



Pearson
Edexcel

GCSE (9–1) History

Exemplars
Summer 2022

Paper 1
Thematic study
and historic
environment





Contents

	Page
Introduction	3
Access to Scripts	4
ResultsPlus	4
Question 2(a)	6
Question 2(b)	23
Question 5/6	32



Introduction

This exemplar booklet has been created using student responses from the summer 2022 examination in GCSE History Paper 1. This booklet is designed to supplement the Examiner Reports published in August 2022, which can be found [here](#).

This booklet covers:

- **Option 10:** Crime and Punishment in Britain, c1000–present *and* Whitechapel c1870–1900: crime, policing and the inner city.
- **Option 11:** Medicine in Britain, c1250–present *and* The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.
- **Option 12:** Warfare and British society, c1250–present *and* London and the Second World War, 1939–45
- **Option 13:** Migrants in Britain, c800–present *and* Notting Hill, c1948–c1970.

There are answers from three questions for each option, which have been chosen as they are often questions that students find challenging:

- **Q2a** source utility
- **Q2b** source follow-up
- **Q5/Q6** extended writing judgement questions.

The sources for Q2(a) and (b) and the indicative content are not in this document, so please refer to the relevant question papers and mark schemes, which can be found [here](#).



Access to Scripts

Use our **free** [Access to Scripts](#) service to view your students' marked exam scripts. The service is available from results day until mid-December each year, but remember to get your students' permission to use their scripts in advance.

This [case study](#) with a GCSE History centre suggests how you can use Access to Scripts to understand student performance, gain professional development in your department, give you model answers for use in the classroom, and motivate and encourage students.

ResultsPlus data

ResultsPlus and Access to Scripts complement one another. ResultsPlus is a useful tool for analysing your students' performance. More information on its range of features, including a step-by-step guide, is available [here](#).

After each full exam series, we provide the global data for every question on every option: average marks overall and also by each grade. The global data is downloaded from ResultsPlus and tidied up.

	A	B	C	D	E	F	G	H	I	J	K
1	GCSE History June 2022 Results Plus data for each paper										
2	1HIA	NB No Spag marks available on Paper 1 this series									
							Edexcel averages by grade:				
3	Question	Question type	AO	Average score	Max score	Percent		9	%	8	%
4	10 CRIME & PUNISHMENT										
5	Q01	Describe two features of...	AO1	2.42	4	60.5%		3.65	91.3%	3.42	85.5%
6	Q02a	How useful are Sources A and B for an enquiry into...	AO3	4.43	8	55.4%		6.80	85.0%	6.06	75.8%
7	Q02b	How could you follow up Source [A/B] to find out more about...	AO3	2.60	4	65.0%		3.55	88.8%	3.36	84.0%
8	Q03	Explain one way in which x was similar/different to y	AO1/AO2	2.06	4	51.5%		3.54	88.5%	3.16	79.0%
9	Q04	Explain why...	AO1/AO2	4.42	12	36.8%		9.89	82.4%	8.04	67.0%
10	Q05	Statement'. How far do you agree? Explain your answer	AO1/AO2	8.97	16	56.1%		13.65	85.3%	11.99	74.9%
11	Q06	Statement'. How far do you agree? Explain your answer	AO1/AO2	7.81	16	48.8%		13.78	86.1%	12.08	75.5%
13	Total (est)			24.32	48	50.7%		41.15	85.7%	36.08	75.2%

The spreadsheets can be downloaded from the Edexcel website [here](#): look under the 'Guide' dropdown. You'll need your [Edexcel Online](#) login to access the files – please ask your Exams Officer if you don't have an Edexcel Online account.

Below are extracts from this data, showing how students performed on questions 2(a), 2(b), 5 and 6 on Paper 1 in the summer 2022 exam series. The extracts give the average marks for all students on each question, plus the average marks for students attaining grades 9, 7 and 4 in the overall qualification.

Please note that, because of optionality, two routes were available, 1HIA and 1HIB, and the data for these is provided separately in 2022. Paper 1 was available on 1HIA only.

On 2(a), the overall average was high Level 2; students attaining grades 9, 7 and 4 were on average awarded mid Level 3, borderline Level 2/3, and mid Level 2 respectively.

Qu.2a	Total	Avege (all)	%	Grade 9 avege	%	Grade 7 avege	%	Grade 4 avege	%
Crime (1HIA)	8	4.4	55.4%	6.8	85.0%	5.5	69.3%	4.1	50.8%
Medicine (1HIA)	8	4.5	56.3%	6.7	83.8%	5.4	68.0%	4.1	51.5%
Warfare (1HIA)	8	4.7	56.3%	7.0	87.0%	5.5	68.4%	3.9	49.4%
Migration (1HIA)	8	6.6	82.9%	7.4	92.1%	6.1	76.1%	5.6	70.0%
All four options	8	4.5	56.1%	n/a	n/a	n/a	n/a	n/a	n/a



On question 2b, the overall average was 2.5 out of 4.

Qu.2b	Total	Avg (all)	%	Grade 9 ave	%	Grade 7 ave	%	Grade 4 ave	%
Crime (1HIA)	4	2.6	65.0%	3.6	88.8%	3.2	79.5%	2.4	60.8%
Medicine (1HIA)	4	2.4	61.0%	3.5	87.0%	3.0	75.3%	2.3	56.3%
Warfare (1HIA)	4	2.9	72.3%	3.7	91.3%	3.3	83.3%	2.5	63.5%
Migration (1HIA)	4	3.1	78.8%	3.6	89.8%	3.0	75.0%	2.8	70.0%
All four options	4	2.5	62.0%	n/a	n/a	n/a	n/a	n/a	n/a

On questions 5 and 6, the overall average was borderline Level 2/3; students attaining grades 9, 7 and 4 overall were on average being awarded mid Level 4, high Level 3, and mid-high Level 2 respectively.

Qu.5	Total	Avg (all)	%	Grade 9 ave	%	Grade 7 ave	%	Grade 4 ave	%
Crime (1HIA)	16	9.0	56.1%	13.7	85.3%	10.8	67.3%	6.9	43.4%
Medicine (1HIA)	16	8.2	51.1%	14.2	88.5%	11.5	72.0%	7.4	46.1%
Warfare (1HIA)	16	9.5	59.5%	14.2	88.6%	11.4	71.3%	6.6	41.1%
Migration (1HIA)	16	13.4	83.6%	15.3	95.9%	14.2	88.8%	7.3	45.8%
All four options	16	8.5	52.9%	n/a	n/a	n/a	n/a	n/a	n/a

Qu.6	Total	Avg (all)	%	Grade 9 ave	%	Grade 7 ave	%	Grade 4 ave	%
Crime (1HIA)	16	7.8	48.8%	13.8	86.1%	10.9	68.1%	7.3	45.6%
Medicine (1HIA)	16	8.7	54.6%	14.1	88.4%	11.3	70.9%	6.8	42.4%
Warfare (1HIA)	16	8.4	52.3%	14.1	88.3%	11.2	70.2%	6.8	42.4%
Migration (1HIA)	16	12.6	78.7%	15.0	94.1%	12.3	76.8%	8.0	50.0%
All four options	16	8.4	52.6%	n/a	n/a	n/a	n/a	n/a	n/a

Number of students sitting each option on Route 1HIA: Crime 41,616; Medicine 83,387; Warfare 2,100; Migration 215.



Question 2(a)

This question asks about sources' usefulness for a specific enquiry. Students should think about how the individual sources could be used to answer that enquiry and consider any aspects of the sources that affect how much weight a historian could place on them. A judgement on each source should be made, based on balanced consideration of the usefulness of the source content, in the light of the provenance and the student's contextual knowledge. However, students should recognise that the maximum mark for this question is 8 and there are only three Levels in the mark scheme; therefore examiners do not expect extensive discussion of every detail.

The mark scheme has three strands:

- How the source content could be used to answer the enquiry, e.g. Does it include key details? Can it be used to infer attitudes? Does it suggest how important a person or event was?
- How the source's provenance affects its usefulness, e.g. Does the source come from a key individual? Is it a private source or intended for the public to see? Was it produced at a significant date? What effect was it intended to produce?
- Whether contextual knowledge strengthens or weakens the value of the source, e.g. Does contextual knowledge confirm or challenge the information in the source? Does contextual knowledge suggest the source describes a typical or unusual situation? Does knowledge of the wider context give added weight to the source content?

Level 1 answers are very general or simple statements, with little specific detail or link to the enquiry in the question.

At Level 2, the answer focuses on the source content and/or provenance. However, if there is no contextual knowledge, the answer cannot move beyond mid Level 2 as it has not met all the demands of the mark scheme for that Level.

At Level 3, all three strands of the mark scheme are addressed and the answer is focused on explaining the usefulness of the sources for the specific enquiry. Students should recognise that an answer making a detailed analysis of the source content without reference to the provenance or contextual knowledge will score less highly than an answer that makes only one or two points about the source content but includes other points about provenance and uses contextual knowledge.

Common problems that prevent an answer reaching Level 3 include identifying details from the source content without being explicit about how this would be helpful to the enquiry, or making statements about the provenance, e.g. '*he was an eyewitness*', without developing the significance of this for the usefulness of the source – eyewitnesses do not necessarily know the full details or may have a reason for not giving a full account.

Some students assume that reliability is the same as utility. They often assert that a source is biased because of its provenance and then dismiss it as lacking value. This does not recognise that most sources are written from an individual perspective, which is not the same as being biased. It also does not recognise that biased sources can be extremely useful in indicating attitudes, beliefs and values.

Contextual knowledge should not be provided as additional points of information, but rather linked to the evaluation of the source, e.g. used to assess the accuracy of the source content or to assess the significance of the provenance.



In some cases, answers use a checklist to ensure they have covered all three strands in the mark scheme. However, this can become a list of generic statements, for example repeating details from the source attribution, without using these points to evaluate the source.

Answers should try to be specific rather than making generic comments e.g. *'this is from an eyewitness, so it is reliable'* or *'this was written long afterwards, so he may have forgotten the details'*. It may be more relevant to consider whether the author has a reason to exaggerate or to omit details, or whether the events were likely to be memorable even if specific details such as dates might be confused.

While it may be valid to include the limitations of the source, an answer that concentrates on what the content does *not* include or on other weaknesses, has missed the focus of the question on assessing how the source could be used by the historian. The best answers weigh different aspects of a source's usefulness for the enquiry in order to reach a reasoned judgement; this is not the same as covering the strengths, then the weaknesses of the source, before asserting a judgement that the source is *'somewhat useful'*.

The specific enquiries for the June 2022 series were:

Option 10 (Crime and Punishment)

An enquiry into the workhouses in Whitechapel.

Option 11 (Medicine)

An enquiry into the problem of trench foot among soldiers on the Western Front.

Option 12 (Warfare)

An enquiry into leisure activities in London during the Second World War.

Option 13 (Migration)

An enquiry into Caribbean cultures in Notting Hill.

Generic mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.
2	3–5	<ul style="list-style-type: none">Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance¹. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.
3	6–8	<ul style="list-style-type: none">Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.
Notes 1. Provenance = nature, origin, purpose.		

Question (Crime)

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

How useful are Sources A and B for an enquiry into workhouses in Whitechapel?

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

(8)

Source A: From *The People of the Abyss* by Jack London, 1903. Jack London was an American writer who spent time living among the poor in Whitechapel. Homeless poor people could stay overnight in a workhouse casual ward in return for completing work. Here Jack London is describing a conversation about a casual ward.

Source B: A drawing by Samuel Luke Fildes, published in a weekly London newspaper, 1869. The drawing was titled *Houseless and Hungry* and it illustrated an article about workhouses. It shows people queuing to be admitted to a workhouse.

Student A

Source A is very useful for an enquiry into workhouse in whitechapel as it talks about the experience in one. Workhouses in Whitechapel were a way for the poorest people to get some food and shelter. Source A states that they were given 'bread and skills' this shows that the workhouses were the minimum require to their workers. Workhouses were the hardest place to work in as the jobs are it very good.

However Source B is somewhat useful in an enquiry into workhouses as it shows people queuing queuing up to be admitted into workhouses. The people queuing shows how desperate the people in white chapel were for shelter and food in a ~~at~~ workhouse. The title 'Houseless and Hungry' describes what the workers of ~~white chapel~~ workhouse in white chapel were like. Workhouse generally allowed their workers some food and shelter for the work that they do.



Examiner commentary

Level 2 - 4 marks

The answer describes the content of Source A to develop the point that workhouses provided the minimum requirements of *'bread and skilly'* and comments on its usefulness as the account talks about experiences in a workhouse. The answer then goes on to describe how Source B highlights the desperation of people needing the workhouse based on those queueing in the picture, meeting the demands for Level 2 for both sources.

There is no use of contextual knowledge or discussion of provenance. In Level 2, judgements can be supported by developed comment related to the content of the sources and/or their provenance. However, for the top of Level 2, the answer must include contextual knowledge. Therefore, this answer was placed in mid Level 2.

In order to reach Level 3, the student would need to give judgements on source utility for the specified enquiry, applying valid criteria with developed reasoning that uses contextual knowledge and takes into account how the provenance affects the usefulness of the source content.

Student B

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

How useful are Sources A and B for an enquiry into workhouses in Whitechapel?

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

CORR

(8)

Source A is useful for an enquiry into workhouses in whitechapel because it gives a first-hand account of someone who has stayed in one. The source describes the work that people living in a workhouse had to complete "locked up in a cell to pick oakum" ~~or~~ "to break stones", as well as the conditions and food: "bread and skilly" and "a cold bath". These conditions described are definitely accurate with the experience of workhouses, as, in whitechapel, the poor who had no other options, who couldn't afford doss houses or a home, would often turn to the workhouses, despite their awful conditions and pointless work. This source is ^{reliable} useful ^{as it is} unlikely to be biased, seeing as it is from a book about the experiences of people living in the destitution of whitechapel, by an American who doesn't really ^{seem to} have any ulterior motive other than to document what life was like. However, this is just one experience of a man in a ~~in~~ casual word, not of workhouses as a whole, so experiences might vary, however

his description of it is accurate with my own knowledge. In conclusion source A is useful for an enquiry into workhouses in whitechapel.

Source B, ^{for} is less useful ~~about~~ an enquiry into workhouses themselves, but rather for an enquiry into the people who stayed there. Source B shows an image of people queuing to be admitted to a workhouse, all of whom look ragged, distressed and miserable. They all seem to be very poor, ~~and~~ which is definitely ~~an~~ accurate image of the people who stayed in workhouses. Due to their awful conditions and hard labour, staying in a workhouse was always the

Last option for people who couldn't afford to stay in a home or a doss house, but who wouldn't survive on the street. The image shows families, all of whom would end up being separated once inside. Source B is a drawing from a newspaper article documenting workhouses, the purpose of which is seemingly to shed light on the poverty issue and help. Therefore this source is ~~reliable~~ relatively reliable, making it useful. In conclusion, Source B is relatively useful for an enquiry into the types of people staying in workhouses, but not so much about the workhouses themselves.

Examiner commentary

Level 3 - 7 marks

This answer starts by describing the usefulness of the content of Source A with developed comments about the work and conditions inside the workhouse. Contextual knowledge is used to support the assertion that the conditions described inside the workhouse were accurate '*as often people turned to workhouses despite their awful conditions and pointless work*'. The answer also attempts to explain how the provenance of Source A affects the usefulness of the source content, explaining that the purpose of the author was to document what life was like in the workhouse.

The content of Source B is then described with a developed comment about the image of the people queuing to get inside the workhouse being accurate based on the fact that they looked distressed and desperate. Most of the contextual knowledge used to support the assertion that the source is accurate is repeated from Source A, but there is some additional contextual knowledge about families being separated.

The answer also attempts to explain how the provenance of Source B affects the usefulness of the source content, stating that the purpose of the cartoon was to shed light on the issue of poverty and therefore it was likely to be reliable.

Content, provenance and contextual knowledge have been considered from both sources but there is a limited development of the reasoning about how the provenance affects the usefulness of the content in both sources. A best-fit approach produces a mark which is mid Level 3.

Question (Medicine)

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

How useful are Sources A and B for an enquiry into the problem of trench foot?

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

(8)

Source A: From an account written after the First World War by Captain Impey. Captain Impey was an officer in the Royal Sussex regiment, which served on the Western Front. Here he is describing the conditions in the trenches and the problem of trench foot.

Source B: A photograph showing a medical inspection in a support trench on the Western Front, 1918. The Medical Officer is carrying out a foot inspection.

Student A (Medicine)

Source A is somewhat useful, it was written after WWI by Captain Impey who served on the Western front. This shows some reliability as he was there to experience and see the conditions of the trenches and people who had trench foot. He describes the trenches as "wet and cold"; he also tells us that the trenches did not have duckboards covering the mud, meaning soldiers stood in the mud on the floor of the trench which caused them to develop trench foot.

Source B is somewhat useful, I can see a medical officer carrying out a foot inspection on the soldiers. Therefore I can infer that trench foot was a popular disease as there are many men waiting to be inspected. This shows it was vitally important for it to be treated. This source lacks details such as how it was treated and how did the soldiers develop trench foot.



Examiner commentary

Level 2 – 4 marks

The answer starts by repeating the provenance of Source A, but then states that it is useful because *'he was there to see and experience the conditions'*. The answer then implies the content of the source is useful because it mentions the *'wet and cold'* conditions and the fact they *'did not have duckboards'*, which led to the soldiers developing trench foot. Therefore, the answer is aware of the causes of trench foot, and this is based on their own knowledge. However, the use of own knowledge is not explicit and it is not used to directly support comments on the usefulness of the source's content.

The second paragraph discusses Source B, which is identified as being *'somewhat useful'*. The answer makes an inference based on the usefulness of the source's content *'... a popular disease as there are many men waiting to be inspected. This shows it was vitally important for it to be treated.'* The answer tries to identify information that is not in the source, and therefore implies that the source is not useful. However, students should recognise that the circumstances and provenance of a source make it unlikely that a single source will provide all the information they would like to have in order to answer the enquiry in the question. There is no reason to suggest that this source should provide information about the 'treatments' or how the soldiers developed trench foot and therefore this doesn't impact on the source's usefulness. No contextual knowledge is provided.

The evaluation of both sources meets the demands of Level 2. For Source A the answer discusses the usefulness of the content and the provenance. For Source B it discusses the usefulness of the content. However, there is no explicit use of contextual knowledge in either discussion of usefulness, so this answer is limited to mid Level 2.

Student 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 problem of trench foot?

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

(8)

Source A is useful as it provided us with a direct experience of what went on in the trenches. It tells us that the "battalion lived in mud and water" and "about 200 men" had to be evacuated from this part of the trench. This is useful as it gives ~~exact~~ ~~#~~ numbers to signify how many were impacted by trench foot. My own knowledge supports this as I know that trench foot was one of the main causes of death in the trenches and infection. I also know they didn't have accurate treatment methods to cure this other than amputation therefore it was really important they was evacuated. Source A is also useful as it provides an insight

into trench conditions from a captain on the western front who experienced it first hand.

Source B is useful as it shows us directly how many soldiers per sector of the trench required foot inspection and how frequent of an issue trench foot was. It also shows how crowded trenches were so inspections were very difficult to carry out. My own knowledge supports this as most trenches had drainage issues



or just no drainage, therefore
it was very necessary to carry
out these inspections ~~regularly~~^{regularity}
as it was common. This source is also
useful as it provides a clear image
of conditions on the western
front with the image inside
the trench. Although we can
question its authenticity as it
may have been used for propaganda
which would make it less useful.

Examiner commentary

Level 3 - 6 marks

The answer starts by stating that Source A is useful and then clearly examines the usefulness of the content of the source. The answer shows that the number of soldiers evacuated with trench foot, which is discussed in the source, 'is useful as it gives numbers to signify how many were impacted by trench foot'. This is then supported with their own knowledge of treatments to explain why the content of the source is useful and accurate. At the end of the paragraph, the student begins to explain why the provenance of the source affects the usefulness of the content. This is underdeveloped so this section of the answer is a low Level 3 response to this source.

Paragraph 2 starts by focusing on the usefulness of the content of Source B. Again, it is supported by their own knowledge as they have explained why the inspections for trench foot were important as some trenches had issues with drainage and thus trench foot 'was common'. The answer then focuses on the provenance of Source B and how this affects the source's usefulness for this enquiry. Although underdeveloped, the answer is implying that the nature of the source as a photograph, which shows a 'clear image of conditions', makes the source useful and therefore pushes the evaluation of Source B into low Level 3. The answer also acknowledges that there are some weaknesses in terms of the source's usefulness which are linked to its purpose.

For both sources, the answer uses contextual knowledge to support the usefulness of the source's content and is beginning to show how the usefulness of the sources' content can be affected by their provenance. The discussion of provenance is underdeveloped for both sources, so both parts of the answer are assigned a mark of low Level 3.

Overall, then, this results in a mark at low level 3.

Question (Warfare)

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

How useful are Sources A and B for an enquiry into leisure activities in London during the Second World War?

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

(8)

Source A: From the diary of Olivia Cockett. Olivia was living and working in London during the Second World War. The diary report was written for the Mass Observation project.

Source B: A photograph in *Picture Post*, a national weekly magazine, published 22 February 1944. It shows a dance that was held at the Opera House in central London. This was one of several dance events using large venues that were arranged for members of the armed forces, as well as civilians.

Student A (Warfare)

Source A is useful as it is a personal diary - although the diary was written to be seen so its closer to a letter. It was written by a woman working during the war in London and by what is stated in his diary she works in some form of office. This source states that cinemas and theatres were still ongoing and people were still living as if life was normal - Getting married, going to cinemas and art galleries and singing at home. This is useful as it shows leisure activities still continued and people were still enjoying life despite the circumstances.

Source B is also useful as it is an image from a national magazine, although it could be less useful as it could be used for propaganda reasons, showing off that their morale has not been damaged by the warfare and they are celebrating the armed forces alongside civilians at the opera house.



Could have been used as a morale booster and a form of mockery to the enemy team.

Overall both sources are useful and both have minor flaws such as personal opinion and officially published material.

Examiner commentary

Level 2 - 4 marks

The answer notes that Source A was a diary but one intended to be seen by others, but it does not develop either of these points. It describes the source content and explains its usefulness in showing that *'leisure activities still continued and people were still enjoying life despite the circumstances'*.

The comments about Source B discuss the possible limitations of the photograph based on its purpose. There is little discussion of content and no contextual knowledge.

The evaluations of the sources meet the demands of Level 2 in different ways. The usefulness of the content in Source A is shown and the provenance of Source B is discussed as a limitation of its usefulness. However, there is no use of contextual knowledge in either discussion, so this answer is limited to mid Level 2.

Student B (Warfare)

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

How useful are Sources A and B for an enquiry into leisure activities in London during the Second World War?

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

(8)

Source A is very useful into an enquiry into leisure activities in London during the Second World War. It is a diary from a woman living in London during the Second World War. The woman, Olivia Cockett talks about how she ~~went to~~ did various activities for leisure, including going to the cinema, the theatre and art exhibitions. She also did leisure activities at home such as listening to the radio and the gramophone, playing the piano and singing, reading, and even ~~buying~~ shopping. The source is from a diary, which makes it reliable for our enquiry, as it gives a personal account of leisure activities a normal person did. The fact that it is written by an ordinary citizen during the Second World War, is useful, as it gives us an idea of what leisure activities ^{all} ordinary people were doing at the time. The diary report was written for the Mass Observation project, which was a project run to see what ordinary people's lives were like during the war, making the source even more useful, as it was purposefully written to show what most people's ~~set~~ lives were like during the Second World War. In addition, the source is very accurate, as these were all activities that people participated in during the war. Furthermore, the fact that Olivia writes 'Bought TWO

HATS !!!' shows that shopping was a rare treat, which is accurate, as at the time there was rationing.

Source B is also very useful into an enquiry into leisure activities during the Second World War. However, it only shows one leisure activity. Source B is a photograph of a dance held at the Opera House, arranged for members of the armed forces and civilians. In it, there is someone playing



piano, and people dancing in a large hall. There are also people in the upper stands watching. This shows that one of the leisure activities during the Second World War was going to dance events to participate or watch. This is accurate, as going to dance events was very common during the War. The fact that the source is a photograph, means it gives us a real life image of a leisure activity, but doesn't tell us how often this activity happened. The photograph was taken in Picture Post, a national weekly magazine, making it useful, as magazines report on real events, but ~~more~~ less useful, as a magazine could have reported something in a biased way. Furthermore, the photograph was probably published to talk about the event a dance event, making it useful for our enquiry.

Examiner commentary

Level 3 - 6 marks

The answer starts by repeating the provenance of Source A and describing its content. It then discusses the provenance, explaining that it is a diary, giving a personal account of the activities of an ordinary citizen and suggesting that it provides useful insight into the leisure activities of other ordinary people. Contextual knowledge is used to explain the nature and purpose of the Mass Observation project, with the suggestion that this makes the source more reliable and therefore more useful. The assertion that the source content is accurate is supported by linking the comment about buying hats to contextual knowledge of rationing.

The discussion of Source A covers the content in general terms, but there is good use of contextual knowledge linked to the discussion of provenance and briefly linked to the content; this therefore reaches low Level 3.

The section on Source B starts by describing the source content, asserting that this is accurate, but noting that this is only about one event. The nature of the source, as a photograph published in a magazine, is explained.

There is limited discussion of the usefulness of Source B's content, but provenance is covered, making this Level 2.

A best-fit approach produces a final mark in low Level 3.



Question (Migration)

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

How useful are Sources A and B for an enquiry into Caribbean cultures in Notting Hill in the 1960s?

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

(8)

Source A: From *Notting Hill in the Sixties* by Charlie Phillips and Mike Phillips, published in 1991. Both authors were migrants from the Caribbean, who had lived in Notting Hill. When writing the book, Mike Phillips interviewed Notting Hill residents for their memories of the area.

Source B: From the autobiography of John Edgecombe, published 2002. Edgecombe migrated to Britain from the Caribbean. He lived in Notting Hill in the 1960s. Here Edgecombe is commenting on his shebeen in Colville Terrace.

Student A (Migration)

Source A, talks about how much cultural diversity the Caribbean migrants brought, due to their reggae, ska and blues music, this brought a different background to Notting Hill, making it a more diverse town/area of London. Furthermore, the idea of shebeens as presented in the Source (A) counters the fact that, due to there being laws against black people like No Colour People Act. Therefore, shebeens (house parties) made them able to express their happiness through their own culture.

Source B, portrays a different view of black people being more wealthy in Notting Hill, due to the fact that the Source (B) explains that their shebeens could earn up to £100 and they had a casino in their house. Furthermore, they had a bar which was a bar for the Caribbean migrants, so they wouldn't get complained at by the white people. Therefore, this was similar to the Mangrove, in which was a restaurant for black people to meet and socialise.

Examiner commentary

Level 2 - 4 marks

In this answer, the student discusses both sources, showing that their content can be used to make inferences about Caribbean culture. Some own knowledge is also briefly included for Source B in the reference to the Mangrove restaurant. The student does not, however, link these comments to usefulness for the enquiry and also does not consider the provenance of either source. The answer was therefore awarded a mid Level 2 mark.

Student B (Migration)

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

How useful are Sources A and B for an enquiry into Caribbean cultures in Notting Hill in the 1960s?

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

(8)

Source A is a book giving a first hand ~~acc~~ account of migrants living in Notting Hill, it shows us the experience of Caribbean migrants and how culture developed over time. This is useful as it tells us the experience of Caribbean migrants and what life was like, first hand, Source A tells us that Caribbean migrants adapted against the colour bar, ~~for example~~ ~~or~~ and helped bring their culture to Notting Hill, for example the Mangrove restaurant, ~~which opened~~ which served Caribbean food and many black and white people came to eat tells us that Caribbean weren't afraid to celebrate their culture even in a time of police brutality.

Source B is an autobiography written in the 1960s known as the Swinging 60s, ~~to~~ written by a Caribbean migrant who migrated to Britain, this is useful as it ~~give~~ gives us a first hand ~~a~~ account of a migrant living in Notting Hill, and avoided bias from someone who

~~wasn't~~ wasn't a Caribbean migrant. Source B tells us about the shebeen sets up by Caribbean people. This is significant as it tells us how Caribbean people were segregated from society and not allowed to enjoy ~~notting~~ clubs in Notting Hill because of their race, this completely emphasises the significant ~~pre~~ prejudice Caribbean people faced.



Examiner commentary

Level 3 – 6 marks

This answer begins by looking at the utility of Source A. The student briefly considers the provenance asserting that the source is useful because it is a first-hand account which reveals the experiences of migrants in Notting Hill. The content of the source is then addressed, with information included about Caribbean culture. The section also includes a small amount of own knowledge, with reference to the '*police brutality*' of the period.

The second section of the answer follows the format of the first, with the provenance of the source being briefly discussed at the start. The student asserts the source is useful as it is a first-hand account. The fact shebeens are mentioned in the source is used to discuss the content of the source, and the paragraph concludes with a small amount of own knowledge.

This answer discusses the utility of each source in relation to content and provenance, albeit briefly and using some generic assertions, with some contextual knowledge being used in support. In both cases, the evaluation of the source is low Level 3, meaning the final mark is also low Level 3.



Question 2(b)

This question is linked to question 2(a) as they are both part of the process of historical research. In question 2(b), the student should show an understanding of how the historian follows up a detail from one of the sources as part of a wider enquiry, rather than as a way of checking that specific detail or that source generally. Therefore, the proposed follow up question (part 2 of the answer) and suggested source of information (part 3 of the answer) should be prompted by a detail in whichever Source is named (part 1 of the answer) but relate to the overall enquiry in question 2, parts (a) and (b).

The suggested source (part 3 of the answer) should be as specific as possible, and the explanation (part 4 of the answer) should identify the sort of information that could be located in the suggested source and explain how it would help to answer the proposed question.

In many ways, the **proposed follow up question** (part 2) is the most important part of this 'package'; if a valid question is *not* proposed, then no marks can be given for parts 2, 3 and 4. The final explanation (part 4) is also important. A generic source in part 3, such as 'a newspaper' or 'diary' will not normally receive a mark; however, the explanation in part 4 may validate it if the answer explains how the specific details that could be gained from the source would help to answer the enquiry.

The scenario below shows that students can be awarded three marks even if they have not identified a relevant detail from the source. This scenario also reinforces the idea that if they fail to propose a valid question in (2), then no marks can be awarded in (3) and (4).

Four parts of question	Scenario
(1) select a detail from the source	No relevant detail identified in the source...
(2) propose a follow-up question	...a mark can still be awarded if the question is valid*
(3) identify a relevant source that could be consulted	...a mark can be awarded provided they have proposed a valid follow-up question (b)
(4) explain that choice	...a mark can be awarded only if the explanation shows how the source could be expected to provide information that would answer the proposed question (b).

* valid in terms of the overall enquiry and being clearly prompted by the correct source



Student A (Crime)

(b) Study Source A.

How could you follow up Source A to find out more about workhouses 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:

'I don't have to break stones; in old you see. But they'll make you do it because you're young and strong.'

Question I would ask:

What work would older workers be put through in the work houses?

What type of source I could use:

~~"At six a clock in the morning..."~~
A Police report on Whitechapel from 1403 to the 1800s.

How this might help answer my question:

A Police Report would hold no bias allowing for a truthful insight into workhouses in Whitechapel.

Examiner commentary

2 marks

This answer identifies a detail from the source and proposes a valid question about the types of work older inmates could be expected to do inside the workhouse, which is based on that detail. The suggested sources in part 3 is generic and would not provide the expected information needed to answer the question posed in part 2. The explanation in part 4 is also written in very general terms and does not explain how the source could be used to answer the specific question proposed in part 2.

Only the first two parts of this answer can be rewarded, producing a mark of 2.



Student B (Crime)

(b) Study Source A.

How could you follow up Source A to find out more about workhouses 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:

My A detail in the source I would follow up is "my friend said 2 about how to break stones, I'm to do you see, your young and" strong

Question I would ask:

Was there a great difference in the age of people in the workhouse? and

What type of source I could use:

A census from the Whitechapel workhouse in 1869

How this might help answer my question:

A census would say who is exactly in the workhouse their age and gender and their job job.

Examiner commentary

4 marks

In this answer, a valid question is proposed that has been prompted by the reference to the age of the inmates in the workhouse and the type of work they do. The proposed question about the difference in ages of people in the workhouse is clearly linked to the wider enquiry question. The suggested source of 'a census of the Whitechapel workhouse in 1869' is valid and, although the date of 1869 is incorrect, the use of a census is a valid source for the proposed enquiry question. The explanation validates this source by explaining that this would provide information about the age and gender of those in the workhouse. Although this is not very well expressed, there is a clear understanding that investigating the differences in ages of inmates would be a valid way to follow up this detail in Source A. The answer therefore received all 4 marks.

Student A (Medicine)

(b) Study Source A.

How could you follow up Source A to find out more about the problem of trench foot?

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:

~~A trench foot condition caused men~~
 "rubber boots provided for troops in worst positions of trenches."

Question I would ask:

where was the worst position to be in the trenches, which would most likely lead to trench foot?

What type of source I could use:

I would use hospital records to see where men which placed positions in the trenches, did those with trench foot typically come from?

How this might help answer my question:

This might help because hospital records will often have description of cause of disease & where it was from

Examiner commentary

2 marks

This answer provides a valid detail from the source. This is followed up with a question which is linked to both the detail in the source that has been selected and the wider enquiry. The suggested source 'hospital records' is rather general and it is not reasonable to suggest that the source will contain the information that will answer the question proposed in part 2: trench foot develops over time, so it is unlikely that the cause of trench foot could be pinpointed to a specific location but also hospital records focus on the nature of the illness or injury, the symptoms and the treatment provided, so this source would not provide information to answer the student's proposed question. Since the explanation in part 4 does not validate the suggested source, only the first two parts can be awarded a mark. This answer was therefore awarded 2 marks.



Student B (Medicine)

Detail in Source A that I would follow up:

~~These conditions came~~ "About 200 men with trench foot had to be evacuated from our section of the trenches"

Question I would ask:

~~What happened to the men who had trench foot?~~ ^{was the} ~~What treatment was~~ ^{had} given to the men who ~~developed~~ ^{had} been evacuated due to trench foot? ~~trench foot?~~

What type of source I could use:

RAMC medical records.

How this might help answer my question:

This would show me the different ways doctors and surgeons would treat trench foot at the time.

Examiner commentary

4 marks

A valid detail has been selected from the source about the number of men that were evacuated with trench foot. This is followed up with a valid question about what treatment these men received. The question proposed is clearly linked to the wider enquiry of the problem of trench foot. The suggested source is valid, and this is followed up with a clear explanation of why 'RAMC medical records' will provide the information to answer the question that has been proposed in part 2 of the answer. Therefore, this answer received 4 marks.



Student A (Warfare)

(b) Study Source A.

How could you follow up Source A to find out more about leisure activities in London during the Second World War?

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:

'Bea to the Cinema twice'

Question I would ask:

Was going to the cinema a regular leisure activity and what was the most popular genres?

What type of source I could use:

Primary sources such as diaries, newspaper articles from the time and photo books written during WW2.

How this might help answer my question:

It gives me a first hand idea of how popular the cinema was and the common film genres.

Examiner commentary

2 marks

This answer identifies a detail from the source and proposes two questions – both of these are valid questions, but asking two questions makes it difficult to be precise in the later parts of the question. The suggested sources in part 3 are all generic and the explanation in part 4 does not validate them as it does not show why any of them would have first-hand information about the popularity of films.

Only the first two parts of this answer can be rewarded, producing a mark of 2.



Student B (Warfare)

(b) Study Source A.

How could you follow up Source A to find out more about leisure activities in London during the Second World War?

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: "except on the radio, but ^{playing} ~~claring~~ piano
~~what leisure activities were available to~~
~~the less fortunate people who couldn't afford~~
~~radios and pianos?~~

Question I would ask:
 what leisure activities were available to the
 less fortunate people who couldn't afford radios
 and pianos?

What type of source I could use:
 diary entries from the less fortunate working
 class.

How this might help answer my question:
 to find first person perspectives of what
 life was like on the street and how the
 poor had time for leisure.

Examiner commentary

4 marks

A valid question is proposed that has been prompted by the reference in the source to listening to the radio and playing the piano. The proposed question about what the less fortunate did in their leisure time is clearly linked to the wider enquiry question. The suggested source of 'diary entries from the less fortunate working class' is a little generic but it does try to specify a group of the population. The answer to part 4 validates this source by explaining that this would provide first person perspectives about how the poor spent their leisure time. Although this is not well expressed, there is a clear understanding that investigating the leisure activities of a different section of society would be a valid way to follow up this detail in Source A. The answer therefore received 4 marks.



Student A (Migration)

Study Source A.

How could you follow up Source A to find out more about Caribbean cultures in Notting Hill in the 1960s?

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

Complete the table below.

5

(4)

Detail in Source A that I would follow up:

The culture of Caribbean communities

Question I would ask:

How is the culture of Caribbean communities in ~~Notting Hill~~ London

What type of source I could use:

A photograph of a party with Caribbean young people dancing together.

How this might help answer my question:

Get a better understanding of how close they ~~are~~ ^{are} as a community.

Examiner commentary

1 mark

The detail provided by the student, the culture of Caribbean communities, is valid as it is paraphrasing the information provided in the source. The question, however, is not valid as it re-words the question given rather than developing one independently. The selected source and the explanation of how it could have been helpful cannot be rewarded as they are not linked to a valid proposed question in part 2.



Student B (Migration)

Detail in Source A that I would follow up:

'You had to create your own social environment'

Question I would ask:

What types of entertainment facilities were set up to provide a social environment?

What type of source I could use:

~~The West Indian Gazette~~ Excerpts
Excerpts from the West Indian Gazette.

How this might help answer my question:

The WIG ~~reported on~~ had a circulation of 15,000 people and reported on social changes and entertainment opportunities so I could get an informed understanding.

Examiner commentary

4 marks

The question is linked to a detail in Source A and is also relevant to the broader enquiry question. A specific contemporary source is suggested, with a clear explanation of what information would be provided by that source that could be used to answer the enquiry.



Questions 5 and 6

These questions always offer a statement and ask students how far they agree with that statement. The stimulus points are intended to remind students of the timescale involved in the question and prompt them to consider a range of evidence.

In their answer, students should show that they have considered three aspects of content and used valid criteria in their evaluation of the statement. The best answers will demonstrate a consistent line of reasoning, showing how strong the evidence is.

Generic mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> A simple or generalised answer is given, lacking development and organisation. [AO2] Limited knowledge and understanding of the topic is shown. [AO1] The overall judgement is missing or asserted. [AO2]
2	5–8	<ul style="list-style-type: none"> 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] Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] The overall judgement is given but its justification is asserted or insecure. [AO2] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> 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] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> 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] 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] Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Question (Crime)

- 6 'In the years c1600–c1900, the use of transportation had a greater impact on crime than the impact of the Bloody Code did.'

How far do you agree? Explain your answer.

(16)

You **may** use the following in your answer:

- Australia
- public execution

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

Student A (Crime)

I, to some extent, agree with the statement, "In the years 1600–1900, the use of transportation had a greater impact on crime than the Bloody Code did." The use of transportation was if someone committed a crime at that level of punishment they would get transported to Australia, for public execution in the Bloody Code, it was meant to be a warning towards the public, however people found it entertaining to watch the criminal die, people were finding it as a celebration, which caused the Bloody Code to get abolished due to having no effect.

The use of transportation was definitely more significant than the Bloody Code. People would be sent off to Australia and do extremely hard labour as a punishment for a crime they did. However, after Australia gained its independence, criminals were dropped off at America instead. The Bloody Code was abolished after being taken for a festive holiday instead of a warning, most people took it as a chance to drink and enjoy the day. The public execution wasn't bringing fear into none of

the villages, instead brought pain to the churches who disagreed with it resulting in death. As a result, the Bloody Code was no more.



Examiner commentary

Level 2 – 7 marks

In this answer there is some limited analysis of the impact that transportation and the Bloody Code had upon crime in the first paragraph, therefore this answer reaches Level 2 for AO2 (analysis). There is also some supporting knowledge linked to public executions. However, the comments mainly dismiss the impact of public execution, asserting that it was seen as a *'entertainment'*, *'a celebration'* and a *'festive holiday'* instead of a warning; while there is an element of truth in this, the Bloody Code and public execution still created fear and acted as both retribution and deterrent. Transportation is described but there is no explanation of the claim that its impact on crime was *'significant'*. To reach Level 3, the answer would need to address the conceptual focus of the question more directly, for example showing that transportation was feared as a harsh punishment, sending the criminal into the unknown, and one that often left the criminal's family destitute.

In the second paragraph there is some accurate knowledge offered about transportation to Australia and public execution (along with some material offered that is confused), which overall meets the descriptor for Level 2 for AO1 (knowledge and understanding). In order for students to demonstrate good knowledge and understanding the answer would need to provide more detail about the punishments and whether they achieved their intended effect.

The overall judgement (AO2) is given in the second paragraph, but its justification is insecure, meeting the descriptor for Level 2.

Answers that do not go beyond aspects prompted by the stimulus points cannot reach the top of the level. This answer does not go beyond the stimulus points and was awarded mid Level 2.

Student B (Crime)

Despite the impact that transportation had on crime, the impact of the Bloody Code was greater from 1600 to 1900 so the statement cannot be agreed with.

One reason why the Bloody Code had a great impact on crime was that it changed the definition of crime. For example the number of capital crimes increased from 50 in 1688 to over 200 in 1800. For example stealing something worth 20p or more became punishable by death. ~~This shows how the Bloody Code not only increased the attitudes to how~~ Also the Waltham Black Act 1723 made ^{and wearing a disguise} poaching punishable by death. Therefore the Bloody Code had a great impact on crime because not only did it change how severe a crime was thought to be, it also criminalised other crimes. This had an affect on crime rates as the fear of the death penalty increased among the public which was used as a deterrent. The fear created led to an ~~initial~~ decrease in the amount of people committing these capital crimes. This shows how the Bloody Code impacted crime on a large scale as it affected the definition of capital crimes as well as crime rates within society.

However transportation did also have an impact on crime between the years 1700 and 1900. Criminals could be sent to Australia for a sentence of either seven or fourteen years where they would be tasked with labour more as the punishment. This impacted crime because the public feared being sent to an unknown land ~~where~~ as well as the fact that many died on the hulk ships during the journey there. This acted as a deterrent and meant that people were scared to commit crimes out of fear that they would be punished with transportation. For example



after the Tolpuddle Martyrs received transportation many workers were scared to form an uprising against employers. Therefore this shows how transportation created a decrease in crime rates when it was introduced. Despite this the impact of the Bloody Code was greater because not only did it impact crime rates within England, it also ~~impact~~ changed the definition of certain crimes which transportation did not.

A second reason why the Bloody Code had a great impact on crime was the role it played in public executions. In the 1800s fear of public executions decreased because fewer people actually received the punishment of death. They were sentenced with so people took it less seriously. This meant that ^{during} executions public ~~man~~ members of the public sometimes supported the criminal which created

large and loud crowds. Many people committed crimes such as petty theft within these crowds as they could go unnoticed. This means that the Bloody Code which caused an increase in public executions as there were more capital crimes, was also responsible for an increase in crime. This shows how great the impact of the Bloody Code was because over the 200 years it was ~~the~~ responsible for both an increase and decrease in the crime rates within England.

In conclusion the statement cannot be agreed with as the Bloody Code had a greater impact on crime than transportation from 1600 to 1900. Although transportation was still significant as it was used as a deterrent to prevent crime, its impact was not as large a scale as the Bloody Code. This is because the Bloody Code impacted both crime rates - increasing and decreasing crime within society - and the definition of crime, specifically what was considered a capital crime. Therefore the Bloody Code impacted crime from 1600 to 1900 ~~on~~ on a larger scale than transportation did.



Examiner commentary

Level 4 – 16 marks

This answer reaches Level 4 for AO2 (analysis), offering a line of reasoning and consistent analysis. The explanation consistently focuses on the conceptual focus of the question with an analysis of the impact of the Bloody Code and transportation.

Three aspects of content are covered, with details of the impact of the Bloody Code, the role of transportation and public executions. Wide-ranging and accurate knowledge is precisely selected and occasional inaccuracies do not detract from the quality of the answer. Therefore, this is Level 4 for AO1 (knowledge and understanding). It is worth noting that although answers should go beyond the stimulus points (as demonstrated in this answer), this is not the same as introducing a third factor or reason, which is not required.

There is a thorough explanation of judgement (AO2) and criteria for the required judgement are justified in the conclusion. This answer has met all the demands of the mark scheme for Level 4 and therefore it was awarded full marks.

Question (Medicine)

6 'In the years c1800–present, the work of Pasteur was the most significant development in understanding the causes of illness.'

How far do you agree? Explain your answer.

(16)

You **may** use the following in your answer:

- Germ Theory
- DNA

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

Student A (Medicine)

I strongly agree that pasteurs work was the most significant in understanding the cause of illness in years 1800 - present. This is because of the germ theory, DNA and

I strongly agree that pasteurs work was significant as he discovered the germ theory which allowed him to identify different germs and bacteria and know they made us ill this impacted heavily on today's medicine and treatment as we can identify germs and give patients the correct medicine to treat it.

Another reason I strongly agree is pasteurs the discovery of DNA this showed that some diseases can be genetic and impacted on today's medicine as we can now identify if diseases are likely to be passed on to the patients offspring like breast cancer and even in other aspects like diabetes or allergies.



~~In conclusion~~
In conclusion i strongly agree
that pasteurs work has the most
significant in understanding the cause of
illness in the years 1800 - present.

Examiner commentary

Level 2 - 7 marks

For AO2 (analysis) this answer met the requirements of Level 2 as there is some understanding of why each discovery is important, and some development and organisation of material. This explanation is very general and is not developed towards the conceptual focus of the question, i.e. the most significant development.

For AO1 (knowledge and understanding) this answer reaches Level 2. There is some relevant and accurate information on both of the stimulus points: Germ Theory and DNA. The factual knowledge provided is more specific on DNA.

The AO2 judgement provided is stated in the introduction and the conclusion but it is confused. The student may think that Pasteur's Germ Theory led to the identification of specific microbes that cause disease and then led to the study of DNA and identification of genetic conditions, but this is incorrect. The answer asserts a judgement, but it is insecure, which fits the descriptor for Level 2.

For all three strands, then, this answer meets the requirements of Level 2. But it does not go beyond the two stimulus points, and so, like any answers in Level 2 that do not go beyond the stimulus material, it can only reach a maximum of 7 marks.

Student B (Medicine)

I ~~Partially~~ ^{Partially} ~~mainly~~ agree with the statement 'In the years 1800- present the work of Pasteur has the most significant development in understanding the causes of illness' as Pasteur's Germ theory revolutionised the understanding ~~how~~ of how diseases were caused.

One reason why I agree Pasteur's work is the most significant development is Germ theory. Pasteur's Germ theory in ~~1861~~ ¹⁸⁶¹ disproved ideas such as miasma which had been thought to be the ~~for~~ ^{cause} for hundreds of years and was one of the main things people thought to cause illness. However despite proving the existence of germs Pasteur had no way of proving which ones caused each illness which slightly limits his ~~at~~ work as being the most significant development.

~~A reason~~ The work of Robert Koch may be seen as a bigger development as he was able to identify which germs

caused which illness. For example he identified which ~~germs~~ ^{germs} caused cholera, tuberculosis and many more. This makes ~~his~~ his work a ~~bigger~~ ^{more} significant discovery as he was able to start identifying diseases by germs rather than symptoms like had ~~been~~ ^{been} done in the past. His work was ~~also~~ ^{also} highly

Significant as he proved the work of the likes of John Snow who identified water caused cholera but had no idea why. However whilst he knew of Louis Pasteur, how could he have made any of these discoveries so it can be argued Pasteur was his still more significant.

The ~~biggest~~ most significant increase in understanding causes of disease was discovery of DNA. The discovery of DNA and the mapping of the human genome by Crick and Watson allowed us to understand how we diseases could be inherited through genes rather than through germs. They also were able to compare Peoples DNA and find mismatches in ~~the~~ genes which could be linked to how disease was caused. This allowed people to understand the diseases

they may ~~be~~ have inherited through their DNA and allow them to be screened for illnesses they may experience.

Overall, I partially agree the work of Pasteur was the most significant increase in understanding of spreading of disease as he discovered germs and disproved many old theories such as miasma. But the work of Koch to identify specific diseases and the use of more modern technology by Crick and Watson to map the human genome in order to be able to link disease to certain genes and gene mismatches were much more significant developments in understanding what caused disease.



Examiner commentary

Level 4 – 15 marks

For AO2 (analysis) this answer reaches Level 4. The analysis is sustained at the conceptual focus of the question throughout the answer.

For AO1 (knowledge and understanding) this answer reaches Level 4. The knowledge provided is accurate and relevant. The knowledge can be considered wide ranging as they have covered three aspects of content and they have covered the full time period of the question: both the 19th and 20th centuries.

The AO2 judgement is Level 3. An overall judgement has been given, with some of the justification left implicit. The judgement provided of '*partially agree*' is sustained throughout the question.

Overall, a best-fit approach meant that the answer was awarded a mark in the middle of Level 4.

Question (Warfare)

- 5 'The role played by the commander was the most important factor affecting the outcome of a battle in the years c1250–c1500.'

How far do you agree? Explain your answer.

(16)

You **may** use the following in your answer:

- Edward I
- the longbow

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

Student A (Warfare)

The role of the Commander was partially one of the most important factors in the outcome of battles in the period 1250–1500.

The battle of Falkirk was ~~an~~ ^{one} of the key moments in the ~~was~~ ^{was} for Scottish Independence as King Edward I commanded the English army against William Wallace and won. The absence of the Scottish lords' support and cavalry led to William Wallace's downfall as he did not have his army's flanks covered and ~~was~~ ^{was} on a lower bit of ground unlike the ~~both~~ English.

The ~~the~~ Longbow played a key part in the armies and ~~battles~~ ^{battles} of the period 1250–~~to~~ 1500, as it could be fired 15 times per minute and ~~can~~ ^{could} pierce the armour of a knight from several hundred metres away.

The battle of Agincourt is a good ~~exam~~ example of leadership and strategy. Henry ~~the~~ V placed archers on the sides of the battlefront so that if the French retreated they could be fired upon also the land in between. Henry and the French were similar to the ~~land~~ ^{trenches} of WWI so it would slow the French down.

In conclusion, the role of the Commander is ~~an~~ very important but there are other things that can contribute to a victory.



Examiner commentary

Level 2 – 8 marks

The answer starts with a description of the Battle of Falkirk and, although it gives a reason for Wallace's defeat, this is not linked to the question about the importance of the role of the commander. A statement is made about the importance of the longbow in battle but again, without being linked to the question.

The next section on the Battle of Agincourt says that this is a good example of leadership and strategy, followed by details about the battle. The conclusion then asserts that the role of the commander is important but that other factors also contribute to victory.

This answer tends to describe aspects of battles, leaving the analysis and link to the question implicit. The importance of the role of the commander is not examined. The analysis (AO2) is Level 2. When assessing AO1, the supporting detail is valid, but it fits the Level 2 description of 'some knowledge and understanding' rather than the Level 3 description of 'good knowledge and understanding'. A judgement (AO2) is given but with little justification – this again fits the Level 2 descriptor.

The answer has met all the descriptors for Level 2 and has gone beyond the stimulus points by covering three aspects of content and therefore it can be placed at the top of Level 2.

Student B (Warfare)

One example of the role played by a commander being the most important factor affecting the outcome of a battle in 1250-1500 was Edward I. In 1298, at the Battle of Falkirk, Edward I's tactics led the English to victory. Scottish Schiltrons had made it impossible for Edward to break through the English to break through the Scottish line so Edward made the decision to use his longbowmen to volley fire and break up the Scottish Schiltrons allowing the English Cavalry to break through and win. Therefore, the role of a commander can be seen as the most important factor affecting as Edward I made a unique decision in strategy the English could not have won without. Although the victory could be attributed to the English outnumbering the Scottish, England only had 12000 soldiers compared to the 10,000 Scottish soldiers so Edward can still be considered the most important factor for victory.

Another example of the role of a commander being the most important factor affecting the outcome of a battle is Henry V at the Battle of Agincourt. In 1415, on an expedition in France. The English were vastly outnumbered by the French with only 8,000 soldiers to 15000 soldiers and were being forced into a battle they would likely lose. However, Henry V's excellent positioning* placing his longbowmen behind a marsh, between two forests with ~~wooden~~ sharp wooden poles in front protected the English longbow men from cavalry and flanking leading to an English victory despite being highly outnumbered. Therefore Henry V

at Agincourt can be seen as a reason for the role of a captain being the most important factor affecting the outcome of a battle because his positioning and preparation led to England defeating the French despite having almost half the French troops.

However, it could be argued that the longbow was the reason for these victories. Longbows could fire 10-15 arrows a minute out of an effective range of 200 metres making them impossible to fight against. For example, at the Battle of Poitiers in 1356 an estimated 60,000 arrows a minute were fired at the French killing 40% of French knights. Despite this, the role of a commander can still be seen as the



most important factor affecting a battle's outcome as the initiative of a good captain and strategies would be required for longbows to have as great an impact as they did.

Overall, I strongly agree with the statement as a good captain ~~was~~ would be able to win a battle when all odds were against him like Henry V at the Battle of Agincourt and the decision ~~does~~ decision making of a ~~captain~~ good captain was necessary for powerful weapons to have such a strong impact like at the ~~Battle of~~ Battle of Falkirk and the Battle of Bunker's.

* and use of galling (placing longbowmen in trees), a very unusual strategy as it was considered by many to be unchivalrous.

Examiner commentary

Level 4 - 14 marks

The answer shows the importance of the leadership of Edward I when dealing with the Scottish schiltrons. It also shows a sense of evaluation in the comment, 'Although the victory could be attributed to the English outnumbering the Scottish, England only had 12,000 soldiers compared to the 10,000 Scottish soldiers, so Edward can still be considered the most important factor for victory'.

The answer then moves on to consider the importance of Henry V's leadership at Agincourt, when the English were 'vastly outnumbered and forced into a battle they would likely lose'. It identifies Henry's tactical deployment of his army as key to 'an English victory despite being highly outnumbered'.

Starting the next paragraph with 'However' clearly signals that an alternative view is about to be considered and this section discusses the importance of weapons. Specific details are given about the longbow and its impact in battle but the significance of this is shown to be weighed in the sentence 'Despite this...the initiative of a good captain...would be required for longbows to have as great an impact as they did.'

The conclusion is consistent with the line of reasoning in the answer. The quality of the analysis (AO2) is therefore Level 4. The supporting detail is good, covers three aspects of content, and has been selected to support the analysis, so AO1 (knowledge and understanding) is Level 4. However, although the detail has been well-selected to support the analysis, it is not enough to support the award of a high Level 4 mark. More explanation of the context would have strengthened the deployment of AO1, for example Wallace's use of schiltrons, a more thorough examination of Edward's tactics in exploiting the use of archers at Falkirk, or the way Henry V used the terrain at Agincourt to disadvantage the French cavalry. The criteria used to reach the judgement are valid. This answer was awarded a mark in mid Level 4.

Question (Migration)

5 'The experiences of migrants in England, in the period c1500–c1700, were positive.'

How far do you agree? Explain your answer.

(16)

You **may** use the following in your answer:

- Walloon migrants
- 'Evil May Day' (1517)

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

Student A (Migration)

The experiences of migrants ~~groups~~ such as the Walloons were positive. Under the reign of Elizabeth the first, the Walloons were invited by her majesty to help develop Canterbury. Many Walloons became wealthy business owners and specialised in silk production and clothing, ~~and~~ ^{and} weaving. Within years Canterbury became prosperous and the English community benefited for the development of Canterbury by the Walloon migrants. The Walloons were treated fairly by the English and were allowed to live in peace. ~~the empire~~

On the other hand, migrant groups such as the Huguenots faced poverty in some areas as some struggled to find work, many brought skills such as weaving but some were unskilled and struggled and struggled to find work with employers that rejected migrants. On 'Evil May day' in 1517 there was a migrant revolt and people torn down migrant businesses and threatened the migrants as 'aliens' which showed how the English viewed the migrants as outsiders. Some German migrants who set up businesses found that their businesses were burnt down. This shows

Some of the hostility towards migrants during the 16th century, 'Evil May day' presented the idea that migrants were not welcome.



In the 1560s, Flemish migrants settled in Sandwich due to being granted 'denizens' which allowed them to settle in England. ~~However~~ these migrants were initially greeted and welcomed by the English but in 1569 Queen Elizabeth the 1st and the locals of Sandwich passed a law that made the ~~migrants~~ Flemish only able to take jobs that could not be occupied by the English. This led to hostility between the English and the Flemish. ~~and~~ Eventually the Flemish migrants migrated to other towns and cities as they felt unwelcome and many fell into ~~poverty~~ poverty and hunger.

~~I disagree~~
~~I agree~~ migrants were experie

I ~~disagree~~ partially agree that the experiences of migrants were positive as migrants were mostly welcome provided they provided skills or helped contribute dramatically to towns and cities. Otherwise migrants were not welcome and the English reacted against them.

Examiner commentary

Level 3 - 12 marks

In terms of AO2, this answer shows some analysis and is focussed on the conceptual focus on the question: the experience of migrants. There is not, however, a coherent line of reasoning running throughout - each paragraph simply makes references to the experiences of migrants. For example, in the penultimate paragraph, Flemish migrants were 'initially greeted and welcomed...', followed by the comment that attitudes later became hostile. This means the answer reaches Level 3 for AO2, but not Level 4.

In terms of AO1, the answer goes beyond the stimulus points by referring to Flemish weavers in paragraph 1 and 3 (to illustrate both positive and negative experience), and the Huguenots in paragraph 2. As expected, considering the stimulus points of Walloon migrants and Evil May Day, there is good use of the case studies from the specification in the answer, but limited knowledge about the Huguenots and no explanation of why attitudes changed in Sandwich. The knowledge used is accurate and relevant and thus Level 3 is awarded for AO1, it is not precise enough for Level 4.

In the final paragraph a conclusion is given which makes a judgement, with some justification, for the second aspect of AO2. Overall, this answer exhibited Level 3 for all aspects and so was placed at the top of the level.

Student B (Migration)

Historians have argued that during the years 1500-1700, the experiences of migrants overall was negative. This is because the Jews, Gypsies, Palatiners, Africans and Indians all faced more negatives ~~hostility~~ ^{negatives} than positives. However, the Huguenots were a group of French Protestants who had a positive experience.

In 1570, the experiences of Flemish weavers in England ~~was~~ in the period 1500-1700 was positive at the beginning but then declined shortly after. This is because in 1570, Sandwich was declining as a town. As a result of this, they asked the government if they were able to invite Flemish weavers from the Low Countries. The government agreed, so in 1570, 25 Flemish families migrated to Britain. They helped boost the cloth trade and started to make new businesses. ~~Furthermore~~ ^{Overall}, they made Sandwich's economy prosper. However, the British people started to become hostile towards them. This was because they believed they were taking all of their jobs, ~~and starting~~ leaving them

with nothing. As a result of this a law was sent out that said ~~that~~ that the migrants could only work as bricklayers, carpenters, ~~beer~~ bakers and butchers. This shows that at first the Flemish weavers were welcomed but soon after their experiences changed due to jealousy.

^{African and Indian} Secondly, experiences of migrants in England was more negative than positive. This was because during the period 1500-1700, Africans and Indians were brought to Britain due to slavery. For example, Africans from India ~~was~~ were hired

by white British families to look after their children during their stay in India. However, some were taken back to Britain and were left alone as soon as they arrived. This meant that they would have to find work for themselves which was hard. Similarly, ^{also} lascars were brought to Britain and left alone. This resulted in some of them working in terrible conditions as navies, ~~for~~ for a lower wage than usual. During the years 1500-1700 having a 'African or Indian servant especially a child was seen as fashionable. This is because it suggested that their employers had a high status and the girl had a connection with the exotic ~~life~~ India. However, they were some British

people who tried to help them. For example, some women in 1700 organised a relief ^{committee} ~~committee~~ which helped feed and clothe ~~the~~ ^{the} orphans from India. In addition to this, they also helped the migrants find work. However, at the same time the relief committee tried to convince the orphans to convert to Christianity.

On the other hand ^{Huguenot} ~~the~~ ^{the} experiences of migrants in England, in the period 1500-1700 was ^{very} positive. Among one 1500 ~~the~~ Canterbury was also having the same issue as Sandwich. This was that their economy was falling and that they needed skilled people to help boost it again. This resulted in Huguenot migrants from France migrating to Britain. The Huguenots were very skilled weavers and they were able to introduce new ideas and patterns which helped boost the



economy. However, once again, the British people were worried about the Huguenots taking all their jobs, this created a bit of tension between the two groups. However, later on ~~the~~ the British people realised that the Huguenots were willing to teach their skills to them. As a result of this, the British became more welcoming and the Huguenots had 9 churches built by the late 1600s. Overall,

the Huguenots had a very positive experience.

However, during the period 1500-1700 the experiences of ~~the~~ Palatine migrants was not ideal. This was because in 1709 the government passed the Protestant Naturalisation Act, which stated that ~~any~~ foreign Protestants could migrate to Britain as long as they swore allegiance. This resulted in many German migrants ~~in called Palatines~~ migrating to Britain. At first the British were very welcoming as they set up tents for them. Furthermore, MPs and the public raised £20,000 for the Queen Ann Bolyne Trust Fund. However, the Palatine migrants did not have the weaving and manufacturing skills the Huguenots had. This resulted in ~~the~~ British being ^{public} afraid of them taking their jobs. As a result of this, the government came up with deportation. In 1710, 3000 Palatines were deported to Ireland. However, some died on the voyage and the ones who survived were killed by anti-migrant protestors.

Overall, the experiences of migrants between 1500-1700 was negative ~~for many people~~.



Examiner commentary

Level 4 – 15 marks

This answer is tightly focussed on the conceptual focus on the question, and so is Level 4 for the AO2 analysis strand. The introduction provides an outline to the question and begins the line of reasoning that can be seen throughout the answer. Particularly good examples can be seen in the second paragraph about Flemish weavers, in both the opening sentence and in the penultimate sentence of the first page *'However, the British people started to become hostile...'*

In terms of knowledge (AO1), accurate, wide ranging and relevant information is included, and it is used to address the question directly. In the third paragraph, for example, about African and Indian migrants, information is specific and includes detailed information. Some content is out of period, at the end of the third paragraph about the work to support Ayahs, for example, but the positive approach to marking means that mistakes are discounted but not penalised. As the question's end point is *circa* 1700 (and not 1700 exactly), the experience of the Palatines, well explored in the fifth paragraph, can be credited.

The mark scheme requires students to make a judgement for AO2, in this case about the overall nature of the migrant experience during this period. This answer does so in a conclusion, but as this is only one sentence, it is not considered a developed judgement. Thus, despite the strengths outlined above, this answer was placed near, but not at the top of Level 4.