

Write your name here

Surname

Other names

Pearson
Edexcel GCSE

Centre Number

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Candidate Number

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History B (Schools History Project)

Unit 3: Schools History Project Source Enquiry

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

Sample Assessment Material for 2013

Time: 1 hour 15 minutes

Paper Reference

5HB03/3A

You must have:

Sources Booklet (enclosed)

Total Marks

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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 53.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Unit 3: Schools History Project Source Enquiry

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

Sample Assessment Material for 2013

Sources Booklet

Paper Reference

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Do not return this Sources Booklet with the question paper.

Turn over ►

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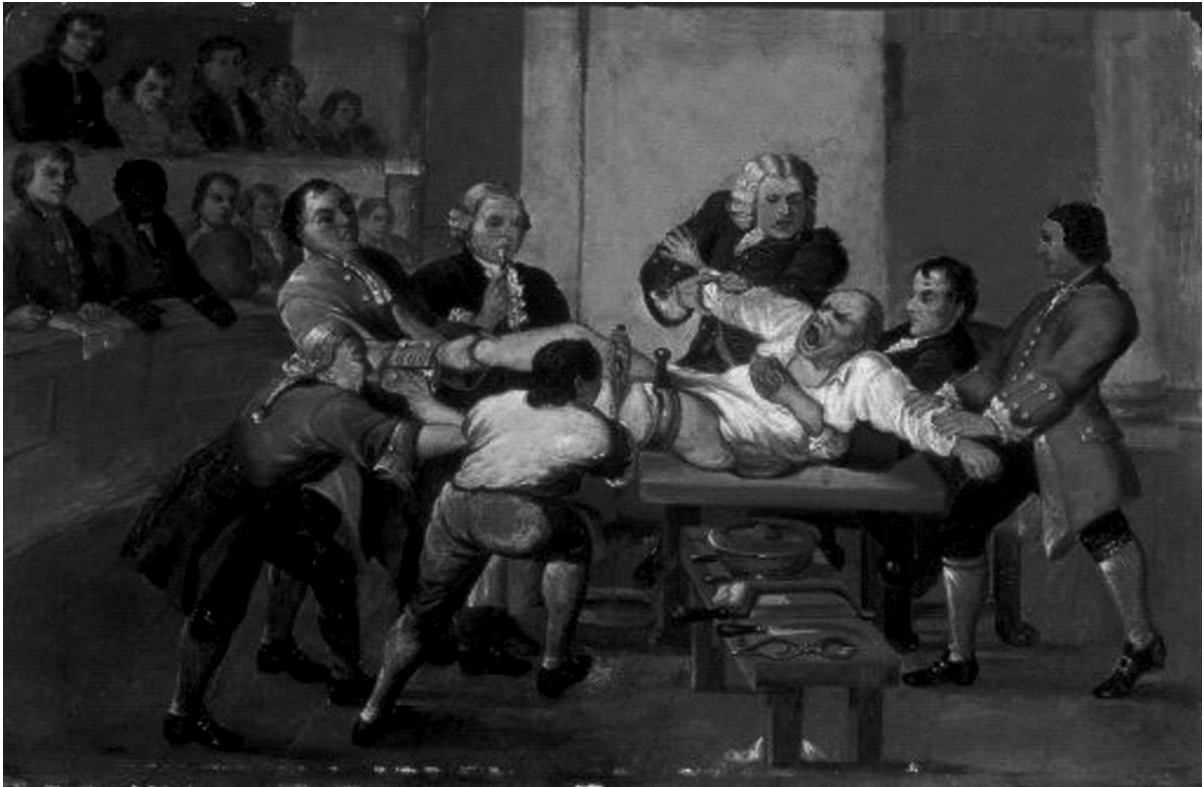
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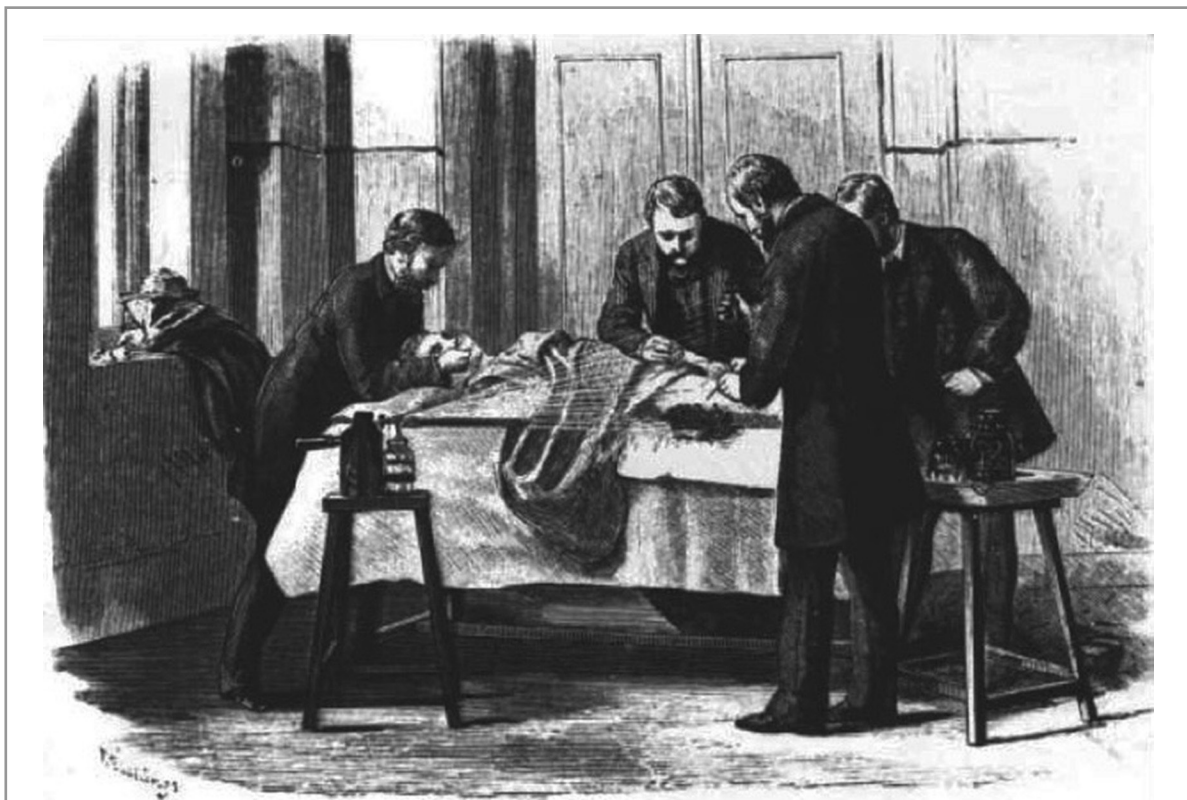
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Historical Enquiry: Opposition to Lister

Source A: An eighteenth century painting of an operation.



Source B: An illustration and caption showing an operation from *Antiseptic Surgery*, written by one of Lister's assistants and published in 1882. It is a representation of Lister's methods.



Note the distance of the spray from the wound and the position of the surgeon and the assistant. The surgeon should always have his hands in the spray and the assistant should hand the instrument to the surgeon through the spray.

Source C: From *Lord Lister, His Life and Work* by GT Wrench, published in 1913. Here he is writing about operations in the 1860s and 1870s.

In the early nineteenth century, only the most urgent operations were carried out. Then the removal of the dreadful pain which had made an operation such a gruesome thing, seemed to open a new era for surgery. However, in hospitals the new 'blessing' of anaesthetics also led to its own defeat. More operations were undertaken for smaller problems. As a result, infection and gangrene swept through the wards with increasing force.

Source D: From an article written by the editor of *The Lancet* in 1875. *The Lancet* is a medical journal.

Many of the most successful surgeons have given Mr Lister's plan a trial and then given it up. They have returned to using previous methods. The use of the antiseptic system is certainly not more successful than the use of ordinary methods. It is said to be less successful. The germ theory may be correct, but nine out of ten surgeons do not much care whether it is or not. Their concern is only to cure their patients and reduce deaths to the lowest possible number.

Source E: From an article in *The Times* newspaper, published in 1913. It was written shortly after Lister's death.

The opponents of Lister were not all stupid. In 1865 no one could have seen how successful Lister's work would be. Disagreement arose because only a few people believed in the germ theory and accepted the views of Lister and Pasteur. Lister's early methods did not always work. Statistics showed conflicting results. There was a need for more knowledge. Meanwhile, improvements were made without using carbolic acid. All these things led to resistance and arguments.

Source F: From *Joseph Lister* by W. Watson Cheyne, published in 1927. Cheyne had been one of Lister's assistants.

It was difficult to convince surgeons that tiny objects about 0.001 mm in size could be the cause of infection. The surgeons of that day were interested in keeping up with developments in anatomy and in working faster in operations. Tiny germs seemed to have no relevance to practical work.

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5HB03/3A Mark Scheme

Question Number		
1		What can you learn from Source A about how operations were carried out before the nineteenth century? Target: source comprehension and inference (AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	1	Comprehension. Answer selects relevant detail(s) from the source. <i>eg 'The patient was held down'; or 'They are wearing ordinary clothes'.</i>
2	2–3	Unsupported inference. Valid inference(s) are offered, but without support from the source. <i>eg 'Surgery would be seen as a last resort'; or 'Infection was a problem in surgery'.</i>
3	4–6	Supported inference. Valid inference(s) are made and supported from the source. <i>eg 'The fact that they are holding the patient down suggests that it must have been very painful' or 'The presence of spectators suggests that they were not worried about infection'.</i> One well-developed point may score a maximum of 5.

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>eg 'It was to show how to do antiseptic surgery.'</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>eg 'The drawing shows the antiseptic spray.'</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>eg Notes that all the antiseptic equipment to be used and the people doing the operation are included with instructions, and that this is showing how an operation is done.</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>eg Notes that the combination of the details in the drawing and in the instructions is very precise, for example the distances and the actions of the surgeon and assistant are set out. The purpose is to make sure that the antiseptic method is followed very carefully. Many surgeons at the time had difficulties with the method because they were too impatient and did not carry it out carefully enough.</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		Why was the problem of infection so great in the 1860s? Explain your answer, using Source C and your own knowledge. Target: knowledge recall and selection, key features and causation in a historical context, source comprehension (AO1/AO2/AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statements. EITHER Answer consists of simple statements from the source. OR Answer consists of simple statements based on additional knowledge without reference to the source. <i>eg 'They did too many operations.'</i>
2	4-7	Supported statements. Statements are supported by information from the source and/or additional knowledge. <i>eg Details the changes brought about by anaesthetics and describes the increase in the number and new types of operations when patients were not in pain. Links the increase in operations to increase in deaths from surgery when wounds became infected.</i> Maximum 5 marks for answers which do not use both source and additional knowledge.
3	8-10	Developed explanation. Answer uses the source and precise own knowledge. <i>eg Explains that the development of anaesthetics resulted in increased readiness of surgeons to undertake operations involving more complex surgery. Uses additional knowledge, for example of the types of operations or of the way infection was transmitted, to show that the rise in surgery, combined with the lack of understanding of the causes of wound infection led to the 'black period' of surgery.</i> NB: No access to Level 3 for answers that do not include additional knowledge.

Question Number		
4		How reliable are Sources D and E as evidence of the success of Lister's antiseptic methods? Explain your answer, using Sources D and E and your own knowledge. Target: knowledge recall and selection, key features and characteristics of period studied, evaluation of sources for reliability (AO1/AO2/AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	Judgement based on simple valid criteria. Comments based on subject/amount of detail, or assumed reliability because of time/nature/origins of the source. <i>eg 'Source D is from the time and therefore reliable'; or 'Source D is by a surgeon therefore would be reliable'; or 'Source E gives details of statistics and therefore is very reliable'.</i> Maximum 2 marks for use of one source only.
2	4–7	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. <i>eg Notes the accuracy of the information in Sources D and E, that there were problems with using Lister's methods, and uses own knowledge to explain that these came from carelessness in the application of the carbolic spray.</i> OR Answer focuses on how reliable/representative/authoritative the source is. <i>eg Notes that Source D is from a surgeon at the time who will have known how other surgeons were feeling and is reliable evidence that they felt Lister's methods didn't work in 1875. Source E has the benefit of hindsight and can gather statistical evidence that Lister's methods were successful and also that they didn't always work at the beginning.</i> Maximum 5 marks if Level 2 criteria are met for only one source. Maximum 6 marks if answer does not use own knowledge of the context.
3	8–10	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 (ie how reliable/representative/authoritative/comprehensive it is). <i>eg Considers the evidence from Source D that Lister's antiseptic</i>

		<p><i>method was 'not more successful' than ordinary methods in 1875 and notes that this may be reliable to some extent since the author exemplifies some of the surgeons who distrusted the ideas and were too impatient to use them properly, but notes also that the surgeon is not in a position to judge the longer-term success and that the use of carbolic acid was based on the germ theory which was correct and that it did actually reduce infection.</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 for opposition to Lister's methods was that surgeons could not believe that germs caused infection. How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources D, E and F, and any other sources you find helpful.</p> <p>Target: knowledge recall and selection, analysis of causation 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>eg 'People thought Lister's methods didn't work.'</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>eg 'Source E says there was a need for more knowledge.'</i></p> <p>QWC i-ii-iii 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>
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>eg Selects details from Source D to support the interpretation, noting that surgeons did not care about the germ theory and returned to previous methods. Selects details from Sources E and F to explain that surgeons did not at first understand the idea of germs, including additional knowledge to explain that they joked about shutting the doors to keep 'Mr Lister's germs out'.</i></p> <p>QWC i-ii-iii 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		<p><i>operations) and weighs them against other reasons (for example practical problems of implementation, carbolic acid as a physical irritant, or the mistaken impression of its ineffectiveness due to infections caused by practitioners who placed a lower premium on cleanliness).</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.</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.