

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE

in History B (5HB03)

Paper 3A

Unit 3: Schools History Project Source

Enquiry

Option 3A: The transformation of
surgery, c1845–c1918

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Publications Code UG041839

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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.

Question Number		
1		<p>What can you learn from Source A about the problems of surgery in dealing with wounded soldiers?</p> <p>Target: source comprehension and inference (AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p>Comprehension. Answer selects relevant detail(s) from the source.</p> <p><i>e.g. One patient had gangrene; or They had to treat men who had lost the will to live.</i></p>
2	2–3	<p>Unsupported inference. Valid inference(s) are offered, but without support from the source.</p> <p><i>e.g. Surgery was not always successful Surgery often led to complications Surgeons faced many difficult problems to deal with</i></p>
3	4–6	<p>Supported inference. Valid inference(s) are made and supported from the source.</p> <p><i>e.g. Infection and its spread was a major problem as can be seen in the amputations for gangrene; or Wounds were bad, as even for dressing patients they had to be anaesthetised; or They had no real way of stopping the spread of infection.</i></p> <p>One well-developed point may score a maximum of 5.</p>

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><i>e.g. It was to show what happened at an advanced dressing station.</i></p> <p>OR Answer identifies detail(s) or information from the representation, but relevance to the intended purpose is not identified.</p> <p><i>e.g. The painting shows the sort of wounds soldiers had.</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>e.g. The painting shows many wounded men brought in by stretchers or walking wounded, and it shows the treatment they received at the dressing station. It was meant to show the difficulties surgeons faced.</i></p> <p><i>The painting was to highlight the role of medical staff and surgeons during the war and record the value of the contribution they made.</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>e.g. The central purpose is to record the work and effort involved in caring for the wounded. The artist has chosen to show, in the centre of the picture, that all soldiers are either being cared for or have evidence of being treated. It was important at that time to emphasise the great lengths that were taken to care for those who were injured or wounded, in order to reassure people at home that every effort was being made to care for our soldiers.</i></p> <p>Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context.</p>

Question Number	
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3		<p>Why was blood loss a major problem for surgeons during the First World War?</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.</p> <p><i>e.g. The wounded had lost large amounts of blood and the surgeons couldn't cope.</i></p> <p>OR</p> <p>Answer consists of simple statements based on additional knowledge without reference to the source.</p> <p><i>e.g. Knowledge of blood transfusions was not very well advanced.</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>e.g. Too many of the wounded had lost so much blood that the surgeons could not cope effectively.</i></p> <p><i>Links the extent of the problem with lack of sufficient knowledge of transfusing blood or storing it.</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>e.g. Explains the reasons for extent of blood loss and treatment of wounded in a battle zone with lack of knowledge of blood groups and storing blood successfully.</i></p> <p><i>Uses additional knowledge, for example of how some improvements were made but the scale of the problem posed too many difficulties linked with issues of quantities involved and real issues of storage.</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 Gillies' work? 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>e.g. Source D is a photograph and therefore reliable; or Source D is from a surgical textbook by Gillies and is therefore reliable; or Source E is written years later and is not very reliable; or The reliability comes from the fact that the first source was from the time and the second is less reliable because it was later.</i></p> <p>Maximum 2 marks in the level 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 the sources. EITHER Answer focuses on details which can be corroborated or challenged.</p> <p><i>e.g. Notes that the three photographs show real improvements in the wounded soldier's face, which can be checked against records at that time. It is from a book that was designed to inform others of what could be achieved using the new methods. It would be difficult to fake a photograph such as this and no real reason to do so.</i></p> <p>OR Answer focuses on how reliable/representative/authoritative the source is.</p> <p><i>e.g. Notes that these illustrations are in a book written by Gillies himself and he would have no reason to lie, and the three different illustrations used shows how successful the surgery was. Source E was written many years later and might be less accurate. It is also based on a recollection by Gillies himself rather than a record written at the time. Both sources can be cross referenced with their knowledge of other evidence of the time to show that Gillies' work was a major step forward, which highlights their reliability.</i></p> <p>Maximum 5 marks in the level if Level 2 criteria are met for only one source.</p> <p>Maximum 6 marks in this level 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.</p> <p>Answer considers the reliability 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. Considers that both are linked and are from Gillies himself or used by him, and this might mean he exaggerates the success he achieved. However Source E suggests that success was sometimes limited, which might mean it can be seen as more reliable. It is also written with the benefit of hindsight and indicates that Gillies can take stock of achievements and setbacks. Expect reference to own knowledge of Gillies' work on facial reconstruction during this period.</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 there was little development in surgery during the First World War.</p> <p>How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources A, D and F and any other sources you find helpful.</p> <p>Target: knowledge recall and selection, analysis of change and key features of historical periods, reaching a judgement on representations and interpretations of history (AO1/AO2/AO3). 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>e.g. Improvements did take place in surgery and operations during the war.</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>e.g. Source F says practical x-rays were not available and knowledge was limited.</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>e.g. Blood loss was a major problem but from own knowledge indicates there were developments in blood transfusions in 1917, and methods of storing blood. Selects details from Source D which indicates that there were developments in plastic surgery. Source A indicates that there were still major problems, not least the problem of infection.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
QWC i-ii-iii		
3	9–12	Developed evaluation, agreeing or disagreeing with the

<p>QWC i-ii-iii</p>		<p>interpretation. 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>e.g. Explains that the sources or at least two of them do suggest that developments were limited. Can indicate the continuing difficulty caused by infection. Source D does show a major surgical advance in the area of facial reconstruction. Can give own knowledge on other developments such as methods of storing blood and blood banks.</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>
<p>4</p> <p>QWC i-ii-iii</p>	<p>13–16</p>	<p>Sustained argument and evaluation, reviewing alternative views before giving a balanced judgement on the interpretation. Answer considers the evidence which supports the interpretation that developments had their limitations but, overall, there were major advances as a direct result of the war.</p> <p>The evaluation of the interpretation is supported by precisely-selected evidence from the sources and additional knowledge.</p> <p><i>e.g. Weighs the evidence for limited development as opposed to developments that did take place, notably in the work of Harold Gillies and the development of storing blood and the use of blood banks after the Battle of Cambrai. Can use the evidence of Source F to indicate qualified and limited progress. Although can comment on limitations, can also indicate that even with limitations, significant advances were made as a direct result of responses to the effects of war, e.g. the use of portable x-ray, machines.</i></p> <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 and make use of the sources</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</p>

		some spelling errors may still be found.
		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.

