

History A (Schools History Project)

General Certificate of Secondary Education

Unit **A952/21**: Developments in British Medicine, 1200–1945

Mark Scheme for January 2011

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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NOTES TO EXAMINERS

OCR will have provided you with a CD disk copy of the ASSESSORS' INSTRUCTIONS. This gives details of all administrative procedures. You should read it carefully before starting to mark. The additional notes below deal with instructions that are specific to this paper and how it is to be marked.

- 1 This marking scheme has been designed to assess candidates' skills in using sources, and their understanding of concepts relating to these skills, such as reliability, proof, similarity/difference. None of these skills and conceptual understandings can be demonstrated without the use of knowledge and information, but the testing of knowledge for its own sake is never the primary objective.
- 2 The marking scheme does not give examples of all possible, rewardable answers. There will almost always be a range of support which could be used in an answer. *Examiners must recognise and reward relevant material, even if it is not included in the marking scheme.* Just as important, where an example of an answer is given in the marking scheme, markers should not expect all rewardable answers to duplicate the example.
- 3 It is important to keep in mind that in the examination candidates have a limited amount of time to demonstrate what they can do. The skills and concepts being assessed are not all straightforward. Marking should not, therefore, be punitive. It should reward candidates for what they have managed to achieve, and not penalise them for lack of knowledge, understanding or skill.

Levels of Response Marking

- 4 This type of marking scheme rewards the level of skill or understanding displayed in an answer. The marker's task is to read the answer and identify the level it has reached. If a candidate's answer reaches a particular level, it **MUST** be awarded a mark within that level, regardless of any other considerations. A marker does not have the discretion to place what s/he regards as a weak/strong example in a level lower/higher than that to which it corresponds.
- 5 Often a level will comprise a band of marks. The marking scheme will usually give specific directions for the award of marks within a band, but where it does not, the marker has discretion to choose an appropriate mark within the band, bearing in mind the amount of supporting information used, and whether the answer can be regarded as a strong/weak example of the level.
- 6 Do not expect the whole of an answer to demonstrate attainment at the same level. Candidates may include a variety of perceptions, at various levels, in their answers. It is the highest level achieved in any part of the answer, no matter how brief, that earns the final mark to be awarded.
- 7 In levels of response marking, the award of marks within an answer is not cumulative, and neither does an answer have to demonstrate achievement in lower levels to be awarded a higher level mark.
- 8 Examples of responses which are given in the marking scheme are no more than examples. They are not prescriptive. There will be many other answers which fall within a given level. **The important aspect of each level is the LEVEL DESCRIPTOR.** Do not try to match the candidate's words with those in the example; rather, match the quality of the answer with the level descriptor.

- 9 If you come across an answer which is valid, but which does not fit into any of the level descriptors, consult the senior examiner who is supervising your work. He will advise you on placing the answer in the most appropriate equivalent level.
- 10 As a marker, your most important task is correctly to identify the level into which an answer falls. Deciding on the correct mark *within* a level is also significant, but it is unlikely to make such a difference as an incorrect decision about a level.
- 11 Where an answer merits the top mark in a level, do not hesitate to award it. There is no sense in artificially deflating marks by always awarding low marks within a level. If all markers were to adopt such an ungenerous approach, the effect would simply be to narrow and bunch the total mark range available.

Marking Technique

- 12 Half marks are never used, and must never be awarded.
- 13 The maximum mark for each question is fixed. Never transfer marks from one question to another.
- 14 You must mark the scripts in the following way:
- As you read an answer, you will come across certain passages which clearly satisfy the requirements of a particular level. Underline such material, and note in the right-hand margin the level being achieved (eg L2). By the end of the answer there may be several such annotations.
 - You may, if you wish, make other notes in the margin, briefly explaining why you have awarded a certain level. These will be helpful to anyone who subsequently checks your marking.
 - When you finish reading an answer, the highest level achieved will be evident from your notes in the right-hand margin. Now you must decide the mark within that level to be awarded. When you have decided, write the level and the mark as follows in the right hand margin at the end of the answer (eg L4/7) and draw a circle round it to indicate that this is the final mark awarded. There will, then, be a circled mark for every question.
 - When you have finished a script, transcribe the circled question marks to the front page of the script for totalling.

1 Study Source A.

What does this source tell you about Jenner? Use the source and your knowledge to explain your answer. [6]

Level 1: Answers which copy or paraphrase the source. [1-2]

He selected a healthy boy, about eight years old. He took the cowpox matter from the sore on the hand of Sarah Nelmes and it was inserted on 14 May 1796 into the arm of the boy by two cuts each about half an inch long.

Level 2: Answers which make unsupported inferences. [3-4]

He must have been a very careful scientist. He was very methodical in everything he did.

1 mark per unsupported inference.

Level 3: Answers which make supported inferences. [5-6]

He must have been a very careful scientist. It shows he observed and recorded everything he did. (5) He was very methodical because he investigated 23 cases before he was satisfied with his results.

1 mark per supported inference.

2 Study Source B.

How useful is this source as evidence about Jenner? Use the source and your knowledge to explain your answer. [8]

Level 1: Answer based on provenance/source type or date. [1-2]

I don't think this source is very reliable. It's just one painting and we don't even know who painted it.

Level 2: Answer based on what detail it does or does not provide. [3-4]

This source is very useful. It shows Jenner carrying out his famous experiment on James Phipps. You can see Sara Nelmes bandaging the hand that has just been scratched by Jenner. In the centre, he is about to vaccinate Phipps.

Level 3: Both elements of Level 2. [5-6]

This source is very useful. It shows Jenner carrying out his famous experiment on James Phipps. You can see Sara Nelmes bandaging the hand that has just been scratched by Jenner. In the centre, he is about to vaccinate Phipps. However, it doesn't show us anything at all about Jenner's published findings, or the struggle he had to convince people that his ideas were scientifically sound.

Level 4: Level 2 or 3 plus cross-reference to other sources and/or contextual knowledge to comment on the usefulness of the source in showing the significance of his work or reactions to it. [7-8]

This source is very useful. It shows Jenner carrying out his famous experiment on James Phipps. You can see Sara Nelmes bandaging the hand that has just been scratched by Jenner. In the centre, he is about to vaccinate Phipps. However, it doesn't show us anything at all about Jenner's published findings, or the struggle he had to convince people that his ideas were scientifically sound. However, the source does seem to match the details in Source A where Jenner describes his vaccination of Phipps under the heading 'Case 17'. It looks like the artist has a romantic view of the events. I doubt that the original vaccination took place in front of an audience, or even outdoors in such a scenic location.

3 Study Sources C and D.

How far do these two sources agree? Use the sources and your knowledge to explain your answer. [9]

Level 1 Answers based on provenance or dates [1-2]

They don't agree because they were written at different times. One is from a newspaper, whilst the other is from a report.

OR Describes the two sources and then concludes 'so they are similar'

Level 2 Answers based on topic/or message. But without support from the sources [3]

Yes they agree. They both talk about the problems with vaccination.

Level 3 Answers which see similarities OR differences/null correspondence and provide support from sources [4-5]

I think that they are similar. Source D talks about the supposed failures of vaccination in Ringwood in Hampshire. Source C also mentions a letter from someone at Ringwood 'proving the failures of the experiment there.' (5)
Award 4 marks if only one side is quoted/paraphrased. (ie Source C says and Source D agrees)

Level 4 Answers which see similarities AND differences/null correspondence and support from sources [6-7]

I think that they are similar. Source D talks about the supposed failures of vaccination in Ringwood in Hampshire. Source C also mentions a letter from someone at Ringwood 'proving the failures of the experiment there.' However, there are some things about which the sources differ. Source C talks about 'vaccine ulcer' and this is not mentioned in Source D.
Award 6 marks if both sources are not quoted/paraphrased for both sides of the answer

Level 5 Level 3 or 4 answers based on tone or purpose (developed) [8-9]

I don't think these sources are that similar. It is true that they both talk about vaccination in Ringwood in Hampshire. However, that apart, the sources are quite different. Source D seems to be a fairly factual account about vaccination. Source C is from a newspaper and is clearly written by someone who opposed Jenner's work. Whilst Source D says the vaccinations in Ringwood were 'supposed' failures, Source C says these failures were proved. It also goes on to talk about a list of those who had died of smallpox even though they thought that the vaccine would protect them against it. The writer of the newspaper clearly disapproved of Jenner's work, whereas the Report seems to be in defence of vaccination.

4 Study Source E.

Are you surprised by this source? Use the source and your knowledge to explain your answer. [9]

Level 1: Yes or no without support from the source [1]

No I am not surprised. It was his job.

Level 2: Yes or no based on what is said in the source. [2-3]

No I am not surprised. Everard Hume had a big responsibility to get this decision right and he thought that Jenner had not presented enough evidence. He said he would like to see the results if 20 or 30 children had been vaccinated before giving his approval for this new technique.

Level 3: Yes or no based on what is said in the source and through cross-reference to other sources/contextual knowledge. [4-6]

No I am not surprised. Everard Hume had a big responsibility to get this decision right and he thought that Jenner had not presented enough evidence. He said he would like to see the results if 20 or 30 children had been vaccinated before giving his approval for this new technique. In any case, I know that Jenner faced a lot of opposition to his ideas in the early years. Source F shows that there was still opposition from the Anti-Vaccine Society in 1802.

Level 4: Balanced answers, yes and no based on what is said in the source and through cross-reference to other sources/contextual knowledge. [7-9]

*No I am not surprised. Everard Hume had a big responsibility to get this decision right and he thought that Jenner had not presented enough evidence. He said he would like to see the results if 20 or 30 children had been vaccinated before giving his approval for this new technique. In any case, I know that Jenner faced a lot of opposition to his ideas in the early years. Source F shows that there was still opposition from the Anti-Vaccine Society in 1802. However, I am slightly surprised by this rejection of his ideas. Source A shows that Jenner **had** experimented successfully on children. In Source G, even the President of the USA was ready to praise Jenner for his pioneering work.*

In L3 and L4, award marks within the range based on the quality/quantity of sources and/or contextual knowledge that is used.

5 Study Source F.

Why was this source published at that time? Use the source and your knowledge to explain your answer. [8]

Level 1: Answers based on the surface information of the source. [1]

It was published to show Jenner being visited by some people.

Level 2: Answers based on undeveloped purpose or message. Such answers may refer to things that could apply to any period. [2-3]

This picture was published to show everyone how much Jenner's work was mocked.

Level 3: Developed message or purpose explained through use of details in the picture only. [4-5]

This picture was published to show everyone how much Jenner's work was mocked. . People are shown with cow parts emerging from their bodies.

Level 4: As for Level 3 but with support from contextual knowledge or cross-reference to explain why the source was published in the early 1800s.[6-8]

This picture was published to show everyone how much Jenner's work was mocked. I know that Jenner faced much opposition to his work in the early years after his discovery. Even the Royal Society refused to publish his work, and he had to pay to publish it himself. This cartoon was published by one of the anti-vaccination societies that were formed to lead a campaign against Jenner's work. People are shown with cow parts emerging from their bodies. It was meant to play on peoples' fears about the new vaccine in an attempt to get the vaccine withdrawn from use.

6 Study all of the sources.

'Jenner's work was an immediate success.'

How far do the sources on this paper support this view? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use. [10]

Level 1: Answers which do not use sources [1]

At this level candidates just write about vaccination and ignore the sources.

Level 2: Non specific source use ie no supporting detail, no reference to source by letter or quote [2-3]

At this level candidates may talk of 'the sources', 'Some sources', or even identify sources without using the detail in them.

Level 3: Uses source(s) to support OR oppose interpretation [4-6]

I agree with this statement. Source B shows Jenner's memory being glorified in a painting. The artist is showing clearly just how important vaccination was. It shows the landmark vaccination of James Phipps. Source G talks about the genius of Jenner and how his discovery of the vaccination eventually led to smallpox being completely wiped out.

Level 4: Uses source(s) to support AND oppose interpretation [7-9]

I agree with this statement. Source B shows Jenner's memory being glorified in a painting. The artist is showing clearly just how important vaccination was. It shows the landmark vaccination of James Phipps. Source G talks about the genius of Jenner and how his discovery of the vaccination eventually led to smallpox being completely wiped out. However, not all the sources agree. Source C goes on to mention lists of people who had died of smallpox despite having the vaccination. (N)

Award marks in Levels 3 & 4 based on the quantity and quality of source use.

Award up to TWO marks for ANY consideration of the reliability, sufficiency etc of source but mark must not exceed 10.

- To score in L3/L4, there must be source use, ie direct reference to source content.
- Only credit source use where reference is made to a source by letter or direct quote. Simply writing about issues covered by the sources is not enough.

When marking, indicate each valid source use for 'huge importance' with 'Y', and 'N' if the candidate makes a valid point to oppose the statement and supports it from a quoted source.

PAPER A952/21 SPECIFICATION GRID, JANUARY 2011 EXAMINATION

JANUARY 2011 QU. NUMBER	AO1	AO2/AO3	TOTAL
Q1	1	5	6
Q2	2	6	8
Q3	0	9	9
Q4	3	6	9
Q5	3	5	8
Q6	3	7	10
TOTALS	12	38	50

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