 25 marks)

C2: Medicine in the Twentieth Century.

2. (a) **Write down THREE benefits of the use of high-tech surgery.**

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

Powerful imaging machines, ultra scanners, laser technology **3**

- (b) **Write down TWO reasons why superbugs have become a serious problem.**

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 Bacteria develops resistance to antibiotic. **(1-2)**

Level 2 Developed statements supported by relevant knowledge, eg Superbugs are bugs or bacteria which have been treated so much by the same drug that they, in turn, have become immune to the effects of the drug. (3-4)

- (c) **Using Sources C and D and your own knowledge, explain why surgeons decided to carry out heart transplant operations in the late 1960s and early 1970s.**

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 They had heart/lung machine shown in Source D. (1-3)

Level 2 Developed statements, eg Source C suggests main reason due to improved technology such as electrocardiogram and more accurate monitoring of key functions. (4-6)

Level 3 Developed explanation using the sources and own knowledge.

eg As with Level 2 with key function of the heart/lung machine shown in Source D and progress in study of tissue compatibility. (7-8)

- (d) **At the beginning of the twentieth century Marie Curie saw the possibilities that radium had in treatment of cancer. In what ways did her work change the treatment of cancer during the twentieth century?**

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

Level 1 Simple statements supported by some knowledge, eg She discovered radium and its uses for treatment cancer. (1-3)

Level 2 Developed statements supported by relevant knowledge, eg She extracted radium from uranium ore and saw possibilities for treatment cancer. Used it to destroy some cells while leaving others intact. (4-6)

Level 3 Developed explanation supported by selected knowledge of mass production of antibiotics and how they changed medical treatment, eg Explanation of long term impact on treatment cancer. (7-8)

Level 4 Sustained argument supported by precisely selected knowledge. eg More balanced view of change, for example radium revolutionised treatment cancer but not a cure in itself. (9-10)

(Total 25 marks)

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

3. (a) Write down **THREE** ways in which U-boats posed a threat to Britain during the First World War.

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

Threat to farmers, threat raw materials such as oil and rubber - starve out of war - force Britain to surrender. **3**

- (b) Using Source B and your own knowledge give **TWO** possible reasons why the convoy system was so effective against U-boat threat.

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 Lots of ships together. **(1-2)**

Level 2 Developed statements supported by relevant knowledge, eg One reason is that the ships were protected by ring of ships such as destroyers and torpedo boats able to protect ships and sink U-boats. **(3-4)**

- (c) Using Sources C and D, and your own knowledge, explain why U-boats were so effective in the Battle of the Atlantic in the years 1940 to 1942.

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 U-boats used new tactics. **(1-3)**

Level 2 Developed statements, eg Source D explains new tactics in which U-Boats attacked convoys in wolf packs. **(4-6)**

Level 3 Developed explanation using the sources and own knowledge, eg As with Level 2. Source E shows the gap in middle of Atlantic where no air cover for convoys and could be easy prey for U-boat packs. **(7-8)**

- (d) In December 1941, the Japanese used an aircraft carrier fleet to attack the US Pacific fleet in Pearl Harbor. In what ways did the use of aircraft carriers change the nature of warfare in the twentieth century.

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

Level 1 Simple statements supported by some knowledge, eg Aircraft able to attack ships. (1-3)

Level 2 Developed statements supported by relevant knowledge, eg During the war in Pacific control of Pacific dependent on control of air through aircraft carriers. (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 aircraft carrier. Control of sea now dependent on control of air through aircraft carriers. (7-8)

Level 4 Sustained argument supported by precisely selected knowledge, eg explaining how aircraft carrier played important part in Second World War Pacific campaign and recent Gulf conflicts. (9-10)

(Total 25 marks)

C4: The work of the United Nations

4. (a) Write down THREE freedoms the Human Rights Commission was set up to secure.

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

Freedom from slavery, racial discrimination, free speech, freedom arbitrary arrest 3

- (b) Using Source B and your own knowledge give TWO achievements of UNESCO.

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 encouraged spread of literacy. (1-2)

Level 2 Developed statements supported by relevant knowledge, eg Helped to relieve flood problems in Florence as well as restoring damaged art treasures. (3-4)

- (c) **Using Sources C and D, and your own knowledge, explain in what ways the World Health Organisation has helped many countries throughout the world.**

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 To deal with cholera epidemic mentioned in Source D. **(1-3)**

Level 2 Developed statements, eg To eliminate diseases such as smallpox. **(4-6)**

Level 3 Developed explanation using the sources and own knowledge.
eg As with Level 2 with greater explanation of methods used by WHO to eradicate these diseases. **(7-8)**

- (d) **United Nations peacekeeping forces have been sent to many places since 1945. Choose any United Nations peacekeeping force that you have studied. In what ways did the United Nations peacekeeping force bring about change compared with the situation they found when they arrived.?** **10**

Level 1 Simple statements supported by some knowledge, eg very brief statements about what UN did **(1-3)**

Level 2 Developed statements supported by relevant knowledge, eg Generally descriptive or narrative account with limited focus on change. **(4-6)**

Level 3 Developed explanation supported by selected knowledge of the specialised agency, eg Much greater focus on change although not fully balanced. **(7-8)**

Level 4 Sustained argument supported by precisely selected knowledge, eg Fully balanced explanation of change brought about by UN including comparison situation before and after intervention. **(9-10)**

(Total 25 marks)