

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE
History B (5HB03/3A)
Unit 3: Schools History Project
Development Study
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, 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 be 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?

Question Number		
1		<p>What can you learn from Source A about operations in the early nineteenth century?</p> <p>Target: Source comprehension; inference (AO3a)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Comprehension Response selects relevant detail(s) from source.</p> <p><i>e.g. Surgeons acted quickly: there were many accidents and lives were lost</i></p>
2	2-3	<p>Unsupported inference Valid inference(s) are offered, but without support from source.</p> <p><i>e.g. Operations were dangerous; Many died as a result of shock; Surgeons could not take their time in operations because of the danger of shock. Operations attracted people to watch what was happening.</i></p>
3	4-6	<p>Supported inference Valid inference(s) are made and supported from the source.</p> <p><i>e.g. Amputations were carried out as quickly as possible as these operations were carried out without the use of anaesthetic; Blood loss was another problem that was harder to deal with and also increased the need for speed; Operations were feared because survival rates were low as surgeons made mistakes because of the speed at which they were operating.</i></p> <p>One well-developed point may score a maximum of 5.</p>

Question Number		
2		<p>What impression was the artist trying to give of this operation? Explain your answer, using Source B.</p> <p>Target: Analysis of source to explain impression</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple statement without support Valid comment is offered about what impression was intended without support from the source.</p> <p><i>e.g. It shows how operations were done .</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 painting shows an operation being conducted and watched by a group of onlookers.</i></p>
2	3-5	<p>Supported statement Valid comment about the impression the artist intended and is linked to the content or nature of the source.</p> <p><i>e.g. The painting shows a development in the way operations were conducted in the early 19th century; The artist wanted to show the importance of using an anaesthetic during an operation. It also shows how operations were done and how much interest they would attract. The impression given was it was an important step in the development of surgical technique.</i></p>
3	6-8	<p>Explained impression Analysis of the treatment or selection of the source content is used to explain impression.</p> <p><i>e.g. The impression given is the use of an important technique in the development of surgical operations. The impression given shows the crowded nature of operations and the use of them to instruct other surgeons. The impression is that Liston was a famous and important surgeon through its dramatic portrayal and the focus of light on Liston himself: It shows the early use of anaesthetics and how things had changed by the focus on equipment. The impression describes a major development and the interest shown by the spectators who are watching Liston at work.</i></p>

Question Number		
3		How far do Sources C and D suggest that operations were now much safer than those described in Source A? Explain your answer, using these sources. Target: Cross referencing for support (AO3a)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	Generalised answer Offers valid undeveloped comment, without support from sources. <i>e.g. Surgery was safer without pain</i> OR Selects details from the sources, but without linkage to question focus. <i>e.g. Source A shows fast operations; Source D describes the use of ether.</i>
2	3-6	Supported answer Identifies elements of support and/or challenge based on matching details of source(s) content. <i>e.g. Source C shows the advantages of using anaesthetics but also the possible risks. D just shows the advantages: A mentions the dangers of quick operations which are more dangerous.</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 A is from a history book so should be accurate and based on research. Both sources C and D are from practising surgeons at the time and this increases their value.</i> Reserve top of level for answers which make use of all three sources.
3	7-10	Balanced judgement The overall suggestion to be tested, that operations were much safer is addressed by cross referencing the sources. EITHER 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. <i>e.g. Source A identifies pain as a major threat to the success of operations but C and D indicate this had largely been overcome.</i>

	<p><i>A talks of the speed needed in operating theatres but D says this was no longer a problem. Source C indicates benefits but still possible dangers in new methods.</i></p> <p>OR</p> <p>Cross referencing focuses on source: considers the nature of Sources A, C and D in order to judge the <u>strength/quality</u> of support/challenge provided by the content.</p> <p><i>e.g. A is from a historian so should be based on research and the value of hindsight. The value of C and D are that they are from the period and by people involved in the development of anaesthesia. The last two sources are clearly showing improvements but also an awareness that some problems still remain such as blood loss.</i></p> <p>Reserve top of 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 E or F is more useful to the historian who is enquiring into the use of anaesthetics in operations? Explain your answer, using Sources E and F.</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. Comments based on subject/amount of detail, or assumed reliability because of time/nature/origins of the source.</p> <p><i>e.g. Source E is a drawing of the time which makes it useful; Source F is from a modern history book and has more detail.</i></p> <p>Maximum 2 marks for use of one source only.</p>
2	4-7	<p>Judgement is based on the usefulness of the sources' information. Answer focuses on what the sources can or cannot tell us.</p> <p><i>e.g. Source E shows one case where the use of chloroform was deadly but is only one example; Source F indicates a number of problems caused by the use of anaesthetics in some cases.</i></p> <p>OR</p> <p>Judgement is based on evaluation of nature or authorship of sources. Answer focuses on how reliable/representative/authoritative the source is.</p> <p><i>e.g. Source E is from a drawing made some years later of an operation that was not successful; its date makes it useful as it is only 20 years after the event it shows. Source F is a history book which has been well researched and has no reason to mislead or distort the past.</i></p> <p>Maximum 5 marks if level 2 criteria are met for one source only. Max 7 marks for both elements but for only one source.</p>
3	8-10	<p>Judgement combines both elements of level 2 to assess the contribution the source(s) can make to the specific enquiry. Answer considers the value of the information, taking into account an aspect of its nature (i.e. how reliable/representative/authoritative/comprehensive it is).</p> <p><i>e.g. Source E is a visual source but probably based on accounts of the event but might be exaggerated to increase its interest. Source F is a historical account with the benefit of hindsight a range of sources and with no obvious bias. Both indicate that anaesthesia was no miracle cure all and had potential complications attached to its use. Both sources are focusing on the early use of anaesthetics and a period when its use could be more problematic.</i></p>

		Maximum 9 marks if content and nature are not integrated.
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Question Number		
5		<p>'Religious belief was the main reason why there was so much opposition to the use of anaesthetics'.</p> <p>How far do you agree with this statement? Use your own knowledge, Sources E, F and G and any other sources you find helpful to explain your answer.</p> <p>Target: Reaching a judgement (AO1/AO2/AO3a) QWC Strands i-ii-iii. Assessing QWC: 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 spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Generalised answer Answer offers valid undeveloped comment, without direct support from sources or own knowledge.</p> <p><i>e.g. There were dangers in the use of anaesthetics; many opposed anaesthetics on religious grounds.</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Source E shows a death from anaesthesia; Source G show that operations were sometimes unsuccessful.</i></p> <p>Writing communicates ideas using everyday language and shows 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>I mark for each separate point offered</p>
QWC i-ii-iii		
2	5-8	<p>Supported answer Answer offers a judgement on the hypothesis and links to relevant details from sources and/or own knowledge.</p> <p><i>e.g. Source E shows that sometimes side effects of anaesthetics could be lethal so some opposed its use as it was unsafe; Source F also shows side effects and biblical objections to the use of anaesthesia; Source G shows poor administration of chloroform.</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</p>
QWC i-ii-iii		

		of the rules of grammar with general accuracy.
3	9-12	<p>Response focuses on issue of religious opposition as opposed to other factors that explain why the use of anaesthesia was controversial.</p> <p>Answer offers reasons to explain why the use of anaesthesia was controversial and why some surgeons argued against its use.</p> <p><i>e.g. Shows that surgical knowledge took time to spread and be adopted as some surgeons reluctant to change their methods; Indicates that anaesthesia was not without its problems and risks as indicated in Source G. G shows that the problem was lack of experience and carelessness by young surgeons and this rather than religious objections was a major reason for opposition. There was much opposition by the certain fundamentalist religious groups which believed that the Bible opposed anything that would reduce the pain of child birth.</i></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 at this level for responses 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 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>
4	13-16	<p>Sustained argument, exploring the evidence for and against the hypothesis.</p> <p>Answer considers the significance of various factors that surrounded the use of anaesthesia. Appreciates no single factor explains reasons for controversy.</p> <p>Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. Weighs the importance of the various factors why some surgeons and others opposed the use of anaesthetics. Identifies that religious opposition was only one factor involved and was perhaps not even the main one. The fact that the death rate soared after the use of anaesthetics from infection and blood loss added fuel to the arguments of those who opposed its use.</i></p> <p>Reserve 15-16 marks for those responses which also take</p>

**QWC
i-ii-iii**

<p>QWC i-ii-iii</p>		<p>into account the strength of the evidence from the provided sources when coming to an overall conclusion.</p> <p>N.B. No access to this level for responses which do not include additional recalled knowledge.</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>
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	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	2	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	3	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.