

Mark Scheme (Results)

Summer 2008

IGCSE

IGCSE History (4380) Paper 03

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.

C1: Medicine in the Nineteenth Century

Question Number	Target
1 (a)	A01/A02 Recall of Knowledge/comprehension of a source.
Answer	Mark
Insufficient surgeons, shortage bandages, infrequent care, overcrowded, shortage beds.	3

Question Number	Target	
1 (b)	A01/A02 Recall of knowledge/comprehension of a source. NB This mark scheme is to be used for both parts of the question.	
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, eg Nurses resented extra work.
2	3-4	Developed statements supported by relevant knowledge, eg Strong opposition from many surgeons who disliked Lister, believing he was a fanatic, whilst disliking the use of carbolic spray which cracked their skin and made them smell.

Question Number	Target	
1 (c)	A02 Comprehension and use of sources. NB This mark scheme is to be used for both parts of the question.	
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements, eg The photograph shows the use of carbolic spray
2	4-6	Developed statements, eg Source C shows the use of carbolic spray which reduced risk of infection.
3	7-8	Developed explanation using the sources and own knowledge, eg, Source D stresses the use of carbolic acid on everything in the operating theatre. By the late 19 th century antiseptic methods became aseptic surgery which meant removing all possible germs from the operating theatre and various methods to ensure absolute cleanliness. Surgeons now attempted more ambitious operations.

Question Number		Target
1 (d)		A01 Recall of Knowledge/understanding of change.
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, eg She showed that nursing was more than cleaning.
2	4-6	Developed statements supported by relevant knowledge, eg Her work was highly publicised and she set up training college for nurses.
3	7-8	Developed explanation supported by selected knowledge eg Explains how Nightingale and her college changed perceptions and role of nursing - more medical and caring.
4	9-10	Sustained argument supported by precisely selected knowledge, eg As level 3 but emphasising her overall contribution between what went before and later and expansion in role and numbers of nurses in later nineteenth century. At same time stressing limitations of achievement - nursing became women's profession but poor pay and limited responsibilities.

C2: Medicine in the Twentieth Century.

Question Number	Target
2 (a)	AO1/AO2 Recall of Knowledge/comprehension of a source.
Answer	Mark
Value women's work, example Elsie Inglis, greater number of casualties.	3

Question Number	Target	
2 (b)	AO1/AO2 Recall of knowledge/comprehension of a source. NB This mark scheme is to be used for both parts of the question.	
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, eg Due to unsociable hours worked by surgeons.
2	3-4	Developed statements supported by relevant knowledge, eg Traditional stereotyped views of role of women. Women 'suited' to less specialised work such as nursing and midwifery whilst surgery a man's speciality. Difficulty breaking into male dominated profession.

Question Number	Target	
2 (c)	<i>AO2 Comprehension and use of sources.</i> NB This mark scheme is to be used for both parts of the question.	
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements, eg Source D shows more women trained in medical schools as doctors.
2	4-6	Developed statements, eg Source C suggests that government legislation was important, especially the Sex Discrimination Act of 1975 which opened all careers to both men and women.
3	7-8	Developed explanation using the sources and own knowledge. eg As with Level 2. Impetus provided by both world wars where shortages of male doctors and increased casualties accelerated number of women doctors. Also linked to improved educational opportunities.

Question Number		Target
2 (d)		A01 Recall of Knowledge/understanding of change.
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, eg organs had to be repaired, people relied on medicines, afterwards possible to replace and give people new start.
2	4-6	Developed statements supported by relevant knowledge, eg Level 1 with greater explanation before and after - before often require treatment such as dialysis. People now able to make a full recovery.
3	7-8	Developed explanation supported by selected knowledge , eg explains how it led to further developments in surgery, the development of drugs to prevent rejection, the use of micro-surgery etc.
4	9-10	Sustained argument supported by precisely selected knowledge. eg explaining the extent of transplant surgery and the particular problems it was able to overcome.

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

Question Number	Target
3 (a)	AO1/AO2 Recall of Knowledge/comprehension of a source.
Answer	Mark
Bigger, longer, bigger guns, thicker armour plating and faster.	3

Question Number	Target	
3 (b)	AO1/AO2 Recall of knowledge/comprehension of a source. NB This mark scheme is to be used for both parts of the question.	
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, led to serious food shortages
2	3-4	Developed statements supported by relevant knowledge, eg Decisive effect on outcome of war. Serious shortages led to discontent and flu' epidemic and major reason for October-November revolution of 1918 which led to the abdication of the Kaiser and German withdrawal from the war.

Question Number	Target	
3 (c)	<i>AO2 Comprehension and use of sources.</i> NB This mark scheme is to be used for both parts of the question.	
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements, eg US aircraft carrier planes sank the aircraft carrier shown in Source D.
2	4-6	Developed statements, eg Source C suggests that airpower decided the outcome of the Battle of Midway in only five minutes, leading to the sinking of four Japanese aircraft carriers
3	7-8	Developed explanation using the sources and own knowledge, eg As with Level 2. Aircraft from aircraft carriers played crucial role in main sea battles at Midway and Leyte Gulf. Enemy craft could do little to withstand sustained attacks from the air.

Question Number		Target
3 (d)		A01 Recall of Knowledge/understanding of change.
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, eg Sink at sight - sinking enemy merchant ships
2	4-6	Developed statements supported by relevant knowledge, eg German U-Boats almost starved Britain out of First World War. Went against normal rules of warfare.
3	7-8	Developed explanation supported by selected knowledge e.g. U-Boats even greater threat WW2 due to use of wolf-packs - impact of Battle of Atlantic. However led to development more effective ant-U-boat measures.
4	9-10	Sustained argument supported by precisely selected knowledge, eg major change as could negate surface naval supremacy and seriously threatened lines of communication and supply routes. Further nuclear threat through Polaris etc. However, impact reduced by development anti-U Boat measures during both wars.

C4: The work of the United Nations

Question Number	Target
4 (a)	AO1/AO2 Recall of Knowledge/comprehension of a source.
Answer	Mark
Cuban Missile Crisis, Afghanistan, Falklands, sanctions in South Africa and conflict in Middle East.	3

Question Number	Target	
4 (b)	AO1/AO2 Recall of knowledge/comprehension of a source. NB This mark scheme is to be used for both parts of the question.	
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, eg It displaced the Belgians.
2	3-4	Developed statements supported by relevant knowledge, eg It prevented the Congo from becoming a further battleground of the escalating Cold War

Question Number	Target	
4 (c)	AO2 <i>Comprehension and use of sources.</i> NB This mark scheme is to be used for both parts of the question.	
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements, eg UN members divided by the Cold War, as shown in Source D
2	4-6	Developed statements, eg UN exploited by two superpowers to further their own aims in the Cold War
3	7-8	Developed explanation using the sources and own knowledge. eg UN Security Council decisions influenced not by UN ideals but by the interests of the two sides in Cold War such as US intervention in Korea.

Question Number		Target
4 (d)		AO1 Recall of knowledge.
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, eg UNICEF helped children made homeless by Second World War.
2	4-6	Developed statements supported by relevant knowledge, eg It has worked closely with the World Health Organisation setting up health centres for the young.
3	7-8	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.
4	9-10	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.