

Results Mark Scheme Summer 2007

IGCSE

IGCSE History(4380) Paper 03

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Paper 03 Mark Scheme

C1: Medicine in the Nineteenth Century

1. (a) Study Source A and then answer the question which follows. Write down THREE things that could have caused disease in London in the 1930s.

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

Stagnant water, putrefying animal, open ditch, sewage. 3

- (b) Using Source B and your own knowledge give TWO reasons why there was opposition to attempts to improve public health.

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 people do not want to be bullied. (1-2)

Level 2 Developed statements supported by relevant knowledge, eg It went against the popular contemporary laissez-faire view that it was up to the individual who should not be forced. (3-4)

- (c) Using Sources C and D and your own knowledge, explain why standards of public health improved 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 photograph shows new drainage works. (1-3)

Level 2 Developed statements, eg Source C illustrates improved drainage which reduced the possibility of sewage and infected water. (4-6)

Level 3 Developed explanation using the sources and own knowledge, eg, Source C highlights the significance of the cholera epidemics of 1866-67 which more or less forced improved public health legislation from the governments of the day and led to a range of measures which further improved drainage, water supplies and sanitation. (7-8)

- (d) In 1861 Louis Pasteur proved that bacteria in the air caused disease. In what ways did Pasteur's work change people's understanding of the causes of disease?

10

Target: AO1 Recall of Knowledge/understanding of change.

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|---------|---|--------|
| 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 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 ways in which infection could be spread in the trenches during the First World War.

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

Tainted water, filthy dead horse, overcrowded ambulance, dirty medical van 3

- (b) Using Source B and your own knowledge give TWO reasons why wars brought advances in medical science.

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

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| Level 1 | Simple statements supported by some knowledge, eg Because they had to prevent being falling sick in WW2. | (1-2) |
| Level 2 | Developed statements supported by relevant knowledge, eg Conscripted WWI highlighted poor condition many recruits. Need for as many fit men as possible due to heavy casualties on Western Front | (3-4) |

- (c) Using Sources C and D and your own knowledge, explain how the two world wars encouraged the development of antibiotic treatments.

Target: AO2 Comprehension and use of sources.

8

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

Level 1 Simple statements, eg Antiseptics did not kill microbes. (1-3)

Level 2 Developed statements, eg Source C suggests that Fleming realised that antiseptics were of no use in attacking germs within the wounded person's body (4-6)

Level 3 Developed explanation using the sources and own knowledge.

eg As with Level 2. Although penicillin identified not in use at start WW2. War brought development of drug and eventually mass production. (7-8)

- (d) In 1895 a German scientist, William Rontgen, discovered the use of X-rays? In what ways did the discovery of X-rays change medical treatment in the twentieth century.

Target: AO1 Recall of Knowledge/understanding of change.

10

Level 1 Simple statements supported by some knowledge, eg Enabled doctors and surgeons to locate problem. (1-3)

Level 2 Developed statements supported by relevant knowledge, eg It was First World War which confirmed the importance of X-ray in surgery. (4-6)

Level 3 Developed explanation supported by selected knowledge, eg X rays important because improved the success of surgeons during WWI in removing deeply lodged bullets and shrapnel which would otherwise have caused fatal infections. Marie Curie also worked on therapeutic effects of X-rays and use in treatment of cancer. (7-8)

Level 4 Sustained argument supported by precisely selected knowledge. eg More balanced view of change, for example may look at early problems as some radiologists died from exposure to radiation. Also importance mass X-ray units for large-scale health screening. (9-10)

(Total 25 marks)

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

3. (a) Write down THREE effects of the atomic bomb on the people of Hiroshima.

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

Burnt, glass splinters, hair falling out, death of baby, sickness 3

- (b) Using Source B and your own knowledge give TWO reasons why the USA and the Soviet Union developed nuclear weapons.

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, From 1945 there was an arms race. (1-2)

Level 2 Developed statements supported by relevant knowledge, eg Because of the MAD theory. This was the belief that because you had nuclear weapons it would deter the other side from using them. (3-4)

- (c) Using Sources C and D, and your own knowledge, explain why nuclear weapons were not used in the second half of the twentieth century.

Target: AO2 Comprehension and use of sources. 8

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

Level 1 Simple statements, eg Because people campaigned against them. (1-3)

Level 2 Developed statements, eg Source C suggests that such weapons were not used because of the extent of damage it would do to both sides. (4-6)

Level 3 Developed explanation using the sources and own knowledge, eg As with Level 2. Source D illustrates the extent of damage that would be caused by a medium sized nuclear bomb. Realisation that could self destruct. (7-8)

- (d) By the 1960s, the USA and the Soviet Union had developed long-range nuclear weapons. In what ways did the development of nuclear weapons capable of mass destruction change warfare in the second half of the twentieth century?

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

Level 1 Simple statements supported by some knowledge, eg Before was warfare between people, and limited destruction by weapons, after war destroy everything (1-3)

Level 2 Developed statements supported by relevant knowledge, eg War even more serious issue, *weapons* could destroy planet. War had to be undertaken mch more carefully (4-6)

Level 3 Developed explanation supported by selected knowledge e.g. explains how led to further development in arms race and MAD theory. (7-8)

Level 4 Sustained argument supported by precisely selected knowledge, eg explaining the extent of change, the reluctance to use nuclear weapons and the problems posed by MAD. May mention that fear of nuclear weapons led to greater use of conventional weapons. (9-10)

(Total 25 marks)

C4: The work of the United Nations

4. (a) Write down THREE demands made by the United Nations General Assembly to the Soviet Union in November 1956.

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

Soviet Union withdraw forces, UN investigation, UN decide future of Hungary 3

- (b) Using Source B and your own knowledge, give TWO reasons for the success of United Nations' peacekeeping forces.

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 It has many more members. (1-2)

Level 2 Developed statements supported by relevant knowledge, eg Included most powerful countries in world who were also on Security Council i.e. GB, China, USA and USSR (3-4)

- (c) Using Sources C and D, and your own knowledge, explain why the United Nations was unable to carry out its peacekeeping role.

Target: AO2 Comprehension and use of sources.

8

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

Level 1 Simple statements, eg the outbreak of the Cold War (1-3)

Level 2 Developed statements, eg Soviet Union not accept outside interference in area of their influence (4-6)

Level 3 Developed explanation using the sources and own knowledge.

eg Greater explanation of USA/USSR differences and impact on Security Council (7-8)

- (d) Choose any one United Nations peacekeeping force after 1960 that you have studied. In what ways did the UN peacekeeping force bring about change compared with the situation it found when it arrived?

10

Level 1 Simple statements supported by some knowledge, eg about any UN peace-keeping force (1-3)

Level 2 Developed statements supported by relevant knowledge, eg about any UN force (4-6)

Level 3 Developed explanation supported by selected knowledge of the specialised agency e.g. explains how it led to further developments etc (7-8)

Level 4 Sustained argument supported by precisely selected knowledge, eg explaining the extent of success and the particular problems it was able to overcome. (9-10)

(Total 25 marks)