Pearson Edexcel

Mark Scheme

Summer 2019

Pearson Edexcel GCSE in History

Paper 1: Thematic study and historic environment (1HI0/11)

Option 11: Medicine in Britain, c1250–present

and

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

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

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

Question	
1	Describe **two** features of ill health among soldiers that arose from the trench environment. **Target**: knowledge of key features and characteristics of the period. **AO1**: 4 marks.
Marking instructions	

Award 1 mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.

e.g.

- *The soldiers often developed trench foot **(1)**. They had to stand in wet and muddy trenches **(1)**.*
- *Many men became infested with lice and developed trench fever **(1)**. It was difficult to keep clothes clean **(1)**.*
- *There was a problem with rats **(1)**. The rats often spread infection and disease **(1)**.*

Accept other appropriate features and supporting information.

Question		
2 (a)		How useful are Sources A and B for an enquiry into the work of the stretcher bearers on the Western Front? Explain your answer, using Sources A and B and your knowledge of the historical context. **Target**: Analysis and evaluation of source utility. **AO3**: 8 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance[1]. 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**	• Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance[1]. 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**	• Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance[1] 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.

Marking instructions

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

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

Indicative content guidance

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

Source A

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

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

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

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

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

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

Source B

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

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

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

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

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

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

Question	
2 (b)	How could you follow up Source A to find out more about the work of the stretcher bearers on the Western Front? In your answer, you must give the question you would ask and the type of source you could use. **Target**: Source analysis and use (the ability to frame historical questions). **AO3**: 4 marks.

Marking instructions

Award 1 mark for selecting a detail in Source A that could form the basis of a follow-up enquiry and 1 mark for a question which is linked to it.

e.g.

- *Detail in Source A that I would follow up:* 'we had collected 18 men in a single day.' ***(1)***
- *Question I would ask:* What was the average number of men rescued by stretcher bearers in a day? ***(1)***

(No mark for a question that is **not** linked to following up Source A, e.g. '*because it would be an interesting question to ask*'.)

Award 1 mark for identification of an appropriate source and 1 mark for an answer that shows how it might help answer the chosen follow-up question.

e.g.

- *What type of source I would look for:* RAMC records for a group of stretcher bearers. ***(1)***
- *How this might help answer my question:* The records would show how many wounded soldiers the stretcher bearers brought to the CCS. **(1)**

Accept other appropriate alternatives.

Medicine in Britain, c1250-present

Question		
3		Explain **one** way in which ideas about the cause of illness in the years c1700-c1850 were different from ideas about the cause of illness in the yearsc1900-present. **Target**: Analysis of second order concepts: difference [AO2]; Knowledge and understanding of features and characteristics of the period [AO1]. **AO2:** 2 marks. **AO1:** 2 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• Simple or generalised comment is offered about a difference. [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1]
2	**3–4**	• Features of the period are analysed to explain a difference. [AO2] • Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1]

Marking instructions

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

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

Indicative content guidance

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

Relevant points may include:

- In the years c1700-c1850 some people believed that illness was caused by spontaneous generation but in the years c1900-present people believed in the germ theory that microbes caused disease.
- In the years c1700-c1850 some people believed that illness was caused by miasma but in the years c1900-present people know that some illnesses are caused by genetic conditions.

Question		
4		Explain why there were improvements in medical knowledge in the years c1500-c1700. You may use the following in your answer: • Thomas Sydenham • the printing press You **must** also use information of your own. **Target**: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 6 marks. **AO1**: 6 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–3**	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	**4–6**	• 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] *Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points*
3	**7–9**	• 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] *Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	**10–12**	• 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] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

Marking instructions

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

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

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

Indicative content guidance

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

Relevant points may include:

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

Question		
5		'The main reason why medical care and treatment was ineffective during the medieval period was because medical knowledge was based on Galen's ideas'. How far do you agree? Explain your answer. You may use the following in your answer: • Theory of Opposites • hospitals You **must** also use information of your own. **Target**: Analysis and evaluation of second order concepts: causation/continuity [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 10 marks. **AO1**: 6 marks. **Spelling, punctuation, grammar and the use of specialist terminology (SPaG)**: up to 4 additional marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–4**	• 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**	• 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] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	**9–12**	• 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] *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	**13–16**	• 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] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

Marks for SPaG		
Performance	**Mark**	**Descriptor**
	0	• The learner writes nothing. • The learner's response does not relate to the question. • The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.
Threshold	**1**	• Learners spell and punctuate with reasonable accuracy. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate.
Intermediate	**2–3**	• Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate.
High	**4**	• Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate.

Marking instructions

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

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The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

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

Relevant points that support the statement may include:

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

Relevant points to counter the statement may include:

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

Question		
6		'Providing access to care and treatment has been the most important development in the role of government in medicine in the years c1800-present.' How far do you agree? Explain your answer. You may use the following in your answer. • National Health Service (NHS), 1948 • Public Health Act, 1875 You **must** also use information of your own. **Target**: Analysis and evaluation of second order concepts: significance/ change [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 10 marks **AO1**: 6 marks. **Spelling, punctuation, grammar and the use of specialist terminology (SPaG)**: up to 4 additional marks.
Level	**Mark**	**Descriptor**
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3	**9–12**	• 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] *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	**13–16**	• 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] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

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Relevant points that support the statement may include:

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

Relevant points to counter the statement may include:

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

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