

# Mark Scheme (Results)

January 2013

GCSE History B (5HB03/3A)  
Unit 3: Schools History Project  
Source Enquiry  
Option 3A: The transformation of  
surgery, c1845-c1918

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at [www.edexcel.com](http://www.edexcel.com). For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at [www.btec.co.uk](http://www.btec.co.uk).

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to the subject team at Pearson about Edexcel qualifications. Their contact details can be found on this link:

[www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices)

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2013

Publications Code UG034684

All the material in this publication is copyright

© Pearson Education Ltd 2013

## 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.

### Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**  
Start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.
- **4 mark bands**  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

## Unit 3: Schools History Project Source Enquiry

### Option 3A: The transformation of surgery, c1845-c1918

Question Number		
1		<p>What can you learn from Source A about operations in the mid-nineteenth century?</p> <p>Target Source comprehension: inference (AO3A)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1	<p><b>Comprehension</b> Response selects relevant detail(s) from source</p> <p><i>e.g. People would watch the operation taking place</i></p>
2	2-3	<p><b>Unsupported inference.</b> Valid inference(s) are offered, but without support from source.</p> <p><i>e.g. Operations were in poor conditions: new methods are being used ; More concern for cleanliness.</i></p>
3	4-6	<p><b>Supported inference.</b> Valid inference(s) are made and supported from the source.</p> <p><i>e.g. Shows the use of new methods and the great care being taken such as anaesthetics and cleanliness washing facilities. Still some concerns in surgery shown by unhygienic conditions. Shows a carefully planned procedure with a large team who are all alert. Show that operations attracted a great deal of public interest people are paying close attention to procedures being carried out.</i></p> <p>One well developed point may score a maximum of 5.</p>

Question Number		
<b>2</b>		<p>What impression has the author tried to give of operations before the introduction of anaesthetics? Explain your answer, using Source B.</p> <p>Target: Analysis of source for portrayal (AO3a).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<p><b>Simple statement without support</b> Valid comment is offered about the impression given but without support from the source.</p> <p>e.g. <i>That they were painful; operations were dangerous</i> OR</p> <p>Answer identifies detail(s) or information from source, but relevance to show message is not explained.</p> <p>e.g. <i>That operations were feared; patients felt like criminals.</i></p>
<b>2</b>	<b>3-5</b>	<p><b>Supported statement</b> Valid comment about impression is offered and linked to content or nature of the source.</p> <p>e.g. <i>That patients dreaded pain during operations without the use of anaesthetics;</i> <i>The operation is being done not in a hospital but in a patient's home.</i></p>
<b>3</b>	<b>6-8</b>	<p><b>Explained impression</b> Analysis of the treatment / selection of the source content is used to explain impression.</p> <p>e.g. <i>The writer stresses the significance of anaesthetics in the way he has given the impression that a patient undergoing an operation is like a condemned convict.</i> <i>The use of words builds up the tension awaiting the knife counting the hours, watching the instruments being unpacked, the surgeon's grave words and the discarded limb.</i> <i>The arrival of ether and chloroform would make all of this a thing of the past.</i></p>

Question Number		
<b>3</b>		How far do Sources A, C and D suggest that new developments were successful in improving surgery? Explain your answer, using these sources.  Target: Cross referencing for support (AO3a)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<b>Generalised answer</b> Offers valid undeveloped comment, without support from sources  <i>e.g. There were improvements such as pain killers and germ killers.</i>  Selects details from the sources, but without linkage to the question focus.  <i>e.g. Source A shows the use of anaesthetics in operations; Source D shows the use of chloroform</i>
<b>2</b>	<b>3-6</b>	<b>Supported answer</b> Identifies elements of support and/or challenge based on matching details of source(s) content.  <i>e.g. Source A shows improvements but also problems of possible infection.</i> <i>C talks of opposition to new methods as does Source D.</i>  OR  Concept of support/challenge is approached as a reliability issue and comments are offered based on the nature of the source(s).  <i>e.g. Source C is from the same period as the development it is commenting on.</i> <i>A is a drawing which could have been exaggerated but should have been researched and should be useful support.</i> <i>Source D is from a historian and again should be based on research.</i>  Reserve top level for answers which make use of all three sources.
<b>3</b>	<b>7-10</b>	<b>Balanced Judgement</b> The overall impression of success is recognised in Sources A and



	<p>C but negative view is also recognised and is addressed by cross-referencing the sources.</p> <p>EITHER</p> <p>Cross referencing focuses on content: takes into account elements of both support and challenge to arrive at a considered judgement on the <u>extent</u> of support.</p> <p><i>e.g. Both Sources C and D mention problems with new methods whereas A does show areas where improvements are possible as well as the problem of possible risks of infection.</i></p> <p>OR</p> <p>Cross referencing focuses on sources: considers the nature of the sources in order to judge the <u>strength/quality</u> of support/challenge provided by the content.</p> <p><i>e.g. Only one of these sources is not from the period of the changes. Source A is an artist's impression but should be researched but it does look contrived and perhaps too clean for an operation in progress, Source D is from a History text book and should be researched and have value through the use of hindsight.</i></p> <p>Reserve top level (10) for those able to combine both these elements of extent and nature of support in coming to an overall judgement.</p>
--	---

Question Number		
4		Which of Sources E or F is more useful to the historian enquiring into the importance of x-rays in surgery? Explain your answer, using Sources E and F.  Target: Evaluation of utility (AO3a)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Judgement based on simple valid criteria.</b> Comments based on subject/ amount of detail, or assumed reliability because of the time/nature/origins of the source.  <i>e.g. Source F is a photograph so should be reliable; E is from someone who was there so makes it useful.</i>  Maximum 2 marks for one source only.
2	4-7	<b>Judgement is based on the usefulness of the sources' information.</b> Answer focuses on what the sources can or cannot tell us.  <i>e.g. Source F shows X-rays being used during WW 1 in dealing with shrapnel wounds. Source E shows that X-rays had their uses but did have their limitations.</i>  OR  <b>Judgement is based on evaluation of nature or authorship of sources:</b> Answer focuses on how reliable/how representative /authoritative/the source is.  <i>e.g. Source F is a photograph so it is an accurate record of one event but we do not know how typical this situation is. Source E is from a surgeon who made use of Rontgen's discovery at the outset.</i>  Maximum 5 marks if L2 criteria are met for only one source. Maximum 7 for both elements for only one source
3	8-10	<b>Judgement combines both elements of L2 to assess the contribution the sources can make to the specific enquiry.</b> Answer considers the value of information, taking into account an aspect of its nature (i.e. how reliable /representative /authoritative/comprehensive it is.  <i>e.g. Source F shows just an X-ray machine being used but shows us little on its effectiveness. It does however show how far the process had developed during the war. Source E from a surgeon who made the first use of the new process but outlines its limitations as well as advantages and is therefore more valuable.</i>  Maximum 9 marks if content and nature are not integrated.

Question Number		
5		<p>'Opposition to new ideas was the main reason why surgery changed slowly in the years c1845-c1918'.</p> <p>How far do you agree with this statement? Use your own knowledge, Sources C, E and G and any other sources you find helpful to explain your answer.</p> <p>Target: Reaching a judgement (AO1: 4, AO2: 4, AO3a: 8)  <b>QWC Strands i ii iii</b>  Assessing QWC: <ul style="list-style-type: none"> <li>For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</li> </ul> <b>Spelling, punctuation and grammar (SPaG)</b>: up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Generalised answer</b>  Answer offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>e.g. There was opposition to new ideas which made progress in surgery difficult.</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Source C shows the use of anaesthesia but was not without problems and opposition. Source E shows another improvement but does indicate reasons for qualified progress as well as other factors were important.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><b>QWC i-ii-iii</b></p>
<b>2</b>	<b>5-8</b>	<p><b>Supported answer</b>  Answer offers a judgment on the hypothesis and links to relevant details from sources and/or own knowledge.</p> <p><i>e.g. There was a reluctance to pick up on new ideas as shown in Source C, Source E shows a much more positive reaction but G indicates a survival of old and new methods and introduction of a range of changes in the 1890s.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p><b>QWC i-ii-iii</b></p>

<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><b>9-12</b></p>	<p><b>Response focuses on the issue of whether reluctance and opposition to new ideas was the reason for the delay in adopting new methods in surgical practice.</b></p> <p>Answer considers how much opposition there was to new ideas and practice and how significant these were.</p> <p><i>e.g. Answer shows that there was opposition to the introduction of new methods but these were not always capable of seriously delaying the application of new ideas. Can indicate possible problems with the new methods or the way they were introduced, Makes use of sources and supported by own knowledge such as religious opposition to the use of painkillers in child birth. Other factors could include lack of knowledge of the causes of disease or possible costs.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p> <p>At this level the answer will be unbalanced and only points of agreement or disagreement will be convincingly explored.</p> <p>Reserve 11-12 marks for answers which use sources and own knowledge.</p> <p><b>NB No access to this level for responses which do not use the sources.</b></p>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>QWC i-ii-iii</b></p>	<p style="text-align: center;"><b>13-16</b></p>	<p><b>Sustained argument, exploring the evidence for and against the hypothesis.</b></p> <p>Answer considers the extent to which opposition to new ideas was the main reason for the slow development of new methods or whether other factors were responsible.</p> <p>Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. Weighs the extent to which either opposition was widespread or significant in delaying new knowledge or technology being applied in surgery. Can examine the nature and causes of opposition. Must consider other factors such as lack of knowledge, religious opposition or possible costs at this level.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found</p> <p>Reserve 15-16 for those responses which also take into account the strength of the evidence from the provided sources when coming to an overall conclusion.</p>

		<b>NB No access to this level for responses which do not include additional recalled knowledge.</b>
--	--	---

<b>Marks for SPaG</b>		
Performance	Mark	Descriptor
	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	<b>2</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	<b>3</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code UG034684 January 2013

For more information on Edexcel qualifications, please visit our website  
[www.edexcel.com](http://www.edexcel.com)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual  




Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

