



GCSE History: Teaching and Assessing Sources

1HI0-25O1

Source utility

Analysis and evaluation of source utility

Colour-coded mark scheme (the mark scheme is identical on Papers 1 and 3)

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with implicit links to the sources.
2	3–5	<ul style="list-style-type: none">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 provenance¹. 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 to support comments on the usefulness of the content of the sources and/or their provenance.
3	6–8	<ul style="list-style-type: none">Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ 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.		



Source utility

Paper 1 Q2a Medicine (2024)

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

How useful are Sources A and B for an enquiry into the work of medical staff in the Casualty Clearing Stations (CCS) on the Western Front?

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

(8)

Source A: From an account by May Tilton, published in 1933. May Tilton was a senior nurse, working on the Western Front. Here she is commenting on her experiences in a Casualty Clearing Station (CCS) in 1917.

We worked night after night, in the thunderous noise of raging battles. We cleaned and bandaged the wounded. We comforted them, praised their courage, praised their endurance and strength of will. The atmosphere was full of the stink of blood, antiseptic and gas.

One patient said to me: 'I don't want to die'. He had a frightfully smashed up leg that fell to bits as we lifted him from the stretcher. He died before the next morning.

A big shell came over the CCS at three o'clock in the morning and killed fourteen gunners who were nearby.

Source B: From an interview with Effie Garden, in 1986. Effie Garden was a nurse in a Casualty Clearing Station (CCS) on the Western Front during the First World War. The interview was to gather information for a book on the work of nurses during wartime. Here Garden is commenting on her work in a CCS in 1917.

We worked in teams. Each team had two treatment tables. While one patient was being bandaged on one table, the next patient was being given his anaesthetic on the other table. When needed, our team worked from one o'clock in the morning until five o'clock in the evening, although we worked shorter hours when a battle was not being fought.

Our CCS was supposed to deal with head injuries but there were usually other wounds as well. I was often given a scalpel to remove small pieces of shrapnel and clean up minor wounds. This gave the surgeon more time to deal with the more serious cases.



Exemplar answer 1 (Source A only)

(8)

Source A is useful because it suggests that the work of medical staff in the CCS was dangerous. It says in the text "A big shell came over the CCS ... killed ~~14~~ fourteen gunners who were nearby". Source A is useful because it also suggests that medical staff weren't just there to treat the wounded but to mentally assist them. I know this as it says "We comforted them, praised their courage". Source A is useful as it agrees with my own knowledge. I know that the FANY based in CCS and would be there to give not just medical treatment, but make them feel like they were doing a good job by saying positive things to encourage the wounded. Source A is useful as it was ~~based on a senior nurse~~ wrote from a senior nurse, who would have been an eye witness to the work of medical staff in CCS, and it was from ~~her~~ their experiences in 1917 which was when many battles were happening, such as Battle of Cambrai.

so this would show typical work of medical staff. However its usefulness is limited as it was published in 1933, so perhaps they may have forgotten things and their experience is vivid.



Exemplar answer 2 (in full)

I think Source A is useful to learning about the work of medical staff in CCs in 1917 as May Tilton thoroughly describes her time as a nurse. The quote 'praised their endurance and strength of will' tells me that everyone had a hard job in the war medical staff and soldiers and that they all had to persevere. The quote 'he died before the next morning' also suggests to me that the job was brutal having to speak to so many soldiers who then would die in front of you from incurable diseases.

Source B is an important source to show the work of medical staff in 1917. Effie Garden talks about her time as a nurse. She talks about how the nurses used 'teams' in the CCs to help treat soldiers faster so they could get on the battlefield again. She also talks about how she had to 'remove shrapnel' and deal with 'minor wounds' which was correct as an emergency treatment would be in the



Base hospitals were they had several beds to perform treatment on the more serious infection. The CCs was were the FANY worked who were voluntary nurses who didn't have much experience but were able to treat minor wounds and injuries. Whereas the Base hospital was for the RAMC who ~~used~~ were more professionally trained doctors who had to perform emergency treatment.



Source enquiry follow-up question

Q2b Medicine (2024)

(b) Study Source A.

How could you follow up Source A to find out more about the work of medical staff in the Casualty Clearing Stations (CCS) 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)

Exemplar answer 3

Detail in Source A that I would follow up:

~~Did medical staff perform surgeries as well as dressing wounds?~~
"We cleaned and bandaged the wounded"

Question I would ask:

Did nurses perform simple surgeries as well as dressing wounds?

What type of source I could use:

Diary from a nurse working in a Casualty Clearing station in 1917.

How this might help answer my question:

Might explain the day to day life of nurses working on the western front and describe every role they took on.



Source inference

Q1 Germany (2024)

Study Source A below and then answer Question 1.

Source A: A painting by a German artist, 1937. The painting is called *In the Beginning was the Word* and shows Hitler in the early 1920s.



- 1 Give **two** things you can infer from Source A about how Hitler increased support for the Nazi Party in the early 1920s.



Exemplar answer 4

(i) What I can infer:

Hitler was a good public speaker

Details in the source that tell me this:

The people who are there ~~at~~ look
to be drawn in by him speaking

(ii) What I can infer:

He's very passionate about sharing
his ideas

Details in the source that tell me this:

~~He~~ His body language shows he's
talking rather intensely



Results Plus data on sources questions – average marks overall and by grade (2024)

Source utility

The table below shows average marks on the source utility question in May/June 2024. On average:

- grade 9 students attained mid-high Level 3
- grade 7 students attained borderline Level 2/3
- grade 4 students attained mid-high Level 2
- grade 1 students attained borderline Level 1/2 (P1) / high Level 1 (P3).

Source utility avge marks, 2024	Global avge	Grade 9 avge	Grade 7 avge	Grade 4 avge	Grade 1 avge
Paper 1	4.56				
Crime	4.67	6.91	5.77	4.53	2.84
Medicine	4.43	6.92	5.63	4.15	2.62
Warfare	4.85	7.06	5.82	4.44	2.59
Migration	5.15	7.28	6.12	4.85	2.84
Paper 3	4.50				
Russia	4.92	6.88	5.63	4.01	2.05
Germany	4.57	7.16	5.97	4.43	1.75
China	4.23	6.36	5.20	3.88	1.33
USA	3.98	6.71	5.33	3.75	1.51

30% of students attained Level 3 in Summer 2024.



Source enquiry follow-up question, 2024

Follow-up enquiry avge marks, 2024	Global avge	Grade 9 avge	Grade 7 avge	Grade 4 avge	Grade 1 avge
Paper 1	2.40				
Crime	2.58	3.59	3.20	2.56	1.52
Medicine	2.24	3.30	2.78	2.17	1.36
Warfare	2.76	3.66	3.27	2.71	1.47
Migration	2.95	3.76	3.53	2.84	1.70

34% of students attained full marks (4/4) in Summer 2024.

Source inference question, 2024

Source inference avge marks, 2024	Global avge	Grade 9 avge	Grade 7 avge	Grade 4 avge	Grade 1 avge
Paper 3	3.02				
Russia	3.26	3.76	3.55	3.15	2.12
Germany	2.95	3.62	3.37	3.01	2.02
China	3.62	3.97	3.87	3.65	2.76
USA	3.37	3.83	3.71	3.45	2.64

55% of students attained full marks (4/4) in Summer 2024.