Copyrighted Material

Edexcel

REVISE EDEXCEL GCSE (9–1)

History

MODEL ANSWER WORKBOOK

For the 9–1 exams

Pearson

Copyrighted Material

Edexcel

REVISE EDEXCEL GCSE (9–1)

History

MODEL ANSWER WORKBOOK

Series Consultant: Harry Smith

Author: Rob Bircher

Also available to support your revision:

Revise GCSE Study Skills Guide 9781447967071

The **Revise GCSE Study Skills Guide** is full of tried-and-trusted hints and tips for how to learn more effectively. It gives you techniques to help you achieve your best – throughout your GCSE studies and beyond!

Revise GCSE Revision Planner 9781447967828

The **Revise GCSE Revision Planner** helps you to plan and organise your time, step-by-step, throughout your GCSE revision. Use this book and wall chart to mastermind your revision.

For the full range of Pearson revision titles across KS2, KS3, GCSE, Functional Skills, AS/A Level and BTEC visit:
www.pearsonschools.co.uk/revise

Pearson

Copyrighted Material

Contents

1 About your exam
2 Command words and mark schemes
3 How to use this book

Paper 1

4 Sources A and B
5 Paper 1, Question 1
The British sector of the Western Front
7 Paper 1, Question 2(a)
The British sector of the Western Front
10 Paper 1, Question 2(b)
The British sector of the Western Front
12 Paper 1, Question 3
Medicine in Britain
15 Paper 1, Question 4
Medicine in Britain
18 Paper 1, Question 5
Medicine in Britain
21 Paper 1, Question 6
Medicine in Britain

Paper 2

24 Paper 2, Question 1
The American West
27 Paper 2, Question 2
The American West
30 Paper 2, Question 3
The American West
34 Paper 2, Question 1
Superpower relations and the Cold War
36 Paper 2, Question 2
Superpower relations and the Cold War
39 Paper 2, Question 3
Superpower relations and the Cold War
43 Paper 2, Question 5(a)
Early Elizabethan England
46 Paper 2, Question 5(b)
Early Elizabethan England
49 Paper 2, Question 5(c)(i)
Early Elizabethan England
53 Paper 2, Question 5(c)(ii)
Early Elizabethan England

Paper 3

57 Source C
57 Paper 3, Question 1
Weimar and Nazi Germany
58 Source D
59 Paper 3, Question 2
Weimar and Nazi Germany
62 Paper 3, Question 3(a)
Weimar and Nazi Germany
65 Paper 3, Question 3(b)
Weimar and Nazi Germany
68 Paper 3, Question 3(c)
Weimar and Nazi Germany
71 Paper 3, Question 3(d)
Weimar and Nazi Germany
74 Sources E and F
75 Interpretations 1 and 2

76 Answers

A small bit of small print:
Edexcel publishes Sample Assessment Material and the Specification on its website. This is the official content and this book should be used in conjunction with it. The questions have been written to help you practise every topic in the book. Remember: the real exam questions may not look like this.

Copyrighted Material

About your exam

Your Edexcel (9–1) History GCSE comprises **three exam papers**.

Paper 1
Thematic study and historic environment

One option from this list:

- Crime and punishment in Britain, c1000–present *and* Whitechapel, c1870–c1900: crime policing and the inner city
- *Medicine in Britain, c1250–present *and* The British sector of the Western Front, 1914–18: injuries, treatment and the trenches
- Warfare and British society, c1250–present *and* London and the Second World War, 1939–45

This paper is...

written | 1 hour 15 minutes | worth 52 marks | 30% of the total

Paper 2
Period study and British depth study

One British depth study:

- Anglo-Saxon and Norman England, c1060–88
- The reigns of King Richard I and King John, 1189–1216
- Henry VIII and his minsters, 1509–40
- *Early Elizabethan England, 1558–88

And one period study:

- Spain and the 'New World', c1490–c1555
- British America, 1713–83: empire and revolution
- *The American West, c1835–c1895
- *Superpower relations and the Cold War, 1941–91
- Conflict in the Middle East, 1945–95

This paper is...

written | 1 hour 45 minutes | worth 64 marks | 40% of the total

Paper 3
Modern depth study

One of:

- Russia and the Soviet Union, 1917–41
- *Weimar and Nazi Germany, 1918–39
- Mao's China, 1945–76
- The USA, 1954–75: conflict and home and abroad

This paper is...

written | 1 hour 20 minutes | worth 52 marks | 30% of the total

*options covered in this book

Edexcel GCSE (9–1) History is not tiered. This means that all students will sit the same exam papers and will have access to the full range of grades.

Copyrighted Material

Command words and mark schemes

Understanding command words

A command word tells you how you should answer a question. Here is an introduction to the most common command words in Edexcel (9–1) GCSE History and some tips on how to answer questions that use them.

Describe
Give the characteristics of something. If you are asked, as in Paper 1, Question 1, to describe two key features, don't waste time explaining your answer in unnecessary detail.

Suggest
Give a possible reason for, or opinion of, something. In Paper 3, Question 3(c), you will need to offer a reason why interpretations may differ and then explain how you've arrived at that reason.

Analyse
Break down the elements of a piece of information and explore their significance in detail. In Paper 2, Question 2, this command word is part of the question stem 'Write a narrative account analysing…'. You should aim to make connections between your points and organise your answer into a logical structure.

Explain
Give reasons why or how. Sometimes, you need to arrive at a judgement, such as in Paper 1, Questions 5 and 6, where you need to explain to what extent you agree with the statement given.

Give
State something. Paper 3, Question 1 asks you to give two things you can infer from a source. You don't have to explain your inference, but you will get a mark for identifying the information in the source that supports your inference.

Understanding mark schemes

Mark schemes tell you what the marker is looking for in your answer. Throughout this book, you will be introduced to using mark schemes alongside exam-style answers. Here are some of the things to look out for.

Mark schemes for short answers

Your answer doesn't need to match these points word-for-word, but it needs to have the same message and use the correct vocabulary. Depending on the question, there may be other possible answers too.

The number in brackets tells you how each mark is awarded.

Question	
1	Describe **two** features of casualty clearing stations on the Western Front. **Target:** knowledge of key features and characteristics of the period. **AO1:** 4 marks.
Marking instructions	
Award 1 mark for identifying a valid feature up to a maximum of two marks. Award 1 mark for supporting information for each feature. e.g. • Casualty clearing stations were part of the casualty evacuation chain **(1)**. They were further back from the front line than aid posts and field ambulances **(1)**. • Injured men did not stay at casualty clearing stations for very long **(1)**. The aim was usually to get them to the point where they could be evacuated to a base hospital **(1)**.	

Mark schemes for extended answers

Extended answers are given a level first. Then to award a mark, you need to decide whether the answer is at the top or bottom end of that level.

Level	Mark	Descriptor
2	3–4	• The student explains a similarity by analysing features of the period. [AO2] • Good knowledge and understanding of the period is shown, and the comparison is supported with specific information about the topic. [AO1]
1	1–2	• The student offers a simple or generalised comment about a similarity. [AO2] • Limited knowledge and understanding of the period is shown through generalised information about the topic. [AO1]
	0	No rewardable content.

When you are confident using the extended answer mark schemes in this book, have a look at those on the exam board's website. They contain lots of extra marking information to help you work out what a good answer looks like.

Copyrighted Material

How to use this book

In this book, you will familiarise yourself with the Edexcel (9–1) History GCSE by engaging with exam-style questions, answers and mark schemes. Doing so means you will know exactly what to expect in the exam and, just as importantly, what will be expected of you.

Medicine in Britain

Paper 1, Question 3

Mark the answer

1 Draw lines to connect the marker's comments to the relevant parts of the answer. One has been done for you.

3 Explain **one** way in which ideas about the causes of illness were similar in the fourteenth and seventeenth centuries.

(Total for Question 3 = 4 marks)

In the 14th century ideas about why people became ill were based on the theory of the Four Humours. In the 17th century ideas about the causes of illness had not really changed – the theory of the Four Humours was still important. In this theory, the Four Humours were blood, phlegm, yellow bile and black bile. According to the theory, if the mix of the Four Humours was not balanced in a person, they would become ill. In both the 14th and the 17th centuries, doctors trained by reading the works of Galen. Because the Church approved of Galen, it was very difficult to challenge his ideas, which explains why there was little change in ideas about the causes of illness.

The student has identified a valid similarity.

The student has focused on describing an idea, instead of using their knowledge to explain how the ideas in the two periods were similar.

This reads like a second similarity: the student should have explained how Galen and the theory of the Four Humours are linked.

This is a good explanation of the similarity.

Thinking about how you would mark your answer is a good way to see where you can make improvements – I used this technique a lot when I was revising.

2 Use the mark scheme below to assign a mark to the answer. Explain your decision.

Level	Mark	Descriptor
2	3–4	• The student explains a similarity by analysing features of the period. [AO2] • Good knowledge and understanding of the period is shown, and the comparison is supported with specific information about the topic. [AO1]
1	1–2	• The student offers a simple or generalised comment about a similarity. [AO2] • Limited knowledge and understanding of the period is shown through generalised information about the topic. [AO1]
	0	No rewardable content.

I would award the answer ..... out of 4 marks because .....

An answer that does not have any AO2 qualities cannot be awarded more than 2 marks, even if it shows really good AO1 knowledge and understanding.

Each activity type asks you to engage with an exam-style question in a different way. You can work your way from front to back or focus on pages that test the skills you need to improve.

Marker's comments tell you what a student has done well and what could be done better.

Real-life students have shared some of their tips and techniques for exam success.

Read the activity instructions carefully before you begin – it's good practice for the exams!

Mark schemes tell you what the marker is looking for. See page 2 for more information.

This stamp tells you the level of the student answer on the page. There are three levels of answer: Had a go, Nearly there and Nailed it!

Hints guide you in the right direction, from advice on tackling the question to guidance on structuring your answer.

Student answers are always written in red.

Answers to activities are written in blue. You can find them in the back of the book, starting on page 76. Answers provided in blue will be 'exemplar', which means they're examples of very strong answers.

You'll see this stamp on questions that have more than one correct answer. If you're not sure whether your answer is correct, use your Revision Guide or check with your teacher.

Paper 1, Question 3

Medicine in Britain

Improve the answer

1 Write an improved answer to the question below. Use the hints to make sure your answer is awarded 4 marks.

Nearly there

3 Explain **one** way in which doctors' training in Britain was different in the fourteenth and seventeenth centuries.

(Total for Question 3 = 4 marks)

In the 14th century, doctors trained by reading Galen. In the 17th century, although doctors still read Galen, some medical students did dissections.

Always read the question – if the question asks for one difference, don't waste time writing about similarities.

Hints

- You only need to write about **one** way in which the periods were **different**.
- As well as identifying a difference, you also need to use specific information to support the comparison between the two periods.

Suggested answer

In the 14th century, doctors trained by reading Galen because his Theory of Opposites and the theory of the Four Humours provided them with an understanding of how to treat people. One difference in the 17th century was that doctors' training became more practical: they observed and examined patients, rather than just reading about illnesses in books, and it became more acceptable for medical students to dissect human bodies.

2 Write an improved answer to the question below. Use the hints from the first activity to make sure your answer is awarded 4 marks.

Had a go

3 Explain **one** way in which approaches to preventing disease in Britain were different in the seventeenth and nineteenth centuries.

(Total for Question 3 = 4 marks)

In the 19th century, the Public Health Act (1875) made councils responsible for providing clean water, public toilets, rubbish removal, sewers and drains. Towns also appointed Health and Sanitary Officers and a Medical Officer for Health. This didn't happen in the 17th century.

Suggested answer

By 1875 the connection between diseases such as cholera and the water supply had been found, but in the 17th century this wasn't known. In the 17th century one approach to preventing the spread of disease was to order religious ceremonies to be held and for people to fast and pray. This was because people believed there was a strong link between contagious diseases and God being unhappy with them. In the 19th century, scientific and technological advances meant it was possible to prevent disease by improving sanitation in towns and cities and inspecting water supplies, to make sure people were getting clean water to drink.

13

Copyrighted Material

Sources A and B

Source A: Adapted from the diary of Dr Harvey Cushing, written on 6 June 1915. He was an operating surgeon who worked with the RAMC on the Western Front during the First World War.

> It was the same in all the C.C.S.s*. There was a great tent for reception, with rapid recording of patients — some to go on, some to remain, and of these a large quota [share of the men] to the pre-operation room for their turn, and others with chest wounds to their proper ward, or still others in critical shape to another place; and meanwhile an equally rapid evacuation takes place and a train is ready for 600 cases, and before they are off in come another 150, and why can't No. 11 take these, and No. 2 is overcrowded or another behind in its work.

* C.C.S. – casualty clearing station

Source B: From the memoirs of John Hayward, a surgeon at a casualty clearing station on the Western Front during the First World War. John Hayward wrote his memoirs after the war and they were published in 1930.

> "Resuss"* was a dreadful place. Here were sent the shocked and collapsed and dying cases, not able to stand as yet an operation, but which might be possible after the warming-up under cradles in heated beds or transfusion of blood. The effect of transfusion was in some cases miraculous. I have seen men already like corpses, blanched and collapsed, pulseless and with just perceptible breathing, within two hours of transfusion sitting up in bed smoking, and exchanging jokes before they went to the operating table.

*Resuss – the resuscitation tent

Remember – you can annotate the Source texts as much as you want. I found it helpful to underline key words and phrases.

Copyrighted Material

Improve the answer

1 Rewrite this part of the student's answer to achieve the highest possible mark. This part of the answer relates to Source A on page 4 only.

2 (a) **Study Sources A and B.**

How useful are Sources A and B for an enquiry into the way casualty clearing stations (CCS) treated injured men on the Western Front?

Explain your answer, using Sources A and B and your knowledge of the historical context. **(8)**

Had a go

There are some good points in this answer, but there is not enough detail.

Source A is useful because it describes the way that casualty clearing stations were divided up and that they were in tents. It also has information about how patients were evacuated once they had been treated: by train. It is useful because it a diary entry and shows it was stressful to work at a CCS.

Our teacher always told us to think about NOP for usefulness of sources: **N**ature, **O**rigin and **P**urpose.

Copyrighted Material

Mark the answer

1 Draw lines to connect the marker's comments to the relevant parts of the answer. One has been done for you. This part of the answer relates to Source B on page 4 only.

2 (a) **Study Sources A and B.**

How useful are Sources A and B for an enquiry into the way casualty clearing stations (CCS) treated injured men on the Western Front?

Explain your answer, using Sources A and B and your knowledge of the historical context. **(8)**

Source B is written by someone who was a surgeon at a casualty clearing station, which means it is a first-hand account by a medical expert. This means it is likely that his description is an accurate record of what he experienced, although his description is written in an emotional style rather than as a medical account. His memoir was published, which means it is likely he was not just writing down his memories for himself but was thinking about what other people might think as he was writing them.

Source B contains useful information about how this casualty clearing station worked, especially the information about 'resuss': the resuscitation tent. It tells us that heated beds were used to warm patients and about blood transfusions. The description of the effect of blood transfusion is very interesting and useful because it shows just how effective blood transfusion could be: 'the effect of transfusion was in some cases miraculous'. Many more transfusions were possible on the Western Front due to the development of better methods of storing blood.

This activity continues on page 9

Although NOP is useful for evaluating sources, I tended to focus on it too much. I wish I'd included more contextual knowledge in my answers – basically, what you already know about the topic.

This point about authorship of Source B is developed to make an inference about usefulness.

The student uses knowledge of historical context to support the point about usefulness.

This point about the nature and purpose of Source B is valid but should be developed more to consider what impact it has on the usefulness of the source.

The student has identified useful information from Source B about how this CCS treated injured men. However, the student should then have used contextual knowledge to say what it is about this information that is useful.

Copyrighted Material

Mark the answer

2 Use the mark scheme below to decide at which **level** the answer on page 8 is working.

Question	
2 (a)	How useful are Sources A and B for an enquiry into the way casualty clearing stations (CCS) treated injured men on the Western Front? **Target:** Analysis and evaluation of source utility. **AO3:** 8 marks.
Level	**Descriptor**
3	• Judgements about usefulness for the specific enquiry in the question are made, which take account of how provenance* affects the usefulness of the source content. Contextual knowledge is used in interpreting the source and making judgements about usefulness.
2	• Judgements about usefulness for the specific enquiry in the question are made. These judgements are supported by comments that are relevant to the sources. Contextual knowledge is used to support comments on the usefulness of the content of the sources and/or their provenance.
1	• A simple judgement is made about usefulness. Supporting comments about the content of the source or provenance are not really developed. The use of contextual knowledge is only limited.
0	No rewardable content.

*Provenance = nature, origin, purpose.

I would award the answer a level ..... because .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Remember that a source doesn't have to be written down. It could be a cartoon, a photograph, a poster, a painting, an advert, or an object such as a coin or a postcard.

Copyrighted Material

Complete the answer

1 Complete the student's answer so that it would be awarded 4 marks.

1 Describe **two** features of the underground hospital at Arras.

(Total for Question 1 = 4 marks)

Two features have been identified. The question asks you to 'describe' the features, so now you need to add supporting detail to both to get full marks.

Nearly there

Feature 1: The hospital was located in tunnels underneath the town of Arras.

Feature 2: The underground hospital was large and well supplied.

I wish I'd known you only have to say what each feature is and then find some supporting detail. I wrote about all the features I found, but that meant less time to answer Questions 2(a) and (b), and no extra marks!

2 Complete the student's answer so that it would be awarded 4 marks.

1 Describe **two** features of medical workers on the Western Front.

(Total for Question 1 = 4 marks)

Hint

- This time the supporting detail has been provided, so now you need to identify the feature being described.

When I was revising for this paper, I made lists of features for all the main topics, for example, the trench system, the transport system, the different sorts of medical conditions, the stages of treatment, etc. It really helped to answer Question 1.

Nearly there

Feature 1:

There were around 3000 army medical workers in 1914, and this figure increased to around 13 000 by 1918.

Feature 2:

Volunteers were mostly used to drive ambulances and for cooking and cleaning.

Copyrighted Material

Mark the answer

1 Draw lines to connect the marker's comments to the relevant parts of the answer. One has been done for you.

1 Describe **two** features of casualty clearing stations on the Western Front.

(Total for Question 1 = 4 marks)

Feature 1: They were a long way away from the front line, which was the line where soldiers were closest to the enemy.

Feature 2: The priority at a CCS was treating men with life-threatening injuries who still had a chance of survival. This was done through a special system where medical workers identified which men were beyond help and which ones could survive.

This is a correct feature, although the answer should be more specific, e.g. they were located several miles from the front line.

The student uses knowledge to provide good supporting information for this feature.

A valid feature is identified and the student clearly shows good knowledge of the period.

This supporting information is not relevant because it is not describing a feature of casualty clearing stations.

2 Use the mark scheme below to assign a mark to the answer. Explain your decision.

Question	
1	Describe **two** features of casualty clearing stations on the Western Front. **Target:** knowledge of key features and characteristics of the period. **AO1:** 4 marks.
Marking instructions	
Award 1 mark for identifying a valid feature up to a maximum of two marks. Award 1 mark for supporting information for each feature. e.g. • Casualty clearing stations were part of the casualty evacuation chain **(1)**. They were further back from the front line than aid posts and field ambulances **(1)**. • Injured men did not stay at casualty clearing stations for very long **(1)**. The aim was usually to get them to the point where they could be evacuated to a base hospital **(1)**.	

I would award Feature 1 out of 2 marks because .....

.....

.....

I would award Feature 2 out of 2 marks because .....

.....

.....

Copyrighted Material

Find the answer

1 Use the marking instructions below to find the answer that would **not** be awarded the mark.

2 (b) **Study Source B.**

How could you follow up Source B to find out more about the way casualty clearing stations treated injured men on the Western Front? **(4)**

Detail in Source B that I would follow up:

A 'The effect of transfusion was in some cases miraculous.'

B '"Resuss" was a dreadful place.'

C 'an equally rapid evacuation takes place'

D 'the warming-up under cradles in heated beds'

When you are picking the source detail you are going to use, sense-check that you can use it to answer all four parts of Question 2(b).

Marking instructions
Award 1 mark for choosing a detail in Source B that could be developed into a follow-up enquiry.

Answer would not get the mark because .....

.....

2 Look at this student's answer to the first part of the question.

Detail in Source B that I would follow up: 'The effect of transfusion was in some cases miraculous.'

Use the marking instructions to find the answer that would best link to this detail.

Question I would ask:

A Why did some soldiers need blood transfusions but not others?

B Were blood transfusions a new treatment?

C Did soldiers mind having blood transfusions?

D How often did casualty clearing stations use blood transfusions?

Marking instructions
Award 1 mark for a question which is linked to the detail in Source B that could form the basis of a follow-up enquiry.

Answer would get the mark because .....

.....

Copyrighted Material

Find the answer

1 Another student has answered the first two parts of a 2(b) question.

Detail in Source B that I would follow up: 'The effect of transfusion was in some cases miraculous.'

Question I would ask: How much blood did casualty clearing stations have stored for transfusions?

Use the marking instructions to find the best source to use to link to the above answers.

What type of source I could use:

A Army medical records about the amount of blood available to casualty clearing stations

B Newspaper reports about men who recovered after having blood transfusions

C Photographs of casualty clearing stations in action

Marking instructions
Award 1 mark for identifying an appropriate source to help answer the selected question.

Answer ..... would get the mark because .....

.....

2 Another student has written the following answers to part of a 2(b) question.

Question I would ask: What problems occurred with blood transfusions at casualty clearing stations?

What type of source I could use: Letters home by medical workers

Use the marking instructions to find the answer that would **not** be awarded the mark.

How this might help answer my question:

A The letters might record experiences of transfusions that went wrong.

B They might show that medical workers found transfusions difficult.

C The letters home might include graphs of the numbers of unsuccessful blood transfusion.

Marking instructions
Award 1 mark for a response that shows how the source could help answer the selected question.

Answer ..... would not get the mark because .....

.....

Copyrighted Material

Mark the answer

1 Draw lines to connect the marker's comments to the relevant parts of the answer. One has been done for you.

3 Explain **one** way in which ideas about the causes of illness were similar in the fourteenth and seventeenth centuries.

(Total for Question 3 = 4 marks)

In the 14th century ideas about why people became ill were based on the theory of the Four Humours. In the 17th century ideas about the causes of illness had not really changed – the theory of the Four Humours was still important. In this theory, the Four Humours were blood, phlegm, yellow bile and black bile. According to the theory, if the mix of the Four Humours was not balanced in a person, they would become ill.

In both the 14th and the 17th centuries, doctors trained by reading the works of Galen. Because the Church approved of Galen, it was very difficult to challenge his ideas, which explains why there was little change in ideas about the causes of illness.

The student has identified a valid similarity.

The student has focused on describing an idea, instead of using their knowledge to explain how the ideas in the two periods were similar.

This reads like a second similarity: the student should have explained how Galen and the theory of the Four Humours are linked.

This is a good explanation of the similarity.

Thinking about how you would mark your answer is a good way to see where you can make improvements – I used this technique a lot when I was revising.

2 Use the mark scheme below to assign a mark to the answer. Explain your decision.

Level	Mark	Descriptor
2	3–4	• The student explains a similarity by analysing features of the period. [AO2] • Good knowledge and understanding of the period is shown, and the comparison is supported with specific information about the topic. [AO1]
1	1–2	• The student offers a simple or generalised comment about a similarity. [AO2] • Limited knowledge and understanding of the period is shown through generalised information about the topic. [AO1]
	0	No rewardable content.

I would award the answer ..... out of 4 marks because .....

An answer that does not have any AO2 qualities cannot be awarded more than 2 marks, even if it shows really good AO1 knowledge and understanding.

Copyrighted Material

Improve the answer

1 Write an improved answer to the question below. Use the hints to make sure your answer is awarded 4 marks.

3 Explain **one** way in which doctors' training in Britain was different in the fourteenth and seventeenth centuries.

(Total for Question 3 = 4 marks)

Nearly there

In the 14th century, doctors trained by reading Galen. In the 17th century, although doctors still read Galen, some medical students did dissections.

Always read the question – if the question asks for one difference, don't waste time writing about similarities.

Hints

- You only need to write about **one** way in which the periods were **different**.
- As well as identifying a difference, you also need to use specific information to support the comparison between the two periods.

2 Write an improved answer to the question below. Use the hints from the first activity to make sure your answer is awarded 4 marks.

3 Explain **one** way in which approaches to preventing disease in Britain were different in the seventeenth and nineteenth centuries.

(Total for Question 3 = 4 marks)

Had a go

In the 19th century, the Public Health Act (1875) made councils responsible for providing clean water, public toilets, rubbish removal, sewers and drains. Towns also appointed Health and Sanitary Officers and a Medical Officer for Health. This didn't happen in the 17th century.

Copyrighted Material

Complete the answer

1 Complete the student's answer so that it would be awarded 4 marks.

3 Explain **one** way in which hospital care in Britain was different in the fourteenth and nineteenth centuries.

(Total for Question 3 = 4 marks)

Hospital care in the 14th century was very religious

In the 19th century, hospitals were about treating ill people so they could recover

2 Complete the student's answer so that it would be awarded 4 marks.

3 Explain **one** way in which people's reactions to the plague in Britain were similar in the fourteenth and seventeenth centuries.

(Total for Question 3 = 4 marks)

People's reactions were based on religion

Another example of this similarity is that people in both centuries begged God for mercy

3 Complete the student's answer so that it would be awarded 4 marks.

3 Explain **one** way in which people's understanding of the causes of disease in Britain were different in the nineteenth and twentieth centuries.

(Total for Question 3 = 4 marks)

The discovery of the structure of DNA in 1953

This was different from understanding in the 19th century

Copyrighted Material

Find the answer

1 Find the **one** point of additional information that would help answer the question below. Choose **A**, **B**, **C** or **D**. Explain your choice.

4 Explain why there were changes in the treatment of infectious diseases in Britain in the period c1750–c1900.

You may use the following in your answer:
- Louis Pasteur's influence
- smallpox

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

Question 4 gives two stimulus points. In order to get more than 8 marks out of the 12 available, the student must also use information of their own.

(Total for Question 4 = 12 marks)

A Koch's identification of the microbes causing TB and causing cholera

B William Harvey and discoveries about the circulation of blood

C Alexander Fleming and the development of penicillin

D The work of Thomas Sydenham in improving diagnosis

You don't have to use both or either of the stimulus points provided on the exam paper. If you don't, you need to come up with something else just as good!

Answer ..... would be the correct choice because .....

.....

2 Find the **one** point of additional information that would help answer the question below. Choose **A**, **B**, **C** or **D**. Explain your choice.

4 Explain why surgery changed so rapidly in Britain in the nineteenth century.

You may use the following in your answer:
- James Simpson
- hygiene

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

(Total for Question 4 = 12 marks)

A The use of chloroform in operations, e.g. Queen Victoria in 1853

B John Hunter's detailed dissections, improving knowledge of anatomy

C Lister's development of carbolic acid as an antiseptic

D The development of sodium citrate to help store blood for transfusion

Answer ..... would be the correct choice because .....

.....

.....

Copyrighted Material

Where an example answer is given, this is not necessarily the only correct response. In most cases, there is a range of responses that can gain full marks.

In questions that have more than one correct answer, you will see the **Suggested answer** stamp.

Paper 1, Question 1 | The British sector of the Western Front

Complete the answer

1 Complete the student's answer so that it would be awarded 4 marks.

1 Describe **two** features of the underground hospital at Arras.

(Total for Question 1 = 4 marks)

Two features have been identified. The question asks you to 'describe' the features, so now you need to add supporting detail to both to get full marks.

Nearly there

Suggested answer

Feature 1: The hospital was located in tunnels underneath the town of Arras. British and New Zealand miners had linked existing tunnels to create a secret underground network where 25 000 soldiers could live.

Feature 2: The underground hospital was large and well supplied. There were 700 beds in the hospital and it had an electricity supply, water supply, an operating theatre and a mortuary.

I wish I'd known you only have to say what each feature is and then find some supporting detail. I wrote about all the features I found, but that meant less time to answer Questions 2(a) and (b), and no extra marks!

2 Complete the student's answer so that it would be awarded 4 marks.

1 Describe **two** features of medical workers on the Western Front.

(Total for Question 1 = 4 marks)

Hint
- This time the supporting detail has been provided, so now you need to identify the feature being described.

When I was revising for this paper, I made lists of features for all the main topics, for example, the trench system, the transport system, the different sorts of medical conditions, the stages of treatment, etc. It really helped to answer Question 1.

Nearly there

Suggested answer

Feature 1: At first, all medical workers on the Western Front were from the Royal Army Medical Corps (RAMC). There were around 3000 army medical workers in 1914, and this figure increased to around 13 000 by 1918.

Feature 2: Later, volunteer medical workers were allowed, including First Aid Nursing Yeomanry (FANY). Volunteers were mostly used to drive ambulances and for cooking and cleaning.

5

The British sector of the Western Front | Paper 1, Question 1

Mark the answer

1 Draw lines to connect the marker's comments to the relevant parts of the answer. One has been done for you.

1 Describe **two** features of casualty clearing stations on the Western Front.

(Total for Question 1 = 4 marks)

Feature 1: They were a long way away from the front line, which was the line where soldiers were closest to the enemy.

Feature 2: The priority at a CCS was treating men with life-threatening injuries who still had a chance of survival. This was done through a special system where medical workers identified which men were beyond help and which ones could survive.

This is a correct feature, although the answer should be more specific, e.g. they were located several miles from the front line.

The student uses knowledge to provide good supporting information for this feature.

A valid feature is identified and the student clearly shows good knowledge of the period.

This supporting information is not relevant because it is not describing a feature of casualty clearing stations.

2 Use the mark scheme below to assign a mark to the answer. Explain your decision.

Question	
1	Describe **two** features of casualty clearing stations on the Western Front. **Target:** knowledge of key features and characteristics of the period. **AO1:** 4 marks.
Marking instructions	
Award 1 mark for identifying a valid feature up to a maximum of two marks. Award 1 mark for supporting information for each feature. e.g. • Casualty clearing stations were part of the casualty evacuation chain **(1)**. They were further back from the front line than aid posts and field ambulances **(1)**. • Injured men did not stay at casualty clearing stations for very long **(1)**. The aim was usually to get them to the point where they could be evacuated to a base hospital **(1)**.	

I would award Feature 1 1 out of 2 marks because although a valid feature is just about identified, there is no supporting information.

I would award Feature 2 2 out of 2 marks because a valid feature is given and supported with detailed information that shows very good knowledge of the period.

6

Paper 1, Question 2(a) | The British sector of the Western Front

Improve the answer

1 Rewrite this part of the student's answer to achieve the highest possible mark. This part of the answer relates to Source A on page 4 only.

2 (a) **Study Sources A and B.**
How useful are Sources A and B for an enquiry into the way casualty clearing stations (CCS) treated injured men on the Western Front?
Explain your answer, using Sources A and B and your knowledge of the historical context. **(8)**

There are some good points in this answer, but there is not enough detail.

Had a go

Source A is useful because it describes the way that casualty clearing stations were divided up and that they were in tents. It also has information about how patients were evacuated once they had been treated: by train. It is useful because it a diary entry and shows it was stressful to work at a CCS.

Suggested answer

Source A describes the way casualty clearing stations were divided into different areas, called wards by the author, for example a reception area and an area for those 'in critical shape'. The reception area was used to triage men to prioritise treatment, and Source A provides useful information about the way this triaging was done rapidly and that in this case a large number of men went to the pre-operation tent. This is where men brought in on stretchers were prepared for operations.
Source A also has useful information about the way patients were evacuated from this casualty clearing station by train, which meant that large numbers of men could be processed through the CCS: in this case 600 men at once. Casualty clearing stations were often close to railway stations, which made it easier to move large numbers of men back to base hospitals (which were often near ports so men could be evacuated home).
Source A suggests that processing injured men could be stressful during a battle when it says 'in come another 150 [men], and why can't No. 11 [CCS] take these, and … [another CCS is] behind in its work'. There was a huge amount of pressure and different CCSs did not always feel it was fair that they had more men to treat than others. Because this is a diary entry it should provide quite reliable evidence of how stressful it was to work at a CCS, if the diary was written soon after the events it describes.

Our teacher always told us to think about NOP for usefulness of sources: **N**ature, **O**rigin and **P**urpose.

7

Copyrighted Material

The British sector of the Western Front | Paper 1, Question 2(a)

Mark the answer

1 Draw lines to connect the marker's comments to the relevant parts of the answer. One has been done for you. This part of the answer relates to Source B on page 4 only.

2 (a) **Study Sources A and B.**
How useful are Sources A and B for an enquiry into the way casualty clearing stations (CCS) treated injured men on the Western Front?
Explain your answer, using Sources A and B and your knowledge of the historical context. **(8)**

Source B is written by someone who was a surgeon at a casualty clearing station, which means it is a first-hand account by a medical expert. This means it is likely that his description is an accurate record of what he experienced, although his description is written in an emotional style rather than as a medical account. His memoir was published, which means it is likely he was not just writing down his memories for himself but was thinking about what other people might think as he was writing them.

Source B contains useful information about how this casualty clearing station worked, especially the information about 'resuss': the resuscitation tent. It tells us that heated beds were used to warm patients and about blood transfusions. The description of the effect of blood transfusion is very interesting and useful because it shows just how effective blood transfusion could be: 'the effect of transfusion was in some cases miraculous'. Many more transfusions were possible on the Western Front due to the development of better methods of storing blood.

Although NOP is useful for evaluating sources, I tended to focus on it too much. I wish I'd included more contextual knowledge in my answers – basically, what you already know about the topic.

This point about authorship of Source B is developed to make an inference about usefulness.

The student uses knowledge of historical context to support the point about usefulness.

This point about the nature and purpose of Source B is valid but should be developed more to consider what impact it has on the usefulness of the source.

The student has identified useful information from Source B about how this CCS treated injured men. However, the student should then have used contextual knowledge to say what it is about this information that is useful.

This activity continues on page 9

Paper 1, Question 2(a) | The British sector of the Western Front

Mark the answer

2 Use the mark scheme below to decide at which **level** the answer on page 8 is working.

Question	
2 (a)	How useful are Sources A and B for an enquiry into the way casualty clearing stations (CCS) treated injured men on the Western Front? **Target:** Analysis and evaluation of source utility. **AO3:** 8 marks.
Level	**Descriptor**
3	• Judgements about usefulness for the specific enquiry in the question are made, which take account of how provenance* affects the usefulness of the source content. Contextual knowledge is used in interpreting the source and making judgements about usefulness.
2	• Judgements about usefulness for the specific enquiry in the question are made. These judgements are supported by comments that are relevant to the sources. Contextual knowledge is used to support comments on the usefulness of the content of the sources and/or their provenance.
1	• A simple judgement is made about usefulness. Supporting comments about the content of the source or provenance are not really developed. The use of contextual knowledge is only limited.
0	No rewardable content.

*Provenance = nature, origin, purpose.

Suggested answer

I would award the answer a level 3 because although there are sometimes points where the student needs to develop their analysis further to back up their judgement about usefulness, the answer does provide this analysis in other areas. The answer uses contextual knowledge (e.g. about blood transfusions) in interpreting the source. The answer also considers provenance (looking at both the nature of the source and its purpose) when making judgements about how useful the source is. Finally, the points that are made about usefulness are all relevant to the specific enquiry of the question, which is an enquiry into the way casualty clearing stations (CCSs) treated injured men on the Western Front.

Remember that a source doesn't have to be written down. It could be a cartoon, a photograph, a poster, a painting, an advert, or an object such as a coin or a postcard.

The British sector of the Western Front | Paper 1, Question 2(b)

Find the answer

1 Use the marking instructions below to find the answer that would **not** be awarded the mark.

2 (b) **Study Source B.**
How could you follow up Source B to find out more about the way casualty clearing stations treated injured men on the Western Front? **(4)**

Detail in Source B that I would follow up:

A 'The effect of transfusion was in some cases miraculous.'

B '"Resuss" was a dreadful place.'

C 'an equally rapid evacuation takes place'

D 'the warming-up under cradles in heated beds'

When you are picking the source detail you are going to use, sense-check that you can use it to answer all four parts of Question 2(b).

Marking instructions
Award 1 mark for choosing a detail in Source B that could be developed into a follow-up enquiry.

Answer C would not get the mark because it comes from Source A, not from Source B.

2 Look at this student's answer to the first part of the question.

Detail in Source B that I would follow up: 'The effect of transfusion was in some cases miraculous.'

Use the marking instructions to find the answer that would best link to this detail.

Question I would ask:

A Why did some soldiers need blood transfusions but not others?

B Were blood transfusions a new treatment?

C Did soldiers mind having blood transfusions?

D How often did casualty clearing stations use blood transfusions?

Marking instructions
Award 1 mark for a question which is linked to the detail in Source B that could form the basis of a follow-up enquiry.

Answer D would get the mark because it is the answer that has the clearest link to the enquiry, which is about the way that casualty clearing stations worked.

Paper 1, Question 2(b) | The British sector of the Western Front

Find the answer

1 Another student has answered the first two parts of a 2(b) question.

Detail in Source B that I would follow up: 'The effect of transfusion was in some cases miraculous.'
Question I would ask: How much blood did casualty clearing stations have stored for transfusions?

Use the marking instructions to find the best source to use to link to the above answers.

What type of source I could use:

A Army medical records about the amount of blood available to casualty clearing stations

B Newspaper reports about men who recovered after having blood transfusions

C Photographs of casualty clearing stations in action

Marking instructions
Award 1 mark for identifying an appropriate source to help answer the selected question.

Answer A would get the mark because this source is most likely to record facts and figures about how much blood was stored.

2 Another student has written the following answers to part of a 2(b) question.

Question I would ask: What problems occurred with blood transfusions at casualty clearing stations?
What type of source I could use: Letters home by medical workers

Use the marking instructions to find the answer that would **not** be awarded the mark.

How this might help answer my question:

A The letters might record experiences of transfusions that went wrong.

B They might show that medical workers found transfusions difficult.

C The letters home might include graphs of the numbers of unsuccessful blood transfusion.

Marking instructions
Award 1 mark for a response that shows how the source could help answer the selected question.

Answer C would not get the mark because it is unlikely that letters home would include statistical information like this, which is more likely to be found in army medical records.

Copyrighted Material

Medicine in Britain | Paper 1, Question 3

Mark the answer

1 Draw lines to connect the marker's comments to the relevant parts of the answer. One has been done for you.

3 Explain **one** way in which ideas about the causes of illness were similar in the fourteenth and seventeenth centuries.

(Total for Question 3 = 4 marks)

In the 14th century ideas about why people became ill were based on the theory of the Four Humours. In the 17th century ideas about the causes of illness had not really changed – the theory of the Four Humours was still important. In this theory, the Four Humours were blood, phlegm, yellow bile and black bile. According to the theory, if the mix of the Four Humours was not balanced in a person, they would become ill. In both the 14th and the 17th centuries, doctors trained by reading the works of Galen. Because the Church approved of Galen, it was very difficult to challenge his ideas, which explains why there was little change in ideas about the causes of illness.

- The student has identified a valid similarity.
- The student has focused on describing an idea, instead of using their knowledge to explain how the ideas in the two periods were similar.
- This reads like a second similarity: the student should have explained how Galen and the theory of the Four Humours are linked.
- This is a good explanation of the similarity.

Thinking about how you would mark your answer is a good way to see where you can make improvements – I used this technique a lot when I was revising.

2 Use the mark scheme below to assign a mark to the answer. Explain your decision.

Level	Mark	Descriptor
2	3–4	• The student explains a similarity by analysing features of the period. [AO2] • Good knowledge and understanding of the period is shown, and the comparison is supported with specific information about the topic. [AO1]
1	1–2	• The student offers a simple or generalised comment about a similarity. [AO2] • Limited knowledge and understanding of the period is shown through generalised information about the topic. [AO1]
	0	No rewardable content.

Suggested answer

I would award the answer 3 out of 4 marks because although the answer wastes time by describing the theory of the Four Humours when this isn't needed, it does use good knowledge of the periods to explain a similarity. If Galen and the Four Humours had been linked better, I'd have awarded the answer 4 marks.

An answer that does not have any AO2 qualities cannot be awarded more than 2 marks, even if it shows really good AO1 knowledge and understanding.

Paper 1, Question 3 | Medicine in Britain

Improve the answer

1 Write an improved answer to the question below. Use the hints to make sure your answer is awarded 4 marks.

3 Explain **one** way in which doctors' training in Britain was different in the fourteenth and seventeenth centuries.

(Total for Question 3 = 4 marks)

Nearly there

In the 14th century, doctors trained by reading Galen. In the 17th century, although doctors still read Galen, some medical students did dissections.

Always read the question – if the question asks for one difference, don't waste time writing about similarities.

Hints

- You only need to write about **one** way in which the periods were **different**.
- As well as identifying a difference, you also need to use specific information to support the comparison between the two periods.

Suggested answer

In the 14th century, doctors trained by reading Galen because his Theory of Opposites and the theory of the Four Humours provided them with an understanding of how to treat people. One difference in the 17th century was that doctors' training became more practical: they observed and examined patients, rather than just reading about illnesses in books, and it became more acceptable for medical students to dissect human bodies.

2 Write an improved answer to the question below. Use the hints from the first activity to make sure your answer is awarded 4 marks.

3 Explain **one** way in which approaches to preventing disease in Britain were different in the seventeenth and nineteenth centuries.

(Total for Question 3 = 4 marks)

Had a go

In the 19th century, the Public Health Act (1875) made councils responsible for providing clean water, public toilets, rubbish removal, sewers and drains. Towns also appointed Health and Sanitary Officers and a Medical Officer for Health. This didn't happen in the 17th century. By 1875 the connection between diseases such as cholera and the water supply had been found, but in the 17th century this wasn't known. In the 17th century one approach to preventing the spread of disease was to order religious ceremonies to be held and for people to fast and pray. This was because people believed there was a strong link between contagious diseases and God being unhappy with them. In the 19th century, scientific and technological advances meant it was possible to prevent disease by improving sanitation in towns and cities and inspecting water supplies, to make sure people were getting clean water to drink.

Suggested answer

Medicine in Britain | Paper 1, Question 3

Complete the answer

1 Complete the student's answer so that it would be awarded 4 marks.

3 Explain **one** way in which hospital care in Britain was different in the fourteenth and nineteenth centuries.

(Total for Question 3 = 4 marks)

Suggested answer

Hospital care in the 14th century was very religious and care for sick people was based on prayer and rest rather than medical treatment. Hospitals were run by monks and nuns rather than medical workers because Jesus had said that his followers should care for the sick.

In the 19th century, hospitals were about treating ill people so they could recover and this care was based on scientific understanding and professional training. Instead of being run by monks and nuns, 19th century hospitals were run by trained doctors and nurses.

2 Complete the student's answer so that it would be awarded 4 marks.

3 Explain **one** way in which people's reactions to the plague in Britain were similar in the fourteenth and seventeenth centuries.

(Total for Question 3 = 4 marks)

Suggested answer

People's reactions were based on religion, for example in both periods people responded to the plague by praying and fasting.

Another example of this similarity is that people in both centuries begged God for mercy: in the 14th century, people whipped themselves to show God how sorry they were and to ask for his mercy in saving them from the plague.

3 Complete the student's answer so that it would be awarded 4 marks.

3 Explain **one** way in which people's understanding of the causes of disease in Britain were different in the nineteenth and twentieth centuries.

(Total for Question 3 = 4 marks)

Suggested answer

The discovery of the structure of DNA in 1953 changed our understanding of how some diseases are caused by genetics, such as some cancers.

This was different from understanding in the 19th century because, although people understood that some diseases were passed from parents to children, there was no understanding of how this happened and how treatments could be developed for diseases with a genetic cause.

Paper 1, Question 4 | Medicine in Britain

Find the answer

1 Find the **one** point of additional information that would help answer the question below. Choose **A**, **B**, **C** or **D**. Explain your choice.

4 Explain why there were changes in the treatment of infectious diseases in Britain in the period c1750–c1900.

You may use the following in your answer:
- Louis Pasteur's influence
- smallpox

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

Question 4 gives two stimulus points. In order to get more than 8 marks out of the 12 available, the student must also use information of their own.

(Total for Question 4 = 12 marks)

A Koch's identification of the microbes causing TB and causing cholera

B William Harvey and discoveries about the circulation of blood

C Alexander Fleming and the development of penicillin

D The work of Thomas Sydenham in improving diagnosis

You don't have to use both or either of the stimulus points provided on the exam paper. If you don't, you need to come up with something else just as good!

Answer A would be the correct choice because the rest are in the wrong periods: Harvey and Sydenham were 17th century and Fleming was 20th century.

2 Find the **one** point of additional information that would help answer the question below. Choose **A**, **B**, **C** or **D**. Explain your choice.

4 Explain why surgery changed so rapidly in Britain in the nineteenth century.

You may use the following in your answer:
- James Simpson
- hygiene

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

(Total for Question 4 = 12 marks)

A The use of chloroform in operations, e.g. Queen Victoria in 1853

B John Hunter's detailed dissections, improving knowledge of anatomy

C Lister's development of carbolic acid as an antiseptic

D The development of sodium citrate to help store blood for transfusion

Answer C would be the correct choice because the first use of chloroform was by James Simpson, so this is repeating the first prompt; Hunter was in the 18th century; and sodium citrate was developed in the 20th century (in the US, not Britain).