

# Mark Scheme (Results)

## Summer 2010

GCSE

GCSE History (5HB03 3A)

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Publications Code UG024148

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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.
- 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 work of Joseph Lister?</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. more people survived surgery in 1867-70 than in the previous period</i></p>
2	2-3	<p><b>Unsupported inference.</b></p> <p>Valid inference(s) are offered, but without support from sources.</p> <p><i>e.g. Lister's surgery was not very safe in the early period but then improved;</i> <i>the use of carbolic acid affected the survival rate after operations.</i></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. The use of carbolic acid made operations safer because more people survived after Lister started using it in 1867;</i> <i>Lister's work was very important/a new stage/ turning point in surgery because of effect of the use of carbolic acid in operations.</i></p> <p>One well developed point may score a maximum of 5.</p>

Question Number		
2		<p>What impression of operations has been created by the display shown in source B? 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 impression created by the model but without support from the source.</p> <p><i>e.g. surgery was becoming more hygienic.</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 model shows the use of a carbolic spray.</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. the model aims to show the way surgery was done when a carbolic spray was used ; the use of carbolic spray must have been an important development in surgery because a model has been put on display in a museum.</i></p>
3	6-8	<p><b>Explained message</b></p> <p>Analysis of the treatment or selection of the source content is used to explain message.</p> <p><i>e.g. the model creates an impression of careful teamwork - anaesthetist and 3 doctors; the model shows that some attempts were made to combat infection - spray and white sheets; the impression is created that understanding of infection was not complete - doctors in ordinary clothes, not in sterile theatre.</i></p>

Question Number		
3		How far do sources B, C and D suggest that Lister's ideas were accepted by other surgeons?  Target: Cross referencing for support (A03a)
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. Most surgeons accepted Lister's ideas about the use of carbolic acid; there was some opposition to Lister's ideas.</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 use of carbolic spray; D says surgeons made jokes about Lister's ideas.</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. B implies the carbolic spray was successful and C shows another doctor used Lister's ideas successfully. D suggests other surgeons did not accept Lister's ideas because they complained about having to wash everything and they mocked him</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 a model in a museum and cannot show attitudes; the accuracy of B depends on how well it was researched; C is from a doctor so his attitude is very relevant; C is just one doctor's view - we don't know how typical it was; D should be well researched and provide an accurate overview of surgeons' views.</i></p> <p>Reserve top level for answers which make use of all three sources.</p>

3	7-10	<p><b>Balanced Judgement</b></p> <p>The overall hypothesis to be tested, that Lister's ideas were accepted by other 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 Lister's ideas were well known but B and C suggest they were accepted while D says they were rejected and even ridiculed.</i></p> <p>OR</p> <p>Cross referencing focuses on source: considers the nature of the sources B, C and D in order to judge the strength/quality of support/challenge provided by the content.</p> <p><i>e.g. B, as a reconstruction, presents the use of carbolic as landmark &amp; implies it was widely accepted; C shows Lister's ideas were accepted at a very early date but this is only from one doctor; D, a secondary source which should provide an accurate overview, suggests the more general attitude was rejection / ridicule</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 who is investigating surgical practice in the 1870s? 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 amount of detail, or assumed reliability because D is secondary or E is from the period.</p> <p><i>e.g. Source D tells us about attitudes at the time; E provides lots of detail; Source D is a secondary source, from an historian and therefore should be accurate; E is from the period / written by an eye witness and therefore reliable / recalled some years later and therefore unreliable.</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 tells us about opposition to Lister's methods; Source E only tells us about one person's experience</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 D is from a modern history book on medicine so is based on research which can be checked; E is an eyewitness account but is written many years later or is only based on one doctor and one hospital.</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 representative /authoritative /comprehensive it is.</p> <p><i>e.g. . Source D provides a wider context of attitudes and the way Lister's work was seen at the time from a historian who has researched the topic; Source E provides direct evidence from a doctor who had worked in a hospital and was in a position to make a balanced judgement.</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>'Lister's antiseptic methods changed surgical practice in a short period of time'. How far do you agree with this statement? Use your own knowledge, Sources A, F and G and any other source you find helpful.</p> <p>Target Reaching a judgement (AO1 &amp; 2: 8; 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. Agrees that surgeons quickly adopted the use of carbolic spray.</i></p> <p>OR</p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. F says Lister did not cure problems in surgery; G praises Lister</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>
QWC i-ii-iii		
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. A shows a dramatic difference in survival rates with the use of the carbolic spray; F shows there was opposition from other practitioners and continuing problems; G shows that a German wanted to praise Lister for his work.</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>
QWC i-ii-iii		

<p>3</p> <p>QWC i-ii-iii</p>	<p>9-12</p>	<p><b>Response focuses on the issue of whether Lister’s methods changed surgery in a short period of time.</b></p> <p>Answer offers reasons to explain whether Lister’s new ideas and methods were / were not quickly accepted</p> <p><i>e.g. Shows that antiseptic techniques were known in 1868 (Source C) and had spread to Germany by the time of G; shows and that operations moved towards aseptic techniques; shows that opposition still existed at the end of the 19<sup>th</sup> century (Source F) and shows that opposition to Lister personally or reluctance to change delayed acceptance of ideas.</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><b>Sustained argument, exploring the evidence for and against the hypothesis.</b></p> <p>Answer considers the changes made and the speed with which these were adapted in the context of surgery during the period. Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. Weighs the effectiveness of Lister’s methods against the continuing opposition from some surgeons the fact that the rate of progress was not as rapid as might be expected.</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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Order Code UG024148 Summer 2010

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