

Edexcel GCSE History B: Schools History Project

Teacher support booklet: Unit 1 Development study

This Teacher Support Booklet has been designed to support you with the changes to Unit 1 of the History B (Schools History Project) specification from September 2013. This specification is for first certification in June 2015.

In this booklet, you will find guidance on each question type, covering any changes to question style and mark schemes. Questions and extracts from mark schemes from the sample assessment materials are used to illustrate the changes; where there is more significant change, sample student answers are given to exemplify the changes.

In addition, at the end of the booklet, you will find guidance on how to create mock exam papers for students.

What are the changes to content?

To ensure comparability, in all three options there are no longer separate core and extension topics: within each option, the content is now divided into four periods, all of which **must** be studied:

- c50AD to c1350
- c1350 to c1750
- c1750 to 1900
- c1900 to the present day.

The second extension content has been woven into the previous core content for options 1A and 1B, and replaced in option 1C with additional twentieth-century content.

The titles of the three options have been amended to reflect these changes and are now:

- 1A Medicine and public health in Britain c50AD to the present day
- 1B Crime and punishment in Britain c50AD to the present day
- 1C The changing nature of warfare in Britain c50AD to the present day

Note that details relating to the Roman period should be based on Britain rather than on Rome.

Changes to the detailed amplification of content can be seen in the matching charts [available on the Edexcel website](#).

What are the changes to assessment?

With the removal of the separate extension studies, any question – including the final 16-mark question – can now target any one of the four periods or may cover more than one period.

The following amendments to the question paper have been made:

- Revised question numbering: students must now answer three compulsory questions – questions 1, 2 and 3 – and then they must answer either question 4 or 5, and either question 6 or 7. The mark weightings of questions 1 and 2 have changed and a new-style question 3 is introduced for 8 marks.
- There is a higher weighting of AO3 than previously, with AO3 source evaluation now targeted in a new question 3.
- There is a change to the type of stimulus material given in questions 4/5 and 6/7, and the mark schemes require students to use additional material of their own for the higher marks.

These changes are covered in more detail below.

Question 1: inference of change over time (8 marks)

For this question, students are still given two sources from different periods, but they are now required to **use own knowledge** to support the inference about change that they make from the sources. The question is now worth 8 marks.

Sample assessment materials: 1A Medicine and public health question 1

Study Sources A and B.

Source A: A urine chart used by a doctor in England in 1364.
[source]

Source B: A woman's description of her husband's medical tests in Addenbrooke's Hospital, Cambridge, in 1981.
[source]

What do Sources A and B show about changes in the way doctors in England found out about a patient's health?

Explain your answer, using Sources A and B and your own knowledge. (8)

Sample assessment materials: 1B Crime and punishment question 1

Study Sources A and B.

Source A: From the rules of the Manor of Yalding in the late Middle Ages.
[source]

Source B: A Norwich police constable in 1850.
[source]

What do Sources A and B show about changes in the methods of enforcing the law between the Middle Ages and the nineteenth century?

Explain your answer, using Sources A and B and your own knowledge. (8)

Sample assessment materials: 1C Warfare question 1

Study Sources A and B.

Source A: A description of King Edward III's march to Paris in 1360.
[source]

Source B: A field kitchen providing hot food and drink for British soldiers on the Western Front in the First World War.
[source]

What do Sources A and B show about changes in the way an army was supplied with food during a military campaign?

Explain your answer, using Sources A and B and your own knowledge. (8)

Sample assessment materials: 1A Medicine and public health question 1 mark scheme

Level 1 (1–2 marks): simple statement. Candidate offers general comment about changes in England, without providing support from source(s) or own knowledge of the historical context.

OR

Statement(s) which do not address 'change' and are based on detail from the individual source or single source with own knowledge.

1 mark for each relevant point made to maximum of 2.

Level 2 (3–6 marks): developed statement. Candidate states that change occurred in England based on an explanation of the situation in each source.

Offers statement(s) based on detail from the source(s) and/or from own knowledge of the historical context.

Maximum 4 marks if answer is based only on sources or own knowledge.

Level 3 (7–8 marks): analysis. Candidate makes an inference about the nature or extent of change in England based on the explicit use of both sources and supported from own knowledge of the historical context.

Note that answers must include details from both sources **and** from own knowledge to get more than 4 marks.

Exemplification: sample student answer for question 1

One example answer to question 1 from the sample assessment materials is given below for option 1A Medicine and public health.

What do Sources A and B show about changes in the way doctors in England found out about a patient's health? Explain your answer, using Sources A and B and your own knowledge. (8)

These sources show how modern doctors use technology to find out about aspects of the patient's health which would not be obvious from just observing the patient and the symptoms which is what the medieval doctor did.

In the Middle Ages many people believed that illness was caused by an imbalance of the Four Humours, Doctors would observe the patient and study his urine, using a chart like the one in Source A, to work out which of the humours was out of balance.

In Source B understanding of health is based on much more detailed knowledge of the body and the way the organs work. Therefore urine is analysed more scientifically but also technology is being used to monitor various organs, for example X-rays were discovered in 1895 and can show if there is a blockage or if there is a disease affecting the heart or lungs. This means that modern doctors have a better understanding of the patient's health because it is based on scientific knowledge of what is happening inside the body rather than just the symptoms that can be seen.

The answer starts by identifying changes that have been inferred in the way that doctors in England found out about a patient's health. It explains the nature of this change very clearly and is therefore potentially a Level 3 answer. There are specific references to Sources A and B and own knowledge is used in the explanation of ideas about the Four Humours and the use of technology in the modern period. This confirms it as a Level 3 answer, worth the full 8 marks.

Helping students use own knowledge to support an inference

The own knowledge used in the answer should be linked to the inference of change. For example:

| Option | Answer about... | Additional own knowledge |
|--|--|--|
| 1A Medicine and public health | <p>The basis of people's ideas about the treatment of illness shifted from the Four Humours to scientific understanding of infection.</p> <p>Sources in the question:</p> <ul style="list-style-type: none"> a description from 1348 about bleeding and purging as treatment for the Black Death a photograph of penicillin being mass produced. | <ul style="list-style-type: none"> The idea that the Four Humours should be balanced led to the use of bloodletting and purging for the treatment of illness. People thought that getting rid of the 'excess humour' would make the patient well again. Pasteur's germ theory in 1861 was a breakthrough in understanding disease but it took many years before the specific microbes causing diseases could be identified and treatment developed. In 1928, Alexander Fleming discovered that penicillin killed a range of different microbes, and Florey and Chain then developed a way to mass produce it as a treatment. |
| 1B Crime and punishment | <p>Ideas about prevention of crime moved from community action to the use of an organised police force.</p> <p>Sources in the question:</p> <ul style="list-style-type: none"> a comment from the early Middle Ages about tithings a picture of a police constable in the twentieth century. | <ul style="list-style-type: none"> During the Middle Ages, free adult men were organised into groups of 10 who would be responsible for each other. The Fielding Brothers set up the Bow St Runners in London in the eighteenth century, but this group did not do much to prevent crime. Robert Peel set up the Metropolitan Police in 1829. It was not made compulsory for all areas to have a police force until 1856. |
| 1C Warfare | <p>There was a change in the way battles were fought because new technology was developed.</p> <p>Sources in the question:</p> <ul style="list-style-type: none"> a picture of muskets being used in the seventeenth century a description of heavy artillery used in the Crimean War. | <ul style="list-style-type: none"> Pikemen were used in formation with musketeers because muskets took so long to reload. By the nineteenth century, the faster firing rate of artillery meant that there was less hand-to-hand fighting and the role of the cavalry declined. Long-range heavy artillery, or cannon, became important. The use of heavy artillery during the Crimean War meant that armies began to dig trenches and a new form of siege warfare developed. |

Practising inference questions

The following activities can be used by students to practise inference skills.

1. Students make an inference from a source in their textbook by summing up the idea or opinion in about ten words; they then highlight key words or phrases, or label a picture to identify the details they would use to support that inference.
2. Students find two sources which are from different periods but on the same aspect of medicine and public health/crime and punishment/warfare, then identify what has changed and think of at least one additional detail that they could include in an answer explaining that change.
3. Students have cards with inferences written on them and have to find two sources that they could use to support each inference.
4. Students are given two sources together with an inference about change and have to find details within the sources and think of additional detail that they could include to explain the inference.

Question 2: description of key features

This question is now worth 6 marks and requires a description of the key features of something, rather than an explanation of importance as previously. The question may not always use the phrase 'key features'.

As with the old question 2, students will have a choice between two topics on which to answer: these will be presented in boxes, as shown below.

Sample assessment materials: 1A Medicine and public health question 2

The boxes below show two different periods.

Choose one and describe the key features of the care that was available to patients in English hospitals during that period. (6)

The late Middle Ages

The late nineteenth century, after the work of Florence Nightingale

Sample assessment materials: 1B Crime and punishment question 2

The boxes below show two different periods.

Choose one and describe what punishments were like during that period. (6)

The Roman period

The Anglo-Saxon period

Sample assessment materials: 1C Warfare question 2

The boxes below show two groups in battle.

Choose one and describe the key features of their role. (6)

Cavalry in the Battle of Hastings

Archers in the Battle of Agincourt

Sample assessment materials: 1B Crime and punishment question 2 mark scheme

Level 1 (1–3) Generalised answer is offered with little specific detail.

Candidate offers limited detail about punishment.

Level 2 (4–6) Relevant details are offered with links to key features.

Candidate describes the punishments used.

Note that this question now has the fewest marks on the paper. Students should be reminded of the importance of allocating their time appropriately in the exam.

Exemplification: sample student answers

One example answer to question 2 from the sample assessment materials is given below for option 1B Crime and punishment:

The boxes below show two different periods. Choose one and describe what punishments were like during that period.

The Anglo-Saxon period

Punishments during the Anglo-Saxon period often consisted of paying a fine or compensation. The system called wergild set a fixed amount for killing people of different ranks. However mutilation was also used such as cutting off hands for stealing.

The punishment for serious crimes such as treason or murder was usually death.

This answer identifies three forms of punishment, backed up by some specific detail and therefore it reaches Level 2. However, there is limited description and there are few examples, so it remains at the bottom of Level 2. To gain full marks, the answer could give slightly more description of the compensation system or include some explanation of the form of execution, for example saying that hanging was the most common form but burning and beheading were also used for treason. A high Level 3 answer might say that mutilation was used particularly for repeat offenders, that imprisonment was rarely used or that the Church encouraged alternatives to the death penalty in order to give the criminal a chance to repent.

Practising describe questions

1. Each option in Unit 1 has three key themes running through the four periods covered (for example: ideas about the cause of disease; ideas about punishment; the nature of warfare). Students could create a mind-map identifying the key features for each of these themes in the four periods covered by the exam: from c50AD to c1350; from c1350 to c1750; from c1750 to c1900; from c1900 to the present day.
2. Students choose any person or event that they have studied and write a list of points about what they did or what happened in chronological order; they then colour-code these points to group them together in some way.

Question 3: source evaluation

This is a new question type to Unit 1, but the source evaluation question type will be familiar to teachers from question 4 in previous Unit 3 papers. Note that unlike Unit 3 question 4, where students are asked to look at two sources, in this Unit 1 question they are asked to use only one source. The requirements in the mark scheme for the use of own knowledge as well as the source should be noted.

Sample assessment materials: 1A Medicine and public health question 3

Study Source C.

Source C: A cartoon from Punch magazine, published in England in 1858.
[source]

How useful is this cartoon to a historian who is investigating public health problems in Britain in the mid-nineteenth century?

Use Source C and your own knowledge to explain your answer. (8)

Sample assessment materials: 1B Crime and punishment question 3

Study Source C.

Source C: From the official record of a debate in Parliament, 1917.
[source]

How useful is this document to a historian who is investigating the treatment of conscientious objectors?

Use Source C and your own knowledge to explain your answer. (8)

Sample assessment materials: 1C Warfare question 3

Study Source C.

Source C: From an account of Boudicca's revolt, written by Tacitus, a Roman. Tacitus wrote this account about 40 years after the battle, but he got the details from his father-in-law who was present at the battle.
[source]

How useful is this document to a historian who is investigating the methods of combat of the Romans and Celts?

Use Source C and your own knowledge to explain your answer. (8)

*Sample assessment materials: 1C Warfare question 3 mark scheme***Level 1 (1–2) Judgement based on simple valid criteria.**

Comments are based on assumptions about usefulness because it is reliable or because of the content relevance or amount of detail.

1 mark for each valid point based on source or on own knowledge, up to a maximum of 2 marks.

Level 2 (3–6) Judgement is based on the usefulness of the source because of its content or reliability.

EITHER

Answer focuses on the usefulness of content.

OR

Answer sees usefulness as dependent on reliability and analyses the details and treatment of content or nature/origin/purpose in order to assess how reliable/representative/authoritative the source is.

Maximum 4 marks if answer is based entirely on source or on own knowledge.

Level 3 (7–8) Judgement is based on an evaluation of the usefulness of the source's content in the light of its provenance/reliability.

Answer considers the value of information, taking into account its reliability or how representative/authoritative it is, making explicit what difference this makes to what the source can contribute.

No access to Level 3 if answer does not include additional knowledge.

Exemplification: sample student answers

One example answer to question 3 is given below for Option 1C Warfare from the sample assessment materials.

How useful is this document to a historian who is investigating the methods of combat of the Romans and Celts? Use Source C and your own knowledge to explain your answer.

The account of Boudicca's revolt in Source C is based on information provided by Tacitus' father-in-law who was involved in the battle. This suggests that the details should be accurate although Tacitus was clearly on the side of the Romans. He wrote very positively about their bravery and tactics, for example 'the Romans rushed forward ... the auxiliaries followed with equal keenness'. He also mentions the Celts' 'ferocity' but since he doesn't give any details he might only mention this to make the Roman victory sound even better. However, this does not mean his account is unreliable - his description of the actual tactics and events is fairly factual.

The fact that he was a Roman also suggests that he would have a good understanding of Roman tactics. The source mentions the Roman wedge formation and use of auxiliaries which were standard tactics and Roman discipline and experience means that they would not be intimidated by the noise and scale of the Celts' attack. However, this extract also doesn't give much information about the Celts, the leadership of Boudicca or their methods of fighting. Tacitus mentions that the battle was in a narrow space but does not explain how this prevented the Celts from using their normal tactic of a massed attack. He also does not explain that the Celts tended to fight as individuals and the Roman formations, using their shields and short, stabbing swords, meant that the Celts' usual weapons of the spear and bigger sword were not very effective.

Tacitus obviously wanted to celebrate the Roman victory but it seems likely that the basic details about the battle site, Roman tactics, and the victory, are all correct. This source is a useful one for the description of the Roman side of the battle but it is incomplete as it does not explain very much about how the Celts fought and what problems they had which prevented them using their superior numbers to overcome the Romans.

This 8-mark answer considers the reliability of the source in terms of how the author got his information and whether the author was likely to give a fair account of the battle. It also uses own knowledge of the Romans and Celts to judge whether these details seem accurate and to point out some gaps in the information. The judgement on the usefulness of the source assesses the source in terms of whether the information is reliable and how much that information would help the historian, recognising that the question asks about the methods of combat of both the Romans and Celts.

Helping students with utility questions

The question tests how far students understand how the historian **evaluates the evidence** before using it. The following points might helpfully be included in guidance to students:

- The first key point the historian wants to check about a source is **whether the source is based on accurate knowledge and understanding**.
To do this, the historian might check whether the author was there at the time, whether the author was involved in the event, whether the author understood the overall context.
- Secondly, the historian needs to think about **whether the person producing the source would be likely to give a full and accurate account**.
To do this the historian might think about whether the author has a reason to be very positive or to avoid telling the whole truth, or if they have been influenced by what they know happened afterwards.
- **Once the historian has decided how reliable a source is, they can then decide how they will use the source**.
To do this the historian needs to think about whether they can accept the information as accurate and use it to develop a good understanding of the situation. They also need to think about whether the situation being described is typical, because a source can be a reliable account of an individual situation but it can be misleading to think that everyone had the same experiences.
However, **even if the source is unreliable it can still be very useful** to the historian. Government propaganda might not tell the whole truth – perhaps everything was not going really well – but it can be useful to the historian to know what sort of ideas and attitudes the government wanted people to have.

Key ideas to remember when evaluating a source are:

- The **nature** of the source. A photograph can be better than a written account for showing how many people were involved in an event and might show how strongly they felt, but a written account would give you a clearer idea of why they were there.
- The **origins** of a source (who produced it and when) can give clues about whether the source is likely to contain accurate information.
- The **purpose** of a source can give clues about whether the author might want to hide some information, if they were afraid to be critical, if they wanted to be rewarded or if the source was aimed at a particular group of people.

It is always important that students think about each individual source and don't make assumptions based on generalities. For example, not all young people take drugs, not all newspapers sensationalise and not all bankers are rich. It is wrong to say that a source from an historian cannot be useful because the historian wasn't there at the time. The historian would have researched a wide range of sources and evaluated them for reliability before putting the evidence together and reaching a conclusion.

Practising utility questions

1. Students look at a range of sources and practise source evaluation, making sure they consider each aspect of utility. An example of this approach has been shown in the table below.

| | Source | Utility |
|---------|--|--|
| Nature | Book about the '9/11' attack in the USA in 2001. | Very detailed account with explanations of what happened and how people felt; this means that there is more detail and explanation than in a visual source. |
| Origins | Written by an historian and published in 2011. | Likely to be based on lots of research and sources such as interviews, details of investigations, newspaper accounts and film footage, so should be accurate and reliable. Ten years afterwards – long enough to be able to research without being influenced by emotions, but not so long afterwards that people become confused and forget details. |
| Purpose | Published as part of a memorial for the people who died. | Might mean that details and stories have been selected about love, heroism and tragedy in order to make readers feel involved, but unlikely to include embarrassing details about individuals; might also want to persuade people to accept more police powers against terrorism. |
| Content | Descriptions of events leading up to the attack and stories about those who died and those who survived. | The details of what happened should be reliable, based on thorough research, but the author can't be completely sure he understands why it was done, and the explanation of how it happened will be the author's personal interpretation of events. |

2. Students select three sources from a textbook, including at least one visual source and one written source. They put them into rank order to show how reliable they are; then think about whether there would be a difference if they put them into rank order to show how useful they are.
3. Students find three examples of the same type of source (e.g. three newspaper articles, three cartoons or three photographs). They write an evaluation of one source. They then show their evaluation to a partner and ask the partner if he or she can tell which of the three articles their evaluation is about. (If the partner can't tell, that indicates they have written in general terms and haven't used enough specific detail.)

Question 4/5: explanation

Students have a choice between question 4 or question 5. These will be familiar from questions 3 and 4 in the previous Unit 1 paper. There are two changes: the stimulus material has been reduced to two bullet points, and students are now **required** to use information of their own about one or more additional points to access the higher marks in Levels 2 and 3.

Sample assessment materials: 1A Medicine and public health questions 4 and 5

4 Why did the discoveries of the Renaissance make little practical difference to medical treatment in England in the period c1500–c1750? (12)

You may use the following in your answer.

- medical treatment
- William Harvey

You must also include information of your own.

5 Why did it take so long for penicillin to be produced in Britain on a large scale? (12)

You may use the following in your answer.

- Alexander Fleming
- Florey and Chain

You must also include information of your own.

Sample assessment materials: 1B Crime and punishment questions 4 and 5

4 How similar were the methods of law enforcement used during the Norman period (eleventh century) and the Tudor period (sixteenth century)? (12)

You may use the following in your answer.

- the role of the community
- the use of corporal punishment

You must also include information of your own.

5 Why were laws against smuggling so difficult to enforce in the seventeenth and eighteenth centuries? (12)

You may use the following in your answer.

- law enforcement during the eighteenth century
- organised gangs

You must also include information of your own.

Sample assessment materials: 1C Warfare questions 4 and 5

4 Why was Florence Nightingale's work in the Crimean War so important in improving the care of wounded soldiers? (12)

You may use the following in your answer.

- infection
- death rate

You must also include information of your own.

5 In what ways did developments in technology lead to changes in warfare during the twentieth century? (12)

You may use the following in your answer.

- trench warfare
- aerial warfare

You must also include information of your own.

Sample assessment materials: 1A Medicine and public health question 4 mark scheme

Level 1 (1–4) Simple or generalised comment is offered, supported by some knowledge.

Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.

Level 2 (5–8) Statements are developed with support from material which is mostly relevant and accurate.

Candidate may provide details of Renaissance discoveries or of medical treatments.

Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, eg the influence of the Church in England.

Level 3 (9–12) The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.

Candidate shows that the nature of Renaissance discoveries had little direct impact on medical treatment in England or shows that training in England continued to be based on the works of Galen and was largely unaffected by new discoveries.

Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, eg the influence of the Church in England, the prevalence of Galen's ideas.

Exemplification: sample student answers

One example answer to question 4 is given below for option 1A Medicine and public health from the sample assessment materials.

4 Why did the discoveries of the Renaissance make little practical difference to medical treatment in England in the period c1500–c1750?

You may use the following in your answer.

- medical treatment
- William Harvey

You must also include information of your own.

William Harvey published his book about the importance of the heart and the circulation of the blood in 1628. He included an explanation of his experiments and illustrations so that other doctors and scientists could check his ideas for themselves. This was very important because he was challenging the ideas of the ancient Roman doctor, Galen, who had said that blood was mixed with air and was used up as it ebbed and flowed in the body so that new blood was constantly being made in the liver. Harvey proved that blood was not used up but circulated in one direction around the body, being pumped by the heart and it could not flow backwards through the veins. Harvey also suggested that tiny blood vessels must exist to carry blood throughout the body; he was right but the microscopes were not powerful enough to prove this.

Other discoveries in the Renaissance were also important. In the century before Harvey, Vesalius had dissected bodies and proved that Galen's descriptions of anatomy were wrong. The invention of the printing press meant that these ideas could be spread rapidly among educated people and illustrations could be included in the books to spread an accurate understanding of anatomy. Renaissance discoveries also included new plants which were brought back when explorers reached the Americas.

However, all this had little impact on medical treatment. First of all, discoveries about anatomy and physiology did not mean improved understanding of disease or of treatment. People continued to believe that disease was caused by an imbalance in the Four Humours or miasma and therefore treatment continued to be aimed at balancing the humours or getting rid of miasma.

For most of this period, medical training was controlled by the Church and continued to be based on the ideas of Galen, so treatment was usually based on bleeding, purging and his Theory of Opposites. By the seventeenth century, the Church's importance was declining but even then, there was no change in people's understanding of illness and therefore no change in the treatments they used.

The answer explains the importance of Harvey's work and includes some additional detail about Galen and other Renaissance discoveries in the first two paragraphs. However, at that point it is only Level 2 because it says nothing about medical treatment and the limited impact of these discoveries, so it is description and is not focused on answering the question.

In the third paragraph the answer focuses on continuity in medical treatment; by itself this paragraph is only Level 2 because it does not explain about the Renaissance discoveries. However, the answer as a whole shows the nature of Renaissance discoveries and the context of medical training to explain why the discoveries made little practical difference to treatment. It clearly reaches Level 3 and the details about other Renaissance discoveries, medical training, Galen's importance and the role of the Church bring in an additional area to those prompted by the stimulus material. The range of detail offered is enough for full marks.

Helping students with explanation questions

Explanation questions

These questions can ask for an analysis of cause, consequence, change, continuity, importance, the role of an individual or a factor etc.

An explanation of why something happened should identify several causes. It could also show which cause was the most important or explain that these causes were linked and had an effect on each other.

An explanation of importance should show that there was a range of effects and add comments about how important each one was – Were a lot of people affected? Did the effects last for a long time? Was there a big change in people's lives?

The stimulus material

The bullet points in the question offer two points students may include in their answer, although they are not required to make use of them. The bullet points will be very simple headings, relating to two key points that are relevant to this question. For example:

- A question which asks about change within a period might have bullet points about two different aspects to encourage range within an answer. For example, the bullet points for a question asking about changes in punishment during the nineteenth and twentieth centuries might be: changes in prisons; changes in capital punishment.
- A question which asks about the causes or effects of something might have bullet points highlighting two different reasons or effects. For example, the bullet points for a question about the reasons why the nature of warfare changed in the twentieth century might be: changes in technology; the development of the Home Front.
- A question about what changed and what stayed the same during a period might have one bullet point about change and one about continuity. For example, the bullet points for a question about ideas about the cause of disease in the years 1350–1900 might be: belief in the supernatural; germ theory.

The sentence 'You must also include information of your own.' is a very important part of the question and students should plan to include a third key point.

For example:

Why do so many sixth-form students get a part-time job?

You may use the following in your answer.

- cost of entertainment
- possible full-time job

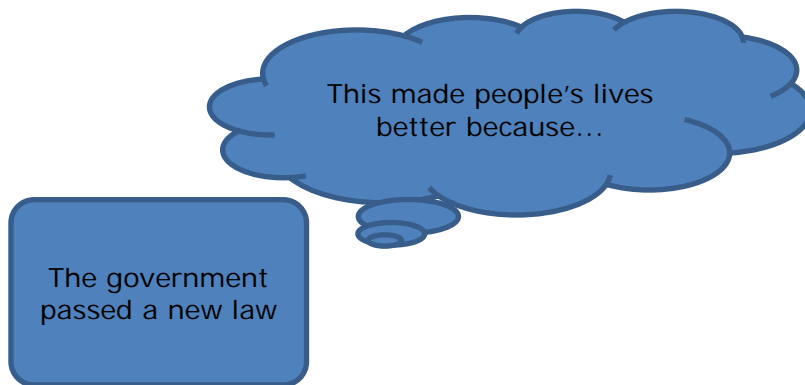
You must also include information of your own.

Students should think of at least one more reason, for example that they might want to save up for a holiday or to have money when they go to university.

Practising explanation questions

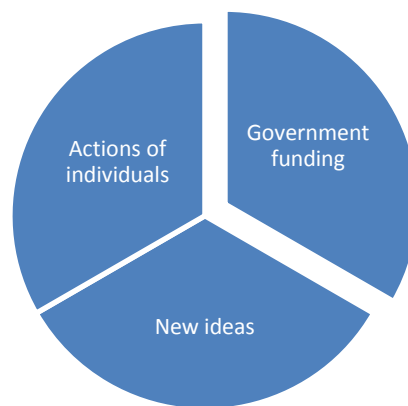
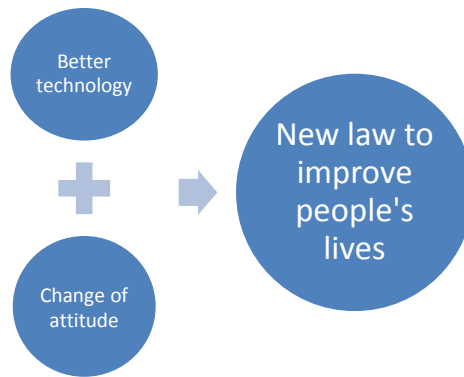
1. Students do a chart of 'Heads and Tails' like the one below, or use 'call-outs' to identify the details they would use in an answer and the explanation they would include.

| What he did | Why important |
|-------------|---------------|
| | |
| | |
| | |



2. Students choose any person they have studied and write a list of points about what that person did. For each of these points, they should add some detail about what happened as a result. They then colour-code the points to show how they could be grouped together, for example points which led to a new law being passed, points which improved people's lives, points which affected different groups of people.
3. Students write an answer explaining why an event was important. They then go back through their answer and colour-code the points they have made / the detail they have used to support their point. Is every point supported by evidence? Is there any detail included which is not being used to make a point?
4. Students write an answer explaining why something was a success. They then go back through their answer and highlight the points they have made – have they grouped similar points together to create a clear explanation, supported by specific detail?

5. It is also worth doing some diagrams to show how different details can be linked together in an argument. For example:



6. Students can check that they stayed focused on the question by asking someone to read their answer and then guess what the question was.

Question 6/7: reaching a judgement

Students have a choice of question 6 or question 7. This question type will be familiar from questions 5b/6b in the old Unit 1 question paper. It is important to note, however, that while the old 5b and 6b questions always related to the content of the extension studies, the removal of separate extension topics means that questions 6 and 7 can now relate to *any part of the content from c50 AD to the present day*.

As with questions 4/5, the stimulus material has been reduced to two bullet points, and students are required to use information of their own to access the higher marks in Levels 2, 3 and 4.

There are 3 marks on question 6/7 for spelling, punctuation and grammar (SPaG). Students should be aware of the importance of answering the final question in the paper: if they do not answer question 6/7, they get neither the question marks (16) nor the SPaG marks (3), thus losing out on 19 marks from a total of 53. The questions do not need to be answered in a set order.

Sample assessment materials: 1A Medicine and public health questions 6 and 7

6 How far was the progress made in medicine by the Romans continued in the Middle Ages in England? Explain your answer. (16)

You may use the following in your answer.

- public health
- medical training

You must also include information of your own.

7 How important for the prevention of disease in Britain was the discovery of a smallpox vaccination in 1796? Explain your answer. (16)

You may use the following in your answer.

- Edward Jenner
- the role of government

You must also include information of your own.

Sample assessment materials: 1B Crime and punishment questions 6 and 7

6 How much did punishments change from the late Middle Ages (c1350) to the end of the nineteenth century? Explain your answer. (16)

You may use the following in your answer.

- the Bloody Code
- the use of prisons

You must also include information of your own.

7 How far do you agree that 'new' crimes since 1900 are simply old crimes in a new format? Explain your answer. (16)

You may use the following in your answer.

- car crimes
- computer crimes

You must also include information of your own.

Sample assessment materials: 1C Warfare questions 6 and 7

6 How much did battle tactics change during the period c1640–c1900? Explain your answer. (16)

You may use the following in your answer.

- the use of cavalry at the Battle of Naseby, 1642
- the use of infantry squares at the Battle of Waterloo, 1815

You must also include information of your own.

7 How much did army recruitment change in the period from c1640 to the end of the twentieth century? Explain your answer. (16)

You may use the following in your answer.

- use of mercenaries
- conscription

You must also include information of your own.

Sample assessment materials: 1B Crime and punishment question 6 mark scheme (NB this does not include QWC or SPaG descriptions)

Level 1 (1–4) Simple or generalised comment is offered, supported by some knowledge.

Candidate makes generalised statement about change/continuity or offers limited detail about punishment in one period.

Level 2 (5–8) Statements are developed with support from material which is mostly relevant and accurate.

Candidate describes methods of punishment in the medieval period to the nineteenth century.

Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example prison reform.

Level 3 (9–12) The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.

Candidate provides examples of continuity and/or change.

Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material, such as prison reform.

Level 4 (13–16) A sustained analysis is supported by precisely-selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.

Candidate provides an analysis examining the extent or nature of change and continuity in order to reach a judgement.

No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material, such as the use of transportation or prison reform.

Exemplification: sample student answers

One example answer to question 6/7 is given below for option 1B Crime and punishment from the sample assessment materials.

6 How much did punishments change from the late Middle Ages (c1350) to the end of the nineteenth century? Explain your answer.

You may use the following in your answer.

- the Bloody Code
- the use of prisons

You must also include information of your own.

Although some crimes were punished by fines, the majority of punishments in the late Middle Ages and Tudor period tended to be quite physical. Minor crimes were punished by placing the criminal in the stocks or pillory, vagabonds were whipped, thieves were branded and murderers were hanged. These punishments were done in public because the intention was to deter other people from committing these crimes as much as to punish the criminal. Prison was not used as a punishment, just as a place to hold criminals awaiting trial.

However, punishments became harsher during the sixteenth and seventeenth century with more and more crimes carrying the death penalty. Even when the new punishment of transportation was introduced in the 1660s as a 'softer' option than the death penalty, it was still extremely harsh. In the eighteenth century, prison began to be used more often as punishment, first for debtors and then for a range of crimes. This system of harsh punishment became known as the Bloody Code.

By the start of the nineteenth century there were several moves towards changing the system. John Howard, the High Sheriff of Bedfordshire, published a book in 1777 describing the situation in prisons and suggesting reforms. This was followed up by Elizabeth Fry, who visited prisons in the early nineteenth century and introduced reforms for female prisoners at Newgate.

Reformers such as Howard and Fry stressed that prison should be more than just punishment; it should help the prisoner to reform. This idea meant that conditions in prison changed and part of the aim of the Silent System and Separate System was to break the prisoners' spirit so that they could be reformed. However, it was very expensive to build prisons with the right layout for these systems to be used and at the end of the nineteenth century there was a move back towards punishment, with an emphasis on hard labour.

Therefore, there was a huge change in the punishments used. By the end of the nineteenth century punishments were less public and less severe physically than they had been in the Middle Ages, with a lot more use being made of prisons. The purpose of punishments had also changed. The idea of retribution was still there but because punishments were less public, there was less emphasis on deterrence. However, there was a new aspect of reform.

Most of this answer is borderline between Levels 2 and 3. It is a good description of punishments in the late Middle Ages, the Bloody Code and the use of prisons. The detail is accurate and it mentions transportation and reform to the prison system during the nineteenth century so it does introduce other aspects of punishment besides the two in the bullet points and is definitely worth the top of Level 2.

There is some limited analysis of change, mainly implied through the use of phrases such as 'became harsher', 'the new punishment was introduced' and 'moves towards changing the system'. The answer shows that change occurred but does not analyse the nature or extent of change until the final paragraph. Without the final paragraph, this answer would be at the bottom of Level 3 and receive 9 marks. However, the final paragraph does focus explicitly on analysing the change that has occurred and therefore can move higher into Level 3. The inclusion of other material besides the topics mentioned in the bullet points means that it can receive high marks in Level 3, but there is no explanation of transportation and few specific details about prison reform so this answer would get 11 marks rather than 12.

It cannot move into Level 4 because it does not discuss continuity in punishments, such as the continuing use of the death penalty. A Level 4 answer would have to offer a judgement about how much punishments changed, and that can only be done if aspects of change and continuity have been analysed and weighed against each other.

How can I create mock exam papers for Unit 1?

The table below provides guidance on how to create mock papers for the revised Unit 1 exam paper style, using and adapting past paper questions as far as possible. The content of the sources and question should be checked against the matching charts to ensure that it reflects the updated specification content.

| | |
|--------------|---|
| Question 1 | <p>Question 1 from past papers can be used with some amendments:</p> <p><i>What can you learn from Sources A and B about changes in xxx? Explain your answer using these sources.</i></p> <p>Becomes</p> <p><i>What do Sources A and B show about changes in the way xxx? Explain your answer, using Sources A and B and your own knowledge.</i></p> <p>The mark allocation will need to be increased to 8 marks, and marking will need to take account of the requirement for own knowledge, which was not previously part of the mark scheme.</p> |
| Question 2 | <p>Samples of the new style question 2 could be produced in two ways:</p> <ul style="list-style-type: none"> • Many previous question 2s have had a focus on importance or effectiveness; this focus could be ignored and candidates simply asked to describe the key features or describe examples of the choices named in the boxes. • The previous part (a) of questions 5 and 6 asked students to describe key features and those questions could also be used as the new-style question 2. <p>In each case, the mark allocation would need to be reduced to 6 marks and the mark scheme would need to be adapted.</p> |
| Question 3 | <p>Question 3 will ask about the utility of a source and therefore any source relevant to this course could be used to create a new-style question 3.</p> <p>It may be possible to reuse some of the sources that were used in question 1 in past papers. However, it should be noted that these were chosen to be used in a specific way and therefore were often quite narrow, with a brief provenance, which may mean that some of them are not well suited to the new-style question 3.</p> |
| Question 4/5 | <p>Questions 3 and 4 from past papers can be used. The stimulus will need to be reduced to two bullet points. The mark scheme will need to be amended to reflect the requirements for the use of own knowledge.</p> |
| Question 6/7 | <p>Part (b) of previous questions 5 and 6 can be used for practising the new questions 6 and 7, but it should be remembered that these were all on extension study topics. Students should also practise this style of question on other topics covering the full date range of the option.</p> <p>Many previous questions 3 and 4 can be adapted to an evaluation question by changing the question stem. Questions asking 'How much impact', 'How much change' or 'How important' already have an implicit element of evaluation, but when the question only carries 12 marks candidates can usually score 11 marks by just considering one side of</p> |

| | |
|--|--|
| | <p>the issue and a consideration of both sides is only required for the full 12 marks.</p> <p>This can be adapted to fit the mark scheme for 16 marks quite easily, remembering that it is not simply the fact of considering both sides of the issue that makes an answer reach Level 4, but the evaluation based on that analysis.</p> <p>Two points of bullet point stimulus should be given, and attention should be given to the ceilings in the mark schemes that do not include additional own knowledge.</p> |
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The following points from the June 2013 Unit 1 examiner's report should be noted:

Generally, candidates showed good knowledge and also good examination technique. Where these were combined, there was a number of excellent answers. However, good knowledge alone, which is not shaped to answer the specific question, will usually be limited to a mark in Level 2. Where students have good technique or good understanding of the issue but cannot support their comments with accurate and relevant detail, answers are likely to remain at Level 1.

This is a Study in Development ... therefore a sense of chronology is vital. Candidates need to be aware of the different periods in the specification so that they do not talk about Florence Nightingale when discussing medieval hospitals, and do not describe industrial housing, cholera and *laissez-faire* when writing about medieval public health. They also need to understand that 'the 19th century' refers to the period 1801–1900. ... Many candidates seem to have limited knowledge of events after the creation of the NHS. They should be aware that this paper covers developments up to the present day.

The difference between Level 1 and Level 2 is that at Level 2, statements are developed. Either further detail is provided or the explanation of a comment is rooted in accurate context, rather than being generalised. Many answers at Level 1 will make a relevant comment or list relevant examples but with little explanation or supporting details. Sometimes, the inclusion of such support would raise an answer to Level 3.

Many candidates want to write an introduction. This often takes the form of stating they will answer the question or of making unsupported claims that a development had 'a massive impact' or that something was important 'to an extent'. Candidates should be aware that they do not gain marks for these comments until they are supported with accurate and relevant details. It is understandable that teachers encourage an introduction as a way of focusing on the specific question, but an introduction which lasts over half a side is a waste of time.

The key to high-scoring answers is to analyse the question, rather than simply to provide information on the topic. A question about impact is asking for an explanation of the effects of something – what changed and why was that important? A question asking how two periods were different, or who was the most important person, needs the comparison to be explicit. Too often, candidates produced a good answer to a different question, presumably one they had prepared in class. In most cases, this resulted in low marks.

Different aspects of a topic are often treated separately at Level 3, but at Level 4 there should be a sense of a logical and structured argument. Planning is a crucial element here, either on paper or in the mind, and a concise, well-planned answer will often score more highly than a long, detailed but unfocused answer.