



9-1 Paper 1 Walkthrough

Write your name here

Surname **Modica**

Other names **Mr**

Pearson Edexcel
GCSE (9-1)

Centre Number

00000

Candidate Number

1111

History

Paper 1: Thematic study and historic environment

Option 11: Medicine in Britain, c1250–present

**and The British sector of the Western Front,
1914–18: injuries, treatment and the trenches**

Sample assessment materials for first teaching
September 2016
Time: 1 hour 15 minutes

Paper Reference

1HI0/11

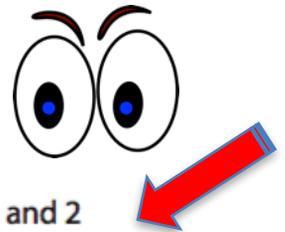
You must have:

Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer Questions 1 and 2 from Section A. From Section B, answer Questions 3 and 4 and then **EITHER** Question 5 **OR** Question 6.
- Answer the questions in the spaces provided
– *there may be more space than you need.*



Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.



SECTION A: The British sector of the Western Front, 1914–18:
injuries, treatment and the trenches

Answer Questions 1 and 2.



1 Describe two features of the support trench system on the Western Front.

Feature 1

Identify 1 key feature

Develop it with extra detail and knowledge

*“One key feature of... (words of the question) was.... This allowed...
... which meant that...”*

Feature 2

Identify a second key feature

Develop it with extra detail and knowledge

*“A second key feature of... (words of the question) was... This was
important because...”*



(Total for Question 1 = 4 marks)

5 Minutes on this Q

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

How useful are Sources A and B for an enquiry into the problems involved in performing operations on the Western Front?

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



Q's Focus

(8)

Annotate the sources in the booklet before you start your answer

Remember to consider the criteria:

Content of the source - what useful information do they give?

Provenance (NOP) - Evaluate the strength of the sources

CAT - How Comprehensive (full) is it? Accurate? Typical?

What can you infer from the sources?



In your answer, using the annotations from the sources:

Make judgements about the usefulness of EACH source giving clear reasons based on the content and provenance of the sources.

Make sure you include relevant own knowledge (this will help when discussing accuracy! Also CONTEXTUAL /Background knowledge

Be very clear when discussing STRENGTHS & LIMITATIONS of the sources (how / why they are useful & not useful)

Remember to stay focused on the actual question, don't just evaluate the sources generally, link them to the actual question's focus.

15 Minutes on this Q

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

How useful are Sources A and B for an enquiry into the problems involved in performing operations on the Western Front?

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

(8)

Types of things you might say in this question:

Strengths:

Source A is useful because it helps us understand...

We also learn that... I can infer from the source that...

Limitations / weaknesses:

However Source A has some limitations, it does not provide us with information on ... or evidence of...

When considering the provenance NOP:

Strengths:

NATURE: Source A is a ... The advantage of this is...

Limitations / weaknesses:

ORIGIN: However, we need to be careful about totally trusting the impression given in source A because it was written by...

who was not even at the battle so how could he know this...

PURPOSE: Source B was written to report on the injuries not to attack the government so probably wouldn't have negative...

Source B is very typical, many soldiers wrote diaries in the trenches...

Source A is quite accurate as it mentions ... which I know is true...

It's not very comprehensive though as it only talks about 1 battle, so...

DON'T forget to say how all of this makes the sources useful or not,

and make judgements on the best source, or best justification for your opinion

(b) **Study Source B.**



How could you follow up Source B to find out more about the problems involved in performing operations on the Western Front?

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

Q's Focus

Complete the table below.

Make sure all parts of your answer LINK together

(4)

Detail in Source B that I would follow up:

Make sure the detail you want to find out more about is linked to the focus of the question

"Quote" the detail from the source you're following up

Question I would ask:

The question you ask should be linked to the detail you've selected from the source and helping you stay focused on the enquiry question.

What type of source I could use:

Make sure you choose a source that will help with your question.

Examples

How this might help answer my question:

Explain the advantage of using this type of source over another type. What could it tell you to help answer your own question?

Different types of sources

National records

- National army records for individual soldiers
- National newspaper reports
- Government reports on aspects of the war
- Medical articles by doctors and nurses who took part in the war

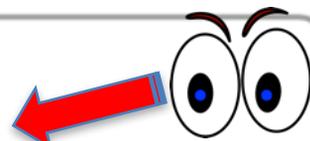
Local records

- Personal accounts of medical treatments by soldiers, doctors, nurses or others who were involved
- Photographs
- Hospital records
- Army statistics



5 Minutes on this Q

SECTION B: Medicine in Britain, c1250–present



Answer Questions 3 and 4. Then answer EITHER Question 5 OR 6.

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

Remember you only need ONE similarity or difference (make sure you notice if it is similarity or difference in your paper).

*Include details & knowledge from both time periods in the question
Give specific examples and EXPLAIN what the difference or similarity is. Add some contextual / bigger picture knowledge too.*

DON'T forget SPECIFIC knowledge eg Flagellants, don't just say they believed God had caused it so tried to please him...

Stay focused on the question, don't just tell a story about each plague

(Total for Question 3 = 4 marks)



“People in the fourteenth century reacted to the Black Death by... this is because they were... and felt that...

SIMILARLY, people in the seventeenth century during the Great Plague reacted by ... By adopting similar strategies shows that...” etc

This questions focus will be either DIFFERENCES or SIMILARITIES

5 Minutes on this Q

4 Explain why there was rapid change in the treatment of illness in Britain during the twentieth century.



Q's Focus



You may use the following in your answer:

- magic bullets *PEEL paragraph 1*
- high-tech treatment *PEEL paragraph 2*

You **must** also use information of your own. *PEEL paragraph 3*

(12)

Paragraph 4 - CONCLUSION

*You MUST write about 3 different reasons (3 separate paragraphs)
Each paragraph should be a PEEL (Point, Evidence, Explain, Link)
Remember, you need to use CONNECTIVES when explaining!*

Within each paragraph / reason you should:

Start each paragraph with a sentence that identifies for the examiner what factor / example you're talking about in this paragraph using the words of the question in that sentence.

Regularly refer back to the question using the words of the question.

Information / Knowledge is precisely selected to back up your point.

Your reasoning in saying why it led to 'rapid change' is clear.

Distinguish between not just change but rapid change.

Mini conclusion justifying / proving why this example led to 'change' or whatever the focus of your paper's question is.

Separate conclusion summing up the precise cause of change from each paragraph, then explaining which one of your factors / reasons was the most important factor out of all 3 examples.

This questions focus will be either why CHANGE or why CONTINUITY

15 Minutes on this Q



Answer EITHER Question 5 OR Question 6.

Spelling, punctuation, grammar and use of specialist terminology will be assessed in this question.

Take the time to read both questions, choose the one you can get most marks from.

EITHER

5 'There was little progress in medicine in Britain during the Renaissance period (c1500–c1700).'

How far do you agree? Explain your answer.

Make sure you understand exactly what the question is asking for (16)

You may use the following in your answer:

- the work of William Harvey *PEEL paragraph 1 FOR or AGAINST*
- bloodletting and purging *PEEL paragraph 2 FOR or AGAINST*

You **must** also use information of your own. *PEEL paragraph 3 FOR or AGAINST*
Paragraph 4 - Conclusion

(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)
(Total for Question 5 = 20 marks)

OR

6 'Jenner's vaccination against smallpox was a major breakthrough in the prevention of disease in Britain during the period c1700–c1900.'

How far do you agree? Explain your answer.

Make sure you understand exactly what the question is asking for (16)

You may use the following in your answer:

- cowpox *PEEL paragraph 1 FOR or AGAINST*
- cholera *PEEL paragraph 2 FOR or AGAINST*

You **must** also use information of your own. *PEEL paragraph 3 FOR or AGAINST*
Paragraph 4 - Conclusion

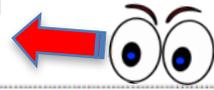
(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)
(Total for Question 6 = 20 marks)



30 Minutes on this Q

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 5 ☐ Question 6 ☐



Take time to plan your answer for your 3 examples / factors:

Put them under FOR or AGAINST the statement in the question with specific points you'll use in your answer. If you have more points to discuss in the FOR heading, your answer will probably be

in agreement with the statement, or vice versa if AGAINST has more.

Even if you agree or disagree, you should still discuss both sides, just remember to say HOW FAR they agree or disagree and why.

Be clear about reasons / criteria for your judgements, WHY was one factor / example more important than another?

Layout example:

Opening sentence giving your judgement (the extent to which you agree or disagree)

Paragraph 1: On the one hand (point 1)

Paragraph 2: On the other hand (point 2)

Paragraph 3: However / as well [if supporting] (point 3)

Paragraph 4: Conclusion

Remember SPAG for this question - Good spelling and using historical terms.

Your answer will have CLEAR FOCUS on the question throughout (refer to it)

Your criteria for making YOUR judgement will be clear from the start and referred to throughout the essay. You will use SPECIFIC and DETAILED knowledge and contextual knowledge for your evidence. You'll link your points and argument together so you don't contradict yourself.



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History

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Do not return this booklet with the question paper.

Separate Source booklet



Don't be afraid to write on this, make your annotations clear and then you can just write them up in your answer to Q3a

Sources for use with Section A.

Remember to only highlight info relevant to the Qs

Source A: From an account by Reverend Leonard Pearson, who was the army chaplain at Casualty Clearing Station 44 during the Battle of the Somme (1916).

Q3a

I spent most of my time giving anaesthetics. I had no right to be doing this because I had no medical qualifications, but we were simply so rushed. We couldn't get the wounded into the hospital quickly enough and the journey from the battlefield was simply terrible for these poor lads. It was a question of operating as quickly as possible. If they had to wait their turn in the normal way, until the surgeon was able to perform the operation with a doctor giving the anaesthetic, it would have been too late for many of them. As it was, many died. We all simply had to help and do anything that was needed.

N

O

Source B: From the diary of Oswald Robertson, written on 30 November 1917. He was an army surgeon working on the Western Front during the First World War.

He was there

Q3a

Q3b

Men were horribly mutilated – many were dying when brought into the ward. All the beds were full and we began putting stretchers on the floor. Blood everywhere – clothes soaked in blood, pools of blood in the stretchers, streams of blood dropping from the stretchers to the floor. My rubber apron was one solid red smear. All we could do was try to stop the bleeding and get the patients as comfortable as possible. I could only transfuse an occasional patient. The majority had to take their chance and go through the operation as best they could.

P

I can infer it was incredibly busy and didn't have enough equipment



Annotate these sources in the booklet before you start your answer

Remember to consider the criteria:

Content of the source – what useful information do they give?

Provenance (NOP) – Evaluate the strength of the sources

CAT – How Comprehensive (full) is it? Accurate? Typical?

Does it support your knowledge? Or leave information out?

What can you infer from the sources?