



Mark Scheme

Summer 2017

GCSE History B (5HB03/3A)

Unit 3: Schools History Project Source Enquiry

Option 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, ie 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.

Quality of Written Communication (QWC)

- Mark schemes will indicate within the table where, and which, strands of QWC are being assessed. The strands are as follows:
 - ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - organise information clearly and coherently, using specialist vocabulary when appropriate.*

Spelling, Punctuation and Grammar (SPaG) 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, ie 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 be appropriate to the subject and the question.
- 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?

Question Number		
1		What can you learn from Source A about the use of ether? Target: source comprehension and inference (AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	1	Comprehension. Answer selects relevant detail(s) from the source. <i>e.g That people used it at a dinner party. Or it was used in operations.</i>
2	2–3	Unsupported inference. Valid inference(s) are offered, but without support from the source. <i>e.g That it was used to get people high at parties. The use of ether made operations much easier</i>
3	4–6	Supported inference. Valid inference(s) are made and supported from the source. <i>e.g That Simpson was prepared to experiment with anaesthetics such as ether. He was also prepared to use it as a recreational drug and encourage others to take part. However it was possibly a significant drug to use in reducing the pain in difficult operations.</i> One well-developed point may score a maximum of 5.

Question Number		
2		<p>What was the purpose of this representation? Explain your answer, using Source B and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and characteristics of periods studied, analysis of representations of history (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p>Simple statement about the representation. EITHER Valid comment is offered about the representation but without support from the source.</p> <p>e.g. 'It is a drawing of an operation'.</p> <p>Or'</p> <p>Answer identifies detail(s) or information from source but relevance to show impression or purpose is not explained.</p> <p><i>eg 'It shows an operation taking place with use of an anaesthetic. The operation is being watched'</i></p>
2	3–5	<p>Supported statement, comprehending the representation. Valid comment about the purpose of the representation is offered and linked to details in the content of the source.</p> <p><i>eg 'The drawing shows an operation in progress, and it shows the use of an anaesthetic being administered by using a face mask, it shows how it should be used in an operation. It shows an important stage in the development of surgery.'</i></p> <p>Award top of level to candidates who identify the purpose of the representation using detail from both content AND own knowledge of the historical context.</p>
3	6–8	<p>Explained purpose, analysing the representation. Analysis of the treatment or selection of the content of the representation is used to explain its purpose.</p> <p><i>eg Identifies that the use of anaesthetics was an important step in the development of surgery. The men watching the operation are learning how the operation should be performed. It might be used by surgeons to show how operations should take place. The illustration could be to make doctors aware of the new methods and the need to take care, the surgeons are wearing special coats.</i></p> <p>Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context.</p>

Question Number		
3		<p>Why was there so much opposition to the use of anaesthetics during surgery 1847?</p> <p>Explain your answer, using Source C and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and causation in a historical context, source comprehension (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Simple statements.</p> <p>EITHER</p> <p>Answer consists of simple statements from the source. <i>e.g The use of ether caused delays. It was new and only just developed.</i></p> <p>OR</p> <p>Answer consists of simple statements based on additional knowledge without reference to the source. <i>eg 'People thought its use was not natural'.</i></p>
2	4–7	<p>Supported statements.</p> <p>Statements are supported by information from the source and/or additional knowledge.</p> <p><i>eg People believed it was against religious beliefs. The use of early anaesthetics was often unreliable. Surgeons often used either too much or too little anaesthetic.</i></p> <p>Maximum 5 marks for answers which do not use both source and additional knowledge.</p>
3	8–10	<p>Developed explanation.</p> <p>Answer uses the source and precise own knowledge.</p> <p><i>eg. Explains how ether caused delays and was not always effective as shown in the source, which led to opposition from surgeons. There were deeply felt religious beliefs that it went against what was said in the Bible. Military surgeons argued pain was important in stimulating the patient to survive an operation such as amputation.</i></p> <p>NB: No access to Level 3 for answers that do not include additional knowledge.</p>

Question Number		
4		<p>How reliable are Sources D and E as evidence of the success of Simpson's use of chloroform?</p> <p>Explain your answer using Sources D and E and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and characteristics of period studied, evaluation of sources for reliability (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Judgement based on simple valid criteria. Comments based on subject/amount of detail, or assumed reliability because of time/nature/origins of the source.</p> <p><i>eg 'Source D is an account by James Simpson himself and therefore reliable'; or 'Source E is reliable from a Doctor who had assisted in the birth of one of Queen Victoria's children'.</i></p> <p>Maximum 2 marks for use of one source only.</p>
2	4–7	<p>Judgement is based on the reliability of the sources' information or is based on an evaluation of the nature or authorship of sources. EITHER Answer focuses on details which can be corroborated or challenged.</p> <p><i>eg Should be possible to check other views of the value of Simpson's surgery and use of anaesthesia. Simpson may have exaggerated the value of chloroform and played down any problems stressing only good points of the new technique.</i></p> <p>OR Answer focuses on how reliable/representative/authoritative the source is.</p> <p><i>eg Notes that one operation does not in itself constitute a success. Source E shows that chloroform was very effective at this birth and would have attracted much attention It is only one doctor's view and deals with only one event so might not be typical. There is however no reason to suggest it is exaggerated or untrue.</i></p> <p>Maximum 5 marks if Level 2 criteria are met for only one source.</p> <p>Maximum 6 marks if answer does not use own knowledge of the context.</p>
3	8–10	<p>Judgement combines both elements of Level 2 to assess the reliability of the sources for the specific enquiry. Answer considers the reliability of the information, taking into account an aspect of its nature (ie how reliable/representative/authoritative/comprehensive it is).</p>

		<p><i>eg Considers that both are suggesting that the use of chloroform was good in the development of surgical technique. However they are only two cases and were far from typical - one the first use and the other concerning the Queen who probably had the best surgeons of the day to assist in the birth. Source D is from Simpson who was known for his strong defence of his work and practice. Source E is independent and the praise is fulsome. Both are from the time which adds to their use but they lack any aspect of hindsight.</i></p> <p>Maximum 8 marks if own knowledge of the historical context is not explicitly used, or if Level 3 criteria are met for one source only.</p>
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Question Number		
5		<p>Source F suggests that anaesthetics did not solve the main problems of surgery. How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources B, C and F and any other sources you find helpful</p> <p>Target: knowledge recall and selection, analysis of consequence and key features of historical periods, reaching a judgement on representations and interpretations of history (AO1/AO2/AO3).</p> <p>Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<p>Generalised answer. EITHER Answer offers valid undeveloped comment to support or counter the interpretation, without direct support from sources or additional knowledge.</p> <p><i>eg 'Improvements did take place in surgery because of the introduction of anaesthesia'.</i></p> <p>OR Selects details from the sources which support or counter the interpretation, but without direct linkage to the question.</p> <p><i>eg 'Source F says that problems remained and conditions in operating theatres were not always that good'.</i></p> <p>Writing communicates ideas using everyday language and shows some selection of material but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
QWC i-ii-iii		
2	5–8	<p>Supported answer, linking the interpretation to relevant detail. Answer offers a judgement which agrees with or counters the interpretation and links to relevant details from sources and/or additional knowledge.</p> <p><i>eg Agrees and indicates that infection remained a key factor in the rise of deaths after operations. Source B shows people wearing ordinary clothes observing the operation but the surgeons are wearing white coats while an operation is taking place. Source C states that the use of ether was not always effective and that people thought it slowed operations down. Source F suggests the increasing risk of infection because of poor surgical practice.</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</p>
QWC i-ii-iii		

		organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.
3	9–12	<p>Developed evaluation, agreeing or disagreeing with the interpretation.</p> <p>Answer reasons from the evidence to consider the claim. At this level the answer will be unbalanced and only points of agreement or disagreement with the interpretation will be convincingly explored.</p> <p><i>Eg Explains that the sources B, C and F do suggest that problems existed alongside benefits. Can indicate the continuing difficulty caused by infection and no awareness of aseptic techniques until later in the nineteenth century. Simpson's discovery was a key development reducing shock and allowing longer more careful operations to take place. Can indicate the importance of the Black Period of Surgery. Sources C and F also suggests that resistance to change meant that new methods were not always adopted by some surgeons.</i></p> <p>Maximum 10 marks for answers which do not include additional knowledge to support their argument.</p> <p>NB: No access to Level 3 for answers which do not use the sources.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
QWC i-ii-iii		
4	13–16	<p>Sustained argument and evaluation, reviewing alternative views before giving a balanced judgement on the interpretation.</p> <p>Answer considers the evidence which supports the interpretation that improvements did take place but that old problems persisted not least the problem of infection.</p> <p>The evaluation of the interpretation is supported by precisely-selected evidence from the sources and additional knowledge.</p> <p><i>eg Weighs the evidence for both a successful development and that resulting operations created a problem of greater infection. Also too much or too little anaesthetics could lead to problems. Shows awareness of extent of opposition to change. Pain seen as important especially by some army surgeons during the Crimean War. Sources B and C indicate extent of improvements. Although can comment on limitations can also indicate that major advances were made as a direct result of Simpson and other pioneers' work. Shows understanding of the significance of the 'Black Period of Surgery', where more and longer operations increased problems of blood loss and infection.</i></p>
QWC i-ii-iii		

		<p>Reserve 15–16 marks for answers 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 Level 4 for answers which do not include additional knowledge.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
		Marks for SPaG
Performance	Mark	Descriptor
	0	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	1	Candidates 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	2	Candidates 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	3	Candidates 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.

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