Mark Scheme (Stage 8 Sign Off)

November 2020

Pearson Edexcel GCSE
In History (1HI0)

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 trenches

Question	
1	Describe two features of the use of the Thomas splint. 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 Thomas splint began to be used for soldiers with leg injuries (1). It had been developed before the war but only came into use on the Western Front in 1916 (1).* • *It reduced the risk of amputation or death (1). The splint kept the leg rigid as the injured man moved down the line of evacuation and this reduced the chance of further infection and bleeding (1).* • *The use of the splint greatly increased the survival rate (1). In 1914-1915, men with a leg wound had a 20% chance of survival but after the use of the splint, this increased to 80% (1).* Accept other appropriate features and supporting information.

Question		
2 (a)		How useful are Sources A and B for an enquiry into the effects of a gas attack? 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 the scale of the impact of a gas attack and the sheer number of people that could be affected.
- Source A is useful because it gives a vivid description of the painful effects on individuals and their suffering before their death.
- It is useful in the way it suggests that doctors could do little to help those affected.

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:

- Dr Cushing was a surgeon and is therefore giving an expert's eyewitness report.
- Dr Cushing was used to seeing horrible sights so these effects must have been particularly bad.

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

- Phosgene and chlorine gas tended to affect the lungs and led to death by suffocation.
- The first use of gas was in 1915 when the Germans used chlorine gas at the Second Battle of Ypres.

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 the photograph shows a group of soldiers whose sight has been affected by a gas attack and they have to be guided by a sighted person at the front of the line.
- The content of Source B is useful as it shows that a number of men could be affected by the use of gas at the same time.
- Source B suggests that it was important to get the effects of a gas attack treated promptly as they are at an Advanced Dressing Station, which was usually fairly close to the front line.

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:

- The photograph was likely to have been taken for official records and, although it may have been posed, it probably shows an accurate view of the situation.
- The photograph was taken in 1918, so it is useful to show that gas was still being used so late in the war.

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

- Mustard gas was first used in 1917 and caused internal and external blisters.
- Gas masks were issued to the soldiers from 1915 but early versions were not very effective and the mask's effectiveness was compromised if it was damaged.

Question	
2 (b)	How could you follow up Source A to find out more about the effects of a gas attack? 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:'* Two of them were still conscious but gasping for breath, their faces discoloured, and they were about to die.*'* (1)
- *Question I would ask:* What could be done to help a soldier affected by a gas attack? (1)

(No mark for a question that is not linked to following up Source B, 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:* Medical records from an Advanced Dressing Station. (1)
- *How this might help answer my question:* The records would state when the soldiers arrived, when they had been gassed and would give details of their treatment, including if they recovered or when they died. (1)

Accept other appropriate alternatives.

Question		
3		Explain one way in which the role of the physician in the medieval period was similar to the role of the doctor in the NHS in the modern period. Target: Analysis of second order concepts: similarityAO2]; 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 similarity [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 similarity [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:

- The physician's role in the medieval period was and the role of the doctor in NHS in the modern period is to diagnose a patient's illness. In the medieval period, the physician would do this by examining the patient's urine while a modern doctor would look at symptoms, possibly using technology to diagnose the illness.
- The physician and doctor would both prescribe treatment for the illness. The medieval physician would prescribe bleeding by a surgeon and/or a medicine to be made up by the apothecary and the modern doctor would prescribe a medicine to be dispensed by the pharmacist or send the patient to hospital.

Question		
4		Explain why developments in science and technology led to rapid progress in medicine in the years c1900–present. You may use the following in your answer: • chemotherapy • the discovery of the structure of DNA 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:

- Science has dramatically improved understanding of the cause of illness, e.g. understanding the structure of DNA has helped us to understand that some conditions are genetic.
- A scientific approach has led to a revolution in treatment, e.g. chemotherapy, Ehrlich's research into Salvarsan 606 and Florey and Chain's development of penicillin.
- Technology has helped to make scientific breakthroughs, e.g. the electron microscope was essential in discovering the structure of DNA.
- Technology plays an important role in diagnosing illness, e.g. X-rays, scans, monitors.
- Technology has played an important role in treatment, e.g. radiotherapy has been used to treat cancer.
- Scientific research has been the basis of new vaccinations to prevent illness, e.g. the MMR and HPV vaccinations.

Question		
5		'The work of Florence Nightingale was the most important development in the care and treatment provided in hospitals in the years c1700–c1900.' How far do you agree? Explain your answer. You may use the following in your answer: • Florence Nightingale's *Notes on Nursing* (1859) • anaesthetics You must also use information of your own. Target: Analysis and evaluation of second order concepts: change, significance [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).

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 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:

- Florence Nightingale published her *Notes on Nursing* in 1859, which was the foundation for a major improvement in the quality of nursing care.
- Florence Nightingale believed in miasma as the cause of disease and therefore she encouraged cleanliness and ventilation, which did improve the standard of care being offered.
- Florence Nightingale made suggestions about hospital design, which encouraged the separation of patients and helped to reduce the spread of disease.

Relevant points to counter the statement may include:

- The discovery of anaesthetics meant that more operations began to be carried out in hospitals after the mid-nineteenth century.
- The development of antiseptics meant that operations became safer and the survival rate improved.
- In the 19th century, examinations were introduced for doctors, the General Medical Board was set up and some hospitals became teaching hospitals, aiming to improve the quality of their medical staff.
- Most big towns and cities set up charitable infirmaries, offering more widely available care and treatment for the sick.

Question		
6		'There was little improvement in dealing with infectious diseases in the years c1500–c1900.' How far do you agree? Explain your answer. You may use the following in your answer. • the Great Plague, 1665 • the Broad Street Pump You must also use information of your own. Target: Analysis and evaluation of second order concepts: change and 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.*

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	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.
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Relevant points that support the statement may include:

- During both the plague in 1665 and the cholera epidemics in the 19th century, barrels of tar were burned in the street to purify the air because people believed the disease was caused by miasma.
- Throughout the period, attempts to deal with epidemics of infectious diseases were ineffective as it was assumed that disease was caused by crowded and unhygienic conditions.
- Since there was no real understanding of the cause of the infectious diseases, treatment remained ineffective.
- There was no real understanding of the causes of illness until after Pasteur's germ theory in 1861 and even then, the cause of each disease had to be researched individually, so vaccinations were not developed until the 1880s and treatment was even later.

Relevant points to counter the statement may include:

- John Snow's work on the Broad Street Pump showed a practical understanding that cholera was spread by infected water and so, when the pump's handle was removed, that outbreak of cholera was stopped.
- Snow's work led to improvements in hygiene in London, with Bazalgette being appointed to construct a new sewer system.
- Jenner's vaccination was effective against smallpox and it was made compulsory.
- By the end of the 19th century, the government was more prepared to take action, for example the 1875 Public Health Act forced towns to improve living conditions.

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