

Mark Scheme (Results)

Summer 2010

IGCSE

IGCSE History (4380) Paper 03

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Summer 2010

Publications Code UG024270

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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

1. (a) Write down **THREE** things that could have caused disease. 3

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

Poor housing, no running water, over-crowding

- (b) Using Source B, and your own knowledge, give **TWO** reasons why people believed in the miasma theory 4

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

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

Level 1 Simple statements supported by some knowledge, eg because the growing towns were full of refuse (1-2)

Level 2 Developed statements supported by relevant knowledge, eg link between theory and growth of towns or impact of influential supporters such as Nightingale. (3-4)

- (c) Using Sources C and D, and your own knowledge, explain why Pasteur's work on the germ theory was so important. 8

Target: AO2 Comprehension and use of sources.

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

Level 1 Simple statements, eg he showed what caused diseases. (1-3)

Level 2 Developed statements, eg Sources C and D suggest that Pasteur discovered the cause of disease, germs. (4-6)

Level 3 Developed explanation using the sources and own knowledge, eg, before Pasteur people believed disease was caused by bad air. After Pasteur understood that disease had individual causes. He showed the link between germs and disease. Work followed up by Koch and others. (7-8)

- (d) In what ways did the work of Robert Koch change medical understanding in the second half of the nineteenth century? 10

Target: AO1 Recall of Knowledge/understanding of change.

- | | | |
|---------|--|--------|
| Level 1 | Simple statements supported by some knowledge, eg Koch discovered various germs using stains. | (1-3) |
| Level 2 | Developed statements supported by relevant knowledge, eg use of chemical dyes to discover the germs that cause tuberculosis and cholera. | (4-6) |
| Level 3 | Developed explanation supported by selected knowledge eg Koch influenced by Pasteur's ideas. Use of laboratory research to discover germs for key diseases. Contribution to microbes. Rivalry with Pasteur. Work followed on by Ehrlich. | (7-8) |
| Level 4 | Sustained argument supported by precisely selected knowledge, eg as level 3 but emphasising limitations of his work. Less successful in developing vaccines to cure these diseases. Failure v tuberculosis. | (9-10) |

(Total 25 marks)

C2: Medicine in the Twentieth Century

2. (a) Write down **THREE** things in the photograph that could have caused disease. 3

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

Infection, no masks, the heater, in a tent

- (b) Using Source B, and your own knowledge, give **TWO** examples of advances in medicine during the Second World War. 4

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

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

Level 1 Simple statements supported by some knowledge. (1-2)
Improvements in blood transfusion.

Level 2 Developed statements supported by relevant knowledge, eg USA and Britain and mass production of penicillin. (3-4)

- (c) Using Sources C and D, and your own knowledge, explain why the treatment of infection improved in the mid twentieth century. 8

Target: AO2 Comprehension and use of sources.

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

Level 1 Simple statements, eg Fleming discovered penicillin. Florey and its use. (1-3)

Level 2 Developed statements, eg penicillin first antibiotic which attacked infection. Florey and Chain and production on a large scale. (4-6)

Level 3 Developed explanation using the sources and own knowledge eg as with Level 2. Discoveries made which allowed mass-production of vaccines and led to government action through health services and UN etc. (7-8)

- (d) In what ways has high-tech surgery improve treatment in the second half of the twentieth century? 10

Target: AO1 Recall of Knowledge/understanding of change.

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|---------|---|--------|
| Level 1 | Simple statements supported by some knowledge, eg describes keyhole surgery. | (1-3) |
| Level 2 | Developed statements supported by relevant knowledge, eg Level 1 with greater description of how it has changed surgery. Could include micro-surgery, miniaturisation, fibre-optic cables and use of computers. | (4-6) |
| Level 3 | Developed explanation supported by selected knowledge , eg explains how it improves operations. Use of microsurgery to rejoin nerves and very small blood vessels. | (7-8) |
| Level 4 | Sustained argument supported by precisely selected knowledge. eg not only improvements in actual operation but also recovery of patient after operation. Links to new methods of operating. | (9-10) |

(Total 25 marks)

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

3. (a) Write down **THREE** effects of the Zeppelin raid. 3
Target: AO1/AO2 Recall of Knowledge/comprehension of a source.

Terrible noise, Damage, People killed, Terrifying, Panic

- (b) Using Source B, and your own knowledge, give **TWO** reasons why the Germans carried out the Blitz on Britain during the Second World War. 4

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

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

Level 1 Simple statements supported by some knowledge e.g. to slow down British armament production. (1-2)

Level 2 Developed statements supported by relevant knowledge, eg several aims including undermining the morale of the British population by targeting towns and cities. Hoping to force Britain to surrender. (3-4)

- (c) Using Sources C and D and your own knowledge, explain why the USA used atomic bombs against Japan in 1945. 8
Target: AO2 Comprehension and use of sources.

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

Level 1 Simple statements, eg due to heavy US losses if invaded Japan. (1-3)

Level 2 Developed statements, eg main aim to shorten war and reduce numbers of US casualties made worse by kamikaze attacks. (4-6)

Level 3 Developed explanation using the sources and own knowledge, eg as with Level 2. Several reasons including reduce US casualties, heavy losses in island hopping, kamikaze attacks, possible warning to USSR. (7-8)

- (d) In what ways did the use of aircraft in warfare change during the twentieth century? 10

Target: AO1 Recall of Knowledge/understanding of change.

- | | | |
|---------|---|--------|
| Level 1 | Simple statements supported by some knowledge, eg describes use of aircraft for bombing. | (1-3) |
| Level 2 | Developed statements supported by relevant knowledge, eg describes changes from First to Second World War. Mainly reconnaissance to heavy bombing. | (4-6) |
| Level 3 | Developed explanation supported by selected knowledge e.g. greater focus on change. Limited role First World War. Much greater role Second World War and after. May include importance to joint operations e.g. Blitzkrieg and D-Day. | (7-8) |
| Level 4 | Sustained argument supported by precisely selected knowledge, eg as level 3 but may also limited role of aircraft with development nuclear weapons. Possibly more on key changes post of 1945. | (9-10) |

(Total 25 marks)

C4: The work of the United Nations

4. (a) Write down **THREE** examples of the power of the Security Council. 3

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

Raise armed forces, offer arbitration, economic sanctions, appointment Secretary-General, approval new members.

- (b) Using Source B, and your own knowledge, give **TWO** reasons for the introduction of the veto by members of the Security Council. 4

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

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

Level 1 Simple statements supported by some knowledge, eg US fears of being dragged into too many wars. (1-2)

Level 2 Developed statements supported by relevant knowledge, eg part of Cold War rivalry between USA and USSR. Soviet fear isolation. US did not want to be dragged into unnecessary wars. (3-4)

- (c) Using Sources C and D, explain why membership of the United Nations expanded in the years after 1945. 8

Target: AO2 Comprehension and use of sources.

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

Level 1 Simple statements, eg Source C shows how membership increased between 1945-85. (1-3)

Level 2 Developed statements, eg Source D and pro-active role of secretary-generals. Also emergence newly independent countries. (4-6)

Level 3 Developed explanation using the sources and own knowledge, eg perception that UN more effective than League. Success in some peacekeeping interventions. Achievements of specialised agencies. (7-8)

(d)	In what ways has ONE specialised agency of the United Nations improved the living standards of the citizens of its member 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)

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Order Code UG024270 Summer 2010

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