

History A (Schools History Project)

General Certificate of Secondary Education

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

Mark Scheme for June 2012

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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 penalize 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 (e.g. 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 (e.g. 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 totaling.

Qn	Answer	Marks	Guidance
1	Study Source A. What impression does this source give of Fleming? Use the source and your knowledge to explain your answer.	6	NB: Use I and S in the LH margin in the body of the answer.
	Level 1: Answers which use surface information in the source. <i>Fleming had a small lab and wore a white coat.</i>	1	
	Level 2: Answers which make unsupported inferences. <i>He was very important.</i>	2-3	
	Level 3: Answers which make supported inferences. <i>It gives a good impression of Fleming in the image, he is looking very focused and observant. He was organised and efficient because his lab looked tidy.</i>	4-5	NB if support is only from CK, mark at Level 2. Must be support from the source.
	Level 4: Answers which focus on the significance of the PRODUCTION of a stained glass window in his honour. <i>It gives a good impression of Fleming. It makes him appear important He must have been highly regarded to have a stained glass window dedicated to him.</i>	6	

Valid inferences:

Good/positive/important
 Organised/neat/tidy/careful/meticulous
 Observant/focused
 Scientific/professional/scientist/doctor
 Intelligent
 Highly regarded/important/glorified/respected/treasured/icon/noble
 Pious
 Heroic/Saviour/life saver/Godlike/saintly/other worldly
 Knows what he is doing
 Deserves all the credit (on his own)
 Powerful/Well known/famous/done a good deed/made an important discovery
 Genius
 Pride/proud/took work seriously/dedicated/passionate
 False impression/glamorised

Invalid inferences

Untidy, hardworking
 Lucky, chance
 Spends a lot of time in laboratory
 No comments about size of laboratory

Level 4 read carefully and make a judgement. Must be clear about existence of window/production as support.

Qn	Answer	Marks	Guidance
2	Study Sources B and C. How different are these two sources as evidence about Fleming's role in penicillin? Use the sources and your knowledge to explain your answer.	9	Use + and – CK and XR
	Level 1: Answers based on simple comments about provenance, type or date of sources. <i>They disagree because one is from a newspaper and the other is from a letter.</i> OR Describes both sources and then says 'so they are different'.	1	
	Level 2: Describes similarities or differences in detail. Such answers will focus on things that are in both sources or things that are in B but not in C (or vice-versa). <i>Both sources say Fleming discovered it.</i>	2-3	
	Level 3: Describes similarities and differences in detail. <i>Both sources say Fleming discovered it. B says Fleming realised the importance of the discovery but C does not say this.</i>	4-5	
	Level 4: Answers which focus on the different purpose of the sources or motives of the authors using the content of B and C only. <i>Both sources disagree because, in a way, they are both biased. Wright was bound to sing Fleming's praises. He was Fleming's boss at St. Mary's and he probably recognised the good publicity that could come from this story. He probably hoped that this publicity would be good for the hospital. So Wright says that Fleming 'of this research laboratory' should be given the credit. In Source C, it is easy to see why Florey is annoyed. Now that the cat is out of the bag about the importance of penicillin, he is angry that Fleming is getting all the credit.</i> 6 marks for use of one source, 7 marks for use of two sources NB In Source C Florey is not seeking personal glory so not motive	6-7	Evaluation of purpose or motive must be developed and not simplistic. If it is simplistic, mark at L1/1. [The acid test for this: if the candidate answer leaves you asking the question 'why?', then it is not sufficiently developed.]
	Level 5: Consideration of the different purpose of the sources, or the motives of the authors using Contextual Knowledge or Cross Reference to other sources <i>Both sources disagree because, in a way, they are both biased. Sir Almroth Wright was bound to sing Fleming's praises. He was Fleming's boss at St. Mary's and he probably recognised the good publicity that could come from this story. He probably hoped that this publicity would be good for the hospital because St Mary's was a charitable hospital that relied on donations it might even lead to the donation of some much needed funds. So Wright says that Fleming 'of this research laboratory should be given the credit. In Source C, it is easy to see why Florey is annoyed. Now that the cat is out of the bag about the importance of penicillin, Florey and Chain had done much work to turn penicillin into a pure drug and had even consulted with governments for funding for mass production so he is angry that Fleming is getting all the credit. 8 marks for use of one source, 9 marks for use of two sources.</i>	8-9	XR and CK must be used to address motive/purpose. If XR/CK does not do this it is not Level 5 (see Script A)

Qn	Answer	Marks	Guidance
3	Study Source D. Are you surprised by this source? Use the source and your knowledge to explain your answer.	8	Use S and NS, CK and XR
	Level 1: Yes or no without support from the source. OR Answers which describe source but do not address the question	1	
	Level 2: Yes <u>or</u> no based on what is said in the source <i>I am surprised. How could the newspapers twist his words so much?</i> Answers at this level may be based on everyday empathy, or about the unreliability of the press.	2-3	
	Level 3: Yes <u>and</u> no based on what is said in the source. <i>I am not surprised. He seems to be praising Florey and playing down his own importance. He wrote the letter because he was embarrassed by all the publicity he was getting and he is trying to cover his back with Florey. However, I am surprised that the newspapers could twist his words so much.</i>	4-5	
	Level 4: Use of contextual knowledge <u>or</u> specific cross-reference outside Source D. <i>I am not surprised. It says in Source B that Fleming was given the credit for the discovery in 1942 in the letter to a newspaper. Even the BBC news broadcast (Source F) was edited to overstate his own role in the development. It is obvious from Source C that this frustrated and even angered some of Florey's team. In his own private letter to Florey, he is probably trying to cover his back by blaming the media for all the attention he was getting and to deflect the blame away from himself.</i>	6-7	Non specific cross reference could be classed as contextual knowledge (see Script L) Only credit contextual knowledge if it is valid (Florey and Chain did not mass produce penicillin but they turned it into a pure drug and travelled to seek funding for its mass production. Fleming discovered penicillin, wrote an article about it and tried to extract the pure juices from the mould. He also worked on a human case in 1942.)
	Level 5: Use of contextual knowledge <u>and</u> specific cross-reference outside Source D. <i>I am not surprised. It says in Source B that Fleming was given the credit for the discovery in 1942 in the letter to a newspaper. The Fleming Myth was well-established by this time. I know that Fleming loved the media attention that he was getting and he readily accepted invitations to speak to audiences about his discovery. It is obvious from Source C that this frustrated and even angered some of Florey's team. In his own private letter to Florey, he is probably trying to cover his back.</i>	8	

Qn	Answer	Marks	Guidance
4	Study Source E. Why was this source published at that time? Use the source and your knowledge to explain your answer.	9	
	Level 1: Answers based on the topic of the source. <i>It is published about Fleming</i>	1	
	Level 2: Explores reasons for publication but no reference to the source or cross reference or contextual knowledge. <i>This picture was published to show everyone that Fleming was a hero for his discovery of penicillin.</i>	2-3	Reasons for publication include: Glorifying Fleming/building up the Fleming Myth
	Level 3: Explores reasons for publication using the source/attribution only. <i>This picture was published to show that Fleming was a hero for his discovery of penicillin. The caption claims that Fleming's discovery will save more lives than war can ever spend. His face is set against a background of bottle after bottle of what looks like the penicillin mould. He looks calm but determined in the picture. You can tell it has been published to put across a favourable impression of his work.</i>	4-5	Justification of spending/encourage further production
	Level 4: Explores reasons for publication using contextual knowledge <u>or</u> cross reference. <i>This picture was published to show that Fleming was a hero for his discovery of penicillin. The caption claims that Fleming's discovery will save more lives than war can ever spend. His face is set against a background of bottle after bottle of what looks like the penicillin mould. He looks calm but determined in the picture. You can tell it has been published to put across a favourable impression of his work. The magazine was published in America in 1944. By this time, there was a lot of publicity and propaganda about the development of penicillin. The whole story was big news. Industries in America had helped to mass produce quantities of penicillin so that injured soldiers could be saved. The US government had invested huge sums of money in its development and needed to justify that spending at a time when the public would have expected money to be spent directly on the war effort. Everyone was looking for a hero.</i>	6-7	Raising morale during war Proven drug/saving lives Big news at this time Looking for a hero
	Level 5: Explores reasons for publication using contextual knowledge <u>and</u> cross reference. <i>This picture was published to show that Fleming was a hero for his discovery of penicillin. The caption claims that Fleming's discovery will save more lives than war can ever spend. His face is set against a background of bottle after bottle of what looks like the penicillin mould. He looks calm but determined in the picture. You can tell it has been published to put across a favourable impression of his work. The magazine was published in America in 1944. By this time, there was a lot of publicity and propaganda about the development of penicillin. The whole story was big news. Source B also shows how important people wanted Fleming to get the credit for the discovery.</i>	8-9	For Contextual knowledge candidates must say more than 'it's the second world war'

Qn	Answer	Marks	Guidance
5	Study Source F. How useful is this source to an historian investigating the story of penicillin? Use the source and your knowledge to explain your answer.	8	Use + and – CK and XR
	Level 1: Answers with no support from the source. <i>It is not useful because it's just from a book.</i>	1	
	Level 2: Answers based on what the source does <u>or</u> does not tell us. <i>Yes, it is useful. It tells us what penicillin was, how it was produced and how effective it was.</i>	2-3	
	Level 3: Answers based on what the source does <u>and</u> does not tell us. <i>Yes, it is useful. It tells us what penicillin was, how it was produced and how effective it was. However, it does not tell us anything about how Fleming discovered penicillin, or how Florey and Chain developed it into a pure drug.</i>	4	
	Level 4: Answers based on the limitations or accuracy of the source but restricted to the source only. <i>This is only one source about the discovery of penicillin. It only gives the view of the BBC. Even more important, we only have the word of the historian that he has seen the original script of the programme. He might not be telling the truth.</i> OR Answers which address the motives or purpose of the BBC editor restricted to the source only. <i>This source is very useful. It shows that when the BBC produced a radio broadcast about Fleming and penicillin in 1942, the producers made vital changes to the script. This shows that the BBC wanted to put across a particular view that gave Fleming as much credit as possible. This shows just how much the discovery had become wrapped up in the politics of the time.</i>	5-6	
	Level 5: Answers based on cross-reference or contextual knowledge <i>This source is very useful. It shows that when the BBC produced a radio broadcast about Fleming and penicillin in 1942, the producers made vital changes to the script. This shows that the BBC wanted to put across a particular view that gave Fleming as much credit as possible. This shows just how much the discovery had become wrapped up in the politics of the time. It is the same in Source E. Here, Time magazine are latching on to the popularity of Fleming to promote the part played by the Americans in developing the drug.</i>	7-8	CK could relate to the production of the Fleming Myth and the context of the time in which this source was produced.

Qn	Answer	Marks	Guidance
6	<p>Study all the sources.</p> <p><i>'Fleming does not deserve credit for penicillin.'</i></p> <p>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.</p>	10	When marking, indicate each valid source use with 'Y', and 'N' if the candidate makes a valid point and supports it from a quoted source.
	<p>Level 1: Answers which do not use sources.</p> <p>At this level candidates just write about Fleming and ignore the sources. Or candidates refer to 'the sources' or 'some sources say'. At this level candidates may identify sources without using the detail in them.</p>	1-3	
	<p>Level 2: Uses source(s) convincingly to support OR oppose the interpretation in the statement.</p> <p><i>I agree with this statement. Source G shows just how much others contributed to the story. Without Florey and Chain, penicillin might never have been purified or mass produced. Even in Source D, Fleming seems to believe that Florey and Chain deserve the credit.</i></p>	4-6	To reach Level 2 and Level 3, candidates must identify the source, use details from it and reach a conclusion based on it. Award marks within the range based on the quantity and quality of source use.
	<p>Level 3: Uses source(s) convincingly to support AND oppose the interpretation in the statement.</p> <p><i>I agree with this statement. Source G shows just how much others contributed to the story. Without Florey and Chain, penicillin might never have been purified or mass produced. Even in Source D, Fleming seems to believe that Florey and Chain deserve the credit. However, Source B shows just how important Fleming's original discovery was. His boss was so convinced of the importance of his discovery that he felt moved to write to the papers and tell them so. Source A shows just how important Fleming must have been. For a church to install a stained glass window in his honour shows that people really respected his work and wanted to preserve his reputation for all time.</i></p>	7-9	Award up to two additional marks for consideration of reliability of sources. Such consideration <u>must be valid and developed and not simplistic</u> . Total must not exceed 10 marks.

A = N; B = N; C = Y/N; D = Y/N; E = N; F = Y/N; G = Y/N

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