

Mark Scheme (Results)

Summer 2013

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, 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?

## Unit 3: Schools History Project Source Enquiry

### Option 3A: The Transformation of Surgery, c1845-c1918

| Question Number |            |   |
|-----------------|------------|---|
| <b>1</b>        |            | <p>What can you learn from Source A about blood transfusions in the late nineteenth century?</p> <p>Target: Source comprehension: inference (AO3a)</p>  |
| Level           | Mark       | Descriptor  |
|                 | <b>0</b>   | No rewardable material  |
| <b>1</b>        | <b>1</b>   | <p><b>Comprehension</b></p> <p>Response selects relevant detail(s) from source.</p> <p><i>e.g. There are a lot of nurses and doctors involved in the operation.</i></p>   |
| <b>2</b>        | <b>2-3</b> | <p><b>Unsupported inference.</b></p> <p>Valid inference(s) are offered, but without support from source.</p> <p><i>e.g. That direct patient to donor transfusions were the preferred method to use; That knowledge of transfusions was limited; transfusions could be dangerous; That conditions were unhygienic.</i></p>   |
| <b>3</b>        | <b>4-6</b> | <p><b>Supported inference.</b></p> <p>Valid inference(s) are made and supported from the source.</p> <p><i>e.g. The fact that direct patient from donor is being used indicates they had no successful method of storing blood: A lot of staff are involved but this might be because the photograph is staged; The nurses are in uniforms but the surgeons are dressed in their normal clothes and risk of infection must be higher as a result.</i></p> <p>One well developed point may score a maximum of 5.</p> |

| Question Number |            |  |
|-----------------|------------|--|
| <b>2</b>        |            | <p>What impression has Dr Blundell tried to give about blood transfusions in the first half of the 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 about the use of transfusions but without support from the source.</p> <p><i>e.g. It shows how the transfusions were used in operations in the 1820s.</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. Blundell says that transfusions were rare.</i></p>   |
| <b>2</b>        | <b>3-5</b> | <p><b>Supported statement</b></p> <p>Valid comment about impression is given which is linked to the content or nature of the source.</p> <p><i>e.g. Blundell is in favour of transfusions as he is the first to successfully perform a person to person transfusion. It is an article in a respected medical journal which is in favour of using blood transfusions: Blundell argues that the process was safe; Blundell does indicate that there might be some risks involved but the value is real. Accept range of possible responses both positive and negative.</i></p>   |
| <b>3</b>        | <b>6-8</b> | <p><b>Explained message</b></p> <p>Analysis of the portrayal or selection of the source content is used to explain impression given.</p> <p><i>e.g. Blundell was in favour of transfusions and believes they are safe: However there may be risks involved even if no deaths can be proved to have resulted from transfusions; Blundell seems reluctant to abandon the process of transfusions and wants to give the impression that they have real role to play; He uses phrases such as no "clear evidence" and "they are needed" to emphasise his belief in their value. It was a major step so an article in a leading medical magazine was a means of informing other surgeons of the process and its value. Allow responses that indicate negative aspects of the extract.</i></p> |

| Question Number |            |  |
|-----------------|------------|--|
| <b>3</b>        |            | How far do Sources B, C and D suggest that surgeons' use of blood transfusions was dangerous before 1909? Explain your answer, using these sources.<br><br>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. Many surgeons did not accept the use of blood transfusions; some doctors were prepared to use them.</i></p> <p>OR</p> <p>Selects details from the sources, but without linkage to the question focus.</p> <p><i>e.g. B shows that some surgeons thought that transfusions were necessary; D shows some reasons why there was controversy over the use of transfusions.</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. B shows that some transfusions were useful and they were safe; C says there was a lot of opposition to them and D shows that lack of knowledge of blood groups kept the use of transfusions as being problematic but more widely accepted than earlier.</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 from Blundell who used transfusions so was knowledgeable; C is from a Modern History so it should be researched; D is a speech praising Landsteiner and is likely to be biased.</i></p> <p><b>Reserve top level for answers which make use of all three sources.</b></p> |



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|---|------|---|
| 3 | 7-10 | <p><b>Balanced Judgement</b></p> <p>The overall view that methods used during operations made transfusions dangerous 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 the use of transfusions was known and practiced but C suggests that they contained risks though B argues that no fatalities could be proven.</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 is from Blundell who was an early pioneer of transfusions and was biased in favour of transfusions; C is from a Modern History so it should be researched by someone who is knowledgeable about the topic; D a speech for an award which should accurately reflect Landsteiner's achievements.</i></p> <p><b>Reserve top level (10) for those able to combine both these elements of extent and nature of support in coming to an overall judgement.</b></p> |
|---|------|---|

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| Question Number |      |  |
| 4               |      | Which of Sources E or F is more useful to the historian who is investigating the use of blood transfusions during the First World War? Explain your answer, using Sources E and F.<br><br>Target: Evaluation of utility (AO3a)   |
| 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 E is a personal view or F from a scientific journal.</p> <p><i>e.g. Source E tells us about one man's view of the value of transfusions; Source E has a lot of information so its valuable; F is from a scientific journal which makes it reliable.</i></p> <p><b>Maximum 2 marks for one source only.</b></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 E tells us about the use of transfusions and the pressure surgeons had to work under; Source F shows developments during the war.</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 from a well-known surgeon and a pioneer of blood transfusions and is based on his experiences during the war; F is a scientific journal which should mean the information should be reliable.</i></p> <p><b>Maximum 5 marks if L2 criteria are met for only one source.</b></p> <p><b>Maximum 7 marks for both elements but for only one source.</b></p> |

|          |             |  |
|----------|-------------|--|
| <b>3</b> | <b>8-10</b> | <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 F provides a more balanced account of the real value and development of transfusions during the war from a reliable journal; Source E is from a major figure in the development of blood transfusions and is from his diary kept during the war. Both show the developments that took place during the war and E shows the pressures surgeons worked under.</i></p> <p><b>Maximum 9 marks if content and nature are not integrated.</b></p> |
|----------|-------------|--|

| Question Number |      |   |
|-----------------|------|---|
| 5               |      | <p>Study Sources D, F and G and use your own knowledge.</p> <p>'The First World War (1914-18) was the main reason why so much progress was made in the use of blood transfusions in the early twentieth century.'</p> <p>How far do you agree with this statement? Use your own knowledge, Sources D, F and G and any other sources you find helpful to explain your answer.</p> <p>Target Reaching a judgement (AO1 &amp; 2: 8; AO3a: 8)<br/> <b>QWC Strands i ii iii</b><br/> 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> <b>Spelling, punctuation and grammar (SPaG):</b> 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><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 there were changes as a result of the war.</i></p> <p>Selects details from the sources, but without direct linkage to the question.</p> <p><i>e.g. D shows the development of blood groups before the First World War; F shows advances during WW1.</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 D shows the work of Landsteiner and improved knowledge before the war; F shows improvements and allowed use of indirect transfusions; G a major breakthrough with the discovery of the use of sodium citrate and better storage; War and wounds increased need for blood and transfusions and speeded the process of change up.</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</p>  |
|                 |      | <b>QWC i-ii-iii</b>   |

|   |       |  |
|---|-------|--|
|   |       | the rules of grammar with general accuracy.  |
| 3 | 9-12  | <p><b>Response focuses on the issue of limited progress before the War and how the War speeded up the pace and scope of improvements with the discovery of new methods to store blood effectively and safely.</b></p> <p>Answer offers reasons to explain whether the use of transfusions had limited impact before storage issue had been sorted out.</p> <p><i>e.g. D Shows that Landsteiner's work had made progress before War but the impact had been limited after 1909 as the issue of storage was still a problem. Developments during WW1 were crucial as shown in sources F and 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><b>Reserve 11-12 marks for answers which use sources and own knowledge.</b></p> <p><b>NB No access to this level for responses which do not use the sources.</b></p>  |
| 4 | 13-16 | <p><b>Sustained argument, exploring the evidence for and against the hypothesis.</b></p> <p>Answer considers the increased progress made as result of the War in comparison with the early years of the twentieth century. Limitations on progress before the war apart from direct human to human by lack of knowledge and technology. Shows awareness of the fact that knowledge and technology were improved as a result of the war. Own knowledge and material from the sources is precisely selected to support the points made.</p> <p><i>e.g. Weighs the lack of progress before the War even after the work of Landsteiner until the storage issue had been resolved. The former was a result of lack of knowledge of the causes of rejection of blood groups and later the issue of storage allowed greater flexibility and use. Indicates key role of war in the development of new storage techniques such as Lewisohn's use of sodium citrate and establishment of the first blood bank at the battle of Cambrai.</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><b>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.</b></p> <p><b>NB No access to this level for responses which do not include additional recalled knowledge.</b></p> |
|--|--|--|

| <b>Marks for SPaG</b> |          |  |
|-----------------------|----------|--|
| Performance           | Mark     | Descriptor   |
|                       | <b>0</b> | 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             | <b>1</b> | 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          | <b>2</b> | 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                  | <b>3</b> | 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.        |

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