

Mark Scheme (Results)

November 2010

GCE

IGCSE History (4380/03)

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.

HISTORY 4380, MARK SCHEME NOVEMBER 2010

Paper 3

C1: Medicine in the Nineteenth Century

1. (a) **Write down THREE problems with operations at this time.**

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

Patient awake. Crowd of people. No gloves or masks. Inappropriate instruments.

3

(b) **Using Source B, and your own knowledge, give TWO reasons why there was opposition to the use of anaesthetics in operations 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 pain is part of child labour. (1-2)

Level 2 Developed statements supported by relevant knowledge, eg source suggests that pain is necessary for religious reasons. People also questioned side effects of anaesthetics. (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.

8

Level 1 Simple statements, eg The photo shows the patient asleep. (1-3)

Level 2 Developed statements, eg Source C suggests that the operation is far more relaxed for both the patient and the surgeon. (4-6)

Level 3 Developed explanation using the sources and own knowledge, eg, cf level 2. Own knowledge could also include how surgeons able to take more time and care over operations. Far less trauma for the patient. (7-8)

(d) **In what ways did the role of nursing change during the nineteenth century?**

Target: AO1 Recall of Knowledge/understanding of change.

		10
Level 1	Simple statements supported by some knowledge, eg nurses able to do medical work.	(1-3)
Level 2	Developed statements supported by relevant knowledge, eg describes work of Nightingale and nurses after Crimean War.	(4-6)
Level 3	Developed explanation supported by selected knowledge eg cf level 2. Great emphasis on change before and after - greater training, more medical work, improved status.	(7-8)
Level 4	Sustained argument supported by precisely selected knowledge, eg as level 3 but limitations - still regarded as women's work with restricted role.	(9-10)

(Total 25 marks)

C2: Medicine in the Twentieth Century

2. (a) **Write down THREE reasons why health improved in the West in the late twentieth century.**

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

Preventative medicine. Proper sanitation. Vaccination. Clean water supply. Food inspectors. 3

- (b) **Using Source B, and your own knowledge, give TWO ways in which knowledge about the AIDS virus, and how it was passed on, was limited in the 1980s.**

Target: AO1/AO2 Recall of knowledge/comprehension of a source. 4

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

Level 1 Simple statements supported by some knowledge, eg the belief that it could be passed on by casual contact. (1-2)

Level 2 Developed statements supported by relevant knowledge, eg lack of understanding of disease which led to misunderstanding about how it spread. (3-4)

- (c) **Using Sources C and D, and your own knowledge, explain why the AIDS virus spread so rapidly in the 1980s.**

Target: AO2 Comprehension and use of sources. 8

Level 1 Simple statements, eg Source D shows the ignorance about the disease. (1-3)

Level 2 Developed statements, eg Source C suggests that it was due to underfunded hospitals - lack of hygiene and precautions, especially infected needles. (4-6)

Level 3 Developed explanation using the sources and own knowledge, eg as with Level 2 but links ignorance of less developed countries, especially Africa. Lack precautions and greater sexual freedom. (7-8)

(d) **In what ways did the work of Marie Curie 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 research led to early treatment. (1-3)

Level 2 Developed statements supported by relevant knowledge, eg Level 1. Greater details of research and subsequent effect on cancer treatment. (4-6)

Level 3 Developed explanation supported by selected knowledge , eg as Level 1 but greater explanation of impact of her work on cancer treatment. (7-8)

Level 4 Sustained argument supported by precisely selected knowledge, eg cf level 3 but includes some limitations of her work and impact on treatment of cancer. (9-10)

(Total 25 marks)

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

3. (a) **Write down THREE problems that soldiers living in the trenches on the Western Front would have faced during the First World War.**

Target: AO1/AO2 Recall of Knowledge/comprehension of a source. 3

Exposed to weather. Wounded. Lack of hygiene. Poor cooking facilities.

- (b) **Using Source B, and your own knowledge, give TWO reasons why there were heavy casualties on the Western Front in the years 1915-17.**

Target: AO1/AO2 Recall of knowledge/comprehension of a source. 4

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

Level 1 Simple statements supported by some knowledge, e.g. many men were killed by machine guns. (1-2)

Level 2 Developed statements supported by relevant knowledge, eg strength of trench systems, barbed wire and machine guns meant many casualties from attacking troops. (3-4)

- (c) **Using Sources C and D and your own knowledge explain why the Allied landings in Normandy, June 1944, were a success.**

Target: AO2 Comprehension and use of sources. 8

Level 1 Simple statements, eg Source C shows lots of landing craft. (1-3)

Level 2 Developed statements, eg Source D suggests that it was the element of surprise. Own knowledge on how kept secret from Germans. (4-6)

Level 3 Developed explanation using the sources and own knowledge, eg as with Level 2 but greater explanation of Allied preparations and German mistakes. (7-8)

(d) **In what way did the dropping of the atomic bombs on Japan in 1945 change the nature of warfare over the next half century?**

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

Level 1 Simple statements supported by some knowledge, eg the atom bomb caused much damage to two Japanese cities. (1-3)

Level 2 Developed statements supported by relevant knowledge, eg description of development of nuclear weapons after 1945. (4-6)

Level 3 Developed explanation supported by selected knowledge e.g. explains key changes due to nuclear weapons - arms race - weapons, mass destruction - attempts to limit nuclear weapons. (7-8)

Level 4 Sustained argument supported by precisely selected knowledge, eg as with level 3 but limits change due to MAD theory. Greater dependence, conventional weapons. (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.**

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

Prevent wars. Help development of underdeveloped countries.
Protect rights of individuals. 3

(b) **Using Source B, and your own knowledge, give TWO strengths 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 it had very good secretary-generals. (1-2)

Level 2 Developed statements supported by relevant knowledge, eg examples effective secretary-generals. Importance of membership. (3-4)

(c) **Using Sources C and D, explain how UNICEF has improved conditions worldwide.**

Target: AO2 Comprehension and use of sources. 8

Level 1 Simple statements, eg Source D shows a fresh water pump. (1-3)

Level 2 Developed statements, eg Source C and their work to provide fresh water, with one or two examples. (4-6)

Level 3 Developed explanation using the sources and own knowledge, eg as Level 2 but develops key achievements in water and health education with examples of case studies. (7-8)

(d) **Choose any ONE conflict in which, United Nations peacekeeping force has intervened. In what ways did the United Nations peacekeeping forces bring about change compared with the situation they found when they arrived?**

10

Target: AO1 Recall of Knowledge/understanding of change.

Level 1	Simple statements supported by some knowledge, eg brief description of civil war and/or UN intervention.	1-3
Level 2	Developed statements supported by relevant knowledge, eg more detailed description of both.	4-6
Level 3	Developed explanation supported by selected knowledge of the peacekeeping force with much greater emphasis on change.	7-8
Level 4	Sustained argument supported by precisely selected knowledge, eg as with Level 3 but more balanced judgement of impact of UN intervention.	9-10