edexcel

# Specimen papers

## Paper 1
## British Thematic Study with Historic Environment

## GCSE (9-1) History

**Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)**

ALWAYS LEARNING

PEARSON

## Contents


| | |
|---|---|
| Introduction | 2 |
| General marking instructions | 3 |
| Option 10 question paper | 5 |
| Option 10 source booklet | 15 |
| Options 10 Section A mark scheme | 19 |
| Option 11 question paper | 31 |
| Option 11 source booklet | 41 |
| Options 11 Section A mark scheme | 45 |
| Option 12 question paper | 57 |
| Option 12 source booklet | 67 |
| Options 12 Section A mark scheme | 71 |

## Introduction

These specimen papers have been produced to complement the accredited sample assessment materials for Pearson Edexcel Level 1/Level 2 GCSE (9–1) in History and are designed to provide extra practice for your students. The specimen papers are part of a suite of support materials offered by Pearson.

The specimen papers do not form part of the accredited materials for this qualification.

## General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.

## How to award marks when level descriptions are used

### 1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

### 2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

**Levels containing two marks only**

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

**Levels containing three or more marks**

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Write your name here

| Surname | Other names |
|---|---|
| | |

**Pearson Edexcel GCSE (9–1)**

Centre Number | Candidate Number

# History

**Paper 1: Thematic study and historic environment**
**Option 10: Crime and punishment in Britain, c1000–present *and* Whitechapel, c1870–c1900: crime, policing and the inner city**

Specimen assessment materials for first teaching September 2016
**Time: 1 hour 15 minutes**

Paper Reference
**1HI0/10**

**You must have:**
Sources Booklet (enclosed)

Total Marks

## 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.
- There are two sections in this question paper. Answer Questions 1 and 2 from Section A. From Section B, answer Questions 3 and 4 and then **EITHER** Question 5 **OR** Question 6.
- Answer the questions in the spaces provided – *there may be more space than you need.*

## Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

*Turn over* ▶


©2016 Pearson Education Ltd.


S 5 3 5 1 6 A 0 1 0 9

PEARSON

**SECTION A: Whitechapel, c1870–c1900: crime, policing and the inner city**

**Answer Questions 1 and 2.**

**1** Describe **two** features of the policing system in Whitechapel.

Feature 1

.....

.....

.....

.....

.....

.....

Feature 2

.....

.....

.....

.....

.....

.....

**(Total for Question 1 = 4 marks)**

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

**2** (a) **Study Sources A and B in the Sources Booklet.**

How useful are Sources A and B for an enquiry into violent crime in the Whitechapel area?

Explain your answer, using Sources A and B and your knowledge of the historical context.

**(8)**

[The live question paper will contain one more page of answer lines.]

(b) **Study Source A.**

How could you follow up Source A to find out more about violent crime in the Whitechapel area?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

**(4)**

Detail in Source A that I would follow up:

.....

.....

.....

Question I would ask:

.....

.....

.....

What type of source I could use:

.....

.....

.....

How this might help answer my question:

.....

.....

.....

**(Total for Question 2 = 12 marks)**

**TOTAL FOR SECTION A = 16 MARKS**

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

**SECTION B: Crime and punishment in Britain, c1000–present**

**Answer Questions 3 and 4. Then answer EITHER Question 5 OR Question 6.**

**3** Explain **one** way in which law enforcement in the medieval period (c1000–c1500) was different from law enforcement during the modern period (c1900–present).

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**(Total for Question 3 = 4 marks)**

**4** Explain why new crimes were defined in the period from c1900 to the present day.

You may use the following in your answer:

- driving offences
- race crimes

You **must** also use information of your own.

[The live question paper will contain two more pages of answer lines.]

**(Total for Question 4 = 12 marks)**

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

**BLANK PAGE**

**Answer EITHER Question 5 OR Question 6.**

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in this question.**

**EITHER**

**5** 'The role of religion was the main reason why there were changes in the number of accusations of witchcraft in the early modern period (c1500–c1700).'

How far do you agree? Explain your answer.

**(16)**

You may use the following in your answer:

- religious beliefs
- Matthew Hopkins

You **must** also use information of your own.

**(Total for spelling, punctuation grammar and use of specialist terminology = 4 marks)**
**(Total for Question 5 = 20 marks)**

**OR**

**6** 'The use of public execution remained an important feature of the penal system in the years c1500–c1900.'

How far do you agree? Explain your answer.

**(16)**

You may use the following in your answer:

- Gunpowder Plotters
- transportation

You **must** also use information of your own.

**(Total for spelling, punctuation grammar and use of specialist terminology = 4 marks)**
**(Total for Question 6 = 20 marks)**

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

**Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.**

Chosen question number: **Question 5** ☐ **Question 6** ☐

[The live question paper will contain three more pages of answer lines.]

**TOTAL FOR SECTION B = 36 MARKS**
**TOTAL FOR PAPER = 52 MARKS**

# Pearson Edexcel GCSE (9–1)

# History

**Paper 1: Thematic study and historic environment**
**Option 10: Crime and punishment in Britain, c1000–present *and* Whitechapel, c1870–c1900: crime, policing and the inner city**

Specimen assessment materials for first teaching September 2016
**Sources Booklet**

Paper Reference
**1HI0/10**

**Do not return this booklet with the question paper.**

*Turn over*

S53516A
©2016 Pearson Education Ltd.
1/1/1/1/1

S 5 3 5 1 6 A

PEARSON

**Sources for use with Section A.**

**Source A:** A description of a violent theft, given in evidence at a trial at the Old Bailey, 1888. The victim, John Shumaker, is giving evidence against James Hunt, who is accused of attacking him.

> John Shumaker: At 11pm, I was in Cambridge Road, Whitechapel, and the accused ran out and snatched my watch chain from my waistcoat pocket. I ran after him and caught him but then another man attacked me with a stick and struck me four times on my head. I let Mr Hunt go, and he hit me with the stick which cut my nose open. He also hit me on the arm. I was then surrounded by six other attackers and I shouted for help. The accused knocked me down again and took money from my trouser pocket.

**Source B:** From the *Penny Illustrated Paper*, 1874. The drawing is about the murder of Harriet Lane by her lover, Henry Wainwright. He was a businessman who owned a workshop and warehouse in Whitechapel Road. He buried Harriet Lane's body under the floorboards of his workshop.

**Acknowledgements**

Source A: © 2003–2015 Old Bailey Proceedings Online

Source B: © AmberleyPublishing/BNPS

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.

edexcel

Specimen assessment materials for first teaching September 2016

Paper 1: Thematic study and historic environment (1HI0/10)

# Option 10: Crime and punishment in Britain, c1000–present

***and***

# Whitechapel, c1870–c1900: crime, policing and the inner city

## Whitechapel, c1870–c1900: crime, policing and the inner city

| Question | |
|---|---|
| **1** | Describe **two** features of the policing system in Whitechapel.<br><br>**Target**: knowledge of key features and characteristics of the period.<br>**AO1**: 4 marks |
| **Marking instructions** | |
| Award 1 mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.<br>e.g.<br>• *Police officers walked a beat through the area **(1)**. Their presence was intended to deter crime as well as to catch criminals committing crime **(1)**.*<br>• *Whitechapel was policed by H Division **(1)**. Different sections of the police force were responsible for different areas **(1)**.*<br>• *A police superintendent was in charge of policing the area **(1)**. Under his control was a force of inspectors, sergeants and constables **(1)**.*<br><br>Accept other appropriate features and supporting information. | |

| Question | | |
|---|---|---|
| **2 (a)** | | How useful are Sources A and B for an enquiry into violent crime in the Whitechapel area? Explain your answer, using Sources A and B and your knowledge of the historical context.<br><br>**Target**: Analysis and evaluation of source utility.<br>**AO3**: 8 marks |
| **Level** | **Mark** | **Descriptor** |
| | 0 | No rewardable material. |
| **1** | **1–2** | • A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance[1]. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources. |
| **2** | **3–5** | • Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance[1]. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance. |
| **3** | **6–8** | • Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance[1] affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility. |

**Notes**
1. Provenance = nature, origin, purpose.

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

**Indicative content guidance**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

**Source A**

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The fact that violence was used as part of a petty theft in Source A is useful to show the level of violence in the area.
- Source A is useful because it shows the thieves came prepared for violence since they had sticks.
- The suggestion in Source A that there were gangs of criminals working in Whitechapel is a useful indication of the nature of violence in the area.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- Source A is taken from the court records of a trial so it should be an accurate record of the evidence given.
- Source A is the evidence given by the victim who might want to exaggerate the violence or the number of people involved in order to get sympathy or to get revenge on the attackers.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- There were a number of organised gangs of criminals who were known to operate in the Whitechapel area.
- Events such as murder and the case of Jack the Ripper gained a great deal of publicity but were far less common than a lower level of violence such as beatings during theft or violence against immigrants.

**Source B**

The usefulness could be identified in terms of the following points which could be drawn from the source:

- Source B is useful in the way it suggests that serious crimes such as murder occurred even by apparently respectable individuals.
- The source is useful as it shows the personal nature of this violent crime and is an example of violent crime against women.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The fact that this was published in a newspaper suggests that it was an unusual crime, about which people would be interested to read.
- Source B was drawn to interest and inform newspaper readers, therefore it focuses on the sensational nature of the crime, which could distort the view readers received.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- Source B is about the murder of a woman in 1874 but it is a different type of violent crime from the murders committed later by Jack the Ripper.
- Whitechapel was a socially mixed area and violent crime was committed by individuals of all classes.

| Question | |
|---|---|
| **2 (b)** | How could you follow up Source A to find out more about violent crime in the Whitechapel area? In your answer, you must give the question you would ask and the type of source you could use.<br><br>**Target**: Source analysis and use (the ability to frame historical questions).<br>**AO3**: 4 marks |

**Marking instructions**

Award 1 mark for selecting a detail in Source A that could form the basis of a follow-up enquiry and 1 mark for a question which is linked to it.

e.g.

- Detail in Source A that I would follow up: the reference to six others helping the accused. **(1)**
- Question I would ask: Was gang activity common in Whitechapel? **(1)**

(No mark for a question that is **not** linked to following up Source A, e.g. 'because it would be an interesting question to ask'.)

Award 1 mark for identification of an appropriate source and 1 mark for an answer that shows how it might help answer the chosen follow-up question.

e.g.

- What type of source I would look for: police records of crimes in the area. **(1)**
- How this might help answer my question: This would help me to see whether there were many reports of crimes committed by gangs and if the police kept records of known gang members. **(1)**

Accept other appropriate alternatives.

## Crime and punishment in Britain, c1000–present

| Question | | |
|---|---|---|
| **3** | | Explain **one** way in which law enforcement in the medieval period (c1000–c1500) was different from law enforcement during the modern period (c1900–present).<br><br>**Target**: Analysis of second order concepts: difference [AO2];<br>Knowledge and understanding of features and characteristics of the period [AO1].<br>**AO2:** 2 marks<br>**AO1:** 2 marks |
| **Level** | **Mark** | **Descriptor** |
| | 0 | No rewardable material. |
| **1** | **1–2** | • Simple or generalised comment is offered about a difference. [AO2]<br>• Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1] |
| **2** | **3–4** | • Features of the period are analysed to explain a difference. [AO2]<br>• Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1] |

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

**Indicative content guidance**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- In the medieval period (c1000–c1500) law enforcement mainly depended on community action but in the modern period (c1900–present) there was a professional police force.
- In the medieval period (c1000–c1500) there was little evidence that could be used to identify the criminal after the crime had been committed but in the modern period (c1900–present) the police could use forensic techniques to identify the criminal from fingerprints or DNA evidence.

| Question | | |
|---|---|---|
| **4** | | Explain why new crimes were defined in the period from c1900 to the present day.<br><br>You may use the following in your answer:<br>• driving offences<br>• race crimes.<br>You **must** also use information of your own.<br><br>**Target**: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1].<br>**AO2**: 6 marks<br>**AO1**: 6 marks |
| **Level** | **Mark** | **Descriptor** |
| | 0 | No rewardable material. |
| **1** | **1–3** | • A simple or generalised answer is given, lacking development and organisation. [AO2]<br>• Limited knowledge and understanding of the topic is shown. [AO1] |
| **2** | **4–6** | • An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]<br>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]<br>*Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points* |
| **3** | **7–9** | • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]<br>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>*Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.* |
| **4** | **10–12** | • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]<br>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>*No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.* |

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

**Indicative content guidance**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- New technology made new antisocial behaviour possible, for example the development of the car made it possible to speed, drive while influenced by drugs or alcohol, or drive without insurance.
- An understanding of the dangers connected to the use of new technology, such as driving too fast, prompted new laws.
- New technology made it possible to commit crimes in new ways, such as credit card theft and internet fraud, and therefore new laws were passed to define these new crimes.
- The large numbers of immigrants from Commonwealth countries and elsewhere during the twentieth century, led to a multi-ethnic society leading to laws being passed to prevent racial discrimination.
- Changing attitudes made certain behaviours unacceptable and prompted changes in legislation, for example discrimination on the grounds of sex or race.
- Changes in the position of women in society led to new laws against domestic violence.

| Question | | |
|---|---|---|
| **5** | | 'The role of religion was the main reason why there were changes in the number of accusations of witchcraft in the early modern period (c1500–c1700).' How far do you agree? Explain your answer.<br><br>You may use the following in your answer:<br>• religious beliefs<br>• Matthew Hopkins.<br>You **must** also use information of your own.<br><br>**Target**: Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1].<br>**AO2**: 10 marks<br>**AO1**: 6 marks<br>**Spelling, punctuation, grammar and the use of specialist terminology (SPaG)**: up to 4 additional marks |
| **Level** | **Mark** | **Descriptor** |
| | 0 | No rewardable material. |
| **1** | **1–4** | • A simple or generalised answer is given, lacking development and organisation. [AO2]<br>• Limited knowledge and understanding of the topic is shown. [AO1]<br>• The overall judgement is missing or asserted. [AO2] |
| **2** | **5–8** | • An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]<br>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]<br>• The overall judgement is given but its justification is asserted or insecure. [AO2]<br>*Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.* |
| **3** | **9–12** | • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]<br>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]<br>*Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.* |
| **4** | **13–16** | • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]<br>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]<br>*No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.* |

| Marks for SPaG | | |
|---|---|---|
| **Performance** | **Mark** | **Descriptor** |
| | **0** | • The learner writes nothing.<br>• The learner's response does not relate to the question.<br>• The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning. |
| Threshold | **1** | • Learners spell and punctuate with reasonable accuracy.<br>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.<br>• Learners use a limited range of specialist terms as appropriate. |
| Intermediate | **2–3** | • Learners spell and punctuate with considerable accuracy.<br>• Learners use rules of grammar with general control of meaning overall.<br>• Learners use a good range of specialist terms as appropriate. |
| High | **4** | • Learners spell and punctuate with consistent accuracy.<br>• Learners use rules of grammar with effective control of meaning overall.<br>• Learners use a wide range of specialist terms as appropriate. |

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

**Indicative content guidance**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points that support the statement may include:

- The sixteenth and seventeenth centuries were a time of religious reformation when religious beliefs had a strong influence on the way people behaved, and the Bible condemned witchcraft.
- A belief in witchcraft and the Devil offered an explanation for bad events happening and provided a scapegoat to blame.
- The role of the monarch in religion linked civil and religious beliefs so witchcraft became a crime dealt with in the courts.
- In the later seventeenth century, changes in religious beliefs meant that people were more willing to accept scientific explanations for events which would previously have been attributed to witchcraft, so accusations declined.

Relevant points to counter the statement may include:

- The inflation of the late sixteenth century and the introduction of the Poor Law increased social tensions and tended to isolate women who were dependent on charity.
- The peak of witchcraft accusations can be attributed to the activities of Matthew Hopkins, who styled himself the 'Witchfinder General'.
- King James I's book *Daemonology* explained how to identify a witch, which encouraged accusations to be made.
- The increased stability and prosperity of the late seventeenth century led to a decline in accusations as there was less need to find a scapegoat.

| Question | | |
|---|---|---|
| **6** | | 'The use of public execution remained an important feature of the penal system in the years c1500-c1900.' How far do you agree? Explain your answer.<br>You may use the following in your answer.<br>• Gunpowder Plotters<br>• Transportation.<br>You **must** also use information of your own.<br>**Target**: Analysis and evaluation of second order concepts: continuity/significance [AO2];<br>Knowledge and understanding of features and characteristics [AO1].<br>**AO2**: 10 marks<br>**AO1**: 6 marks<br>**Spelling, punctuation, grammar and the use of specialist terminology (SPaG)**: up to 4 additional marks |
| **Level** | **Mark** | **Descriptor** |
| | 0 | No rewardable material. |
| **1** | **1–4** | • A simple or generalised answer is given, lacking development and organisation. [AO2]<br>• Limited knowledge and understanding of the topic is shown. [AO1]<br>• The overall judgement is missing or asserted. [AO2] |
| **2** | **5–8** | • An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]<br>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]<br>• The overall judgement is given but its justification is asserted or insecure. [AO2]<br>*Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.* |
| **3** | **9–12** | • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]<br>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]<br>*Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.* |
| **4** | **13–16** | • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]<br>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]<br>*No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.* |

| Marks for SPaG | | |
|---|---|---|
| **Performance** | **Mark** | **Descriptor** |
| | **0** | • The learner writes nothing.<br>• The learner's response does not relate to the question.<br>• The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning. |
| Threshold | **1** | • Learners spell and punctuate with reasonable accuracy.<br>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.<br>• Learners use a limited range of specialist terms as appropriate. |
| Intermediate | **2–3** | • Learners spell and punctuate with considerable accuracy.<br>• Learners use rules of grammar with general control of meaning overall.<br>• Learners use a good range of specialist terms as appropriate. |
| High | **4** | • Learners spell and punctuate with consistent accuracy.<br>• Learners use rules of grammar with effective control of meaning overall.<br>• Learners use a wide range of specialist terms as appropriate. |

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

**Indicative content guidance**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points that support the statement may include:

- Public execution was intended to deter potential criminals and continued to be used throughout the period.
- The number of capital crimes increased, e.g. the Black Acts (1723) onwards.
- The Gunpowder Plotters were hanged, drawn and quartered in public because the crime of treason was the worst possible crime.
- Threats to the ruling classes were usually punished by public execution, e.g. The Gunpowder Plotters.

Relevant points to counter the statement may include:

- The use of transportation offered an alternative form of punishment suggesting capital punishment was less important, but transportation was only used for a limited time from the late seventeenth to the mid-nineteenth century.
- Robert Peel reduced the number of crimes which carried the death penalty during the 1830s, suggesting it played a less important role in the penal system during the nineteenth century.
- The work of John Howard and Elizabeth Fry marked a change in the use of prisons and a shift towards reform rather than an emphasis on punishment and deterrence, suggesting capital punishment was less important during the nineteenth century.
- The building of new prisons such as Pentonville during the nineteenth century showed a move towards alternative punishments and a decline in capital punishment.

Write your name here

| Surname | Other names |
|---|---|
| | |

**Pearson Edexcel GCSE (9–1)**

Centre Number | Candidate Number

# History

**Paper 1: Thematic study and historic environment**
**Option 11: Medicine in Britain, c1250–present *and* The British sector of the Western Front, 1914–18: injuries, treatment and the trenches**

Specimen assessment materials for first teaching September 2016
**Time: 1 hour 15 minutes**

Paper Reference
**1HI0/11**

**You must have:**
Sources Booklet (enclosed)

Total Marks

## 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.
- There are two sections in this question paper. Answer Questions 1 and 2 from Section A. From Section B, answer Questions 3 and 4 and then **EITHER** Question 5 **OR** Question 6.
- Answer the questions in the spaces provided – *there may be more space than you need.*

## Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

*Turn over* ▶


©2016 Pearson Education Ltd.


S 5 3 5 1 7 A 0 1 0 9

PEARSON

**SECTION A: The British sector of the Western Front, 1914–18: injuries, treatment and the trenches**

**Answer Questions 1 and 2.**

**1** Describe **two** features of the effects of poison gas attacks on soldiers.

Feature 1

.....

.....

.....

.....

.....

.....

Feature 2

.....

.....

.....

.....

.....

.....

**(Total for Question 1 = 4 marks)**

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

**2** (a) **Study Sources A and B in the Sources Booklet.**

How useful are Sources A and B for an enquiry into the system for dealing with injured soldiers on the Western Front?

Explain your answer, using Sources A and B and your knowledge of the historical context.

**(8)**

[The live question paper will contain one more page of answer lines.]

(b) **Study Source A.**

How could you follow up Source A to find out more about the system for dealing with injured soldiers on the Western Front?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

**(4)**

Detail in Source A that I would follow up:

.....

.....

.....

Question I would ask:

.....

.....

.....

What type of source I could use:

.....

.....

.....

How this might help answer my question:

.....

.....

.....

**(Total for Question 2 = 12 marks)**

**TOTAL FOR SECTION A = 16 MARKS**

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

**SECTION B: Medicine in Britain, c1250–present**

**Answer Questions 3 and 4. Then answer EITHER Question 5 OR Question 6.**

**3** Explain **one** way in which the methods used by doctors to diagnose illness during the medieval period (c1250–1500) were different from the methods used during the modern period (c1900–present).

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**(Total for Question 3 = 4 marks)**

**4** Explain why the role of Church in medicine decreased in importance in the years c1250–c1700.

You may use the following in your answer:

- medical training
- William Harvey

You **must** also use information of your own.

[The live question paper will contain two more pages of answer lines.]

**(Total for Question 4 = 12 marks)**

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

**BLANK PAGE**

**Answer EITHER Question 5 OR Question 6.**

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in this question.**

**EITHER**

**5** 'John Snow's work on cholera was a turning point in the prevention of infectious diseases c1700–c1900.'

How far do you agree? Explain your answer.

**(16)**

You may use the following in your answer:

- Jenner's vaccination
- the Broad Street pump

You **must** also use information of your own.

**(Total for spelling, punctuation grammar and use of specialist terminology = 4 marks)**
**(Total for Question 5 = 20 marks)**

**OR**

**6** 'Government action is the most important reason why there were improvements in care and treatment in hospitals during the nineteenth and twentieth centuries.'

How far do you agree? Explain your answer.

**(16)**

You may use the following in your answer:

- Florence Nightingale
- government funding

You **must** also use information of your own.

**(Total for spelling, punctuation grammar and use of specialist terminology = 4 marks)**
**(Total for Question 6 = 20 marks)**

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

**Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.**

Chosen question number: **Question 5** ☐ **Question 6** ☐

[The live question paper will contain three more pages of answer lines.]

**TOTAL FOR SECTION B = 36 MARKS**
**TOTAL FOR PAPER = 52 MARKS**

# Pearson Edexcel GCSE (9–1)

# History

**Paper 1: Thematic study and historic environment**
**Option 11: Medicine in Britain, c1250–present *and* The British sector of the Western Front, 1914–18: injuries, treatment and the trenches**

Specimen assessment materials for first teaching September 2016
**Sources Booklet**

Paper Reference
**1HI0/11**

**Do not return this booklet with the question paper.**

*Turn over*

S53517A

©2016 Pearson Education Ltd.

1/1/1/1/1

S 5 3 5 1 7 A

PEARSON

**Sources for use with Section A.**

**Source A:** From the writings of Henry Buckle, a soldier on the Western Front. He wrote a diary while he was in the trenches and typed it up after the war. Here he describes his situation after being injured in 1915.

> I am lying in the barn with a damaged leg, the result of being too near a bursting shell. My leg is not bleeding but it got sort of buried in the trench and twisted up. My sergeant was also injured. Our stretcher people were busy so I told them we could manage to get back by ourselves. It took us all night to get back here to the barn, with lots of sit-downs. The RAMC staff keep coming in but don't seem able to mend me up. The Medical Officer has been in and says I shall have to go to a Field Hospital for a week.

**Source B:** A photograph showing soldiers on stretchers outside a dressing station on the Western Front during the Battle of Arras, 1917. They are waiting to be transported to a casualty clearing station.

**Acknowledgements**

Source A: © The History Press

Source B: © IWM

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.

edexcel

Specimen assessment materials for first teaching September 2016

Paper 1: Thematic study and historic environment (1HI0/11)

# Option 11: Medicine through time, c1250–present *and* The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

## The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

| Question | |
|---|---|
| **1** | Describe **two** features of the effects of poison gas attacks on soldiers.<br>**Target**: knowledge of key features and characteristics of the period.<br>**AO1**: 4 marks |
| **Marking instructions** | |
| Award 1 mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.<br>e.g.<br>• Chlorine gas affected the victim's breathing **(1)**. The victim died quickly from suffocation **(1)**.<br>• Phosgene gas had similar effects to chlorine gas and killed the victim through suffocation **(1)**. It affected the lungs **(1)**.<br>• Mustard gas caused blisters on the skin, internal bleeding and affected the eyes and lungs **(1)**. It could take days for the sufferer to die **(1)**.<br><br>Accept other appropriate features and supporting information. | |

| Question | | |
|---|---|---|
| **2 (a)** | | How useful are Sources A and B for an enquiry into the system for dealing with injured soldiers on the Western Front? Explain your answer, using Sources A and B and your knowledge of the historical context.<br><br>**Target**: Analysis and evaluation of source utility.<br>**AO3**: 8 marks |
| **Level** | **Mark** | **Descriptor** |
| | 0 | No rewardable material. |
| **1** | **1–2** | • A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance[1]. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources. |
| **2** | **3–5** | • Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance[1]. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance. |
| **3** | **6–8** | • Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance[1] affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility. |

**Notes**
1. Provenance = nature, origin, purpose.

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

**Indicative content guidance**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

**Source A**

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The references in Source A to the RAMC, the Medical Officer and the field hospital are useful because they provide evidence of a system for dealing with injured soldiers.
- Buckle's comment about the stretcher bearers suggests that the system could not cope with the amount of wounded soldiers, which is useful as it shows the difficulties of the situation.
- The reference to the Medical Officer is useful because it shows that the system was staffed by medical personnel.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The fact that this was written by Henry Buckle about his own experiences suggests it is an accurate account.
- The account in Source A was written at the time but typed up later and it is possible that Buckle made some changes because he then had hindsight about what happened next.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- In the RAMC system, cases were moved from first aid posts and dressing stations further back towards base to field hospitals and casualty clearing stations.

- Source A is useful in the way it shows the problem of not enough stretcher bearers; there were only four per company and the use of heavy artillery and high explosives often meant large numbers of wounded men.

**Source B**

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The details in Source B are useful as they show the way injured soldiers were transported – the wounded are on stretchers and there are motor and horse-drawn vehicles ready to transport them.
- Source B is useful because it seems to indicate the problem of logistics – this amount of men could not be transported by the vehicles that are visible in the photograph.
- The photograph is useful because it gives an indication of the number of wounded men with which the system needed to deal.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- Source B is a photograph and therefore should be an accurate impression but we do not know if more wounded men are out of sight.
- Source B might not show a typical situation – this could be just after a battle and therefore shows an unusually large number of wounded.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- The system could be very efficient; the severely wounded were taken to the coast by train for subsequent transport back to Britain.
- The photograph does not show the personnel involved in the transport of and care for the wounded, such as the RAMC and the VAD nurses.

| Question | |
|---|---|
| **2 (b)** | How could you follow up Source A to find out more about the system for dealing with injured soldiers on the Western Front? In your answer, you must give the question you would ask and the type of source you could use.<br><br>**Target**: Source analysis and use (the ability to frame historical questions).<br>**AO3**: 4 marks |

**Marking instructions**

Award 1 mark for selecting a detail in Source A that could form the basis of a follow-up enquiry and 1 mark for a question which is linked to it.

e.g.

- Detail in Source A that I would follow up: the comment about being sent to a Field Hospital. **(1)**
- Question I would ask: Why would the Field Hospital be better able to deal with his injury? **(1)**

(No mark for a question that is **not** linked to following up Source A, e.g. 'because it would be an interesting question to ask'.)

Award 1 mark for identification of an appropriate source and 1 mark for an answer that shows how it might help answer the chosen follow-up question.

e.g.

- What type of source I would look for: RAMC records showing the facilities available at a Field Hospital. **(1)**
- How this might help answer my question: This would help me to see whether the Field Hospital was better equipped, for example with x-ray machines. **(1)**

Accept other appropriate alternatives.

## Medicine through time, c1250–present

| Question | | |
|---|---|---|
| **3** | | Explain **one** way in which the methods used by doctors to diagnose illness during the medieval period (c1250-c1500) were different from the methods used during the modern period (c1900-present).<br><br>**Target**: Analysis of second order concepts: difference [AO2];<br>Knowledge and understanding of features and characteristics of the period [AO1].<br>**AO2:** 2 marks<br>**AO1:** 2 marks |
| **Level** | **Mark** | **Descriptor** |
| | 0 | No rewardable material. |
| **1** | **1–2** | • Simple or generalised comment is offered about a difference. [AO2]<br>• Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1] |
| **2** | **3–4** | • Features of the period are analysed to explain a difference. [AO2]<br>• Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1] |

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

**Indicative content guidance**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- In the medieval period doctors would ask about the patient's humours and consider whether they were flushed or sick, whereas in the modern period tests and scans could be carried out to discover any internal cause of illness.
- In the medieval period the doctor might enquire about the patient's star sign because they believed that the patient could be affected by astrology, but in the modern period doctors might ask about other family members because they know that some conditions are hereditary.

| Question | | |
|---|---|---|
| **4** | | Explain why the role of the Church in medicine decreased in importance in the years c1250-c1700.<br>You may use the following in your answer:<br>• medical training<br>• William Harvey.<br>You **must** also use information of your own.<br>**Target**: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1].<br>**AO2**: 6 marks<br>**AO1**: 6 marks |
| **Level** | **Mark** | **Descriptor** |
| | 0 | No rewardable material. |
| **1** | **1–3** | • A simple or generalised answer is given, lacking development and organisation. [AO2]<br>• Limited knowledge and understanding of the topic is shown. [AO1] |
| **2** | **4–6** | • An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]<br>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]<br>*Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points* |
| **3** | **7–9** | • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]<br>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>*Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.* |
| **4** | **10–12** | • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]<br>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>*No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.* |

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

**Indicative content guidance**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The Church fostered the ideas of Galen as the basis of medical training but the work of Vesalius and Harvey identified errors in his work, which then challenged the authority of the Church.
- Universities began to offer medical degrees independent from Church control.
- During the Reformation in the sixteenth century, religious houses were closed down, which meant that the Church no longer played a key role in providing care for the ill.
- The work of Vesalius and Harvey showed the importance of dissections, even though the Church disapproved of this practice.
- The printing press allowed ideas to spread quickly, which challenged the Church's control of education and medical training.
- The Royal Society encouraged a spirit of enquiry and emphasised the need for evidence to be demonstrated rather than just accepting ideas.

| Question | | |
|---|---|---|
| **5** | | 'John Snow's work on cholera was a turning point in the prevention of infectious diseases c1700-c1900' How far do you agree? Explain your answer.<br><br>You may use the following in your answer:<br>• Jenner's vaccination<br>• the Broad Street pump.<br>You **must** also use information of your own.<br><br>**Target**: Analysis and evaluation of second order concepts: significance/change and continuity [AO2];<br>Knowledge and understanding of features and characteristics [AO1].<br>**AO2**: 10 marks<br>**AO1**: 6 marks<br>**Spelling, punctuation, grammar and the use of specialist terminology (SPaG)**: up to 4 additional marks |
| **Level** | **Mark** | **Descriptor** |
| | 0 | No rewardable material. |
| **1** | **1–4** | • A simple or generalised answer is given, lacking development and organisation. [AO2]<br>• Limited knowledge and understanding of the topic is shown. [AO1]<br>• The overall judgement is missing or asserted. [AO2] |
| **2** | **5–8** | • An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]<br>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]<br>• The overall judgement is given but its justification is asserted or insecure. [AO2]<br>*Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.* |
| **3** | **9–12** | • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]<br>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]<br>*Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.* |
| **4** | **13–16** | • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]<br>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]<br>*No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.* |

| Marks for SPaG | | |
|---|---|---|
| **Performance** | **Mark** | **Descriptor** |
| | **0** | • The learner writes nothing.<br>• The learner's response does not relate to the question.<br>• The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning. |
| Threshold | **1** | • Learners spell and punctuate with reasonable accuracy.<br>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.<br>• Learners use a limited range of specialist terms as appropriate. |
| Intermediate | **2–3** | • Learners spell and punctuate with considerable accuracy.<br>• Learners use rules of grammar with general control of meaning overall.<br>• Learners use a good range of specialist terms as appropriate. |
| High | **4** | • Learners spell and punctuate with consistent accuracy.<br>• Learners use rules of grammar with effective control of meaning overall.<br>• Learners use a wide range of specialist terms as appropriate. |

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

**Indicative content guidance**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points that support the statement may include:

- Before Snow's work, Jenner's vaccination had been effective but only against smallpox.
- Before Snow's work on the Broad Street cholera epidemic there was no understanding of how diseases spread – most people believed in miasma.
- When Snow removed the handle from the Broad Street pump, the cholera decreased, which showed that it was water-borne.
- Snow showed that disease could be prevented even if the cause of it was not understood.
- When new sewers were built in the 1860s and 1870s, cholera epidemics ended in those areas, reinforcing his emphasis on provision of clean water and the removal of sewage.

Relevant points to counter the statement may include:

- John Snow's work was relevant to cholera and other water-borne diseases but had little impact on other infectious diseases such as TB or smallpox.
- Prevention of infectious diseases only became possible in the late nineteenth century as vaccinations were developed, based on the work of Pasteur.
- Prevention of infectious disease was not fully effective until the government took responsibility for public health, 1875.

| | | |
|---|---|---|
| **6** | | 'Government action is the most important reason why there were improvements in care and treatment in hospitals during the nineteenth and twentieth centuries.' How far do you agree? Explain your answer.<br><br>You may use the following in your answer.<br>• Florence Nightingale<br>• government funding.<br>You **must** also use information of your own.<br><br>**Target**: Analysis and evaluation of second order concepts: causation. [AO2]; Knowledge and understanding of features and characteristics [AO1].<br>**AO2**: 10 marks<br>**AO1**: 6 marks<br>**Spelling, punctuation, grammar and the use of specialist terminology (SPaG)**: up to 4 additional marks |
| **Level** | **Mark** | **Descriptor** |
| | 0 | No rewardable material. |
| **1** | **1–4** | • A simple or generalised answer is given, lacking development and organisation. [AO2]<br>• Limited knowledge and understanding of the topic is shown. [AO1]<br>• The overall judgement is missing or asserted. [AO2] |
| **2** | **5–8** | • An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]<br>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]<br>• The overall judgement is given but its justification is asserted or insecure. [AO2]<br>*Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.* |
| **3** | **9–12** | • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]<br>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]<br>*Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.* |
| **4** | **13–16** | • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]<br>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]<br>*No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.* |

| Marks for SPaG | | |
|---|---|---|
| **Performance** | **Mark** | **Descriptor** |
| | **0** | • The learner writes nothing.<br>• The learner's response does not relate to the question.<br>• The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning. |
| Threshold | **1** | • Learners spell and punctuate with reasonable accuracy.<br>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.<br>• Learners use a limited range of specialist terms as appropriate. |
| Intermediate | **2–3** | • Learners spell and punctuate with considerable accuracy.<br>• Learners use rules of grammar with general control of meaning overall.<br>• Learners use a good range of specialist terms as appropriate. |
| High | **4** | • Learners spell and punctuate with consistent accuracy.<br>• Learners use rules of grammar with effective control of meaning overall.<br>• Learners use a wide range of specialist terms as appropriate. |

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

**Indicative content guidance**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points that support the statement may include:

- Local governments often set up their own hospitals during the nineteenth and early twentieth centuries.
- In 1948 government funding established the NHS in order to organise a national system for the treatment of the sick, which included providing the technology and equipment needed for diagnosis and treatment in hospitals.
- Government funding since 1948 provided medicines that were originally free and from 1952 at a subsidised cost so that everyone could receive the treatment they needed.

Relevant points to counter the statement may include:

- Florence Nightingale's work on training for nurses improved care in hospitals during the nineteenth century.
- Pasteur's germ theory, 1861, led to improved understanding of illness and made treatment effective during the twentieth century.
- Better treatment such as the development of Salvarsan 606 (1909) and penicillin became available through the work of research teams and improvements in scientific knowledge.
- Improvements in science meant that anaesthetics and antiseptics became effective during the nineteenth century and treatment through surgery improved; developments in science and technology have also made high-tech surgery possible in the late twentieth century.
- Much of the research and development of new medicines from the late twentieth century onwards, has been funded by charities such as Cancer Research UK and also by drug companies.

Write your name here

| Surname | Other names |
|---|---|
| | |

**Pearson Edexcel GCSE (9–1)**

Centre Number | Candidate Number

# History

## Paper 1: Thematic study and historic environment
## Option 12: Warfare and British society, c1250–present *and* London and the Second World War, 1939–45

Specimen assessment materials for first teaching September 2016
**Time: 1 hour 15 minutes**

Paper Reference
**1HI0/12**

**You must have:**
Sources Booklet (enclosed)

Total Marks

## 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.
- There are two sections in this question paper. Answer Questions 1 and 2 from Section A. From Section B, answer Questions 3 and 4 and then **EITHER** Question 5 **OR** Question 6.
- Answer the questions in the spaces provided – *there may be more space than you need.*

## Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

*Turn over* ▶


©2016 Pearson Education Ltd.


S 5 3 5 1 8 A 0 1 0 9

PEARSON

## SECTION A: London and the Second World War, 1939–45

**Answer Questions 1 and 2.**

**1** Describe **two** features of the government's use of propaganda during the Blitz in the Second World War.

Feature 1

.....

.....

.....

.....

.....

.....

Feature 2

.....

.....

.....

.....

.....

.....

**(Total for Question 1 = 4 marks)**

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

**2** (a) **Study Sources A and B in the Sources Booklet.**

How useful are Sources A and B for an enquiry into the effects of bombs falling on London?

Explain your answer, using Sources A and B and your knowledge of the historical context.

**(8)**

[The live question paper will contain one more page of answer lines.]

(b) **Study Source A.**

How could you follow up Source A to find out more about the effects of bombs falling on London?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

**(4)**

Detail in Source A that I would follow up:

.....

.....

.....

Question I would ask:

.....

.....

.....

What type of source I could use:

.....

.....

.....

How this might help answer my question:

.....

.....

.....

**(Total for Question 2 = 12 marks)**

**TOTAL FOR SECTION A = 16 MARKS**

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

**SECTION B: Warfare and British society, c1250–present**

**Answer Questions 3 and 4. Then answer EITHER Question 5 OR Question 6.**

**3** Explain **one** way in which the composition of the army in the nineteenth century was similar to the composition of the army in the modern period.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**(Total for Question 3 = 4 marks)**

**4** Explain why the role of the tank in warfare changed in the period since its introduction during the First World War to the present day.

You may use the following in your answer:

- the Battle of the Somme (1916)
- the Iraq War (2003)

You **must** also use information of your own.

[The live question paper will contain two more pages of answer lines.]

**(Total for Question 4 = 12 marks)**

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

**BLANK PAGE**

**Answer EITHER Question 5 OR Question 6.**

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in this question.**

**EITHER**

**5** 'The role of Edward I was more important for the outcome of the Battle of Falkirk than the role of Cromwell was for the outcome of the Battle of Naseby.'

How far do you agree? Explain your answer.

**(16)**

You may use the following in your answer:

- the use of archers
- the New Model Army

You **must** also use information of your own.

**(Total for spelling, punctuation grammar and use of specialist terminology = 4 marks)**
**(Total for Question 5 = 20 marks)**

**OR**

**6** 'Warfare had a greater impact on civilians in the period c1700–c1900 than in the period c1500–c1700.'

How far do you agree? Explain your answer.

**(16)**

You may use the following in your answer:

- requisitioning
- war reporting

You **must** also use information of your own.

**(Total for spelling, punctuation grammar and use of specialist terminology = 4 marks)**
**(Total for Question 6 = 20 marks)**

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

**Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.**

Chosen question number: **Question 5** ☐ **Question 6** ☐

[The live question paper will contain three more pages of answer lines.]

**TOTAL FOR SECTION B = 36 MARKS**
**TOTAL FOR PAPER = 52 MARKS**

# Pearson Edexcel GCSE (9–1)

# History

**Paper 1: Thematic study and historic environment**
**Option 12: Warfare and British society, c1250–present *and* London and the Second World War, 1939–45**

Specimen assessment materials for first teaching September 2016

**Sources Booklet**

Paper Reference
**1HI0/12**

**Do not return this booklet with the question paper.**

*Turn over*

S53518A

©2016 Pearson Education Ltd.

1/1/1/1/1

S 5 3 5 1 8 A

PEARSON

**Sources for use with Section A.**

**Source A:** From the records of the fire brigade, listing the incidents when bombs were dropped on London during the night of 7 September 1940. The table shows information about some of the incidents reported in one area of East London during that night.

| Incident Number | Time | Type of Bomb | Damage |
|---|---|---|---|
| 98 | 17:15 | incendiary bomb | Berger Hall Central Church and Medical Mission. Contents severely damaged. Building of 1 and 2 floors collapsed and fallen down. |
| 147 | 17:45 | incendiary bomb | Several incendiary bombs burned out on road. |
| 453 | 18:32 | incendiary bomb | People trapped in air raid shelter, first aid given by the brigade, all persons accounted for. |
| 501 | 18:52 | explosive bomb | Private house of 8 rooms severely damaged, part of roof off. |

**Source B:** A photograph showing nurses outside Lewisham Hospital, July 1944. Bombs had hit two wards in the hospital the night before, killing 3 patients and staff and injuring 70. Here, the nurses are sorting bed linen that had been scattered in the blasts.

**Acknowledgements**

Source A: Data source: http://www.theguardian.com/news/datablog/2010/sep/06/london-blitz-bomb-map-september-7-1940

Source B: © Trinity Mirror / Mirrorpix / Alamy Stock Photo

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.

edexcel

Specimen assessment materials for first teaching September 2016

Paper 1: Thematic study and historic environment (1HI0/12)

# Option 12: Warfare and British society, c1250–present *and* London and the Second World War, 1939–45

## London and the Second World War, 1939–45

| Question | |
|---|---|
| **1** | Describe **two** features of the government's use of propaganda during the Blitz in the Second World War.<br><br>**Target**: knowledge of key features and characteristics of the period.<br>**AO1**: 4 marks |

**Marking instructions**

Award 1 mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.

e.g.

- It was used to keep up morale **(1)**. There was an emphasis in posters and the media on maintaining community spirit during the Blitz **(1)**.
- Propaganda was used to encourage people to be safe **(1)**. Propaganda encouraged mothers to send their children away from London **(1)**.
- The government used propaganda to persuade people to play a role on the Home Front **(1).** There was a particular emphasis on the role of an ARP or fire watcher during the Blitz **(1)**.

Accept other appropriate features and supporting information.

| Question | | |
|---|---|---|
| **2 (a)** | | How useful are Sources A and B for an enquiry into the effects of bombs falling on London? Explain your answer, using Sources A and B and your knowledge of the historical context.<br><br>**Target**: Analysis and evaluation of source utility.<br>**AO3**: 8 marks |
| **Level** | **Mark** | **Descriptor** |
| | 0 | No rewardable material. |
| **1** | **1–2** | • A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance[1]. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources. |
| **2** | **3–5** | • Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance[1]. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance. |
| **3** | **6–8** | • Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance[1] affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility. |

**Notes**
1. Provenance = nature, origin, purpose.

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

**Indicative content guidance**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

**Source A**

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The source is useful as it shows the number of bombs dropped in one night and indicates the scale of the damage.
- The source shows different types of buildings damaged by the bombs; this would be useful to demonstrate the impact on society in the area.
- The fact that Source A mentions different types of bombs is useful because it suggests there was a variety of effects.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The fact that this was compiled from the records of the fire brigades who attended these incidents suggests it is an accurate reflection of the situation.
- It is not clear whether this was a typical night, so this cannot be assumed to be representative of the overall situation.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- This was the start of the Blitz, when German bombers targeted London for several months, but this level of bombing did not continue throughout the war.
- The Blitz affected residential areas and social life but the main targets were factories and the docks in order to cripple the war effort.

**Source B**

The usefulness could be identified in terms of the following points which could be drawn from the source:

- Source B is useful because it gives an idea of the wider impact of bombs on the community when key buildings were affected.
- The effects of bomb damage were not always as extensive as seemed at first and that some things were recoverable, as is suggested by Source B.
- Source B is visual proof of the way people tried to clear the damage after a bomb and carry on as normally as possible.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- Source B is a photograph and should be an accurate record of how the hospital tried to cope after the bombs but a single photograph does not give an overview or timescale and cannot show whether Lewisham Hospital was able to run effectively immediately afterwards.
- Source B may have been intended for use in a newspaper to show community spirit as it does not show the dead and injured patients and staff.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- A bomb hitting a hospital had a big impact on the community as the casualties caused by other bombs had to be transported elsewhere; the government set up the Emergency Medical Service in 1939 to coordinate these demands.
- The main periods of the Blitz were September 1940–May 1941 and January–May 1944; from June 1944 V1 flying bombs began to be used.

| Question | |
|---|---|
| **2 (b)** | How could you follow up Source A to find out more about the effects of bombs falling on London? In your answer, you must give the question you would ask and the type of source you could use.<br><br>**Target**: Source analysis and use (the ability to frame historical questions).<br>**AO3**: 4 marks |

**Marking instructions**

Award 1 mark for selecting a detail in Source A that could form the basis of a follow-up enquiry and 1 mark for a question that is linked to it.

e.g.

- Detail in Source A that I would follow up: the comment about a private house being severely damaged. **(1)**
- Question I would ask: What happened to people in London whose houses were damaged? **(1)**

(No mark for a question that is **not** linked to following up Source A, e.g. 'because it would be an interesting question to ask'.)

Award 1 mark for identification of an appropriate source and 1 mark for an answer that shows how it might help answer the chosen follow-up question.

e.g.

- What type of source I would look for: personal accounts in the Mass Observation records. **(1)**
- How this might help answer my question: Since the accounts were written anonymously, these would provide me with personal and probably reliable accounts of where people moved to and what help was offered to people whose houses were bombed. **(1)**

Accept other appropriate alternatives.

## Warfare and British society, c1250–present

| Question | | |
|---|---|---|
| **3** | | Explain **one** way in which the composition of the army in the nineteenth century was similar to the composition of the army in the modern period.<br><br>**Target**: Analysis of second order concepts: similarity [AO2];<br>Knowledge and understanding of features and characteristics of the period [AO1].<br>**AO2:** 2 marks<br>**AO1:** 2 marks |
| **Level** | **Mark** | **Descriptor** |
| | 0 | No rewardable material. |
| **1** | **1–2** | • Simple or generalised comment is offered about a similarity [AO2]<br>• Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1] |
| **2** | **3–4** | • Features of the period are analysed to explain a similarity. [AO2]<br>• Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1] |

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

**Indicative content guidance**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- In the nineteenth century there was a move to professionalise the army through changes in the terms of service, such as Cardwell's reforms, and the army in the modern period is professionally trained.
- In both the nineteenth century and the modern period, the army is composed of different specialist groups such as engineers and artillery.

| Question | | |
|---|---|---|
| **4** | | Explain why the role of the tank in warfare changed in the period since its introduction during the First World War to the present day.<br><br>You may use the following in your answer:<br>• the Battle of the Somme (1916)<br>• the Iraq War (2003).<br>You **must** also use information of your own.<br><br>**Target**: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1].<br>**AO2**: 6 marks<br>**AO1**: 6 marks |
| **Level** | **Mark** | **Descriptor** |
| | 0 | No rewardable material. |
| **1** | **1–3** | • A simple or generalised answer is given, lacking development and organisation. [AO2]<br>• Limited knowledge and understanding of the topic is shown. [AO1] |
| **2** | **4–6** | • An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]<br>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]<br>*Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points* |
| **3** | **7–9** | • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]<br>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>*Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.* |
| **4** | **10–12** | • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]<br>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>*No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.* |

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

**Indicative content guidance**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Generals did not see the value of the tank at first since they were slow and often broke down – the tank had little impact at the Battle of the Somme.
- Better use of tanks in the Battle of Cambrai showed the potential of the tank to break through enemy lines.
- New tactics developed to use tanks to reduce casualties by protecting troops in an advance as well as capturing fortified positions.
- Improvements to tank design made them faster, which was more suited to modern, mobile war.
- Different types of tank developed, including light tanks, which could be used for reconnaissance and small-scale operations, and heavy tanks which could play an important role in battle.

The role played by tanks has become more decisive, shown by the key role of tanks in the Battle of Basra.

| Question | | |
|---|---|---|
| **5** | | 'The role of Edward I was more important for the outcome of the Battle of Falkirk than the role of Cromwell was for the outcome of the Battle of Naseby.' How far do you agree? Explain your answer.<br><br>You may use the following in your answer:<br>• the use of archers<br>• the New Model Army<br>You **must** also use information of your own.<br><br>**Target**: Analysis and evaluation of second order concepts: significance/consequence [AO2];<br>Knowledge and understanding of features and characteristics [AO1].<br>**AO2**: 10 marks<br>**AO1**: 6 marks<br>**Spelling, punctuation, grammar and the use of specialist terminology (SPaG)**: up to 4 additional marks |
| **Level** | **Mark** | **Descriptor** |
| | 0 | No rewardable material. |
| **1** | **1–4** | • A simple or generalised answer is given, lacking development and organisation. [AO2]<br>• Limited knowledge and understanding of the topic is shown. [AO1]<br>• The overall judgement is missing or asserted. [AO2] |
| **2** | **5–8** | • An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]<br>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]<br>• The overall judgement is given but its justification is asserted or insecure. [AO2]<br>*Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.* |
| **3** | **9–12** | • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]<br>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]<br>*Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.* |
| **4** | **13–16** | • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]<br>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]<br>*No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.* |

| Marks for SPaG | | |
|---|---|---|
| **Performance** | **Mark** | **Descriptor** |
| | **0** | • The learner writes nothing.<br>• The learner's response does not relate to the question.<br>• The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning. |
| Threshold | **1** | • Learners spell and punctuate with reasonable accuracy.<br>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.<br>• Learners use a limited range of specialist terms as appropriate. |
| Intermediate | **2–3** | • Learners spell and punctuate with considerable accuracy.<br>• Learners use rules of grammar with general control of meaning overall.<br>• Learners use a good range of specialist terms as appropriate. |
| High | **4** | • Learners spell and punctuate with consistent accuracy.<br>• Learners use rules of grammar with effective control of meaning overall.<br>• Learners use a wide range of specialist terms as appropriate. |

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

**Indicative content guidance**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points that support the statement may include:

- Edward I's recruitment of a large army contributed to victory at Falkirk, whereas in the victory at Naseby Cromwell had less control over recruitment as he was not in overall command.
- Edward showed good leadership in the innovative use of a large number of English and Welsh archers, equipped with the new longbow and iron-tipped arrows; Cromwell used fairly standard tactics.
- Edward I's cavalry found it difficult to deal with Wallace's schiltrons but he overcame them by good use of archers; Cromwell's cavalry did not face difficult weapons or unusual formations so his leadership skills were less important.
- Edward's tactical use of archers and cavalry enabled him to win the battle, whereas Cromwell's tactics such as sending Okey's dragoons to harass the Royalists had limited impact on the outcome of the battle.

Relevant points to counter the statement may include:

- Edward's role was less important than Wallace's problems, for example some Scottish nobles failed to join the battle at a point when their cavalry could have had an impact on the battle.
- The New Model Army's contribution to victory was the result of the role Cromwell played in training them and enforcing a high level of discipline.
- Cromwell's leadership was important because the New Model Army remained on the battlefield, where they played a key role in victory.
- In both battles, the cavalry and archers were key components of the army and essential for victory.

| Question | | |
|---|---|---|
| **6** | | 'Warfare had a greater impact on civilians in the period c1700–c1900 than in the period c1500-c1700.' How far do you agree? Explain your answer.<br><br>You may use the following in your answer.<br>• requisitioning<br>• war reporting.<br><br>You **must** also use information of your own.<br><br>**Target**: Analysis and evaluation of second order concepts: comparison/change and continuity [AO2];<br>Knowledge and understanding of features and characteristics [AO1].<br>**AO2**: 10 marks<br>**AO1**: 6 marks<br>**Spelling, punctuation, grammar and the use of specialist terminology (SPaG)**: up to 4 additional marks |
| **Level** | **Mark** | **Descriptor** |
| | 0 | No rewardable material. |
| **1** | **1–4** | • A simple or generalised answer is given, lacking development and organisation. [AO2]<br>• Limited knowledge and understanding of the topic is shown. [AO1]<br>• The overall judgement is missing or asserted. [AO2] |
| **2** | **5–8** | • An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]<br>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]<br>• The overall judgement is given but its justification is asserted or insecure. [AO2]<br>*Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.* |
| **3** | **9–12** | • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]<br>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]<br>*Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.* |
| **4** | **13–16** | • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]<br>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]<br>*No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.* |

| Marks for SPaG | | |
|---|---|---|
| **Performance** | **Mark** | **Descriptor** |
| | **0** | • The learner writes nothing.<br>• The learner's response does not relate to the question.<br>• The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning. |
| Threshold | **1** | • Learners spell and punctuate with reasonable accuracy.<br>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.<br>• Learners use a limited range of specialist terms as appropriate. |
| Intermediate | **2–3** | • Learners spell and punctuate with considerable accuracy.<br>• Learners use rules of grammar with general control of meaning overall.<br>• Learners use a good range of specialist terms as appropriate. |
| High | **4** | • Learners spell and punctuate with consistent accuracy.<br>• Learners use rules of grammar with effective control of meaning overall.<br>• Learners use a wide range of specialist terms as appropriate. |

**Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

**Indicative content guidance**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points that support the statement may include:

- The impact of war was felt more by civilians in the late nineteenth century because war reporting in newspapers gave details of the injured and dead, whereas in the period c1500–c1700 many people were not literate and would not have had access to such details.
- The impact of war was felt more by civilians in the late nineteenth century because war photography made the horrors of war clear to everyone, whereas before few people would have witnessed this.
- The need for larger armies in the period c1700–c1900 than in the period c1500–c1700 meant that more men joined the army, which would have had an impact on the family and society.
- The need for industrialised weapons and supplies meant that wars during the period c1700–c1900 had a greater impact on the economy than in the period c1500–c1700.

Relevant points to counter the statement may include:

- The English Civil Wars were fought in Britain, meaning that people would be affected by requisitioning, whereas this would not apply to the overseas wars of the period c1700–c1900.
- The English Civil Wars were fought in Britain, meaning that people would be directly affected by the passage of troops and battles being fought on farmland; this was less common in the period c1700–c1900.
- In the period c1700–c1900 soldiers were mainly volunteers or criminals who joined the army in preference to gaol but in the sixteenth and early seventeenth centuries there was often the expectation that men would follow their local lord, so they had less choice about joining the army.