

# Mark Scheme (Results) Summer 2011

GCSE History B (5HB03/3A)

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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		
<b>1</b>		What can you learn from Source A about surgery in first half of the nineteenth century?  Target Source comprehension: inference (AO3A)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1</b>	<b>Comprehension</b> Response selects relevant detail(s) from source  <i>e.g. Operations were done without anaesthetics or in people's own homes</i>
<b>2</b>	<b>2-3</b>	<b>Unsupported inference.</b> Valid inference(s) are offered, but without support from source.  <i>e.g. Blood loss was a real problem; surgery was done in an area that was liable to cause infection</i>
<b>3</b>	<b>4-6</b>	<b>Supported inference.</b>  Valid inference(s) are made and supported from the source.  <i>e.g. Speed was very important to limit blood loss which can be seen on sheets on the floor; Surgeons, through ignorance of the danger of germs are shown operating in their ordinary clothes.</i>  One well developed point may score a maximum of 5.

Question Number		
<b>2</b>		<p>What impression has the author tried to give of how surgery was performed in the mid-nineteenth century? 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></p> <p>Valid comment is offered about the impression given such as operation was not a pleasant experience but without support from the source.</p> <p><i>e.g. Operations were often painful</i></p> <p>OR</p> <p>Answer identifies detail(s) or information from source, but relevance to show message is not explained.</p> <p><i>e.g. The patient is awake and screams</i></p>
<b>2</b>	<b>3-5</b>	<p><b>Supported statement</b></p> <p>Valid comment about impression is offered and linked to content or nature of the source.</p> <p><i>e.g. Source B suggests that operations were painful and they had to make sure that they were done as quickly as possible.</i></p>
<b>3</b>	<b>6-8</b>	<p><b>Explained impression</b></p> <p>Analysis of the treatment / selection of the source content is used to explain impression.</p> <p><i>e.g. Author suggests that operations were very unpleasant and dangerous. The surgeon and his assistants act as a team to speed the process as fast as possible and not in the best or most hygienic of conditions etc. The concern for speed could cause problems</i></p>

Question Number		
<b>3</b>		How far do Sources C, D and E suggest that blood transfusions were effective in dealing with the problem of blood loss during the nineteenth century? 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>	<p><b>Generalised answer</b></p> <p>Offers valid undeveloped comment, without support from sources.</p> <p><i>e.g. Blood transfusions saved many people who may well have died without them.</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to the question focus.</p> <p><i>e.g. C shows how transfusions were used to save lives, D an actual transfusion and E is about possible dangers.</i></p>
<b>2</b>	<b>3-6</b>	<p><b>Supported answer</b></p> <p>Identifies elements of support and/or challenge based on matching details of source(s) content.</p> <p><i>e.g. C mentions use as a last resort and Source E mentions they were done not without risks.</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. Source C is from a doctor and should be reliable. Source D is a drawing and is less likely to be accurate</i></p> <p>Reserve top of level for answers which make use of all three sources.</p>

3	7-10	<p><b>Balanced Judgement</b></p> <p>The issue of how far sources c/d/e suggest that transfusions were effective in dealing with blood loss 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 <u>extent</u> of support.</p> <p><i>e.g. Both C and E mention risks; C only as a last resort but E says these were better than doing nothing. Source D on the other hand seems to show no real problems.</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. One from a doctor so should be accurate and reliable D is from a medical journal so again should be reliable and provides a clear idea of how blood transfusions took place. E is from a historian who has researched the problem and has looked at a range of evidence, it provides a balanced view of the dangers involved and the attitudes of surgeons at the time.</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 A or B is more useful to the historian enquiring into the way operations were carried out during the first half of the nineteenth century? Explain your answer, using Sources A and B.</p> <p>Target: Evaluation of utility (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Judgement based on simple valid criteria.</b></p> <p>Comments based on subject/ amount of detail, or assumed reliability because of the time /nature / origins of the source.</p> <p><i>e.g. A shows how operations were sometimes done in people's own homes; it is a primary source and therefore is reliable. Source B is from a historian who has researched the issue</i></p> <p>Maximum 2 marks for one source only.</p>
2	4-7	<p><b>Judgement is based on the usefulness of the sources' information.</b></p> <p>Answer focuses on what the sources can or cannot tell us.</p> <p><i>e.g. A shows the possible dangers in operations carried out in this way and B talks of the work of Liston; neither source tells us if the operations were successful .</i></p> <p>OR</p> <p><b>Judgement is based on evaluation of nature or authorship of sources:</b></p> <p>Answer focuses on how reliable/how representative /authoritative/the source is.</p> <p><i>e.g. Source A from the period and perhaps exaggerated or inaccurate and the other (B), if the product of good research, is very useful</i></p> <p>Maximum 5 marks if L2 criteria are met for only one source.</p>

3	8-10	<p><b>Judgement addresses both elements of L2 to assess the contribution the sources can make to the specific enquiry.</b></p> <p>Answer considers the value of information, taking into account an aspect of its nature (i.e. how reliable /representative /authoritative/comprehensive it is.</p> <p><i>e.g. Although the purpose or artist of A is unknown there is no reason to suggest the details are inaccurate or that it is not typical and therefore it is useful to show the primitive nature of this operation/extent of blood loss / problem of pain</i></p> <p><i>Both reliable and from what should be reliable sources. Both relate to the work of early pioneers and the problems of early operations. Neither seems biased or likely to be distorted. This means that the content offered provides useful evidence of how operations were conducted without anaesthetics or due care for Hygiene.</i></p> <p>Maximum 9 marks if level 3 criteria are met for one source only. Maximum 9 marks if content/reliability are not integrated.</p>
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Question Number		
<b>*5</b>		<p>'New scientific knowledge was the main reason why methods of dealing with blood loss improved in the period before 1918'.</p> <p>How far do you agree with this statement? Use your own knowledge, Sources F, G and H 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> </p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Generalised answer</b></p> <p>Answer offers valid undeveloped comment without direct support from sources or own knowledge.</p> <p><i>e.g. Many patients now survived operations as a result of transfusions and new knowledge.</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. F shows the use of carbolic acid and G the work of Landsteiner while H shows a transfusion</i></p> <p><b>QWC i-ii-iii</b></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>
<b>2</b>	<b>5-8</b>	<p><b>Supported answer</b></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. Source F show improved method of sealing blood vessels and G developments in knowledge but still some problems and H shows the use of bottled blood during the war.</i></p> <p>Writing communicates ideas using a limited range of</p>

QWC i-ii-iii		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.
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3             QWC i-ii-iii	9-12	<p><b>Response focuses on the relative importance of external factors such as war or the work of pioneers such as Landsteiner.</b></p> <p>Answer considers the effects of improvements in knowledge of ligatures and transfusions and shows impetus of other factors such as technology and war as a catalyst for change.</p> <p><i>e.g. Answer focuses on scientific improvements such as work of Landsteiner and/or other factors such as technology and war. The risks were there but worth taking when there was no other choice and the century saw improvements in techniques though these were slower than in some other areas of surgery at least until the discovery of blood groups. Can explain the importance of Landsteiner and scientific knowledge being key and the impetus of development by the First World War as shown in Source G.</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>
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4	13-16	<p><b>Sustained argument, exploring the evidence for and against the hypothesis.</b></p> <p>Answer considers how the changes made over the period in the use of new scientific knowledge led to safer and more effective surgical techniques. Can make some evaluation of how important this was in context of other factors such as impact of war.</p>
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<p><b>QWC i-ii-iii</b></p>	<p>Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. Weighs the relative importance of a range of factors involved but key was the development of scientific knowledge. Can demonstrate effective use of sources and own knowledge.</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><b>NB No access to this level for responses which do not include additional recalled knowledge.</b></p>
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