

Mark Scheme (Results)

January 2012

GCSE History

5HB03 3A: The transformation of
surgery c1845-c1918

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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.

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.

Unit 3: Schools History Project Source Enquiry

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

Question Number		
1		What can you learn from Source A about surgery before the use of anaesthetics? Target: Source comprehension: inference (AO3a)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Comprehension Response selects relevant detail(s) from source. <i>e.g. it was agony; operating theatres were crowded</i>
2	2-3	Unsupported inference. Valid inference(s) are offered, but without support from source. <i>e.g. Operations were done without any effective means of pain relief; Operations were done with a great deal of speed.</i>
3	4-6	Supported inference. Valid inference(s) are made and supported from the source. <i>e.g. Operations were frightening without anaesthetics because of pain and agony involved; Operations had to be done with all possible speed to minimise the effects of shock;</i> <i>Operations were dangerous and liable to do more damage to the patient; Crowded conditions were also liable to spread infection; Operations were likely to only be done as a last resort because of the loss of blood.</i> One well developed point may score a maximum of 5.

Question Number		
2		<p>Study Source B. What impression has the artist tried to give of Simpson's experiment? Explain your answer, using Source B.</p> <p>Target: Analysis of source for portrayal (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statement without support</p> <p>Valid comment is offered about the impression created by the drawing but without support from the source.</p> <p><i>e.g. Simpson was experimenting with using chloroform; It was dangerous</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from source, but relevance to show impression is not explained.</p> <p><i>e.g. the drawing shows three men sleeping or waking up; chloroform made people pass out</i></p>
2	3-5	<p>Supported statement</p> <p>Valid comment about impression is offered and linked to content of the source.</p> <p><i>e.g. the drawing shows the effects of using chloroform which knocked the three men out; the drawing shows that the experiment may have been risky and possibly dangerous because all three are unconscious..</i></p>
3	6-8	<p>Explained message</p> <p>Analysis of the treatment or selection of the source content is used to explain impression.</p> <p><i>e.g. Creates an impression that the experiment ended in disorder with things scattered all over the floor and only one man partly conscious; the impression is created that the friends have been unaware of what had happened to them so that chloroform must make people unaware of pain; The experiment must have been important as a drawing of it has been made and depicts details of what must have been a potentially dangerous experiment from the state of the room and the three men.</i></p>

Question Number		
3		<p>Study Sources C, D and E. How far do Sources C, D and E suggest that doctors and surgeons accepted the use of anaesthetics in operations? Explain your answer, using Sources C, D and E.</p> <p>Target: Cross referencing for support (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Generalised answer</p> <p>Offers valid undeveloped comment, without support from sources</p> <p><i>e.g. Many surgeons did not accept the use of chloroform; some doctors were prepared to use it.</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to the question focus.</p> <p><i>e.g. E shows that some surgeons thought that pain was a good thing; source C is in favour of the use of anaesthetics.</i></p>
2	3-6	<p>Supported answer</p> <p>Identifies elements of support and/or challenge based on matching details of source (s) content.</p> <p><i>e.g. C says those who were against it were foolish; D is in favour as it makes operations much less dangerous; E is firmly against its use as pain is stimulant.</i></p> <p>OR</p> <p>Concept of support/challenge is approached as a reliability issue and comments are offered based on the nature of the source(s).</p> <p><i>e.g. C is from Simpson who discovered chloroform so his view is probably biased in favour of it; D is taken from a medical journal, which suggests D's view should carry extra weight E is from someone in the army but we don't know how typical a view it was.</i></p> <p>Reserve top level for answers which make use of all three sources.</p>

3	7-10	<p>Balanced Judgement</p> <p>The overall hypothesis that Simpson's ideas were accepted by some surgeons is recognised and addressed by cross referencing the sources.</p> <p>EITHER</p> <p>Cross referencing focuses on content: considers elements of both support and challenge to arrive at an overall judgement on the extent of support.</p> <p><i>e.g All 3 sources suggest the use of anaesthetics were well known but C and D suggest they were a good thing while E says they were not a good thing to use at least in terms of some operations.</i></p> <p>OR</p> <p>Cross referencing focuses on sources: considers the nature of the sources C, D and E in order to judge the strength/quality of support/challenge provided by the content.</p> <p><i>e.g. C is from a speech in favour of anaesthesia so its suggestion that those who opposed anaesthesia were stupid cannot be given too much weight; D shows Simpson's ideas were a method to overcome the problem of shock and comes from a reliable source; E, a source from the chief of medical staff of the Army which should provide a view that may well have been shared by others, suggests the more general attitude was not proven.</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>
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Question Number		
4		<p>Which of Sources F or G is more useful to the historian who is investigating public attitudes to the use of anaesthetics in the late 1840s? Explain your answer, using Sources F and G.</p> <p>Target: Evaluation of utility (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Judgement based on simple valid criteria.</p> <p>Comments based on amount of detail, or assumed reliability because F is a personal view or G is a cartoon from the period.</p> <p><i>e.g. Source F tells us about one man's view of the value of chloroform; Source F has a lot of information about its value; G is from that period therefore reliable; it is a cartoon therefore less reliable.</i></p> <p>Maximum 2 marks for one source only.</p>
2	4-7	<p>Judgement is based on the usefulness of the source/s' information.</p> <p>Answer focuses on what the source/s can or cannot tell us.</p> <p><i>e.g. Source F tells us about the value of chloroform in childbirth; Source G The cartoon attempts to ridicule people's claims about the possible value of ether</i></p> <p>OR</p> <p>Judgement is based on evaluation of nature or authorship of sources.</p> <p>Answer focuses on how reliable/how representative/authoritative the source is.</p> <p><i>e.g. Source F is from a well known novelist therefore could be exaggerated; F is based on a real life experience, therefore reliable; G is a cartoon making fun of the possible future uses of ether and is not a serious comment on its value; G is produced at the time therefore reflects common opinion.</i></p> <p>Reward candidates who give a range of possible interpretations.</p> <p>Maximum 5 marks if L2 criteria are met for only one source.</p>

3	8-10	<p>Judgement combines both elements of L2 to assess the contribution the sources can make to the specific enquiry.</p> <p>Answer considers the value of information, taking into account an aspect of its nature (i.e. how representative /authoritative /comprehensive it is.)</p> <p><i>e.g. F explains how chloroform improved his wife's experience of childbirth and as it is coming from a respected novelist it suggests chloroform was being widely accepted; Source G was intended to ridicule exaggerated ideas about the use of ether and therefore the content cannot be taken seriously; G suggests quite complex operations can be done using ether but since it is a cartoon it is not known how far this was believed.</i></p> <p>Maximum 9 marks if level 3 criteria are met for one source only.</p>
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Question Number		
5		<p>Study Sources A, D and H and use your own knowledge. 'The use of anaesthetics in surgery in the years to 1870 brought more problems than benefits.'</p> <p>How far do you agree with this statement? Use your own knowledge, Sources A, D and H and any other sources you find helpful to explain your answer.</p> <p>Target Reaching a judgement (AO1 & 2: 8; AO3a: 8) QWC Strands i ii iii Assessing QWC:</p> <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC must be met.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Generalised answer</p> <p>Answer offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>e.g. Agrees that there were more operations and more deaths.</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. A shows the dangers before the use of anaesthetics; D says it had real benefits; H shows either benefits or indicates new risks.</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. 1 mark for each separate point offered.</p> <p>QWC i-ii-iii</p>
2	5-8	<p>Supported answer</p> <p>Answer offers a judgment on the hypothesis and links to relevant details from sources and/or own knowledge.</p> <p><i>e.g. A shows the horrors and fears surrounding early nineteenth century operations not using anaesthetics; D indicates a real improvement in dealing with the problem of shock; H shows there were benefits and a down side from increased risk of infection.</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>QWC i-ii-iii</p>

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>Response focuses on the issue of whether the early use of anaesthetics brought more problems than benefits.</p> <p>Answer offers reasons to explain whether the use of anaesthetics brought more benefits than problems.</p> <p><i>e.g. D shows that use of anaesthetics reduced problems from shock that were indicated in Source A. Source H shows that deaths from infection increased greatly as more operations took place, though more died of infection, less did from shock; It was only when surgery had dealt with the issue of infection that survival rates increased dramatically.</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>NB No access to this level for responses which do not use the sources.</p>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13-16</p>	<p>Sustained argument, exploring the evidence for and against the hypothesis.</p> <p>Answer considers the effect of the use of anaesthetics and their relative value. Shows awareness of the fact that longer and more complex operations increased the risks of death from infection and other factors. Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. Weighs the effectiveness of use against the increasing risks of death from infection such as gangrene. The latter was a result of lack of knowledge of the causes of disease.</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> <p>NB No access to this level for responses which do not include additional recalled knowledge.</p>

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