

# **Pearson Edexcel GCSE History**

## **Spring term 2020 network events**

### **20BHN01**

## **Delegate Booklet**

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## The process of change: Medicine

### Medicine in Britain, c1250–present

#### The process of change

- In studying the content defined below in strands 1 and 2, students should understand how key features in the development of medicine were linked with the key features of society in Britain in the periods studied.
- They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are: individuals and institutions (Church and government); science and technology; and attitudes in society.
- They should also understand how factors worked together to bring about particular developments at particular times.
- The selected case studies in strand 3 of each period exemplify, in context, the elements defined in strands 1 and 2. They provide opportunities to explore the operation of the key factors and to make detailed comparisons over time.

#### c1250–c1500: Medicine in medieval England

<b>1 Ideas about the cause of disease and illness</b>	<ul style="list-style-type: none"><li>• Supernatural and religious explanations of the cause of disease.</li><li>• Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen.</li></ul>
<b>2 Approaches to prevention and treatment</b>	<ul style="list-style-type: none"><li>• Approaches to prevention and treatment and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies.</li><li>• New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500.</li></ul>
<b>3 Case study</b>	<ul style="list-style-type: none"><li>• Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.</li></ul>

## Thematic Study Marking Exemplars: Medicine

### Q3 – Similarity/difference over time

Question		
<b>3</b>		<p>Explain <b>one</b> way in which ideas about the cause of illness in the years c1700-c1850 were different from ideas about the cause of illness in the years c1900-present.</p> <p><b>Target:</b> Analysis of second order concepts: difference [AO2]; Knowledge and understanding of features and characteristics of the period [AO1]. <b>AO2:</b> 2 marks. <b>AO1:</b> 2 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>Simple or generalised comment is offered about a difference. [AO2]</li> <li>Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1]</li> </ul>
<b>2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>Features of the period are analysed to explain a difference. [AO2]</li> <li>Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1]</li> </ul>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying <b>no</b> qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>In the years c1700-c1850 some people believed that illness was caused by spontaneous generation but in the years c1900-present people believed in the germ theory that microbes caused disease.</li> <li>In the years c1700-c1850 some people believed that illness was caused by miasma but in the years c1900-present people know that some illnesses are caused by genetic conditions.</li> </ul>		

### Q3 – Similarity/difference over time – Response 1

- 3 Explain **one** way in which ideas about the cause of illness in the years c1700–c1850 were different from ideas about the cause of illness in the years c1900–present.

in the years c1700–c1850, the main idea for the cause of illness was 'miasma' which was the theory that foul smells transmitted and caused illness. However, in the c1900–present more people were beginning to understand and believe that microbes, such as bacteria were the cause, as some had theorised since the 1880s; ~~the~~ (Louis Pasteur), ~~which~~ and so people started investigating specific germs that caused illness.

### Q3 – Similarity/difference over time – Response 2

- 3 Explain **one** way in which ideas about the cause of illness in the years c1700–c1850 were different from ideas about the cause of illness in the years c1900–present.

DNA  
germs

In 1700–1850 people believed disease was caused by miasma and spontaneous generation, which was:

In 1900–present, people ~~now know~~ know the discovery of DNA suggested that illness can be caused through and passed through genes.

## Q4 – Explain why...

Question		
<b>4</b>		<p>Explain why there were improvements in medical knowledge in the years c1500-c1700.</p> <div style="border: 1px solid black; padding: 10px; 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.
<b>1</b>	<b>1–3</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> </ul>
<b>2</b>	<b>4–6</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> </ul> <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points</i></p>
<b>3</b>	<b>7–9</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> </ul> <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
<b>4</b>	<b>10–12</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> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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

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

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

Relevant points may include:

- Thomas Sydenham took a scientific approach to studying diseases, trying to classify them; he showed that scarlet fever and measles were different.
- Sydenham's scientific observations led him to stress the importance of trying to treat the disease rather than simply its symptoms.
- The printing press allowed new discoveries to be widely and quickly disseminated.
- The creation of the Royal Society led to a new emphasis on scientific enquiry and improved knowledge, such as the report of 'animalcules' by Leeuwenhoek.
- Vesalius dissected bodies to improve his knowledge of anatomy and then had his findings published in his book 'On the Fabric of the Human Body'.
- Harvey used a scientific approach of dissection, experiment, observation and recording to improve his knowledge of physiology.

One reason why there was improvements in Medical knowledge from 1500 - 1700 was the change in ideas from people such as Thomas Sydenham. Thomas Sydenham <sup>Listed</sup> ~~listed~~ the 8 the - symptoms of diseases which improved his ability to diagnose illness from its symptoms. He also ~~was~~ went against the theory of opposites and started to treat for disease with rest and good food. He increased knowledge about disease and started to develop alternatives to bleeding and purging.

Another reason why medical knowledge improved was the printing press. The printing press allowed for more copies of books to be produced quickly and cheaply. This improved the spread of new ideas such as those of Sydenham and Harvey. This meant that more people could publish their ideas for

a larger amount of people. The printing press also allowed the books of Galen and Hippocrates to be spread further and people took on their inquisitive nature and started to question previous medical discoveries. This allowed people to not just take the theory of the four humours in science.

A third reason why medical knowledge increased was the decrease in support for the church which allowed people to break away from the church's medical beliefs. People stopped supporting the church after the black death because it had not helped them enough so they began to look for alternatives to help them get better. This change allowed doctors to go against the beliefs of the church and still have their ideas supported. This meant that new ideas from Harvey and Galen & Sydenham could be accepted.

#### Q4 – Explain why... Response 2

The most significant reason to the improvements in medical knowledge between 1500-1700 was the increased communication of ideas. In 1660, the Royal Society was founded, this meant that scientists could talk about ideas and share their beliefs together. This was significant as people began to question older ideas ~~about~~ <sup>from</sup> Hippocrates and Galen which sped up the rate of change of cause and treatment of disease were tested through individuals like Sydenham and Vesalius. Communication of ideas also began across the general public leading to increased medical knowledge through the introduction of the Printing press in 1440 which continued to be used through 1500-1700. This increased the need of literacy, meaning education was valued and people began to become literate and willing to question ideas. This was significant as medical knowledge therefore increased as people wanted evidence for new medical theories, which led to ~~the~~ ~~stems~~ stemming away from theories like the



#### 4 humours from Hippocrates and Galen.

The second most significant reason was due to the work of Vesalius. He increased medical knowledge as he disproved Galen's theories like how the jawbone was 2 bones; ~~it~~ he realised that it was one. This improved medical knowledge as people accepted, due to their want of rational explanations following the Printing Press, that Galen's work was incorrect. Due to the decline in the Churches power following the Dissolution of Monasteries in 1536, Vesalius performed dissections of deceased prisoners. He emphasized that Galen's work was incorrect due to how he dissected animals, not humans. This increased medical knowledge as dissections of human corpses were used then ~~for~~ ~~within~~ within training of physicians so treatments could be made surrounding human anatomy. This is not as significant as increased communications, as without this, Vesalius wouldn't be prompted to dissect.

The next significant reason to why there was improvements in medical knowledge was due to the work of Sydenham. Sydenham emphasised the importance of observing symptoms when deciding

treatments and published his findings in his book *Observations Medicae*. This was significant as it meant disease stopped being generalised and emphasised how there was a wide range of causes and treatment per disease. Sydenham was also inspired by the work of the Royal Society and Printing Press to go out and question disease.\*

Overall, I think the most significant reason for improvements in medical knowledge was the increased communications as people questioned what they were told and it lead to breakthroughs by individuals.

\* However, this is not as significant as other factors

## Q5/6 – 16-mark question – generic mark scheme

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>

## Q5/6 – 16-mark questions – Medicine Indicative mark schemes

Question	
5	<p>'The main reason why medical care and treatment was ineffective during the medieval period was because medical knowledge was based on Galen's ideas'.</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Theory of Opposites</li> <li>• hospitals</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: causation/continuity [AO2]; Knowledge and understanding of features and characteristics [AO1].</p>

### Indicative content guidance

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

Relevant points that support the statement may include:

- Remedies based on Galen's Theory of Opposites were unlikely to be effective in treating illness since they did not treat the actual cause of the disease, only its symptoms.
- Galen believed in the Four Humours and therefore also favoured bleeding and purging as treatment but such action was unlikely to be effective.
- Medical training was based on Galen's work and any attempt to challenge his theories was discouraged, therefore new treatments were not developed.

Relevant points to counter the statement may include:

- Treatment in hospitals was ineffective because they were mainly run by religious institutions who provided care but often did not attempt to cure illness because they saw it as God's will.
- The staff of hospitals were untrained; care was carried out as a religious duty but the staff had little knowledge of treatment.
- Treatment based on alternative ideas about the cause of disease such as miasma or religion would not be effective since these theories were invalid.
- Most illnesses were treated in the home, using herbal remedies; these could be effective against minor illnesses such as headaches or sickness but not against disease, such as the plague.
- Remedies sometimes included unsuitable ingredients such as theriac or powdered pearls.

Question	
6	<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 data-bbox="486 302 1276 481" style="border: 1px solid black; padding: 10px; 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].</p>

Relevant points that support the statement may include:

- The creation of the NHS by the government was a major development since treatment was funded from taxes and free at the point of delivery and therefore accessible to all.
- The government-funded NHS provides specialised treatment from highly trained personnel and high-tech equipment, which otherwise might not be available.
- The government has expanded its role in medicine by providing funding for training, research and experimental treatments.

Relevant points to counter the statement may include:

- The introduction of the 1875 Public Health Act showed the government taking responsibility for public health on a nationwide scale.
- The 1875 Public Health Act made it compulsory for local authorities to provide clean water and improve sanitation, showing an extension of government responsibility.
- The government made it compulsory for people to be vaccinated against smallpox during the nineteenth century.
- The government provided funding for prevention of illness through vaccinations campaigns such as vaccination against smallpox during the nineteenth century and against diphtheria in the twentieth century.
- Governments during the twentieth century introduced measures to improve public health such as providing free school meals, the school medical inspection to keep children healthy and campaigns such as 'five a day' and 'stop smoking'.

I agree with the statement that 'medical care and treatment was ineffective during the medieval period because medical knowledge was based on Galen's ideas' because I know that the Church clerically said that Galen's ideas were correct and anyone who disagrees is going against God, therefore no one was religious and so wouldn't challenge the ideas. <sup>however</sup> Furthermore, treatment was ineffective as the Theory of Opposites was <sup>an</sup> ~~a~~ a common belief which was not an idea of Galen's ~~what~~ which caused many treatments to be ineffective as the theory commonly did not work. Fever was treated with cold things and this ~~did~~ rarely worked. I ~~disag~~ <sup>also</sup> agree with the statement because hospitals followed Galen's ideas which also led to more ~~ineffective~~ treatments. However I disagree with the statement as 'quack remedies' were also a common

treatment which was ineffective. Overall I agree with the statement because the Four Humors, an idea by Galen, was the main cause of ineffective treatment as everybody treated illness this way due to the church and this rarely ever worked. Purging and bleeding often caused the patient to die, ~~at~~ and these ideas were prolonged by the control that the Church had.

#### Q5/6 – Response 2 – Question 6

There are many arguments both for and against the statement that 'providing access to care and treatment has been the most important development in the role of the government'.

Firstly, the NHS was founded in 1948 and has meant that people of all incomes have access to equal care whereas the poor used to have a much lower standard of care and



treatment. It is still extremely important today, treating millions of people regularly including children and the elderly. However there are some problems, such as the fact that the NHS is understaffed in some areas due to a lack of specialist doctors in things like dentistry, leading to long waiting lists so that patients have to wait a long time before receiving care. Overall, the NHS supports the statement that an improved access to care and treatment has been the most important development.

Secondly, the Public Health Act of 1875 meant that the government had to get more involved in people's health.

Prior to the Act, the government had a 'Laissez-faire' attitude, meaning that they didn't want to get involved or interfere with the health of the public as they didn't think it was their



responsibility to do so. The Public Health Act of 1875 however, meant that they had to get involved by making sure clean water was provided, the streets were kept clean, that homes were suitable to live in (e.g not having damp) and hiring food inspectors to make sure that restaurants were clean and safe to eat from. Overall, the Public Health Act provides evidence to disagree with the statement as this was an improvement of prevention of illness, not treatment.

Thirdly, the government now run lifestyle campaigns which encourage the public to exercise regularly, not to smoke, and advise them on how to eat healthily. Again, this is an example of the government improving prevention of illness, rather than treatment.

Lastly, the government have also put laws in place to improve the health of the public. For example, the

legal Smoking age has been raised from 16 to 18, tax on cigarettes keeps rising to try and deter people from taking on the habit and there has to be graphic warnings on cigarette packets to warn the person of the risks. Smoking in public places where people work is also banned as well as smoking in a car with someone under the age of 18 inside. All of these things have helped to prevent disease (especially lung cancer) rather than helping treatment, therefore disagreeing with the statement again.

Overall, there's more evidence to disagree with the statement. In conclusion, one believes that actually, improving prevention of disease and illness has been the most important development in the role of the government in the years 1800 - present. This includes things like the Public Health Act of 1875, lifestyle campaigns and bans specifically targeting smoking.

## Historic Environment – Medicine

### Q2a – How useful... for an enquiry into...

Question		
<b>2 (a)</b>		<p>How useful are Sources A and B for an enquiry into the work of the stretcher bearers on the Western Front?</p> <p>Explain your answer, using Sources A and B and your knowledge of the historical context.</p> <p><b>Target:</b> Analysis and evaluation of source utility. <b>AO3:</b> 8 marks.</p>
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>
<p><b>Marking instructions</b></p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.</p> <p>No credit may be given for generic comments on provenance which are not used to evaluate source content.</p> <p><b>Indicative content guidance</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.</p>		

### Source A

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

- Source A is useful because it shows how stretcher bearers were expected to search for the wounded.
- Source A demonstrates how physically tiring the work was and the long hours stretcher bearers worked during an attack.
- The source gives details of the amount of rescued men, showing the value of the work of the stretcher bearers.

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

- It is from a letter written by a captain in the RAMC; as someone who was directing and participating in the work of the stretcher bearers, his knowledge should be accurate.
- As a personal letter to his family, it could be expected that this would be an honest account but some details might have been missed out because of censorship or because he did not want his family to be upset.

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

- Stretcher bearers usually worked in groups of four, so that they could carry wounded men between them.
- Soldiers with minor injuries could walk to First Aid Posts or Dressing Stations but stretcher bearers were needed to carry soldiers with more serious injuries to a Casualty Clearing Station.

### Source B

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

- Source B is useful because it depicts the physical difficulties involved in retrieving wounded soldiers.
- Source B shows the injured man is already bandaged, suggesting that the stretcher bearers often performed first aid before moving the wounded.
- Source B shows an explosion happening in the background, highlighting the dangerous conditions in which they worked.

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

- Gilbert Rogers had served in the RAMC and therefore had accurate knowledge of the conditions and the work of stretcher bearers.
- The painting was done as the war ended and might have been intended to honour the work of the RAMC or the sacrifice of injured men, meaning that it focuses on portraying the difficulties faced by the stretcher bearers and the horrors of war.

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

- The ground was often muddy and churned up by constant shelling – stretcher bearers sometimes had difficulty in carrying the injured through the mud.
- There were only four stretcher bearers per company, so the injured sometimes had to wait a long time before they received attention.



### Sources for use with Section A.

**Source A:** From a letter written by a captain in the Royal Army Medical Corps (RAMC) to his family in 1915. He was in charge of a group of stretcher bearers. Here he is describing the work of his group of stretcher bearers after a German attack on the British trenches.

At 2 am a terrifying bombardment began and at 5 am the first batch of wounded began coming down the communication trench.

It was evening by the time I got out of the trench to look for more wounded. I went off with another man to search for the wounded. We found most of them in a wooded area, so weak that they could not call out. They were so relieved at being found that I led a search for more wounded. It was awful work getting them out of the shell-holes. It was also hard to find enough men to carry them away because the stretcher bearers were so exhausted.

Finally, we got our last wounded to safety at 4 am the next morning. Altogether, we had collected 18 men in a single day and were certain that no-one was left behind.

**Source B:** A painting by Gilbert Rogers, c1919. The painting is called 'Stretcher Bearers of the Royal Army Medical Corps (RAMC) Lifting a Wounded Man out of a Trench'. Rogers joined the RAMC in November 1915 and served on the Western Front. In 1918, he was commissioned to produce paintings for the Imperial War Museum.



## Q2a – Response 1

### 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)

Source A is ~~very~~ relatively useful in an enquiry into the work of a stretcher bearer on the Western Front. It was by a ~~letter~~ RAMC Captain ~~with~~ ~~present~~ this to mean 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 ~~home~~ 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>there</sup> ~~appear~~ is still fine visible and the stretcher bearers are having to lift a man out of a ~~to~~ deep trench - this would be physically ~~dem~~ demanding. ~~From my~~ It is written in the description that it was painted by an RASC 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.

## Q2a – Response 2

Source A is quite useful for an enquiry into the work of the stretcher bearers on the western Front because it is a primary source from a captain in the RAMC to his family in 1915. For example, the use of the quotation "we had collected 18 men in a single day" suggests that the work of stretcher bearers was successful on the western Front. However, the use of the quotation "the stretcher bearers were so exhausted" suggests that stretchers were difficult to use. From this, I can infer that this may have limited the amount of aid that wounded men would receive on the western Front. Moreover, this source is limited because it is only one person's opinion. Therefore, the source may be one-sided or biased.

On the other hand, source B is quite useful for an enquiry into the work of the stretcher bearers on the western Front because it is a painting of stretcher bearers from 1919.



As a result of the source being a primary source it makes it slightly more reliable as it was painted around the same time as WW1. However, due to one stretcher needing 4 stretcher bearers, I can infer that it was a difficult job and some wounded soldiers may not have been treated quick enough. However, the source is limited because it only represents one part of the trenches and it is one person's interpretation of the stretcher bearers on the western front.

Overall, source A and B are quite useful for an enquiry into the work of stretcher bearers because they represent the process of how men were transported to treatment. However, they are limited because they are one-sided sources.

## Q2b – Follow up enquiry... to find out more about...

Question	
2 (b)	<p>How could you follow up Source A to find out more about the work of the stretcher bearers on the Western Front?</p> <p>In your answer, you must give the question you would ask and the type of source you could use.</p> <p><b>Target:</b> Source analysis and use (the ability to frame historical questions).  <b>AO3:</b> 4 marks.</p>
Marking instructions	
<p>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.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• <i>Detail in Source A that I would follow up:</i> 'we had collected 18 men in a single day.' <b>(1)</b></li> <li>• <i>Question I would ask:</i> What was the average number of men rescued by stretcher bearers in a day? <b>(1)</b></li> </ul> <p>(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'.)</p> <p>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.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• <i>What type of source I would look for:</i> RAMC records for a group of stretcher bearers. <b>(1)</b></li> <li>• <i>How this might help answer my question:</i> The records would show how many wounded soldiers the stretcher bearers brought to the CCS. <b>(1)</b></li> </ul> <p>Accept other appropriate alternatives.</p>	

## Q2b – Response 1

Detail in Source A that I would follow up:

'He had collected 18 men in a single day'

Question I would ask:

How many men per day did RAMC stretcher bearers bring in across the Western Front?

What type of source I could use:

Records from Regimental Aid posts.

How this might help answer my question:

It might show how many casualties were despatched/sent on and thus how many casualties were ~~collected~~ collected by the stretcher bearers.

## Q2b – Response 2

Detail in Source A that I would follow up:

I would follow up the busiest times for the stretcher bearers

Question I would ask:

What <sup>was</sup> the busiest time for the stretcher bearers on the working on the front line.

What type of source I could use:

I would use medical records from the casualty clearing stations and dressing stations.

How this might help answer my question:

It will show me the times the soldiers were entitled to care and then I can come up with a conclusion by seeing most common time frame

## Thematic Study Marking Exemplars: Crime and Punishment

### Q3 – Similarity/difference over time

Question		
3		<p>Explain one way in which the treatment of the Tolpuddle Martyrs was similar to the way Conscientious Objectors during the First World War were treated.</p> <p>Target: Analysis of second order concepts: similarity [AO2];            Knowledge and understanding of features and characteristics of the period [AO1].            AO2: 2 marks.            AO1: 2 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>Simple or generalised comment is offered about a similarity. [AO2]</li> <li>Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1]</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>Features of the period are analysed to explain a similarity. [AO2]</li> <li>Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1]</li> </ul>

#### Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

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

#### Indicative content guidance

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

Relevant points may include:

- Both the Tolpuddle Martyrs and Conscientious Objectors were seen as troublemakers and treated harshly – the Tolpuddle Martyrs were transported and Conscientious Objectors were imprisoned if they refused to serve in any way.
- The law was manipulated so that both the Tolpuddle Martyrs and Conscientious Objectors were used as examples to deter other people from behaving in the same way (forming a union / refusing to fight in the war).

### Q3 – Similarity/difference over time – Response 1

One way that the Tolpuddle Martyrs were treated similarly to the Conscientious Objectors in World War One was their treatment by the authorities. Both were treated very harshly by their punishment. The Tolpuddle Martyrs were sentenced to 7 years transportation in February 1834 for a minor crime that upset the authorities greatly: early formation of a trade union. Conscientious objectors were often sent to the front line and given orders, if they refused, they were sentenced to death. ~~They~~ Both were deterrents to stop others.

(Total for Question 3 = 4 marks)

### Q3 – Similarity/difference over time – Response 2

One way the treatment of the Tolpuddle Martyrs were treated similar to the conscientious objectors was they were treated like enemies to the country. The Tolpuddle Martyrs were trying to help out the <sup>working</sup> ~~middle~~ class by setting up early forms of trade unions however they were treated as if they were against the country. Similarly, conscientious objectors were people who did not fight in the war (WW1) and they were treated as cowards and if they were against the country, however it was usually down to religion.

## Q4 – Explain why...

Question		
4		<p>Explain why there have been changes in the work of the police in the period from c1900 to the present day.</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>• forensic science</li> <li>• cars</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>

#### Q4 – Response 1

There have been changes in the work of the police because the way crimes are committed are a lot harder to discover now than a while ago. Things such as forensic science speeds up the process of catching criminals. For example, finding a finger print can find a suspect far quicker and easier than asking witnesses, then finding clues.

Another change is the use of CCTV. This is a big change since 1900 because the camera's could capture everything that happened. This makes the policeman's job far easier because it speeds up the process and answered questions for the officer. The camera's can pick up faces, places and even the activity that took place.

Cars was a big change from 1900 because the police officers no longer have to 'walk the beat' because they can now patrol in vehicles and urgently get to places where they are needed. It also gives the officers some safety whilst patrolling. This meant they could not get attacked on patrol.



The last change was two-way radios. These were a massive change for the police because they could never communicate whilst on patrol. It allows for information to be passed faster if backup is needed or they had caught someone. These radios also allowed more privacy because people cannot record the messages sent. Two way radios also help other officers get the word out if something is happening. Dispatch also gives officers jobs to do using the radios by giving them information where to go.

Changes in the ~~police~~ work of police include the forensic science used then and now. Previously, there in 1900 there was little forensic science that could be analysed and the post mortem ~~report~~ <sup>coroners</sup> report could only investigate possible causes for a death. However now in ~~Korea~~ <sup>more recent</sup> times in the 1990s ~~and later~~ <sup>and now</sup>, forensic scientists can ~~do~~ <sup>do</sup> more detailed reports involving analysis of bodily fluids and can trace fingerprints more easily. This ~~is~~ <sup>change is</sup> because ~~our~~ <sup>our</sup> knowledge of science has improved and it helps police identify suspects more easily.

Another significant change is the use of cars. Police use of cars is <sup>as</sup> more common in 1900, there were beat constables ~~who~~ who patrolled by foot, these constables were often often patrolled alone and were vulnerable to attacks. Therefore, from 1970, onward it is unusual for a police to patrol without a vehicle, moreover, the increase use of vehicles means travelling is

and high speed chases are faster and more efficient.

Also, the main change in the way police operate ~~now~~ efficiently now is due to the intense 14 week training program introduced in 1947. Little training used to be given meaning police actions were uncoordinated with one another, however with the training police investigations are more consistent, this is done because the consistent organised approach to crime helps police carry out their work safely and criminals will be caught more frequently.

## Q5/6 – 16-mark question

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>

Question	
6	<p>'There was little change in the nature of criminal activity in the period c1500-c1900'. How far do you agree? Explain your answer.</p> <div data-bbox="485 280 1270 421" 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>• poaching</li> <li>• highway robbery</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 and continuity[AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 10 marks</p>

#### Indicative content guidance

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

Relevant points that support the statement may include:

- Poaching often occurred in cases of poverty when people would hunt or fish for food on private land and continued to be a problem throughout most of this period.
- Theft of various kinds occurred throughout the period.
- Smuggling occurred throughout the period, although the goods smuggled varied, e.g. alcohol or wool in the years 1500-1700 and alcohol or tea in the years 1700-1900.
- The nature of low level crimes such as drunkenness or assault did not change.

Relevant points to counter the statement may include:

- As travel increased in the period 1700-1900, the crime of highway robbery developed and then decreased.
- The crime of vagabondage became less significant in the period 1700-1900.
- Witchcraft became defined as a crime during the sixteenth century and was decriminalised during the eighteenth century.
- The prosecution of the crime of heresy declined in the period 1700-1900.

During the period of c.1500-1900 there was a lot of change in criminal activity. Some new laws were introduced, making an activity ~~that was~~ illegal, making it a 'social crime'. ~~Now~~ Other changes also brought crime, and some decreased crime.

In ~~the~~ the 1700s the Black Act was introduced. This stated that anyone who had blackened their face in disguise would be punished, and anyone who had hunting dogs or snipers, or was caught poaching would be punished. This was either by fines, imprisonment or execution. Despite the new law there was not much change, as poaching had been illegal since the Normans introduced the ~~Forest~~ Forest Laws. This law only introduced new things that would be punished.

Highway robbery did not become common until the early 1700s. This was because there were new roads being built, so more people travelled, and the countryside was becoming less and less populated, so highwaymen could escape easily. As well as this, there were no banks, so travellers would have to carry all ~~personal possessions~~ possessions whilst travelling. This made them easy targets as they carried ~~a~~ a lot of money and other valuable goods. However, highway robbery decreased by the beginning of the 19th Century. This was because of several reasons. This includes banks being set up,

so travellers no longer carried lots of money and goods. The railway had been invented so less people travelled by coach, and banknotes had been invented, which were easier to trace than gold as banknotes had a reference number on them. All of these factors contributed to the decrease of highway robbery.

Smuggling became a huge crime in the 18th Century. This was because imported goods became heavily taxed due to a war with France. People smuggled in goods, and then sold them ~~for~~ without the tax, making the goods cheaper. ~~If they did~~ Smugglers would earn a huge amount of money this way, and also people who helped hide the goods would get more ~~the~~ money than they would in their job, for example laboring. Smuggling was a 'social crime' - people would help hide the goods, and ~~and~~ they would buy them, including upper-classes.

There was a lot of change in criminal activity between 1500 and 1900. There were new inventions and improvements which <sup>both</sup> stopped and increased crime.

## Q5/6 – Response 2

Through the period C1500 - C1900 th new crimes were discovered and some crime continued. Although it could be argued there was change in criminal activity, I believe that it was the approaches to crime that changed, not the crimes as much themselves and therefore I partially agree with the statement.

One example of a crime that continued through the period C1500 - C1700 was poaching. Whilst in the early modern period poaching was seen as a social crime and therefore fairly common with the laws being ignored. By the industrial period it actually became a capital crime in 1722 due to the bloody code. This indicates how although the nature of criminal activity remained constant, the attitudes to crime and therefore punishments changed, influencing the crime itself. Due to this act, which was eventually repealed in 1823 1800s, poaching became a much more serious crime and led to the black market selling animals to be discovered created. Here it is demonstrated that the nature of crime did change in this period, but only due to the changing approaches and law enforcement.

Similarly another crime that attitude changed towards was



Vagabondage Due to increasing levels of poverty in the early modern period and improved transport, vagabondage increased. Due to the media raising fear and political instability, harsh laws were passed against vagabondage, including the Vagrancy Act 1547, Act for the Relief of the Poor 1597, where vagrants would be branded and sold as slaves. Here vagabondage seemed to be a key serious crime, however by 1601 with the Poor Law, attitudes changed to try and help the deserving poor with a poor rate, and as a result vagabondage appeared to decrease into the industrial period. This is evidence of how the nature of crime only appeared to change due to changing social conditions and attitudes.

Another key example would be witchcraft. Due to the English civil war and gun powder plots in the Early modern period, political instability increased and families became divided. This led to increasing fear of crime and communities taking law enforcement into their own hands. As a result, crimes like witchcraft began to be recognised, with Matthew Hopkins witchfinder general increasing witch hunts, and James I making the Witchcraft & Conjuratiion Act 1609. At one time witchcraft actually became a capital crime, with ordinary women being labelled as witches simply for having a 'witch mark or fensell'. However as demand for evidence increased with the royal society and more trust in the government by the industrial period, witchcraft was made not capital in 1735. This demonstrates how criminal activity

appeared to change, however was only really changed by people's perception.

However, it could be argued that criminal activity did in fact change c.1500 - c.1900, due to new crimes like highway robbery and smuggling being recognised. In the early modern period, people lacked resources and freedom of movement to for advanced forms of crime. However by the industrial period changes in transport systems and society led to new forms of crime arising. In response to the rising customs duties 1600 - 1700s, smuggling became a capital crime, with large gangs like the Hawkhurst Gang who controlled the south coast 1739-49 until the leaders Thomas Kington and Arthur Orton were hanged. With too few customs officers, smuggling seemed like a serious crime, however began to decrease following cuts in taxes by William Pitt in 1850s. Similarly, highway robbery became a capital crime as of 1722, with robbers like Dick Turpin taking advantage of the isolated country roads and towns. Once more highway robbery began to decrease following it being made a capital crime, by the industrial period. This shows how there was actually changes to the nature of crime due to advancements in transport and resources.

Possibly the most influential factor on crime during this period was the Bloody Code. Created in 1688 it increased the number

of capital crimes to 229 in 1819. Making many previously petty crimes like theft punishable by death. One ~~example~~ ~~could~~ be the ~~terrible~~ ~~murders~~. The Bloody Code importantly created an appearance of increasing crime, not only because small crimes became more serious, but because the ~~jurors~~ ~~jurors~~ reluctance to convict criminals, with only 10% of criminals hanged in 1800s compared to 60% 1700s, or increased crime as people knew they would not be punished. This is a clear indication of how although crime appeared to increase it was actually attitudes changing.

To conclude, I primarily agree with the statement as evidence suggests there were little changes to the nature of crime c1500 - c1900. It was changing attitudes and laws that made crime appear to change. However it could be argued criminal activity did change, with new crimes like highway robbery in the industrial period.

## Historic Environment – Crime and Punishment

### Q2a – How useful... for an enquiry into...

Question		
<b>2 (a)</b>		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>

#### Indicative content guidance

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

#### Source A

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

- Source A is useful because it says that poverty led respectable people to associate with criminals.
- It indicates the ways in which people might be drawn gradually into crime.
- The source suggests that lodging houses were the centre of criminal activity of all kinds.

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

- The fact that it was an article in a national newspaper suggests that the author and editor felt that the link between poverty and crime was a serious problem, which needed to be addressed.
- The title of the article suggests that it was intended to shock and therefore the overall impression might be exaggerated.

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

- Whitechapel was an area of high poverty, with many immigrants and lodging houses.

- Following the publicity around the crimes of Jack the Ripper, Whitechapel had become notorious and was therefore seen as a good topic for newspaper articles.

#### **Source B**

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

- Source B is useful because it suggests that the poorest areas in Whitechapel were linked to crime.
- Booth's classifications distinguish between areas of poverty and criminal areas, suggesting that the two are not always linked.
- The map shows that poor areas were close to comfortable, middle-class areas, making it difficult to generalise about the type of people living in the area.

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

- The map was based on the specific details recorded by researchers.
- Booth's maps were created in order to show the extent of poverty and therefore the presentation of the material may not be entirely accurate.

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

- Booth conducted a series of surveys, mapping poverty in London from 1889-1899.
- There was an attitude at this time that poverty was the responsibility of the individual and that there was a criminal 'type', therefore the poor were undeserving of help and sometimes turned to crime.
- Whitechapel contained many rookeries – overcrowded areas of poverty, with slum housing and narrow alleys that helped criminals to evade the police.

#### **Sources for use with Section A.**

**Source A:** From an article published in the *Daily Mail* newspaper, 16 July 1901. The article was about Dorset Street in Whitechapel and was called '*The Worst Street in London*'.

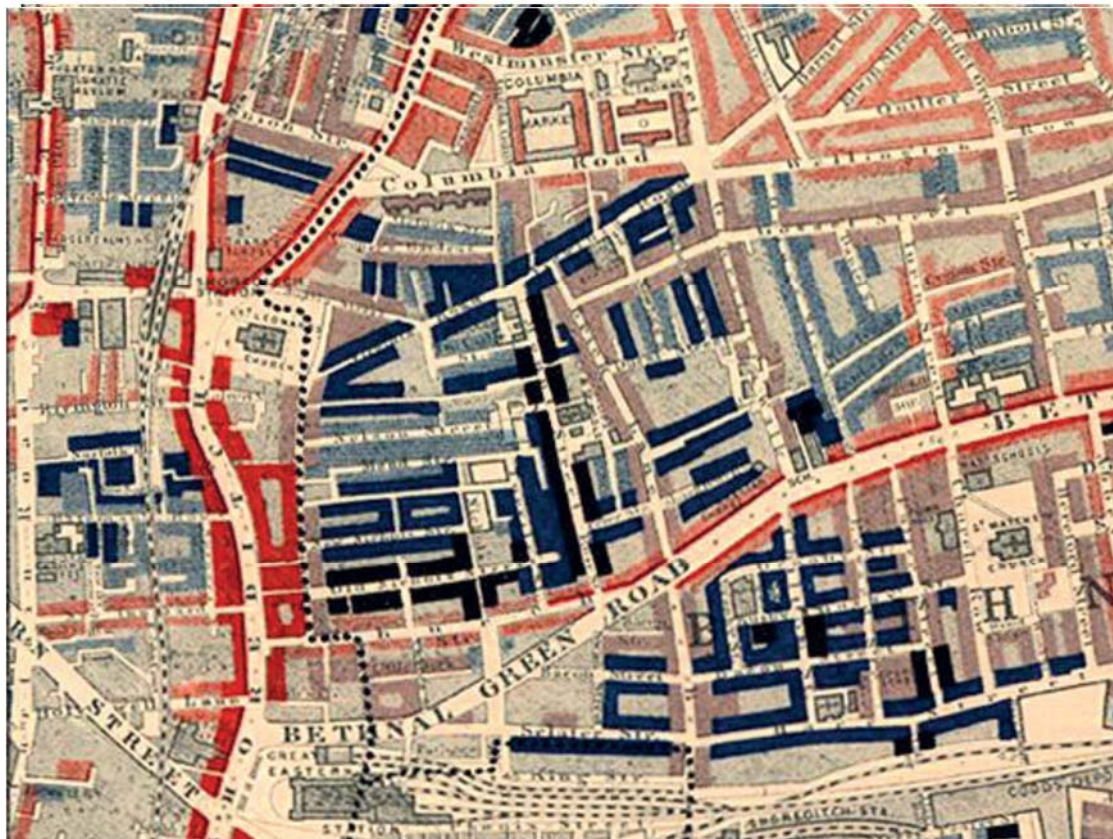
The lodging houses of Dorset Street and of the surrounding district are the headquarters of the criminal population of London. In Dorset Street we find common thieves, pickpockets, men who rob with violence and also murderers. The police seem to feel that it is better to have these criminals together in one area, where the police can easily find them, than to have them scattered all over London.

However, there are also respectable people living there whose main problem is their poverty. They become familiar with crime. They often see the best side of the criminals around them. If poverty makes the respectable people desperate, as it usually does, it is often a thief who shares his loot\* with them to give them bread. And there are always those who are ready to teach newcomers the ways of crime.






\*loot – profit from stolen goods



**Source B:** From Charles Booth's survey of London, published 1889. Booth's researchers investigated different levels of poverty. The results were shown on a colour-coded 'poverty map', classifying the type of people living in each area of London. This map shows part of the Whitechapel area.



**Key**

	Black	Poorest area, people often criminal and violent
	Dark blue	Very poor people, often unemployed
	Light blue	People poor but they are employed
	Pink	People fairly comfortable. Good ordinary earnings
	Red	Middle-class people

## Q2a – Response 1

Source's ~~A~~ A and B are both useful for an enquiry into the link between poverty and crime in Whitechapel. For example source A tells us that ~~many~~ places where crime mainly occurred were where there was a lot of poverty like in 'Dorset Street in Whitechapel'. This also useful because it is accurate as I can support it with my contextual knowledge. ~~The place that had the biggest~~ In Whitechapel it had a huge problem of poverty and overcrowding, which led to many people to turn to crime just to afford a place to stay for a night. Source B meanwhile shows that criminals were often in one particular area and mainly were classified as poorer areas ~~because~~. This can also ~~be~~ be accurate in my subject knowledge as ~~there~~ there tended to be more criminals in poorer places like Flower and Dean Street where it was in terrible conditions.

However there are limitations into how useful sources A and B are ~~into~~ the enquiry into the link between crime and poverty in whitechapel. In Source A, the origin can be unreliable because it was ~~from~~ ~~the~~ ~~daily~~ ~~mail~~ and newspapers at the time could have over exaggerated ~~of~~ ~~some~~ ~~of~~ ~~the~~ ~~crime~~ just to get a good story. And in source B, it only tells us the conditions in each area of whitechapel, it doesn't tell us ~~if~~ ~~there~~ ~~were~~ the number of criminals in all the areas or the crime rate. Therefore source's ~~A~~ A and ~~B~~ B are useful for an enquiry into the link between crime and poverty in whitechapel to a certain extent.

## Response 2

Source A is useful ~~is~~ for an enquiry into the link between poverty and crime in Whitechapel because it ~~is~~ ~~precise~~ ~~in~~ ~~location~~ ~~(Dorset Street)~~ describes the types of criminals you can find ~~on~~ ~~in~~ ~~Dorset Street~~, but also how that affects innocent people living



in poverty alongside them. Crime ~~is~~<sup>was</sup> committed for survival there, and ~~innocent~~<sup>initially</sup> people may have followed in those footsteps. Source A is also useful for this enquiry as it is ~~a~~ from a National Newspaper which is meant to inform and not sensationalise, thus the information ~~it~~ holds is likely to be true.

~~Source B~~<sup>A</sup> is useful because it ~~is useful for an enquiry~~<sup>shows the possible effects of</sup> ~~poverty mingling with criminals in an~~<sup>already poverty stricken area.</sup>

Source B is useful for an enquiry ~~of~~<sup>into</sup> the ~~link~~<sup>link</sup> between poverty and crime in Whitechapel because you can clearly see how tight close <sup>together</sup> all of the poorest and most violent people are and mixed in with criminals, but also how close they live to middle-class people, indicating that this close proximity made it easier for criminals to target

the richer people. In addition to this, Charles Booth's survey of London was done to show how poor some residents ~~are~~<sup>were</sup> ~~here~~<sup>there</sup> to aid him in his social reform.

## Q2b – Follow up enquiry... to find out more about...

Question	
2 (b)	<p>How could you follow up Source A to find out more about the link between poverty and crime in Whitechapel?</p> <p>In your answer, you must give the question you would ask and the type of source you could use.</p> <p><b>Target:</b> Source analysis and use (the ability to frame historical questions). <b>AO3:</b> 4 marks.</p>
Marking instructions	
<p>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.</p> <p>e.g.</p> <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> <p>(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'.)</p> <p>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.</p> <p>e.g.</p> <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> <p>Accept other appropriate alternatives.</p>	

## Q2b – Response 1

Detail in Source A that I would follow up:

The Lodging houses of Dorset street and the surrounding district being the headquarters for the criminal population of London

Question I would ask:

What happens in these lodging houses that makes them such a hotbed for crime

What type of source I could use:

A history textbook

How this might help answer my question:

Give reasons as to why lodging houses are such hotbeds of crime such as: conditions of the houses etc

## Q2b – Response 2

Detail in Source A that I would follow up:

"The lodging houses of Dorset Street ...  
are the headquarters of the criminal  
population."

Question I would ask:

What were the crime rates  
like in Dorset Street compared to  
the rest of Whitechapel / London?

What type of source I could use:

Metropolitan Police records -  
Specifically the records of H-division  
(Whitechapel)

How this might help answer my question:

It will show how crime rates  
compared in Dorset Street, Whitechapel and  
London as a whole.

## Thematic Study Marking Exemplars: Warfare

### Q4 – Explain why...

Question		
4		<p>Explain why the role of the mounted knight changed during the period c1250-c1500.</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>the longbow</li> <li>the feudal army</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>

### **Marking instructions**

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

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

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

### **Indicative content guidance**

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

Relevant points may include:

- The longbow could fire arrows with enough power to penetrate armour and therefore the role of mounted knights changed as they became more vulnerable during battle.
- Pike formations and the use of the schiltrons were effective defensive tactics against the charge of the mounted knights and therefore tactics relying on mounted knights had to adapt.
- Archers could be used to shoot the horses of mounted knights, destroying the power of their charge and leading to a change in tactics.
- The introduction of gunpowder began to change the nature of warfare as cannon were used after c1320, making charges by mounted knights less effective.
- The limited duration of knights' service (40 days) meant that commanders often relied on mercenary forces, especially for campaigns abroad, which reduced the importance of mounted knights as a component within the army.



Q4 – Explain why... Response 1

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

(12)

You may use the following in your answer:

- the longbow
- the feudal army

– Falkirk schiltrons

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

The role of the mounted knight declined due to new technology and tactics. The longbow was shown to be a dominant weapon in the Battle of Falkirk between Edward I ~~and~~ William Wallace who had 16,000 troops and William Wallace the Scottish rebel who had 10,000 troops. William Wallace's schiltrons were tightly disciplined and would not break which made mounted knights useless as the long pikes would impale the horses. Edward I ~~and~~ used his 5000 longbowmen and shot onto William's schiltrons and broke their formation as they were ~~vulnerable~~ vulnerable to attack, ~~and~~ resulting in the mounted knights being able to break through. This shows that the mounted knights were useless to new tactics developing in warfare as now the mounted charge from nobles would ~~be~~ not now be successful.

The feudal army also ~~used from~~ was mainly infantry. The infantry were ~~mainly~~ mostly recruited by the Statute of Winchester which pressed people between 16 and 60 to work in the army. In 1337, Edward III demanded that men must train with archery targets everyday with the longbow also, disbanding the cavalry. Many of the noblemen who ~~rode the~~ were mounted knights commonly dismounted in battle as they were vulnerable to longbow men which was shown in the battle of Agincourt 1415 as Henry V's archers shot down on ~~them~~ the French with 100,000 arrows per minute making the cavalry useless as they couldn't get close enough to kill.

Schiltrons also were seen to be the mounted knights downfall as ~~their~~ their long pikes would impale mounted knights. This is seen in the ~~1293~~ battle of Falkirk 1298 when William Wallace's ~~unit~~ schiltrons were successfully killing the cavalymen as cavalry could not get close enough to kill the pikemen due to



their tight formation. The decline of the mounted knights were shown as the mounted knights instead were used for alternative jobs like scouting as new battlefield tactics and weapons overcame the once effectiveness of the army.

#### Q4 – Explain why... Response 2

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

(12)

You may use the following in your answer:

- the longbow
- the feudal army

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

At the start of the period 1250–1500 the mounted knight ~~of~~ wore hauberk (chainmail) to protect from the blade of swords. However this changed due to the introduction of the longbow. The longbow was extremely accurate and could penetrate armour.

During the battle of Falkirk\* (1298) The English army used ~~to~~ longbows to combat the Scottish army's schiltrons (clusters of pikemen). 1000's of arrows were fired into the schiltrons and at the cavalry causing many Scottish losses. In addition this battle highlighted the problems with mounted charges due to the danger of horses being impaled by spikes.

The feudal army was led by the king and knights were required to provide 40 days worth of resources. ~~Not~~ Many knights did not want to do this so the number of cavalry declined.

During the battle of Agincourt (1415) the mounted knight played a very insignificant role, used only as ~~as~~ scouts ~~and~~ and very little more.