

# Mark Scheme (Results) January 2011

GCSE

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		
1		<p>What can you learn from Source A about the problems of treating wounded British soldiers during the First World War?</p> <p>Target Source comprehension: inference (AO3A)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1	<p><b>Comprehension</b></p> <p>Response selects relevant detail(s) from source.</p> <p><i>e.g. Took trains and boats to get them back to Britain</i></p>
2	2-3	<p><b>Unsupported inference</b></p> <p>Valid inference(s) are offered, but without support from source.</p> <p><i>e.g. Casualties received little medical attention: there was a high risk of infection</i></p> <p>Accept at this level inferences about wounded soldiers/conditions, not problems of treatment.</p>
3	4-6	<p><b>Supported inference</b></p> <p>Valid inference(s) are made and supported from the source.</p> <p><i>e.g. There was a high risk of infection because they remained in muddy/blood spattered clothes or length of time for the journey to be completed. Many distressed at journey or experience of being wounded.</i></p> <p>One well developed point may score a maximum of 5.</p>

Question Number		
2		<p>What impression has the artist tried to give of the treatment of wounded soldiers in the First World War? 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><b>Simple statement without support</b></p> <p>Valid comment is offered about the message of the painting but without support from the source.</p> <p><i>e.g. Conditions were bad because of the fighting</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. Carrying wounded difficult through the debris of battle</i></p>
2	3-5	<p><b>Supported statement</b></p> <p>Valid comment about message is offered and linked to content or nature of the source.</p> <p><i>e.g. Shows difficulty faced by stretcher bearers carrying injured through the war torn trenches; Other wounded being given first aid. Conditions look like they could cause infection.</i></p>
3	6-8	<p><b>Explained message</b></p> <p>The treatment or selection of the source content is used to explain message.</p> <p><i>e.g. An impression of grim determination is created in the picture with men doing their duty in difficult conditions. Shows the dangers faced both by front line troops and stretcher bearers and the problems they faced. The landscape of the battlefield adds to the difficulty and danger. Also shows some receiving first aid. The risks of infection and the difficulties of moving the wounded.</i></p>

Question Number		
3		How far do Sources A, B and C suggest that the treatment of casualties was successful? Explain your answer, using Sources A, B and C.  Target: Cross referencing for support (AO3a)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Generalised answer</b></p> <p>Offers valid undeveloped comment, without support from sources.</p> <p><i>e.g. There were problems and many were in a poor state upon arrival in the UK.</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to the question focus.</p> <p><i>e.g. Shows problems in Source A and the difficulty of getting wounded back in Source B. Says many survived wounds and journey</i></p>
2	3-6	<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. Details of moving casualties in A and B and problems involved but C give s more favourable impression of the work of the RAMC at clearing stations</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. B is just an artist's impression; A source from a nurse at a UK hospital; C an account by an historian; both A and C are based on evidence.</i></p> <p>Reserve top level for answers which make explicit use of all three sources.</p>

3	7-10	<p><b>Balanced Judgement</b></p> <p>The overall impression of problems given in Source A 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. A and B both emphasise the problems - B shows the difficult conditions at the front and A talks about the delays in getting treatment, whereas C suggests a degree of success by the RAMC.</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. B a painting whereas A is from someone with nursing knowledge of treating the wounded, the other from a historian based on research. C is from a pioneer who was a surgeon 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 D or E is more useful to the historian enquiring into the problems experienced by surgeons when dealing with battlefield casualties during the First World War? Explain your answer, using Sources D and E.</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. One from someone who was involved, the other about text from an exhibition</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. Source D is a recollection and explains about difficulties of dealing with the effects of efforts to repair wounds before grafting; Source E deals with the problems of contamination and the causes of infection.</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 E is based on the evidence of operations performed by one of the pioneers of plastic surgery; Source D from an exhibition on surgery during the First World War and is based on research.</i></p> <p>Maximum 5 marks if L2 criteria are met for only one source.</p>

3	8-10	<p><b>Judgement combines 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. One text from an exhibition based on historical evidence and using hindsight. The other describes the early development of reconstruction and comes from one of the pioneers of the process looking back. He has personal insight into the issue and is likely to be reliable as deal with facts rather than opinions.</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>'The First World War led to major improvements in surgical methods and techniques'</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: 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
	0	No rewardable material
1	1-4	<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. Lots of wounded men led surgeons to conduct more operations and as a result they gained in experience and surgical knowledge.</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. Source G shows the use of new technology such as X rays during the war</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>1 mark for each separate point offered.</p>
<b>QWC i-ii-iii</b>		
2	5-8	<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 shows advances in surgical technique: Source E and G show limitations of improvements. Other sources show continued problems such as infection or areas where surgical methods still were less than successful.</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>
<b>QWC i-ii-iii</b>		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p>Response focuses on the issue of whether advances led to major improvements.</p> <p><i>e.g. Answer considers the extent and pace of change from masks and X rays but can point to limitations such as the absence of antibiotics and the problems with the fight against infection</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>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 changes made to surgical methods and techniques and the significance of the War in terms of the development of surgery.</p> <p>Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. Weighs the significance of developments and the improvements to the injured against the continuing problems such as gangrene.</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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