



Pearson  
Edexcel

# GCSE (9–1) History

Exemplars  
Summer 2019

Paper 1







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## Introduction

This exemplar booklet has been created using student responses from the summer 2019 examination in GCSE History Paper 1. This booklet covers:

- **Option 10** (1HI0/10): Crime and Punishment in Britain, c1000–present *and* Whitechapel c1870–1900: crime, policing and the inner city.
- **Option 11** (1HI0/11): Medicine in Britain, c1250–present *and* The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.
- **Option 12** (1HI0/12): Warfare and British society, c1250–present *and* London and the Second World War, 1939–45.

The answers and examiner commentaries in this guide can be used to show the application of the mark schemes in the GCSE History assessment.

Paper 1 is divided into:

- Section A (Q1–2b) – Historic Environment.
- Section B (Q3–5/6) – Thematic Study.

The examination paper:

- is 1 hour and 15 minutes in duration.
- is marked out of 52 marks.
- is worth 30% of the qualification.
- covers AO1, AO2 and AO3.

The structure of the question paper is as follows:

	Total marks	AO	Question description	Example question stem
<b>Section A: historic environment</b>				
<b>1</b>	4	AO1	Description of features	Describe <b>two</b> features of...
<b>2(a)</b>	8	AO3	Analysis and evaluation of source utility	How useful are Sources A and B for an enquiry into...?
<b>2(b)</b>	4	AO3	Framing historical questions	How could you follow up Source [A/B] to find out more about...?
<b>Section B: thematic study</b>				
<b>3</b>	4	AO1/ AO2	Comparison of similarity and/or difference (over time)	Explain one way in which xxxx was similar to yyyy
<b>4</b>	12	AO1/ AO2	Explanation of the process of change	Explain why... <i>+ two stimulus points</i>
<b>5/6</b>	16 + 4 SPaG	AO1/ AO2	Judgement relating to one of the following: the extent of change; patterns of change; process of change; impact of change	'[Statement.]' How far do you agree? Explain your answer. <i>+ two stimulus points</i>



The question papers provided answer spaces to give guidance as to the maximum length of response that might be expected (although candidates may use more space).

Tables and structured spaces are provided for some question types (Q1 and Q2b) and stimulus points are provided as prompts on higher-tariff questions (Q4 and Q5/6).

The questions used are Q2a, 2b from Section A, and Q4, 5 and 6 from Section B. The questions exemplify the AO3 source-based questions in Section A and AO1/AO2 extended writing judgement questions (Q5/6) in Section B.

In this exemplars document, the sources for Q2a–b and indicative mark schemes for all levels-based questions are not provided, so please refer to the relevant question paper and mark scheme, which can be found along with the examiner reports [here](#).

## Assessment Objectives

NB: AO4 does not appear on Paper 1.

<b>AO1</b> 35%	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<b>AO2</b> 35%	Explain and analyse historical events and periods studied using second-order historical concepts*.
<b>AO3</b> 15%	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
<b>AO4</b> 15%	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.



## Section A: Historic Environment

### Question 2(a)

#### Question type:

This is an 8-mark 'source utility' question. Candidates are required to analyse and evaluate the utility of two sources (AO3) in relation to a set specific enquiry.

Criteria and application of the mark scheme for question 2 (a) is standardised across the three Paper 1 options; the focus of the specific enquiry varies. The specific enquiries for the June 2019 series were as follows:

#### **Option 10 (Crime and Punishment)**

An enquiry into the link between poverty and crime in Whitechapel.

#### **Option 11 (Medicine)**

An enquiry into the work of the stretcher bearers on the Western Front.

#### **Option 12 (Warfare)**

An enquiry into morale in the East End of London during the Blitz.

The question asks for a judgement on the usefulness of the sources for a specific enquiry. In order to assess the usefulness of a source, the candidate needs to show how the content of the source would be used by the historian but also needs to take into account the nature/origin/purpose of the source and how this affects its usefulness. Answers also need to be rooted in the context of the historic environment and to use contextual knowledge in the evaluation of the source's usefulness.

This is a single Assessment Objective but there are three strands within that objective. The key to a high-level response is that criteria relevant to an evaluation of the specific source (e.g. accuracy, reliability, limitations, knowledge of the author, special insights or valuable information) are selected and applied with valid reasoning and not simply asserted, and that content, provenance and context of the sources are considered together. Therefore, for Level 3, these strands should be linked; an answer which makes each point separately is likely to remain in Level 2. Answers which do not demonstrate contextual knowledge of the time period cannot gain access to Level 3 and will not fulfil all of the criteria to reach the top of Level 2.

Candidates are expected to use their contextual knowledge of the period as part of the process of evaluating the sources. Contextual details simply offered as information and not linked to the evaluation of the sources, will not be rewarded. Similarly, generic source comments which are not linked to source evaluation, will not be rewarded.



## Question:

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

How useful are Sources A and B for an enquiry into the link between poverty and crime in Whitechapel?

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

(8)

## Mark Scheme:

Question		
2 (a)		How useful are Sources A and B for an enquiry into the link between poverty and crime in Whitechapel? Explain your answer, using Sources A and B and your knowledge of the historical context. <b>Target:</b> Analysis and evaluation of source utility. <b>AO3:</b> 8 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"><li>A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance<sup>1</sup>. 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.</li></ul>
2	3–5	<ul style="list-style-type: none"><li>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<sup>1</sup>. 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.</li></ul>
3	6–8	<ul style="list-style-type: none"><li>Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance<sup>1</sup> 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.</li></ul>



Candidate A (Crime):

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

How useful are Sources A and B for an enquiry into the link between poverty and crime in Whitechapel?

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

(8)

In source A, the link between poverty and crime is documented as common when both are present, saying "They become familiar with crime". Other content in the source is that there is a high amount of crime in a concentrated area of poverty. When using my own knowledge, I know that the environment benefitted crime greatly, tight narrow streets and crowded areas made criminals escape easily. Alcohol was cheap so people would get violent as a result, violence was a crime.

The nature of this source is a newspaper article. This could suggest a biased point of view as the newspapers at the time ridiculed the police. The origin of the source is the date it was published, although Whitechapel was an area of crime, most violence like the Jack the Ripper cases happened in the 1880s so violence could differ. The purpose of this article is to inform people not from Whitechapel not to go to Dorset Street as crimes occur often. When

considering the whole source, it's usefulness could be questioned as the article could be biased and it isn't very descriptive. The writer can't link poverty and crime without assumptions

In source B, you can see Charles Booth's survey of London. You can see concentrated areas of black, which suggest a lot of violence as it happens a lot in one area. I can back this up with my own knowledge ~~for~~ because I know tensions were high between ~~the~~ different groups of people. Prostitutes were often hurt, Jewish people fleeing prosecution from Russia didn't speak the language and would employ each other which didn't sit well with the public. Irish people were known for drinking which provoked violence. <sup>As each tried to close together, tensions rose and that led to criminal activity.</sup>

The nature of this source is a map with colour and a key making it easy to identify ~~a~~ areas of crime and poverty. In the key, the poorest areas are labelled as "often criminal and violent". It is easy on the eye to identify the concentrated areas. The origin of the source is the date and Booth's ideologies. The date is during the Jack the Ripper cases when crime was high, Booth was also a socialist who wanted change. The purpose of the map is to show how concentrated areas of crime were in hope of a change. This source is very useful as links can be made between areas of poverty and crime.



### Examiner commentary:

#### **This response was awarded Level 3.**

The answer starts by establishing a direct link between Source A and the specific enquiry focus of the question. A brief description of the content of Source A is used alongside the candidate's supporting contextual knowledge to discuss the validity of the source content in relation to the enquiry. The nature and provenance of the source are used to consider whether the newspaper article can be accepted at face value, with further supporting knowledge used to demonstrate the limitations of newspapers at the time. The assessment of Source A is Level 3.

The content of Source B is assessed through a range of relevant and detailed supporting contextual knowledge which examines the social make up of Whitechapel through both Jewish and Irish immigration and violence towards prostitutes. The nature and origin of Source B is carefully examined through understanding of the author Charles Booth and his intentions for producing the map. A judgement about overall utility of this source is provided in the final comment.

Candidate B (Medicine):

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 the stretcher bearers on the Western Front?

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

(8) Q02a

Source A is ~~very~~ relatively useful in an enquiry into the work of a stretcher bearer on the Western Front. It was by a ~~1st~~ RAMC Captain ~~who~~ ~~was~~ ~~at~~ this ~~to~~ means that it is relevant ~~and~~ ~~at~~ to the time as they were there experiencing the action. Despite this it cannot be considered very accurate as it is a letter ~~from~~ home to his family, as a result they would have likely removed gruesome detail or disturbing events so not to concern loved ones; it can still be considered useful in ~~the~~ outlining the general role of a stretcher bearer. In the source it suggests that a stretcher bearer went out into the frontline to collect and bring back the wounded. I know this to be true as the role of a stretcher bearer was to bring the wounded to the Regimental Aid Post to receive immediate first aid; this was so they could either be quickly sent out into battle again or sent on to ~~the~~ ADs/MOs further back for more specific care. It was written in 1915, so ~~for~~ information on the role of stretcher bearers would be fresh in their mind. The accuracy of it makes it so useful.

Source B is very useful because it gives a vivid ~~and~~ ~~accurate~~ representation of the work of a stretcher bearer in WWI. It can be seen to be dangerous and tiring. I can tell this



from the source as ~~they~~ <sup>here</sup> appear it shall fire visible and the stretcher bearers are having to lift a man out of a ~~deep~~ deep trench - this would be physically demanding. ~~From my~~ It is written in the description that it was painted by an AFMC member ~~for~~ in 1919 for the Imperial War Museum, as a result I would question the accuracy of it as ~~the~~ the effects of war would still be strong in 1919, making the piece likely to be tinted by propaganda and so appear more heroic than reality. Despite this, it was created by a person who was actually there and so can be considered more accurate as they experienced this for themselves. I know, however, the ~~event~~ painting to be accurate as from my knowledge I understood that stretcher bearers were often under fire whilst trying to manoeuvre injured soldiers. Overall, it can be thought that the painting is reliable and accurate, and so making it useful.



### Examiner commentary:

#### **This response was awarded Level 3.**

The answer provides developed reasoning which takes into account how the provenance – in this instance the nature, origin and purpose of Source A – affects the utility of the source. These criteria are applied throughout the written response to Source A leading to a number of judgements about its accuracy. The content of the source is assessed through accurate and relevant supporting contextual knowledge. This part of the answer clearly meets all of the assessment criteria at Level 3.

For Source B, accurate and relevant supporting contextual knowledge which demonstrates the dangers stretcher bearers found themselves in during the First World War is well used to assess the utility of the source content. In addition, examination of provenance through valid criteria which match those used for Source A are applied. This is a very strong response which demonstrates the application of Level 3 criteria for both sources throughout the answer.

An overall mark at the top of Level 3 was awarded.



Candidate C (Crime):

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

How useful are Sources A and B for an enquiry into the link between poverty and crime in Whitechapel?

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

(8)

Source A is very useful for an enquiry into the link between poverty and crime in Whitechapel. This source ~~shows~~ shows how poverty ~~can~~ can change someone from a respectable person to a criminal. The source only tells us what happens to these people but also why they do it. "If poverty makes the respectable people desperate, as it usually does, it is often a thief who shares his loot"; this shows the link between poverty and crime. This source is also very useful as it was in the Daily Mail ~~the~~ newspaper. Due to this source being in the daily mail newspaper it makes it more reliable as it must ~~be~~ be true.

Source B is only slightly useful for an enquiry into the link between poverty and crime in Whitechapel. This source is a colour-coded map based on class and employment. It gives a good visual representation



on where crime is ~~occurring~~ <sup>occurring</sup> ~~more~~ ~~more~~ occurring  
the most and where the low frequency  
places are in ~~the~~ Whitechapel. The source  
allows ~~the~~ reader to see the link that where  
there is less poverty there is less crime and  
where there is more poverty, ~~to~~ more crime  
happens. However, the source does not give  
any explanation as why ~~more~~ <sup>more</sup> crimes come  
with higher amounts of poverty. Another  
reason why this source is only slightly useful is  
that the survey was completed but it doesn't say  
how Charles Booth got his results. There are  
no facts or statistics to back up his  
survey.

**Examiner commentary:**

**This response was awarded Level 2.**

The response opens with a valid judgement about utility in relation to specific enquiry. This judgement is supported by some analysis of the source content and its provenance through applying the criteria of its nature and the impact this has on the utility of the source. The response for Source A does not meet all of the criteria for Level 2 as there is no application of supporting contextual knowledge to assist forming comments on the utility of this source.

In evaluating Source B the response provides a valid judgement about the utility of the source through its content, nature and origin. There is good comprehension of the source content and the response makes a clear link between what is shown in the source and the specific enquiry focus. There is some analysis of the provenance by considering the nature of the source and the problems this presents for its usefulness. As with Source A, there is no supporting contextual knowledge to complete the analysis of Source B.

As responses on both sources do not demonstrate the application of supporting contextual knowledge, neither passage fulfils the full criteria for Level 2. Therefore, this response was awarded mid-Level 2.



Candidate D (Medicine):

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 the stretcher bearers on the Western Front?

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

(8) Q02a

Source A is a letter written by a captain in the royal army, showing his perspective on a stretcher bearer's life. The captain starts off the letter by showing bombs were exploding and gun shots were fired. So for this is very useful to show how stretcher bearers work was terrifying, dangerous and risky. The captain then explains how hard it was to get the men to safety because of the "shell-holes" and also it was hard for them to carry people away because they were exhausted. For me source A was very useful due to it was from that time period and he was a captain who was a stretcher bearer.

Source B is a painting from an ex-soldier in the time period of '1919'. The painting is of 5 men 4 alive 1 dead.



The 4 Alive men are stretcher bearers who are in <sup>the</sup> middle of war and they are trying to get this soldier to help/safety. The painting shows how dangerous life was for them due to they were in the middle of gun fire and explosions and also it took 4 men to carry one guy. Now Source B is useful in some ways, because it gives you a rough idea how dangerous it was and it's also from a soldier but we don't have ~~any~~ any basic story or information about the painting other than its name "Stretcher Bearers". So for me I believe that Source B is half and half useful.



### Examiner commentary:

#### **This response was awarded Level 2.**

The analysis of Source A opens with a statement about the nature of the source. There is no further development of provenance for Source A but is not required within Level 2 where candidates may address either content or provenance. There is selection of relevant source content to form some analysis of utility in relation to the work of the stretcher bearers on the Western Front, but this is done without the use of supporting contextual knowledge. Instead the response provides surface level judgements which have been acquired from the source content; such as 'terrifying' and 'dangerous'.

In analysing Source B, the response once again opens with a statement about the nature of the source. There is evidence of understanding the source content in relation to the specific enquiry as the candidate describes the relevant parts of Source B and there is an attempt here to address how this impacts the utility of the source. Similar to the first passage there is no explicit use of contextual knowledge to support these judgements.

As responses on both sources do not demonstrate the application of supporting contextual knowledge, neither passage fulfils the full criteria for Level 2. Therefore, this response was awarded mid-Level 2.



## Question 2(b)

### Question type:

This is a 4 mark 'source analysis' question. Candidates are required to analyse one source (AO3) to frame historical questions related to a set specific enquiry.

Criteria and application of the mark scheme for question 2(b) is standardised across the three Paper 1 options. The enquiry focus for this question is replicated from question 2(a). Students are required to analyse only one of the two sources; here Source A for all three paper options.

The four stages in this question should be seen as a package. The first two stages focus on the idea of the candidate acting as an historian following up an enquiry. In the first stage, one mark is given for identifying a detail from the source relevant to the enquiry. In the second stage, a second mark is given for a question arising from that detail linking it to the enquiry focus – here about the treatment of battle injuries. The mark scheme is explicit that the question in the second stage must be linked to the detail identified from the source, therefore if the answer to the first stage is not relevant, no mark can be given for the second stage, even if a valid question is posed.

The third and fourth stages ask candidates to offer specific examples of how the enquiry should be followed up. They should be able to indicate a valid source to consult and to explain how the information located in that source would help to answer the question posed in the second stage. Candidates are expected to have knowledge of sources appropriate to the historic environment being studied, as indicated in the specification.



## Question:

### 2 (b) Study Source A.

How could you follow up Source A to find out more about the link between poverty and crime in Whitechapel?

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

Complete the table below.

(4)

## Mark scheme:

Question	
<b>2 (b)</b>	How could you follow up Source A to find out more about the link between poverty and crime in Whitechapel?  In your answer, you must give the question you would ask and the type of source you could use.  <b>Target:</b> Source analysis and use (the ability to frame historical questions). <b>AO3:</b> 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. <ul style="list-style-type: none"><li>• <i>Detail in Source A that I would follow up: the statement that Dorset Street was the headquarters of the criminal population of London. (1)</i></li><li>• <i>Question I would ask: Did organised gangs operate in the area? (1)</i></li></ul> (No mark for a question that is <b>not</b> 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. <ul style="list-style-type: none"><li>• <i>What type of source I would look for: court records showing names of arrests and the types of crime committed. (1)</i></li><li>• <i>How this might help answer my question: they would tell me whether groups of people from the same area were arrested together for the same crime, suggesting that they were operating as an organised gang. (1)</i></li></ul> Accept other appropriate alternatives.	



## Candidate A (Crime):

### 2 (b) Study Source A.

How could you follow up Source A to find out more about the link between poverty and crime in Whitechapel?

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:

That the criminals are in one area where the police can easily find them

Question I would ask: ~~Does the amount of crime~~ <sup>increase</sup> with a lot of poverty

~~Does the amount of crime increase with a lot of poverty in~~ ~~the area~~ <sup>Does the amount of crime increase with a lot of poverty in</sup>

What type of source I could use:

Charles Booth's <sup>survey of</sup> ~~map of~~ London <sup>compared</sup> ~~highest~~ with police records of <sup>the amount</sup> ~~crimes~~ committed in specific areas

How this might help answer my question:

It will show a direct comparison of how poverty and crime link

## Examiner commentary:

**This response was awarded 4 marks.**

The candidate identifies a detail from Source A that is used to form the basis of a follow-up question and which links specifically to the detail of the focused enquiry on the link between poverty and crime in Whitechapel.

In addition, the response identifies an appropriate source (Source B) to use in Charles Booth's survey, which is both specific and relevant. The candidate also suggests this may be used in conjunction with police records. There is a really clear response as to how these sources would be helpful, in that they would allow for a comparison of poverty and crime, which links back to the original enquiry.



**Candidate B (Medicine):**

**(b) Study Source A.**

How could you follow up Source A to find out more about the work of the stretcher bearers 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) Q02b

Detail in Source A that I would follow up: <i>'we had collected 18 men in a single day'</i>
Question I would ask: <i>On average in 1915 how many injured soldiers were rescued per day?</i>
What type of source I could use: <i>The records from the dressing station as they documented the types of injury sustained after dressing the wounds.</i>
How this might help answer my question: <i>This would show the number of soldiers taken to the dressing station and I could work out an average.</i>

**Examiner commentary:**

**This response was awarded 4 marks.**

This answer identifies a detail from Source A that is used to form the basis of a follow-up question and which links specifically to the detail of the focused enquiry on the work of stretcher bearers on the Western Front in 1915 when the source was produced.

The candidate goes on to identify an appropriate source to use as records from the dressing station, which is used to demonstrate how this would provide an idea of the number of soldiers processed at dressing stations which would provide some insight into the number of soldiers dealt with by stretcher bearers at this time.



Candidate C (Crime):

2 (b) Study Source A.

How could you follow up Source A to find out more about the link between poverty and crime in Whitechapel?

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 is the percentage of people in whitechapel who are unemployed and ~~crime~~ <sup>commie</sup> crime?

What type of source I could use:  
 crime record H Division

How this might help answer my question:  
 because this will show the records on who has ~~commie~~ <sup>commie</sup> crime.

Examiner commentary:

**This response was awarded 0 marks.**

There is no relevant detail provided from Source A to link the question to, therefore no marks are awarded for either part here. The type of source identified is H Division crime records. As police records alone would not permit a historian to link crime rates to employment levels or poverty this is not a valid source on this occasion. The follow-up statement on how this source may help answer the question does not provide specific detail to the question asked by the candidate. Therefore, as this response fails to relate to the specific enquiry of the link between crime and poverty and not crime alone, there is no rewardable response.



**Candidate D (Medicine):**

**(b) Study Source A.**

How could you follow up Source A to find out more about the work of the stretcher bearers 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) Q02b

Detail in Source A that I would follow up:

'It was also hard to find enough men to carry them away because the stretcher bearers were so exhausted'

Question I would ask:

How many stretcher bearers are there?

What type of source I could use:

Regal Army Medical corps

How this might help answer my question:

It can help my question as we can ask and also find how many stretcher bearers there are.

**Examiner commentary:**

**This response was awarded 2 marks.**

The detail identified from Source A is relevant to the specific enquiry as is the follow-up question. The candidate scores two marks for these sections. The type of source and how this may help answer the question is not relevant and reflects a common error amongst candidates that a source includes being able to 'ask' people who were there at the time.



## Section B: Thematic Study

### Question 4

#### Question type:

This is a 12-mark 'explain why' question. Candidates are required to explain the process of change (AO2) through knowledge and understanding of the features and characteristics (AO1) of the specific time period identified in the question.

Criteria and application of the mark scheme for question 4 is standardised across the three Paper 1 options. The focuses for the June 2019 series were as follows:

#### **Option 10 (Crime and Punishment)**

Explain why there have been changes in the work of the police in the period from c1900 to the present day.

#### **Option 11 (Medicine)**

Explain why there were improvements in medical knowledge in the years c1500–c1700.

#### **Option 12 (Warfare)**

Explain why the role of the mounted knight changed during the period c1250–c1500.

Candidates are provided with two stimulus points to assist developing their answer. They do not need to use these stimulus points, but they are expected to develop three aspects of content to reach the top of Level 2 or Level 3 and to access Level 4.

Levels are awarded for both AO2 (analysis of second-order concepts; causation/change) and AO1 (knowledge and understanding). A 'best-fit' mark is awarded for the answer as a whole.



### Question and Mark Scheme:

Question		
4		<p>Explain why there were improvements in medical knowledge in the years c1500-c1700.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Thomas Sydenham</li> <li>• the printing press</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis of second order concepts: causation/change [AO2];            Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 6 marks.  <b>AO1:</b> 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	4-6	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> </ul> <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points</i></p>
3	7-9	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10-12	<ul style="list-style-type: none"> <li>• 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]</li> <li>• 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]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>



Candidate A (Medicine):

- 4 Explain why there were improvements in medical knowledge in the years c1500-c1700.

(12) 204

You may use the following in your answer:

- Thomas Sydenham - practical
- the printing press

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

There were improvements in medical knowledge during the Renaissance due to Vesalius' ~~teacher's~~ teachings. Vesalius understood that good surgery could only be achieved when the surgeon had knowledge on human anatomy. Because of this he began to dissect bodies of executed criminals proving Galen's theories to be incorrect. He published his findings, including 'The Fabric of the Human Body' which became very popular. ~~At~~ At first ~~doctor~~ people were reluctant to believe his findings as Galen's theory of the Four Humours was still very popular. However it led to improvements of medical knowledge as scientists began ~~to~~ to dissections in order to understand human anatomy and come up with their own theories. Because of this ~~it~~ Vesalius' teachings led to improvements in medical knowledge.

Another reason there were improvements in medical knowledge was because of Thomas Sydenham. Sydenham believed that practical experience was



much more important than theoretical knowledge. When treating his patients he would make detailed notes on their symptoms and their treatment. He ~~realised~~ released these notes as 'Scientific ~~observations~~ observations'. ~~He~~ Sydenham classified diseases like animals, proving that measles and scarlet fever were different due to their different symptoms. This encouraged other ~~scientists~~ <sup>doctors</sup> to take records of their patients. ~~Also~~ It also improved scientific knowledge, enabling doctors to distinguish between different illnesses. Sydenham's ~~teachers~~ <sup>teachings</sup> led to improvements in medical knowledge.

In addition there were improvements in medical knowledge due to better communications of ideas. The printing press was a very significant piece of technology, allowing people to copy their ideas more quickly. Before the printing press people used books to broaden their knowledge. However the idea ~~must~~ would have to be widely accepted for anyone to bother copying it out into a book so only Galen's theory was spread. The printing press allowed many people to spread and debate their ideas, leading to improvements in medical knowledge. Also the Royal Society was formed and supported by King Charles I. This group encouraged the spreading of new scientific ideas. ~~Because~~ Because of this more



people had the freedom to introduce new theories.  
Better communications led to improvements in medical knowledge.

### Examiner Commentary:

#### **This response was awarded Level 4.**

The first paragraph demonstrates the importance of the work of Vesalius in disproving Galen's previous theory of the four humours. For AO2, there is good analysis of the scale and limitations of the change this led to whilst demonstrating accurate and relevant knowledge of the time period. The next paragraph addresses the work of Thomas Sydenham, cited as a stimulus point in the question. Again, there is accurate knowledge and an analytical approach to addressing the changes which resulted from his work. Finally, the response considers the impact of the printing press from the stimulus points and concludes with the work of the Royal Society, although this is incorrectly stated as being established under Charles I rather than Charles II. Despite this error, the answer has already met all of the criteria for Level 4 by this point.

There is accurate and relevant knowledge across the time period c1500–1700 to support each point for AO1, the response considers at least three aspects of content which is a requirement to access Level 4, and at AO2 there is a consistent approach to analytical explanation which is directed at the conceptual focus of the question.



Candidate B (warfare):

4 Explain why the role of the mounted knight changed during the period c1250-c1500 (12/1204)

You may use the following in your answer:

- the longbow
- the feudal army

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

The role of the mounted knight declined in importance as new weapons emerged such as the longbow and the schiltren and <sup>the decrease in popularity of the</sup> ~~the~~ feudal levy became less popular.

Longbows were introduced in the 1290s and following Edward I's successes, such as at the Battle of Falklands, longbows became a key part of English armies for the next 150 years. This shows how an individual could impact warfare. Longbows could fire 15 arrows a minute and were powerful enough to pierce armour. This contributed to the decline of the mounted knight as longbows could effectively defeat a cavalry charge, so the dominance of the mounted knight was reduced and the power of the infantry increased.

Another weapon that was used was the schiltren. It had been previously only been used in defence but at the Battle of Stirling bridge in 1297, Wallace showed how ~~so~~ they could be used in attack and could be used to defeat the enemy successfully. In 1314, schiltrens were also shown to be effective against cavalry. As a



result, schiltrows opposed the dominance of the mounted knight as it gave power to the infantry & showed cavalry and mounted knights to be weak and vulnerable so led to a decline in their dominance.

Another significant factor that contributed to the decline is the importance of loyalty and social attitudes. Mounted knights who had previously been recruited by the feudal lord (knights owed 40 days' knight service to the lord and tenants owed a set number of knights) increasingly paid scutage to avoid fighting as the feudal dues became harder to enforce. As a result, fewer mounted knights were recruited and instead, kings paid for mercenaries and the power of the infantry increased.

Consequently, the role of the cavalry changed from the most dominant force on the battlefield with the mounted charge and rout and close to a less dominant role of scouting and harassing the enemy. Their dominant role was replaced by the infantry who were shown to be more powerful and effective.



## Examiner Commentary:

### **This response was awarded Level 4.**

The opening paragraph demonstrates the importance of the longbow and the impact that this had on the changing nature of warfare. For AO2 there is good analysis of the nature of change this weapon enabled whilst demonstrating accurate and relevant knowledge of the time period.

The next paragraph continues to address the theme of changing weaponry in which the answer extends beyond the provided stimulus points whilst remaining analytical in its approach.

Finally, the response considers the second stimulus point where terminology such as 'knight service' is used to further demonstrate precise and accurate knowledge.

Throughout the response the candidate demonstrates discussion of examples from across the time period c1250–1500 and, at AO2, there is a consistent approach to analytical explanation which is directed at the conceptual focus of the question. The response consistently meets all of the criteria for Level 4.



### Candidate C (Crime):

- 4 Explain why there have been changes in the work of the police in the period from c1900 to the present day.

(12)

You may use the following in your answer:

- forensic science
- cars

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

with the help of forensic science, the police from 1900 to the present day have been able to catch criminals much more easily as they will have most likely left behind forensic evidence at the scene of a crime. This also means that the work of the police has become more scientific and advanced technologically, rather than the mostly ineffective approach the police used before 1900, which brought about criticism as they were unable to catch criminals like Jack the Ripper.

Years after this, the police began using cars as technological advancement allowed it. This significantly changed the job of the police onwards as they would be much less reliant on walking patrols as well as using bicycles or simply getting to crime scenes on foot. Instead, the police could now do most of these things with the use of a car, which makes part of their job significantly easier.



Further after this, the police were able to use computers for their work, allowing them to record crimes committed in different areas, names of criminals etc. This, again, was a huge factor as to why there have been changes in the work of the police from 1900 onwards, as before the police had to either write down this information, or simply remember it, which isn't very reliable.

Overall it is clear to see that the significant advancement in technology is the main reason as to why the job of the police has changed and become easier. Whether it be the introduction of forensic science, car use or the advancement of computers, all have played a major role.

### Examiner Commentary:

#### **This response was awarded Level 2.**

The opening paragraph addresses forensic science, which is cited as a stimulus point in the question. For AO1 there is some relevant knowledge, but this is not developed through the use of specific examples such as DNA or fingerprinting. For AO2 the response offers a sense of change, but the analysis is limited as the explanation is left implicit. No explanation as to how forensic science changed the work of the police is offered other than the assumption that it made things easier than without it. The rest of the response follows in similar fashion; the candidate addresses changes to transport, but the provided knowledge refers to examples pre-1900 and not those that led to change through technological examples. There is a little more focus in the final paragraph which addresses the impact of computers on police work. Whilst there is no need to provide an overall judgement the candidate presents one, but again the focus on change is left implicit with an overall impression that things have got 'easier'. Throughout the answer AO2 is judged to be limited analysis with an implicit link to the conceptual focus of the question. For AO1 there is some accurate knowledge and understanding of the time period. The response does go beyond the stimulus points considering three aspects of content and, therefore, is awarded marks at the top of Level 2



## Question 5

### Question type:

This is a 16-mark 'how far do you agree?' evaluation question, with up to an additional 4 marks awarded for SPaGST.

Candidates are required to make a judgement about the extent, patterns, process or impact of change (AO2) through knowledge and understanding of the features and characteristics (AO1) of the specific time period identified in the question.

Criteria and application of the mark scheme for Question 5/6 is standardised across the three Paper 1 options. Question 5 for the June 2019 series were as follows:

### Option 10 (Crime and Punishment)

'The Norman Conquest (1066) led to significant changes in law enforcement in medieval England.' How far do you agree?

You may use the following in your answer:

- Wergild
- Tithings

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

### Option 11 (Medicine)

'The main reason why medical care and treatment was ineffective during the medieval period, c1250–c1500, was because medical knowledge was based on Galen's ideas.' How far do you agree? You may use the following in your answer:

- Theory of Opposites
- hospitals

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

### Option 12 (Warfare)

'Changes in the nature of warfare in the period c1500–c1700 were more significant than the changes in the nature of warfare in the period c1700–c1900.' How far do you agree? You may use the following in your answer:

- New Model Army
- heavy artillery

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



Candidates are provided with two stimulus points to assist developing their answer. They do not need to use these stimulus points, but they are expected to develop three aspects of content to reach the top of Level 2 or Level 3 and to access Level 4.

Levels are awarded for AO2 (analysis) and AO2 (evaluation) of change in relation to a second-order concept, and AO1 (knowledge and understanding). A 'best-fit' mark is awarded for the answer as a whole.

Both questions 5 and 6 require candidates to analyse material and evaluate it in order to make a judgement about the statement in the question. Questions will always target at least one of the second-order concepts (change, continuity, causation, consequence, significance, similarity and difference) in relation to change (extent of, patterns of, process of, impact of) over a broad period of time. The progression in AO2 moves from a 'simple or generalised answer' at Level 1, to an 'analytical explanation, which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured' at Level 4.

This analysis needs to be supported by knowledge and understanding, so the AO1 assessment moves from 'limited knowledge and understanding' at Level 1, to 'accurate and relevant information, which is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period' at Level 4.

It should be noted that all 16-mark questions will cover a period of at least 200 years and, therefore, answers will be expected to demonstrate a breadth of knowledge. Answers are also expected to cover three different aspects of content. The stimulus points in the question act as an indication of relevant material that could be included, although candidates are not required to use them.

The wording of the mark scheme for AO2 analysis and AO1 is exactly the same as in the mark scheme for the 12-mark question but an additional bullet point is included in each level of the 16-mark question to reward the element of judgement that is expected. All three bullet point strands are rewarded in coming to an overall mark. At Level 1, the judgement is either missing or simply asserted but at Level 4, it is made clear how that judgement has been reached and the criteria for judgement being applied will be valid.



## Question and Mark Scheme

Question		
<b>5</b>		<p>'Changes in the nature of warfare in the period c1500-c1700 were more significant than changes in the nature of warfare in the period c1700-c1900.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• New Model Army</li> <li>• heavy artillery</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: change; significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. <b>AO2:</b> 10 marks. <b>AO1:</b> 6 marks. <b>Spelling, punctuation, grammar and the use of specialist terminology (SPaG):</b> up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>
<b>2</b>	<b>5–8</b>	<ul style="list-style-type: none"> <li>• An explanation is given showing limited analysis and with implicit or unsustainable 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]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
<b>3</b>	<b>9–12</b>	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>• 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]</li> <li>• 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]</li> <li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>



Candidate A (Crime):

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 Norman conquest in 1066 led to significant changes in law enforcement in medieval England to an extent as the Normans kept trial by ordeal and tiring but also introduced new laws and abolishing old laws.

On the one hand the Norman conquest in 1066 led to significant changes in law enforcement in medieval England such as forest laws. These were introduced after the Norman invasion in 1066 and meant that only Normans were able to hunt in the forests and any Anglo-Saxon who was found hunting would be blinded or hung in severe cases. This was carried out from 1074 onwards and was introduced in attempt to prevent Anglo-Saxon revolt and portray the importance and superiority of the Normans on the English people. Therefore calling a significant change to law



enforcement.

Another reason why the Norman conquest in 1066 led to significant changes in law enforcement during the medieval period was due to the Murdrum fine. In 1066 the Murdrum fine was introduced meaning that if a dead Norman was found in an Anglo-Saxon village the whole village had to pay a fine. This again emphasised the superiority the Normans were trying to bestow towards the English highlighting the severe change in law and order after 1066 in order to benefit and aid the Normans due to William dictating all the laws as king.

Only the other level the Norman conquest in 1066 did not lead to significant changes in law enforcement during the medieval period as the Normans kept a significant amount of laws such as tithings. These were

introduced by Edward the Confessor before 1066 and were a group of 10 men over the age of 12 who had to pay a fine if one of them committed a crime. Due to this preventing crime not being an effective method of law and order the Normans kept this and therefore there was little change to law ~~enforcement~~ enforcement after 1066.

Another reason why the Normans conquest in 1066 did not lead to a significant change in law enforcement in the medium term was the end of this was introduced before 1066 by Edward the Confessor not allowed locals + police themselves because if you saw a crime the people watching would shout 'stop thief' and the whole village would attempt to apprehend this evidence does not imply that this was significantly effective but William of Normandy kept it in 1066 although he did gradually



introduce some <sup>laws</sup> ~~renew~~ who acted on preventing ~~lawlessness~~ after 1066. This displays that there was similarity and continuity between the Norman and Anglo-Saxon periods.

In conclusion the evidence suggests that the Norman conquest did lead to significant changes in law enforcement after 1066 because although the old law, tithing and other minor law enforcement were still used William the Conqueror introduced a significant amount of new enforcement. Specifically introduced to prevent Anglo-Saxon revolt and increase the superiority and impact of the Normans; including forest laws and the curfew time. So after 1066 law enforcement was altered to significantly benefit the Normans as opposed to the Anglo-Saxons resulting in a large and impactful change after 1066 and after the Battle of Hastings.



### Examiner commentary:

#### **This response was awarded Level 4.**

The introduction indicates the line of argument – The Norman Conquest (1066) led to significant changes in law enforcement in medieval England – and this is maintained consistently throughout the answer.

The first main paragraph demonstrates the first change of the period with the introduction of William I's Forest Laws. There is accurate and relevant knowledge to support how this led to a significant change, and analysis of how this change enabled the Normans to exert authority over their predecessors the Anglo-Saxons through effective law enforcement. The next paragraph shows that there were also significant changes to law enforcement to protect Norman authority by introducing fines for killing a Norman. In a counter-argument the response considers how both Tithings and the Hue and Cry, both methods of law enforcement introduced by the Anglo-Saxons, demonstrate continuity across the time period and a willingness of the Normans to keep methods of collective responsibility that were already proven.

This is an analytical explanation, consistently directed at the focus of the question: change and continuity; therefore, it is Level 4 for AO2. It also includes accurate and wide-ranging knowledge, covering the whole period and precisely selected to support the analysis, which is Level 4 for AO1. Several aspects of content are covered and a judgement is made, based on the extent to which law enforcement changed as a result of the Norman Conquest. This response has met the Level 4 criteria for each of the three strands of the mark scheme and therefore is awarded a judgement of Level 4.

The spelling, punctuation and grammar are correct and it has also used relevant specialist terminology so it received 4 marks for SPaGST.



Candidate B (Crime):

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 Norman Conquest of 1066 led to William, the Conqueror taking the throne of England, to maintain his power as King he made changes to the law but also maintained some continuities to appease the locals.

For example, the concept of tithings, groups of 10 men being responsible for each other and reporting each other's crimes, was kept in place as William saw it as effective due to the population living in small farming communities where people felt responsible for each other. Keeping this law the same also introduced some familiarity with the new Norman system making resistance much less likely.

One change however was that the Wergild, a compensation fee, ~~payed~~ paid to the victim's family by the guilty party for the slaying of ~~a~~ the victim, was abolished by William and instead, people were either fined for the murder with the money going to the King's officials, or

a different punishment such as mutilation ~~or~~ execution was used. The ~~introduction~~ introduction of fines paid directly to the King helped William centralise his power, giving him greater control over England.

Another change William made was the introduction of a new law which stated that the killing of any Norman would be punished by fining of the entire area. This made rebellions much less likely, as the people feared the <sup>consequences</sup> should they fail and be punished for killing a Norman.

In a conclusion, I mostly agree with the statement as William made some significant changes to the ~~law after~~ law after the Norman Invasion of 1066 which allowed him to consolidate his ~~power~~ power, however, he also maintained ~~some~~ some continuities which means I cannot fully agree with the statement.



### Examiner commentary:

#### **This response was awarded Level 3.**

The introduction here sets the context of the Norman Conquest and provides an asserted judgement from the offset that there were some changes but also some elements of continuity.

The first main paragraph offers an accurate explanation as to why the Normans continued, because it was 'effective' and, therefore, there was little need to make change. This argument demonstrates some analysis, but lacks development through the use of supporting knowledge to show why this form of law enforcement was effective. There is analytical explanation offered to show change through the use of two examples (Wergild and the Murdrum fine), demonstrating how the end of one naturally progressed into the establishment of the other, which demonstrates precise knowledge of the period. The conclusion offers a judgement which partly agrees with the statement in the question.

This response demonstrates an explanation which offers some analysis, with a line of reasoning which is mostly sustained. The judgement is mostly justified but it is not fully supported by the argument presented throughout the answer. For AO1 there is good knowledge and understanding of the time period, but this is slightly weaker in the first paragraph. This response has met the Level 3 criteria for each of the three strands of the mark scheme and, therefore, is awarded a judgement of Level 3.

The spelling, punctuation and grammar are correct and it has also used relevant specialist terminology so it received 4 marks for SPaGST.



Candidate C (Medicine):

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

8 SecB  
3 SecBS

*I picked the one!*  
~~I do agree with the statement that Galen's theory ideas~~  
~~I don't~~

I do agree with the statement that Galen's ideas did contribute mainly with <sup>medicine</sup> ~~medical~~ being ineffective, as most medical knowledge was based on his ideas, ~~because~~ from the years 1250-1500 <sup>or this is</sup> because people people back in medieval times did not want to, or even feel that it was right to question Galen's work, for example his theory of the opposites. where if you had a cold / were cold you would eat, or drink something hot. This in turn then lead to physicians with new ideas being shunned against, which definitely slowed the rate of medicine improving. Because people were not open to new ideas, and always stuck to only Galen's theory of

the opposites, which meant no one else could show their discoveries either. Even if they were right. I also think that because of Galen's theory, ~~theory~~ <sup>people</sup> always of ~~people~~ Galen's theory, ~~leaving~~ <sup>not</sup> ~~people~~ <sup>people</sup> unable to change their already set in ways, <sup>this</sup> also held back hospitals. Because people were also ~~set~~ <sup>set in their ways</sup> were unwilling to change their beliefs that bringing nuns and monks into hospitals <sup>to pray for the sick</sup> would really heal people. ~~rather~~ ~~they~~ ~~even~~ ~~the~~ Even though this still lead to no new improvements, or <sup>actually</sup> making people get better and heal. Also leaving people to believe that you're God made you sick as a punishment for your sins. Even refusing pregnant, or the disabled into hospitals, these actions were all results from people being set in their ways, mainly due to Galen's theory of the opposites that left people ~~being~~ not being open to new ideas in the first place.



### Examiner commentary:

#### **This response was awarded Level 2.**

The response begins with an asserted judgement that the candidate agrees with the statement presented in the question.

There is little structure to the response, with all of the knowledge and argument being presented in one long continuous prose. The response considers how the statement is accurate by basing its argument on the fact that all medical knowledge at the time was based on the ideas of Galen. There is some attempt to demonstrate how other medical professionals were not keen to expand beyond Galen's theories, and how those who did often had their ideas met with opposition, but this argument is not well supported with specific knowledge at AO1. For AO2 there is an attempt to follow a line of reasoning, but the answer is largely disorganised and, therefore, this is not sustained. A judgement is asserted but this is not secured with the providing of accurate or precise knowledge.

This response has met the Level 2 criteria for each of the three strands of the mark scheme and, therefore, is awarded an overall judgement of Level 2.

The spelling, punctuation and grammar are correct but there is limited specialist terminology so it received 3 marks for SPaGST.



## Question 6

### Question type

Criteria and application of the mark scheme for Question 5/6 is standardised across the three Paper 1 options (see Question 5 above). Question 6 for the June 2019 series were as follows:

#### **Option 10 (Crime and Punishment)**

'There was little change in the nature of criminal activity in the period c1500–c1900.' How far do you agree?

You may use the following in your answer:

- poaching
- highway robbery

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

#### **Option 11 (Medicine)**

'Providing access to care and treatment has been the most important development in the role of government in medicine in the years c1800–present.' How far do you agree?

You may use the following in your answer:

- National Health Service (NHS), 1948
- Public Health Act, 1875

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

#### **Option 12 (Warfare)**

'The development of war reporting was the most important reason for changes in popular attitudes towards war in the period c1800–present.' How far do you agree?

You may use the following in your answer:

- William Russell
- conscription

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



Question and Mark Scheme:

Question		
<b>6</b>		<p>'Providing access to care and treatment has been the most important development in the role of government in medicine in the years c1800-present.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• National Health Service (NHS), 1948</li> <li>• Public Health Act, 1875</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis and evaluation of second order concepts: significance/ change [AO2];            Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks  <b>AO1:</b> 6 marks.  <b>Spelling, punctuation, grammar and the use of specialist terminology (SPaG):</b> up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1-4</b>	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>
<b>2</b>	<b>5-8</b>	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
<b>3</b>	<b>9-12</b>	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
<b>4</b>	<b>13-16</b>	<ul style="list-style-type: none"> <li>• 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]</li> <li>• 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]</li> <li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>



Candidate A (Medicine):

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

12 SecB  
3 SecBS

The Government ~~had~~ <sup>were a</sup> significant role in medicine between 1800-present through providing access to care and treatment. The Government founded the NHS in 1948 with an objective that healthcare should be available to all despite ~~status~~ <sup>of</sup> wealth. The introduction of the NHS was significant as lead to rapid change. Life expectancy increased to about 78 years now and infant mortality significantly dropped. <sup>Good</sup> Public health was a significant factor in the decrease of disease as communicable diseases stopped being spread as easily. Through the NHS, vaccines were emitted due to compulsory vaccination following Jenner's work <sup>from</sup> ~~in~~ 1852. This abolished <sup>and has heavily abolished</sup> many diseases ~~like~~ like TB in humans and ~~smallpox~~ <sup>smallpox</sup>. With the continued work of the NHS, it is likely many more deadly ~~the~~ diseases will also be wiped out, and over time life expectancy will continue to rise which is extremely significant. ~~set~~

However, it could be argued that the introduction of the Public health acts may be more important Government actions within medicine. Following



Snow's work ~~is~~ on cholera in finding ~~the~~ its source at the Broadstreet Pump, the First Public Health Act was introduced in 1848. This act was not compulsory, but ~~gov~~ Governments were advised to provide clean water to towns, & naturally many didn't as was not compulsory. However, Chadwick did work on life expectancy in towns noticing due to its dirty conditions, people died earlier. This led to the second public health act in 1875 which was compulsory, Governments had to provide ~~clean~~ <sup>and clean</sup> sewage public toilets and way to get rid of sewage. This was significant as it led to <sup>life expectancy</sup> increased life expectancy. However, ~~it~~ <sup>as it did</sup> did not increase as much following the NHS introduction. Therefore it is not as significant.

It can also be argued that lifestyle campaigns funded by the Government led to development in medicine. Campaigns such as Change 4 Life ~~of~~ or Couch to 5k encourage people to get off the sofa and do exercise. These campaigns are very significant in medical developments as many people admitted to hospitals funded by NHS are due to obesity and Type 2 diabetes. This wastes NHS money ~~making~~ <sup>meaning</sup>



less money goes towards combatting communicable diseases in the NHS. Also, the Government tries to combat lung cancer levels through the number of smokers. In 2005, they passed an act ~~of~~ banning cigarette advertisement, hoping to decrease temptation. This was significant as it decreased numbers emitted also to the NHS for things such as lung cancer and emphasized the importance of a healthy life which had not <sup>yet</sup> been emphasized by the Government before.

Overall, I ~~totally~~ completely agree with this statement. The introduction of the NHS affected the largest amount of people as life expectancy for everyone could improve. Even though public health acts and lifestyle campaigns were significant at developing medicine, they <sup>overall</sup> helped to improve the operations <sub>emitted</sub> of the NHS by decreasing the number of patients for diseases which could be avoided. Also, the NHS will have the biggest long term impact. Discoveries within the NHS of new treatments are continuing and they already abolished many diseases like smallpox.



### Examiner commentary:

#### **This response was awarded Level 3.**

The introduction indicates the line of argument – that providing access to care and treatment has been the most important development in the role of government in medicine in the years c1800–present – and this is supported with some justification throughout the answer.

The first main paragraph offers an explanation about the role the government played in introducing the NHS in 1948. The response indicates that this led to 'significant' and 'rapid' change, with accurate and relevant contextual knowledge to support this. The response addresses a number of other government initiatives in health care which support the judgement; such as Public Health Acts in the 19<sup>th</sup> century and more recent examples in treating lung cancer and type 2 diabetes, as well as campaigns to reduce smoking. The supporting evidence is often relevant but the detail is not always accurate. There is analytical explanation offered throughout to show how the role of the government has played an active and important role in health care. However, this analysis is not always directed at the conceptual focus of the question, which is to consider how far providing access to **care** and **treatment** was the most important role of the government. On occasion factors are considered in isolation from each other and not part of the wider argument, leading to an overall judgement with some relevant criteria which is mostly but not fully justified.

For AO1, there is good knowledge and understanding of key features of the period but the detail is not always accurate (Level 3). For AO2, the line of reasoning is generally sustained but not always secured aimed at the conceptual focus of the question (Level 3) and the judgement uses some relevant criteria which is mostly but not fully justified (Level 3+). Examiner judgement here is that, although the judgement does use some relevant criteria (Level 3+), overall the insecurities in AO1 and AO2 analysis means that the response remains at Level 3 overall.

The spelling, punctuation and grammar are mostly correct and it has also used relevant specialist terminology so it received 3 marks for SPaGST.



Candidate B (Warfare):

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

8 SecB

3 SecBS

I agree that ~~the~~ development of war reporting was the most important reason for changes in popular attitudes towards war in the period c.1800 - present, because of conscription, William Russell and electric telegraphs.

Conscription is the process ~~was~~ where people were conscripted to help in the war. During WW1 (1914) conscription was introduced, it involved men up to the age of 51 and then in 1918 conscription ended. ~~It was reintroduced~~ conscription was reintroduced during WW2 (1939) with men up to the age of 51 and unmarried women from the age of 20 to 30. Then in ~~1943~~ 1943, women up to the age of 51 were conscripted.

The development of war reporting was ~~the~~ the most important reason for changes in popular attitudes towards war in the period 1800 - present because more people were encouraged to take part in helping to bring better changes in wartime.



William Russell was a journalist / photographer during the Crimean war. He took pictures / reported on the conditions that the soldiers were living in just like Fenton did. By taking pictures or reporting on ~~set~~ soldier conditions he encouraged the public to make donations for soldiers. The development of war reporting was the most important reason for changes in popular attitudes towards war in the period c.1800 - present because not only did it encourage ~~re~~ the public to make donations for the soldiers but it brought the <sup>living</sup> conditions of soldiers to life, photographs made these conditions visibly ~~even~~ clear.

~~Electric telegraph was a method of~~  
Newspapers were printed out rapidly. During the 1940s newspaper printing increased from 5000 copies per day to 40 000. ~~the~~ Times printed out 1000s of copies per day for the public. ~~This is a lot!~~ which is a lot! But it provided ~~the~~ plenty of information for the public so that they could understand what's going on. Newspapers reported on war which meant that



the public can get involved in what is happening. For example, during the Boer War newspapers were sent to the public ~~to~~ so that they can know what's taking place.

The development of war reporting was the most important reason for changes in popular attitudes towards war in the period c1800 - present because it helps ordinary people and the public to make them feel part of the war and it helps them to get involved by sending soldiers supplies, foods and weapons to help them physically. It motivates the public to take actions in bringing changes to the soldiers / armies!



### Examiner commentary:

#### **This response was awarded Level 2.**

The response begins with an asserted judgement that the candidate agrees with the statement presented in the question.

The response considers how the statement is accurate by addressing three aspects of knowledge. The first paragraph offers mostly good knowledge about what conscription is, although this knowledge is not precise. For example, it offers the start and end dates for the First World War, but does not mention that conscription was introduced in 1916. There is very little focus at all to the conceptual focus of the question in this first paragraph.

The remaining paragraphs examine the role of war reporting, photography and the role of the media and how these factors led inevitably to greater public involvement during times of war. The argument here is quite narrow and is based on the assertion that all of these factors allowed the public to become involved and help support soldiers, but this argument is not supported with precise examples.

This response has met the Level 2 criteria for each of the three strands of the mark scheme and, therefore, is awarded an overall judgement of Level 2. At AO1 knowledge and understanding of the time period is accurate but somewhat limited and, at AO2, there is an implicit link to the conceptual focus of the question with some development, which leads to an unsupported judgement overall.

The spelling, punctuation and grammar are correct but there is limited specialist terminology so it received 3 marks for SPaGST.



Candidate C (Medicine):

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

10 SecB  
3 SecBS

I <sup>agree mostly wholly</sup> disagree ~~to some extent~~ that Providing access to care and treatment has been the most important development in the role of the <sup>government</sup> ~~government~~ in medicine from the year 1800 to Present. <sup>Firstly</sup> ~~However~~ <sup>Some people</sup> ~~you~~ <sup>may</sup> ~~could~~ argue that the Public health act in 1875 was <sup>very</sup> ~~more~~ important. This is because the government cleaned streets and introduced a sewage system. This is important as it helped prevent cholera (water born disease) as well as the quick spread of disease through rats and flees. Also the idea of the germ theory was recently introduced and the government took extremely quick action. Therefore the governments attempt to prevent the extreme spread of disease <sup>could</sup> ~~and proved they cared~~ be seen as significant, <sup>for the people.</sup> ~~as well as care and treatment.~~

Moreover, the work of Flemming, Florey and chain ~~could~~ and the production of Penecillin allowed the government <sup>agent</sup> ~~to~~ to

treat many illnesses. When Fleming accidentally discovered Penicillin he didn't know how to get it to the nation, however Florey and Chain both helped stabilise and make the drug safe. The government then mass produced Penicillin as a super drug. Without the government, Penicillin would not have been able to help and treat many millions of people around the nation. Therefore I agree with the statement as the government provided access to treatment that was the most important role they had in medicine.

Furthermore, in 1948 the NHS was set up. The National Health Service provides free healthcare to every citizen within the UK. The NHS is extremely important in saving lives and many more people would die without their work. The government set up the NHS to cure and treat everyone in the UK and it has worked amazingly. I believe that the government providing access to care and treatment through the NHS and production of



Penicillin is the most important role they have played in medicine. <sup>Moreover</sup> ~~Although~~ the Public Health Act in 1975 was important for preventing disease in the future, the role the government played in caring and treating P.U.S. is ~~much~~ <sup>extremely</sup> ~~more~~ <sup>significant</sup> important. Since 1800 the most important government intervention has been when they are caring or treating people.

To conclude, I agree completely with the statement that the most important government role in medicine has been when they are caring or providing treatment for people. Examples are the NHS, Public Health Act and Production of Penicillin.



### Examiner commentary:

#### **This response was awarded Level 3.**

The introduction asserts the judgement that providing access to care and treatment has been the most important development in the role of government in medicine in the years c1800–present and this is supported with some justification throughout the answer.

The first paragraph examines the role of the government in introducing Public Health Acts in the nineteenth century. The response draws on a range of good knowledge to demonstrate the importance of these acts and this paragraph, along with the others that follow, concludes with a 'mini-judgement' which attempts to link the knowledge back to the statement offered in the question. The response addresses a number of other government initiatives in health care which support the judgement; such as the widespread introduction of penicillin, the formation of the NHS and further public health reform in the twentieth century. There is real attempt to offer judgement throughout the answer. However, the answer actually provides a chronological walk through of some of the major initiatives introduced by the government from 1800 to the present day. The answer is AO1 driven and whilst there is some effort to address the conceptual focus of the question for AO2 this is not always demonstrated. The judgement is partially justified although the knowledge is precise and well selected. AO1 is a strong Level 3, but AO2 including the judgement are borderline Level 2/3. Thus the 'best fit' for this response is a mid-Level 3 mark.

The spelling, punctuation and grammar are mostly correct and it has also used relevant specialist terminology so it received 3 marks for SPaGST.