

Mark Scheme (Standardisation) November 2008

IGCSE

IGCSE History (Unit no. 4380/ 03)

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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.

4380 Paper 03

C1: Medicine in the Nineteenth Century

Question Number	Target
1 (a)	Target: AO1/AO2 Recall of Knowledge/comprehension of a source
Answer	Mark
Done on table, no gloves, no masks, patient awake, instruments not sterilised	3

Question Number	Target	
1 (b)	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	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, eg Some died as a result of using anaesthetics
2	3-4	Developed statements supported by relevant knowledge, e.g. Strong religious opposition especially from Calvinist Church which believed that pain that women were supposed to suffer pain during childbirth. They believed that the use of anaesthetics went against the Bible and was unnatural.

Question Number	Target	
1 (c)	Target: AO2 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 illustration shows William Morton using ether, an early anaesthetic, in 1846
2	4-6	Developed statements, eg Source D suggests it was due to the attitude of Queen Victoria who had accepted the use of chloroform during the delivery of her eighth child. This encouraged acceptance of chloroform.
3	7-8	Developed explanation using the sources and own knowledge, eg, As Level 2. Work of James Simpson, using chloroform to relieve pain in childbirth. He made powerful case for use of anaesthetics using the example of Andre Pare.

Question Number		Target
1 (d)		Target: AO1 Recall of Knowledge/understanding of change.
Level	Mark	
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, eg he had seen the use of carbolic acid in sewers and decided to use it in hospitals
2	4-6	Developed statements supported by relevant knowledge, eg After experiments he found that a thin mist of carbolic spray over the wound during surgery limited infection.
3	7-8	Developed explanation supported by selected knowledge eg Explains how operating theatres were rigorously cleaned. From 1887 all instruments steam sterilised. In 1894, sterilised rubber gloves were used for the first time.
4	9-10	Sustained argument supported by precisely selected knowledge, eg As level 3 and stressing that Lister's work was turning point in surgery but helped by work of Koch who found the bacterium which caused septicaemia. However stressing that his practices not immediately accepted and emphasising strong especially from surgeons.

C2: Medicine in the Twentieth Century.

Question Number	Target
2 (a)	Target: AO1/AO2 Recall of Knowledge/comprehension of a source
Answer	Mark
Isolated AIDS sufferers. Some deserted by family and friends. Some have looked for scapegoat. Some have seen it as punishment from God.	3

Question Number	Target	
2 (b)	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	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, eg Lack of world wide cooperation between research institutions in search for cure for disease.
2	3-4	Developed statements supported by relevant knowledge, eg Refusal of Pope to accept use of condoms for safe sex which would, in turn, prevent the spread of the disease. Considerable Catholic population who follow the views of the Pope.

Question Number	Target	
2 (c)	Target: AO2 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 Source C shows that the numbers have increased especially in Africa
2	4-6	Developed statements, eg Changes in lifestyle mentioned in Source C especially in Africa where more people have moved to cities making casual sex more common place.
3	7-8	Developed explanation using the sources and own knowledge. eg As with Level 2. In societies where sexual activity is freer then AIDS spreads more rapidly. Inoculation programmes in Africa against other diseases have sometimes spread AIDS through the use of needles which have not been properly sterilised.

Question Number		Target
2 (d)		Target: AO1 Recall of Knowledge/understanding of change.
Level	Mark	
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, eg By magnifying the area the surgeon is working on it is possible to perform new operations
2	4-6	Developed statements supported by relevant knowledge, eg Level 1 with greater explanation - surgeons are able to work on rejoining nerves and very small blood vessels. This means that feelings can be returned to limbs that have been severed and damaged.
3	7-8	Developed explanation supported by selected knowledge , eg explains how it led to key-hole surgery of 1990s in which the surgeon sends the instruments in through a tiny hole in the body and controls them by watching a TV screen. This is less of a shock to the patient so he or she can recover quickly and go home days earlier.
4	9-10	Sustained argument supported by precisely selected knowledge. eg as level 3 but there are problems - high cost of such operations as well as equipping the hospitals which means have to prioritise.

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

Question Number	Target
3 (a)	Target: AO1/AO2 Recall of Knowledge/comprehension of a source
Answer	Mark
Lightly armed, not inflict much damage, too expensive, unreliable and not rated.	3

Question Number	Target	
3 (b)	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	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. Caused many to evacuate London
2	3-4	Developed statements supported by relevant knowledge, eg V2 far more dangerous as could be launched from mobile launcher and was too fast to be intercepted, travelling at 2500 mph. Too advanced for British technology.

Question Number	Target	
3 (c)	Target: AO2 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 Source D shows the damage to a German city caused by Allied bombing.
2	4-6	Developed statements, eg Source C suggests it was decisive and had serious effects on the German war effort due to shortages of weapons and equipment
3	7-8	Developed explanation using the sources and own knowledge, eg As with Level 2. Serious disruption to civilian life, communications, morale, war production. May question overall effectiveness Allied campaign.

Question Number		Target
3 (d)		Target: AO1 Recall of Knowledge/understanding of change.
Level	Mark	
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, eg First World War used for bombing but limited range.
2	4-6	Developed statements supported by relevant knowledge, eg Second World development fighter planes, such as Battle Britain, and bombing by both sides.
3	7-8	Developed explanation supported by selected knowledge e.g. Importance and use of air power support of combined operations such as D-Day and Blitzkrieg, Desert Wars and in Vietnam. Development faster and more destructive aircraft used in Desert Wars.
4	9-10	Sustained argument supported by precisely selected knowledge, eg airpower decisive during the Second World War although limitations shown in Allied bombing of Germany during the Second World War and against guerrilla warfare and Vietcong during the conflict in Vietnam.

C4: The work of the United Nations

Question Number	Target
4 (a)	Target: AO1/AO2 Recall of Knowledge/comprehension of a source
Answer	Mark
Head of Secretariat, manages whole UN organisation, draws attention of Security Council to major problems. Leads UN missions. Intervenes to resolve disputes.	3

Question Number	Target	
4 (b)	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	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, eg It resolved a frontier dispute between Belgium and Holland
2	3-4	Developed statements supported by relevant knowledge, eg It was able to intervene in dispute over mining rights between Nicaragua and USA and ordered the USA to pay compensation.

Question Number	Target	
4 (c)	Target: AO2 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 There have been several strong secretaries-generals including Dag Hammarskjold and Perez de Cuellar.
2	4-6	Developed statements, eg Importance interventions by Trygve Lie in the Berlin crisis of 1948 and U Thant in the Cuban Missile Crisis.
3	7-8	Developed explanation using the sources and own knowledge. eg Active role of Dag Hammarskjold in the Congo in the early 1960s. He encouraged the Security Council to intervene and persuaded various countries to provide troops.

Question Number	Target	
4 (d)	Target: AO1 Recall of Knowledge/understanding of change.	
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, eg Brief statements on what UN did
2	4-6	Developed statements supported by relevant knowledge, eg Generally descriptive or narrative account with limited focus on change
3	7-8	Developed explanation supported by selected knowledge of the specialised agency, eg Much greater focus on change although still not fully balanced
4	9-10	Sustained argument supported by precisely selected knowledge, eg As with Level 3 but fully balanced with explanation of situation before and after.

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