

Medicine 1250-Modern Times Exam Rules:

"Make sure you give this Q approx. 30 Mins"



Connectives:

As a result...
Due to...
Consequently...
Significantly...
On the contrary...
However...
Although...
Without...
As well as...
Finally...
More importantly...
Alternatively...
This led to...
In conclusion...
Overall...
Similarly...
Compared with...
Furthermore...

**Remember
'Literacy in
History'
Essay skills**

Q3: Explain one way in which [x] were similar in [time period] [4]

A01(2)+A02(2) (Similarity)

Level 1: (1-2 Marks) – K1 K2

- Simple comment about similarity.
- General comment about the topic

Level 2: (3-4 Marks) – K1 K2 K3

- Features of the period are analysed to explain similarity
- Specific information is added to support similarities, showing good knowledge / facts about the period

"Remember the question is asking you what is **SIMILAR** between 2 periods, use **specific** facts to back up your knowledge"



Q4: Explain why there was change in [x] during [time period] [12]

A01(6)+A02(6) (Cause & Change)

Level 1: (1-3 Marks) – K1

- Simple comment about a change

Level 2: (4-6 Marks) – K1 K2

- Little analysis of information that is only implicitly (not directly) linked to the question
- Some accurate facts / knowledge given

Level 3: (7-9 Marks) – K1 K2 K3

- Good EXPLANATION (using connectives) with analysis of why there was change and(or) why it was rapid
- Lots of accurate & relevant facts / knowledge given

Level 4: (10-12 Marks) – K1 K2 K3

- Very analytical and well explained points linking frequently to the question referring to WHY not just what changed.
- Wide range of specific and accurate knowledge.

MAKE SURE YOU GIVE A 3rd EXAMPLE, NOT JUST THE 2 THEY SUGGEST

Q5 or 6: "statement" during [time period] Do you agree? [16+4Spag]

A01(6)+A02(10) (Change & Continuity)

Level 1: (1-4 Marks) – K1

- Simple comment with no judgement or knowledge

Level 2: (5-8 Marks) – K1 K2

- Some analysis, some linking to the question (**agree or disagree**)
- Some accurate facts / knowledge given
- Judgement is given but no explanation linking to question

Level 3: (9-12 Marks) – K1 K2 K3

- Good EXPLANATION (using connectives) with analysis of knowledge showing **agree AND disagree**
- Lots of accurate & relevant facts / knowledge given
- Clear judgement made in conclusion with justification for your choice.

Level 4: (13-16 Marks) – K1 K2 K3

- Very analytical and well explained points linking frequently to the question using logical reasoning
- Wide range of specific and accurate knowledge frequently linking to question
- Strong conclusion well supported and justified

A01: Knowledge & Understanding of features and characteristics of a period

A02: Second order concept: Similarity / Causation & Change / Change & Continuity / Significance & Change

Environment Study: British Trenches in WWI

Q1: Describe 2 features of ...[battle / trench / tactic etc] [4]

A01(4) (knowledge)

(1-2 Marks) – K1 K2

- Identify 1 feature
- Add supporting information / knowledge

(3-4 Marks) –

- As above for a 2nd feature

Provenance (The information provided with the source): NOP

- **N: Nature** – What is the source? Photo, Diary, Painting
- **O: Origin** – When was it made, by who?
- **P: Purpose** – Why was it made? Make a point, persuade, attack

*Remember when you assess NOP for Utility questions, say **HOW** your thoughts might affect the source's utility?*

Q2a: How useful are Sources A & B for an enquiry into [problems with x / effectiveness of x / what was done about x] Use Sources A&B +

Own Knwl. [8]

A03(8) (Source Utility) (usefulness)

Level 1: (1-2 Marks) –

- Simple judgement of utility (usefulness)
- Weak comment on content of sources and/or provenance (NOP)

Level 2: (3-5 Marks) –

- Judgements on utility linked to Q
- Supported using analysis + content from the sources and/or provenance (NOP)
- Context knowledge given

Level 3: (6-8 Marks) –

- Strong judgement on source Utility linking to Q with strong reasoning / logic using the sources information
- Analyse how (Provenance) NOP affects usefulness of the sources
- Analyse the information from the sources and how that affects utility
- Context knowledge used clearly when interpreting / judging source

Remember to use **BOTH** sources **AND** own knowledge (context).

You must give the question you would ask and type of source you could use.

Q2b: How could you follow up Source B to find out more about [problems with x]? [4]

A03(4) (Framing historical questions)

Mark 1 –

- Selecting a detail from Source B that could form the basis of a follow up Q
- Eg: Detail in source B I would follow up is the fact it says *"I could only transfuse an occasional patient,"*

Mark 2 –

- Create a question linked to that detail (It MUST link to your detail)
- Eg: **Why were transfusions such a problem?**

Mark 3 –

- Identify an appropriate source to help answer your question
- Eg: **Army Medical Records about how blood was stored and made available to hospitals**

Mark 4 –

- Explain how your source could help answer your question
- Eg: **I could see if the problem with transfusion was about the transfusion process or the quantity of blood available.**



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Types of sources:

NATIONAL

- Army Medical Records
- Army Soldier Records
- National Newspapers
- Government reports on the war
- Articles from nurses and doctors who took part in war

LOCAL

- Personal accounts from the soldiers (diaries etc)
- Photographs
- Hospital records
- Army Statistics

Any other relevant source

A01: Knowledge & Understanding of features and characteristics of a period

A03: Evaluation of Source: Usefulness (Utility), Framing historical questions.