

Mark Scheme (Results)

Summer 2016

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.

Quality of Written Communication (QWC)

- 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 (SPaG) 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, ie 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.
- 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 surgical methods in the 1870s?</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. The surgeon wore an old blood stained coat during operations; or 'surgeons did more harm than good'.</i></p>
2	2–3	<p>Unsupported inference. Valid inference(s) are offered, but without support from the source.</p> <p><i>e.g. There had been little change in the methods used by surgeons. There was no real understanding of the problems of infection. The methods used in surgery were not very effective.</i></p>
3	4–6	<p>Supported inference. Valid inference(s) are made and supported from the source.</p> <p><i>e.g. Infection was a major problem as can be seen in the wearing of a blood covered coat or success rates were low as can be seen in the nurse's remarks about more harm than good being done to patients. Methods had not changed and no real efforts were made to keep up with new developments in practice.</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 is an illustration of how to do an operation.</i></p> <p>OR Answer identifies detail(s) or information from the representation, but relevance to intended purpose is not identified.</p> <p><i>e.g. It shows an operation in progress. The illustration shows the use of an anaesthetic.</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 illustration shows an operation in progress, and it shows the use of anaesthesia in an operation, it shows how it was used in the operation. It was meant to show people how operations were carried out in 1872.</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. This representation focuses on the details of the illustration an anaesthetic and the care being taken to administer it. It was designed to publicise the correct practice for the new procedures. At this time many surgeons needed to know how the new methods worked to avoid making mistakes.</i></p> <p>Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context.</p>

Question Number		
3		<p>Why were people afraid to have an operation in the early nineteenth century? 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. EITHER Answer consists of simple statements from the source. <i>e.g. It 'was a terrible thing.'</i></p> <p>OR Answer consists of simple statements based on additional knowledge without reference to the source. <i>e.g. blood loss was a major problem.</i></p>
2	4–7	<p>Supported statements. Statements are supported by information from the source and/or additional knowledge. <i>e.g. With no really effective anaesthetic, pain meant that operations had to be conducted quickly and this meant increased risk of complications or death. Links the need for speed with the loss of blood.</i></p> <p>Maximum 5 marks for answers which do not use both source and additional knowledge.</p>
3	8–10	<p>Developed explanation. Answer uses the source and precise own knowledge. <i>e.g. Explains that the lack of any effective means of pain relief was a major factor in patients fearing surgery. Uses additional knowledge that there was no reliable method for dealing with the problem of blood loss during operations. At this time many surgeons were poorly trained and this was also a reason why operations were feared and why they were often undertaken as a last resort.</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 the impact of Lister's ideas? 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 from a doctor who used Lister's methods; or Source E is a letter from a German surgeon who was in London at the time and is therefore reliable.</i></p> <p>Maximum 2 marks 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 sources. EITHER Answer focuses on details which can be corroborated or challenged.</p> <p><i>e.g. The Doctor at Dowlais comments would have been based on records kept at the iron works and this would make them reliable. Lister's own records indicate the use of carbolic acid was very effective at dealing with infection. The comment in Source E is backed up by the fact that some doctors mocked Lister's ideas about microbes.</i></p> <p>OR Answer focuses on how reliable/representative/authoritative the source is.</p> <p><i>e.g. Notes that comments in Source E on how people reacted to Lister's methods coming from a surgeon are likely to reflect what other surgeons believed at that time. Source D was written close to the time Lister developed his methods. It is only one doctor's view and deals with only one place so might not be typical.</i></p> <p>Maximum 5 marks if Level 2 criteria are met for only one source.</p> <p>Maximum 6 marks 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. 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. Source D suggests that Lister's methods were successful but it is only one example and does not reflect the practice of all surgeons. In fact, many refused to use Lister's methods and this source may not be representative of the wider context.</i></p> <p><i>Source E shows that many doctors knew about Lister's ideas but did not know how to implement them properly; they also had other problems such as cracked skin during operations.</i></p> <p><i>Therefore this letter is reporting pioneering techniques but does not reflect acceptance of Lister's ideas. His criticism is accurate but we do not know how many surgeons he had spoken to.</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 the main reason why there was little change in surgery was because Lister's techniques were not used properly.</p> <p>How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources A, E 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 because of Lister's methods.</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 Lister's work was a failure.</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. Agrees and indicates that Lister's methods in the early days were not always well applied. Selects details from Source A where years after Lister's work surgeons were still unaware of what caused infections. However there were still problems and Lister's methods would undergo changes and improvements. Indicates that in Source F Lister's improvements in the use of antiseptics were seen as failures rather than stages in improving surgery.</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</p>
QWC i-ii-iii		

		the rules of grammar with general accuracy.
3	9–12	<p>Developed evaluation, agreeing or disagreeing with the interpretation.</p> <p>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 do suggest that Lister's methods were not always used properly as evidenced by Sources F and A. Source A shows that one leading surgeon was unaware of Germ Theory in the 1870s. Source E does not suggest that the methods were poorly applied but does suggest that many surgeons were opposed to his methods as too complicated or less effective than other methods. These sources suggest the resistance to any change was a factor. Can indicate the continuing difficulty caused by infection. The lack of acceptance of Pasteur's Germ Theory by many surgeons undermined support for Lister's methods.</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>
QWC i-ii-iii		
4	13–16	<p>Sustained argument and evaluation, reviewing alternative views before giving a balanced judgement on the interpretation.</p> <p>Answer considers the evidence which supports the interpretation that there was little change in surgery because Lister's techniques were not used properly.</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 the view that poor application of Lister's methods was the major reason for the slow pace of change. Other factors indicated the opposition to Lister himself not least from a surgeon as famous as Simpson. However Source F does indicate that poor application was 'a greater factor' Source E indicates a lack of knowledge and understanding and a refusal to have anything to do with the new methods. Even Lister's efforts to improve procedures were seen as evidence of their failure. Weighs up the strength of other factors limiting the pace of change e.g. the practical difficulties of implementation.</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>
QWC i-ii-iii		

		<p>NB: No access to Level 4 for answers which do not include additional knowledge.</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 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	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.