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Pearson Edexcel
GCSE (9–1)

Centre Number

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Candidate Number

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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

Monday 4 June 2018 – Morning

Time: 1 hour 15 minutes

Paper Reference

1HI0/11

You must have:

Sources Booklet (enclosed)

Total Marks

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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.

Turn over ►

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**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 blood transfusions on the Western Front during the First World War.

Feature 1

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Feature 2

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(Total for Question 1 = 4 marks)

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

How useful are Sources A and B for an enquiry into the treatment of battle injuries by medical staff on the Western Front?

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

(8)

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(b) Study Source A.

How could you follow up Source A to find out more about the treatment of battle injuries by medical staff on the Western Front?

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

Complete the table below.

(4)

Detail in Source A that I would follow up:

.....
.....
.....

Question I would ask:

.....
.....
.....

What type of source I could use:

.....
.....
.....

How this might help answer my question:

.....
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(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS



4 Explain why there was progress in the prevention of illness in the years c1700–present.

(12)

You may use the following in your answer:

- Public Health Act 1875
- healthy lifestyle campaigns

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

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(Total for Question 4 = 12 marks)



Answer EITHER Question 5 OR Question 6.

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

EITHER

5 'There was little progress in understanding the cause of disease in the years c1250–c1700.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the Great Plague in London, 1665
- Thomas Sydenham

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

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

(Total for Question 5 = 20 marks)

OR

6 'The advances in surgery made in the years c1700–c1900 were more significant than advances in surgery made in the period c1900–present.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- antiseptics
- transplants

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

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

(Total for Question 6 = 20 marks)

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Indicate which question you are answering by marking a cross . 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**

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TOTAL FOR SECTION B = 36 MARKS
TOTAL FOR PAPER = 52 MARKS



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Pearson Edexcel GCSE (9–1)

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

Monday 4 June 2018 – Morning

Sources Booklet

Paper Reference

1HI0/11

Do not return this booklet with the question paper.

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Sources for use with Section A.

Source A: A photograph showing a British casualty clearing station on the Western Front, c1916.



Source B: From *A Nurse at the Front, The First World War Diaries of Sister Edith Appleton* by Edith Appleton. Edith's handwritten diaries were kept by her family until they were published in 2012. She was a trained nurse, working at a military base hospital in northern France. Here Edith is describing the arrival of wounded soldiers at the hospital during the early days of the Battle of the Somme, 1916.

July 4

Wounded! Hundreds upon hundreds, some on stretchers, some being carried, and some walking – and all covered from head to foot in mud. We had to deal with large numbers of horribly bad wounds. Some were crawling with maggots while others were stinking and full of gangrene. One poor lad had been shot in both eyes. Three men had died on the way to the hospital and two died before they could be treated.

July 8

The surgeons are amputating limbs and boring holes into skulls at the rate of 30 a day.

July 13

I fear one boy may not get better. He has pneumonia caused by a lump of metal in his left lung and I suppose they will not be able to operate on him.

Acknowledgements

Source A © Mary Evans Picture Library/Pump Park Photography; Source B taken from 'A Nurse at the Front, The First World War Diaries of Sister Edith Appleton', Ruth Cowan, Simon & Schuster UK

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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**

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

Question	
1	Describe two features of blood transfusions on the Western Front during the First World War. 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. <ul style="list-style-type: none">Initially transfusions on the Western Front were carried out using a syringe and tube, with the donor present (1). This stopped the patient going into shock from blood loss (1).Ways to store blood were discovered by Lewisohn, Weil, Rous and Turner (1). Greater amounts of blood could be available for operations in field hospitals (1).A blood depot was set up before the Battle of Cambrai (1). The army developed ways of dealing with large numbers of casualties on the Western Front (1). Accept other appropriate features and supporting information.	

Question		
2 (a)		<p>How useful are Sources A and B for an enquiry into the treatment of battle injuries by medical staff on the Western Front?</p> <p>Explain your answer, using Sources A and B and your knowledge of the historical context.</p> <p>Target: Analysis and evaluation of source utility. AO3: 8 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. 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	<ul style="list-style-type: none"> 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 provenance¹. 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	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ 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.

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 there was a wide range of minor injuries such as head wounds, foot wounds, broken limbs, which were treated by medical staff.
- The photograph shows two nurses and an orderly bandaging patients, which suggests that they treated minor injuries, while major injuries requiring surgery might have been treated in the tent behind them.

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 shows a casualty clearing station and it is possible that it was taken to reassure people at home that wounded soldiers were cared for or to demonstrate the work done by nurses, which might mean that its focus on minor injuries makes it unrepresentative.
- As a photograph, it should be an accurate record of the scene but the lack of precise details about the origins of the photograph make it difficult to check whether it is representative of the treatment of injuries on the Western Front.

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

- Casualty clearing stations treated minor wounds; severe cases and ones requiring surgery were usually passed to a base hospital.
- Some injuries were not fatal in themselves but needed blood transfusions or were complicated by an infection which then needed further treatment.

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 suggests the severity and range of injuries among the men sent to be treated at hospital.
- The description of injuries to limbs, heads and lung illustrates the various injuries needing treatment.
- The reference to patients arriving for treatment at the hospital, shows that soldiers suffered a range of injuries, which needed to be treated in different ways.

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:

- Appleton was a trained nurse and she wrote up her diary regularly during the war, therefore her observations and comments about the injuries should be accurate.
- When she wrote up her diary, her comments might have been affected by her emotions or by tiredness.
- This was the early stages of the Somme and it could be misleading if selected entries are assumed to reflect the usual situation on the Western Front.

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

- The increased use of high explosives made head injuries more common.
- Appleton was working at a base hospital where the worst injuries would be sent; many more injuries would be dealt with at casualty clearing stations, dressing stations and First Aid posts.

Question	
2 (b)	<p>How could you follow up Source A to find out more about the treatment of battle injuries by medical staff on the Western Front?</p> <p>In your answer, you must give the question you would ask and the type of source you could use.</p> <p>Target: Source analysis and use (the ability to frame historical questions). AO3: 4 marks.</p>
Marking instructions	
<p>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.</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>Detail in Source A that I would follow up:</i> The photograph shows nurses and a medical orderly bandaging soldiers' minor injuries (1). • <i>Question I would ask:</i> How were major injuries treated that needed surgery? (1). <p>(No mark for a question that is not linked to following up Source A, e.g. '<i>because it would be an interesting question to ask</i>'.)</p> <p>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.</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>What type of source I would look for:</i> RAMC medical records (1). • <i>How this might help answer my question:</i> The records would show each patient's injury and treatment, giving details of surgery (1). <p>Accept other appropriate alternatives.</p>	

Medicine in Britain, c1250–present

Question		
3		<p>Explain one way in which care in hospitals in the years c1250-c1500 was different from care in hospitals in the years c1700-c1900.</p> <p>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.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance.</p> <p>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 <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • In the years c1250-c1500 care in hospitals was carried out by untrained monks and nuns whereas in the years c1700-c1900, care in hospitals was carried out by trained doctors, supported by nurses who began to be trained according to Florence Nightingale's methods. • In the years c1250-c1500 hospitals simply offered care and treatment for minor illnesses based on treatments such as herbal remedies; in the years c1700-c1900 hospitals attempted to treat a wider range of illnesses and included surgical operations. 		

Question		
4		<p>Explain why there was progress in the prevention of illness in the years c1700--present.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Public Health Act 1875 • healthy lifestyle campaigns <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7–9	<ul style="list-style-type: none"> • 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] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

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:

- Following the success of Jenner's work, the government passed laws making vaccination against smallpox compulsory in 1852 and enforcing this in 1872.
- After John Snow's work and Pasteur's germ theory, the 1875 Public Health Act made it compulsory for local councils to provide clean water and remove sewage, reducing the spread of water-borne diseases such as cholera.
- The government began to take more responsibility for public health and provided isolation hospitals during the 1920s to help prevent the spread of tuberculosis.
- As more vaccinations became available, the government funded campaigns to vaccinate children, which helped to prevent diseases such as diphtheria, measles, mumps, etc.
- Campaigns such as '5 a day' encouraged people to develop a healthy lifestyle and make people more resistant to disease.
- Governments have taxed tobacco heavily to try to reduce cases of lung cancer.

Question		
5		<p>'There was little progress in understanding the cause of disease in the years c1250-c1700.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Great Plague in London, 1665 • Thomas Sydenham <p>You must also use information of your own.</p> </div> <p>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.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable 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] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> • 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] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.

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:

- Belief in religious causes of illness were still predominant by 1665, shown in the continuing idea of fasting and prayer as prevention against the plague.
- There was a continuing belief in miasma as the cause of illness, shown in the way barrels of tar were burned in the streets in 1665.
- The idea of an imbalance of humours as the cause of disease was still prevalent, shown in the way physicians would still recommend bleeding and purging as late as 1700.
- Renaissance discoveries about anatomy and physiology had little relevance to ideas about the cause of disease.

Relevant points to counter the statement may include:

- A new idea about the cause of disease is suggested by the order to kill cats and dogs in London during the plague in 1665.
- The fact that the Bills of Mortality differentiated between different diseases suggests an improved understanding of the cause of disease.
- Improved understanding of the cause of disease was demonstrated in the work of Thomas Sydenham, who suggested ways to group types of disease but showed how to differentiate between measles and scarlet fever.
- The decline of the Church's authority meant new scientific ideas could be explored and medical training could develop.



Question		
6		<p>'The advances in surgery made in the years c1700-c1900 were more significant than advances in surgery made in the period c1900-present.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • antiseptics • transplants <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: significance [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p>AO2: 10 marks</p> <p>AO1: 6 marks.</p> <p>Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable 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] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> • 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] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.

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:

- During the nineteenth century, the development of antiseptics solved the problem of infection; as this was the main reason for deaths during and after operations, this development had major significance.
- During the nineteenth century, aseptic surgery minimised the risk of infection and its significance is shown by the fact it is still the approach used today.
- The development of anaesthetics in 1846 was a major advance as patients became more willing to undergo surgery; other developments would have had little impact without this.
- X-rays were discovered in 1896 and made surgery more precise, which had a significant impact on the success of operations.

Relevant points to counter the statement may include:

- Tissue typing, joint replacement and organ transplants were techniques developed in the twentieth century and have played an important role in extending life and improving the quality of life for many patients.
- The problems associated with blood transfusions were not solved until the twentieth century, which then had an important role in allowing more complex operations to be performed.
- Skin grafting techniques and plastic surgery were only developed in the twentieth century and have had a huge impact on modern surgery, helping those with severe injuries to appear 'normal'.
- Technology developed during the twentieth century has made micro-surgery possible, meaning that recovery time is much faster.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Pearson Edexcel
GCSE (9–1)

Centre Number

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Candidate Number

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Monday 3 June 2019

Morning (Time: 1 hour 15 minutes)

Paper Reference **1HI0/11**

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

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.

Turn over ►

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**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 ill health among soldiers that arose from the trench environment.

Feature 1

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Feature 2

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(Total for Question 1 = 4 marks)

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

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.

(8)

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(b) Study Source A.

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.

Complete the table below.

(4)

Detail in Source A that I would follow up:

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Question I would ask:

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What type of source I could use:

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How this might help answer my question:

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(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS



SECTION B: Medicine in Britain, c1250–present

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

- 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 years c1900–present.

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4 Explain why there were improvements in medical knowledge in the years c1500–c1700.

(12)

You may use the following in your answer:

- Thomas Sydenham
- the printing press

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

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(Total for Question 4 = 12 marks)



Answer EITHER Question 5 OR Question 6.

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

EITHER

- 5 'The main reason why medical care and treatment was ineffective during the medieval period, c1250-c1500, was because medical knowledge was based on Galen's ideas.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Theory of Opposites
- hospitals

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

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

OR

- 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.

(16)

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.

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

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TOTAL FOR SECTION B = 36 MARKS
TOTAL FOR PAPER = 52 MARKS



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Pearson Edexcel GCSE (9–1)

Monday 3 June 2019

Morning (Time: 1 hour 15 minutes)

Paper Reference **1HI0/11**

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

Sources Booklet

Do not return this booklet with the question paper.

Turn over ►

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Sources for use with Section A.

Source A: From a letter written by a captain in the Royal Army Medical Corps (RAMC) to his family in 1915. He was in charge of a group of stretcher bearers. Here he is describing the work of his group of stretcher bearers after a German attack on the British trenches.

At 2 am a terrifying bombardment began and at 5 am the first batch of wounded began coming down the communication trench.

It was evening by the time I got out of the trench to look for more wounded. I went off with another man to search for the wounded. We found most of them in a wooded area, so weak that they could not call out. They were so relieved at being found that I led a search for more wounded. It was awful work getting them out of the shell-holes. It was also hard to find enough men to carry them away because the stretcher bearers were so exhausted.

Finally, we got our last wounded to safety at 4 am the next morning. Altogether, we had collected 18 men in a single day and were certain that no-one was left behind.

Source B: A painting by Gilbert Rogers, c1919. The painting is called 'Stretcher Bearers of the Royal Army Medical Corps (RAMC) Lifting a Wounded Man out of a Trench'. Rogers joined the RAMC in November 1915 and served on the Western Front. In 1918, he was commissioned to produce paintings for the Imperial War Museum.





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Acknowledgements





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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Summer 2019

Publications Code 1HI0_11_1906_MS

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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	<p>Describe two features of ill health among soldiers that arose from the trench environment.</p> <p>Target: knowledge of key features and characteristics of the period. AO1: 4 marks.</p>
Marking instructions	
<p>Award 1 mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.</p> <p>e.g.</p> <ul style="list-style-type: none">• <i>The soldiers often developed trench foot (1). They had to stand in wet and muddy trenches (1).</i>• <i>Many men became infested with lice and developed trench fever (1). It was difficult to keep clothes clean (1).</i>• <i>There was a problem with rats (1). The rats often spread infection and disease (1).</i> <p>Accept other appropriate features and supporting information.</p>	

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	<ul style="list-style-type: none"> A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. 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	<ul style="list-style-type: none"> 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 provenance¹. 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	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ 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)	<p>How could you follow up Source A to find out more about the work of the stretcher bearers on the Western Front?</p> <p>In your answer, you must give the question you would ask and the type of source you could use.</p> <p>Target: Source analysis and use (the ability to frame historical questions). AO3: 4 marks.</p>
Marking instructions	
<p>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.</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>Detail in Source A that I would follow up:</i> 'we had collected 18 men in a single day.' (1) • <i>Question I would ask:</i> What was the average number of men rescued by stretcher bearers in a day? (1) <p>(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'.)</p> <p>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.</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>What type of source I would look for:</i> RAMC records for a group of stretcher bearers. (1) • <i>How this might help answer my question:</i> The records would show how many wounded soldiers the stretcher bearers brought to the CCS. (1) <p>Accept other appropriate alternatives.</p>	

Medicine in Britain, c1250-present

Question		
3		<p>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 years c1900-present.</p> <p>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.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>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 <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • 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		<p>Explain why there were improvements in medical knowledge in the years c1500-c1700.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Thomas Sydenham • the printing press <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points</i></p>
3	7–9	<ul style="list-style-type: none"> • 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] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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		<p>'The main reason why medical care and treatment was ineffective during the medieval period was because medical knowledge was based on Galen's ideas'.</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Theory of Opposites • hospitals <p>You must also use information of your own.</p> </div> <p>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.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> • 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] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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:

- 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		<p>'Providing access to care and treatment has been the most important development in the role of government in medicine in the years c1800-present.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • National Health Service (NHS), 1948 • Public Health Act, 1875 <p>You must also use information of your own.</p> </div> <p>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.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable 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] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> • 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] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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:

- 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'.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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Pearson Edexcel GCSE (9–1)

Time 1 hour 15 minutes

Paper
reference

1HIA/11

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

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 48.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

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

Turn over ►

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Q:1/1/1/1/




Pearson

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 underground hospital at Arras.

Feature 1

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Feature 2

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(Total for Question 1 = 4 marks)

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

How useful are Sources A and B for an enquiry into the problem of trench foot?

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

(8)

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(b) Study Source A.

How could you follow up Source A to find out more about the problem of trench foot?

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

Complete the table below.

(4)

Detail in Source A that I would follow up:

.....
.....
.....

Question I would ask:

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.....

What type of source I could use:

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.....

How this might help answer my question:

.....
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.....

(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS



SECTION B

Medicine in Britain, c1250–present

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

- 3** Explain **one** way in which attempts to prevent the spread of infectious diseases in the period c1500–c1700 were similar to attempts to prevent the spread of infectious diseases in the period c1700–c1900.

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4 Explain why attitudes towards surgery changed in the period c1800–present.

(12)

You **may** use the following in your answer:

- anaesthetics
- high-tech surgery

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

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(Total for Question 4 = 12 marks)



P 6 8 6 6 5 A 0 9 1 6

Answer EITHER Question 5 OR Question 6.

EITHER

5 'In the years c1250–c1500, the physician was the most important person providing care and treatment.'

How far do you agree? Explain your answer.

(16)

You **may** use the following in your answer:

- medical training
- herbal remedies

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

(Total for Question 5 = 16 marks)

OR

6 'In the years c1800–present, the work of Pasteur was the most significant development in understanding the causes of illness.'

How far do you agree? Explain your answer.

(16)

You **may** use the following in your answer:

- Germ Theory
- DNA

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

(Total for Question 6 = 16 marks)

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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**

Area with horizontal dotted lines for writing answers.



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TOTAL FOR SECTION B = 32 MARKS
TOTAL FOR PAPER = 48 MARKS



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Pearson Edexcel GCSE (9–1)

Time 1 hour 15 minutes

Paper
reference

1HIA/11

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

Sources Booklet

Do not return this Booklet with the question paper.

Turn over ►

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Q:1/1/1/1/1/



P 6 8 6 6 5 A


Pearson

Sources for use with Section A.

Source A: From an account written after the First World War by Captain Impey. Captain Impey was an officer in the Royal Sussex regiment, which served on the Western Front. Here he is describing the conditions in the trenches and the problem of trench foot.

The trenches were wet and cold and some of them did not have duckboards covering the mud on the floor of the trench. Many trenches also did not have dug-outs where soldiers could shelter while they slept. The battalion lived in mud and water.

These conditions caused many men to develop trench foot. Altogether about 200 men with trench foot had to be evacuated from our section of the trenches.

Trench foot was a new illness and it was vitally important to provide dry socks for the troops. Rubber boots were provided for the troops in the worst positions in the trenches. One section of the trench was kept as an area where men were sent, two at a time, to rub each other's feet with grease. They would do this at least once a day.



Source B: A photograph showing a medical inspection in a support trench on the Western Front, 1918. The Medical Officer is carrying out a foot inspection.



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Acknowledgements

Source A taken from: <https://spartacus-educational.com/FWWfoot.htm>

Source B taken from: © Bob Thomas/Popperfoto/Contributor/Getty Images





Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE
In History (1HIA)

Paper 1: Thematic study and historic
environment (1HIA/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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Summer 2022

Question Paper P68665A

Publications Code 1HIA_11_2022_MS

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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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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

Question	
1	Describe two features of the underground hospital at Arras. 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. <ul style="list-style-type: none">• <i>Existing caves and tunnels were extended (1). A hospital was created in preparation for casualties expected after an attack on the German lines in 1917 (1).</i>• <i>The hospital complex was well equipped (1). It included water, electricity, capacity for 700 patients, operating theatres, and a mortuary (1).</i>• <i>It was close to the front line of the attack at Arras in 1917 (1). Treatment for the wounded could be quickly accessed and would give the injured a better chance of survival (1).</i> Accept other appropriate features and supporting information.	

Question		
2 (a)		How useful are Sources A and B for an enquiry into the problem of trench foot? 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	<ul style="list-style-type: none"> A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. 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	<ul style="list-style-type: none"> 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 provenance¹. 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	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ 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 describes the conditions in the trenches that led to soldiers developing trench foot.
- Source A is useful because it demonstrates the attempts of the army to prevent soldiers developing trench foot.
- It is useful in the way it suggests that trench foot was a serious problem affecting the health of large numbers of the soldiers.

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:

- Captain Impey was an officer, so he would have been responsible for the health of soldiers under his command and he would have had a reliable overview of their health problems.
- The source was written after the war, which suggests that he remembers trench foot as a significant problem.

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

- Soldiers would be on the front-line trench in muddy conditions for several days with no chance to get clean and dry until they moved back to the support or reserve trenches.
- Whale oil was recommended for use as a way of preventing trench foot.

- **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 suggests that the army took trench foot seriously, as a formal foot inspection was being carried out by the Medical Officer.
- The content of Source B is useful as it shows a cause of trench foot, the base of the support trench was earth, which would become muddy in wet weather.

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 taken in 1918, so it can be used to show that the army had developed measures to prevent trench foot developing.
- It is possible that the photograph was used to reassure people at home or army senior ranks that action was being taken to deal with the problem of trench foot.

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

- The army took trench foot seriously because it was a form of gangrene and, in severe cases, resulted in amputation.
- Some sections of the trenches were in low-lying ground, which did not drain well, for example the trenches at Passchendaele were waterlogged and muddy.

Question	
<p>2 (b)</p>	<p>How could you follow up Source A to find out more about the problem of trench foot?</p> <p>In your answer, you must give the question you would ask and the type of source you could use.</p> <p>Target: Source analysis and use (the ability to frame historical questions). AO3: 4 marks.</p>
Marking instructions	
<p>Award 1 mark for selecting a detail in Source A that could form the basis of a follow-up enquiry and 1 mark for an appropriate follow-up question.</p> <p>e.g.</p> <p>Detail in Source A that I would follow up: <i>The provision of dry socks and rubber boots. (1)</i></p> <ul style="list-style-type: none"> • Question I would ask: <i>Was this effective in preventing trench foot? (1)</i> <p>(No mark for a question that is not linked to following up Source A, e.g. <i>'because it would be an interesting question to ask'.</i>)</p> <p>Award 1 mark for identification of an appropriate source to use in a follow-up enquiry and 1 mark for an answer that explains how the information it contains could help answer the chosen follow-up question.</p> <p>e.g.</p> <ul style="list-style-type: none"> • What type of source I would look for: <i>British Army War diaries. (1)</i> • How this might help answer my question: <i>Extracts from a range of diaries could give us individual soldiers' description of the condition of their feet, providing an overview of what measures were taken and how effective they were. (1)</i> <p>Accept other appropriate alternatives.</p>	

Medicine in Britain, c1250–present

Question		
3		<p>Explain one way in which attempts to prevent the spread of infectious diseases in the period c1500–c1700 were similar to attempts to prevent the spread of infectious diseases in the period c1700–c1900.</p> <p>Target: Analysis of second order concepts: similarity [AO2]; Knowledge and understanding of features and characteristics of the period [AO1]. AO2: 2 marks. AO1: 2 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>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 <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • In both cases, attempts were made to prevent the spread of disease by purifying the air. In 1665, the Lord Mayor of London ordered rubbish to be removed and in the eighteenth and nineteenth centuries, barrels of tar were burned. • In both cases, the authorities passed laws to try to prevent the spread of the disease. In 1665, the Lord Mayor of London ordered theatres to be closed to prevent people gathering. In the eighteenth and nineteenth centuries, the government passed laws to enforce the use of Jenner's vaccination. 		

Question		
4		<p>Explain why attitudes towards surgery changed in the period c1800-present.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • anaesthetics • high-tech surgery <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points</i></p>
3	7–9	<ul style="list-style-type: none"> • 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] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

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:

- People could avoid the pain of an operation because the development of anaesthetics meant that they were, therefore, more ready to contemplate surgery.
- The development of anaesthetics meant that longer and more complex operations could be undertaken, offering hope that surgery could move beyond basic procedures such as amputations.
- The reduced risk of infection and complications in surgery using high-tech surgery, for example keyhole surgery, made surgeons and patients more positive about surgery.
- High-tech surgery made complex operations such as transplants possible, leading people to see surgery as a life-saving procedure.
- Antiseptic and aseptic techniques began to be used in the late nineteenth century and improved the survival rate after operations, changing people's attitudes towards surgery.
- The discovery of blood groups and the development of transfusions improved survival rates, meaning that surgery was more commonly accepted.

Question		
5		<p>'In the years c1250-c1500, the physician was the most important person providing care and treatment.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • medical training • herbal remedies <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: significance; change and continuity [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> • 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] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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:

- There was a growing emphasis on the role of the physician, who had completed medical training and was, therefore, regarded as having expert knowledge.
- During this period, medical courses were developed and texts were produced to ensure physicians were properly trained and knowledgeable.
- The physician would prescribe the medicine to be mixed by the apothecary, or decide if the patient needed to be bled by the barber surgeon, so the physician directed the treatment that was given.

Relevant points to counter the statement may include:

- Medical training remained based on Galen's ideas and therefore treatment by the physician was often not effective.
- Throughout the period, care and treatment for most people was provided by the women in the family, using herbal remedies or folk remedies.
- People had to pay for consulting the physician and then pay for the medicine so treatment from the physician remained inaccessible for most ordinary people.
- The apothecary would often sell ready-mixed medicine to people who could not afford to consult a physician, meaning that for most people, he was a more important individual than the physician.
- Monks and nuns ran increasing numbers of hospitals that provided care and some treatment for the sick.

Question		
6		<p>'In the years c1800-present, the work of Pasteur was the most significant development in understanding the causes of illness.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Germ Theory • DNA <p>You must also use information of your own.</p> </div> <p>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.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable 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] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> • 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] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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:

- Pasteur proved that illness was not caused by spontaneous generation or by miasma, overturning existing accepted ideas; this was a turning point in understanding the causes of illness.
- Pasteur's Germ Theory laid a foundation which allowed other researchers such as Koch to identify the specific microbes causing various diseases.
- Pasteur's work formed the basis of an explanation of how cholera was spread by polluted water, making sense of Snow's work on the Broad Street pump, which had not been fully understood before.
- Pasteur's work could be used to understand the link between living conditions, hygiene and health, which was an extremely significant development in understanding the causes of illness.

Relevant points to counter the statement may include:

- An understanding of the structure of DNA has led to the realisation that not all illnesses are caused by microbes and some are the result of genetic conditions.
- The Human Genome Project has led to the identification of specific faulty genes causing illnesses, such as breast cancer.
- An earlier breakthrough occurred when Snow's investigation into cholera and the Broad Street pump led to an understanding that disease could be spread by contaminated water; this was an important development even though there was not a scientific explanation at that point.
- Scientific research has shown that some illnesses are linked to lifestyle, for example, smoking and lung cancer, alcohol and liver disease, obesity and heart disease.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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Pearson Edexcel GCSE (9–1)

Thursday 18 May 2023

Morning (Time: 1 hour 15 minutes)

Paper
reference

1HI0/11

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

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.

Turn over ►

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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 problems involved in transporting wounded soldiers away from the battleground.

Feature 1

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Feature 2

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(Total for Question 1 = 4 marks)

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

How useful are Sources A and B for an enquiry into new techniques being used on the Western Front to deal with injuries?

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

(8)

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(b) Study Source A.

How could you follow up Source A to find out more about new techniques being used on the Western Front to deal with injuries?

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

Complete the table below.

(4)

Detail in Source A that I would follow up:

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Question I would ask:

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What type of source I could use:

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How this might help answer my question:

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.....

(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS



P 7 2 4 1 1 A 0 5 1 6

SECTION B

Medicine in Britain, c1250–present

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

- 3** Explain **one** way in which ideas about prevention of illness in the medieval period were similar to ideas about the prevention of illness in the modern period.

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(Total for Question 3 = 4 marks)

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4 Explain why access to medical care and treatment improved in the modern period.

(12)

You **may** use the following in your answer:

- hospitals
- General Practitioners (GPs)

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

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(Total for Question 4 = 12 marks)



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Answer EITHER Question 5 OR Question 6.

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

EITHER

- 5 'The work of Thomas Sydenham was the key turning point in medicine in the years c1500–c1700.'

How far do you agree? Explain your answer.

(16)

You **may** use the following in your answer:

- Sydenham's *Observationes Medicae* (1576)
- the Four Humours

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

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

OR

- 6 'People's attitudes about medicine, in the years c1700–c1900, became increasingly positive.'

How far do you agree? Explain your answer.

(16)

You **may** use the following in your answer:

- vaccination
- infectious diseases

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

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



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TOTAL FOR SECTION B = 36 MARKS
TOTAL FOR PAPER = 52 MARKS



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Pearson Edexcel GCSE (9–1)

Thursday 18 May 2023

Morning (Time: 1 hour 15 minutes)

Paper
reference

1HI0/11

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

Sources Booklet

Do not return this Booklet with the question paper.

Turn over ►

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P 7 2 4 1 1 A



Pearson

Sources for use with Section A.

Source A: From the diary of a surgeon on the Western Front, 29 April 1915. He was a pioneer in new techniques of dealing with head injuries. Here he is describing an early attempt at brain surgery with the use of a magnetised nail to remove metal fragments.

Several unsuccessful trials this morning to extract a shell fragment from a soldier's brain. Finally, we decided to try using a large wire nail as a magnet.

A crowd in the X-ray room and corridor watched as we inserted the nail into the brain. Slowly we extracted the nail – nothing on it! Sighs and groans. I tried again. More sighs, and people began to go out. A third time – nothing. But then I decided to try just once more. And there it was, a little fragment of steel attached to the tip of the nail! Much emotion from everyone!

Source B: From an account by Gwynedd Lloyd, written in 1915. Lloyd was a civilian volunteer, working at a General Hospital on the Western Front, and had experience in treating injuries. Here she is describing the use of a new liquid solution to treat infected wounds.

We had to mix the liquid solution in large amounts. Tubes were inserted into infected wounds. We used a big syringe to inject this solution into the tubes every three hours so that it would wash round the wound. Even at night, we had to wake the men up to do this. It was very painful for the patients but the infection often started to decrease.

Unfortunately, if the infection was very bad, the wounded limb might still have to be amputated or sometimes the man died.

Nevertheless, we did manage to save a great many lives through this treatment.



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Acknowledgements

Source A taken from <http://www.vlib.us/medical/Cushing/journal02.html>; Source B taken from The Imperial War Museum book of The Western Front By Malcom Brown © Pan Brooks, 1991





Mark Scheme (Results)

Summer 2023

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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Summer 2023

Question Paper P72411A

Publications Code 1HI0_11_2023_MS

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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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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

Question	
1	Describe two features of the problems involved in transporting wounded soldiers away from the battleground. 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. <ul style="list-style-type: none">• <i>The recovery and transport of the wounded was made difficult by mud and flooded trenches (1). The ground did not drain well and explosives churned up the soil (1).</i>• <i>Transport along the trenches was difficult, especially for stretcher bearers (1). The trenches were narrow and constructed in a zig-zag pattern (1).</i>• <i>It was difficult to get motorised transport or railways close to the battleground (1). Horse-drawn ambulances were often used but could not carry many people (1).</i> Accept other appropriate features and supporting information.	

Question		
2 (a)		How useful are Sources A and B for an enquiry into new techniques being used on the Western Front to deal with injuries? 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	<ul style="list-style-type: none"> A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. 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	<ul style="list-style-type: none"> 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 provenance¹. 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	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ 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 a new technique being used to deal with a head injury.
- Source A is useful because it suggests that the surgeons had to experiment in order to find successful treatment for new types of injuries, such as those caused by shrapnel.
- It is useful as the description of the interest in this experiment from other medical staff illustrates how significant this new development was.

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 taken from the surgeon's diary and therefore records the thoughts and feelings of the person directly involved in developing new techniques.
- As it is from a pioneering surgeon in 1915, it provides expert insight into the process of developing new techniques to deal with head injuries.

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

- Head wounds were common, especially before the introduction of the brodie helmet in 1916, and therefore techniques for dealing with them was a priority.
- X-ray rooms were situated at Base Hospitals and some Casualty Clearing Stations. The machines were useful for locating metal fragments inside wounds.

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 explains the process of using a new solution to deal with the problem of infection that often complicated the treatment of a wound.
- The content of Source B illustrates the way new techniques increased the difficulties faced by the nursing staff as they had to carry out this procedure every three hours on each patient involved.
- Source B claims that this new treatment was often successful and was therefore a significant development.

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:

- Gwenydd Lloyd is writing about her own experience and this is useful because it includes her insight into how difficult it was to carry out the procedure and how painful it was for the patient.
- She was a volunteer, who possibly had little medical knowledge or training, so she probably could not give a full explanation.
- She had experience of dealing with injuries and therefore could compare the effectiveness of this technique.

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

- The soil on the Western Front was full of bacteria that caused infection in wounds and gangrene; this meant that new techniques to clean the wound and deal with infection needed to be developed.
- Infected wounds could be treated with Carrel-Dakin solution or the wound could be abraded.

Question	
<p>2 (b)</p>	<p>How could you follow up Source A to find out more about new techniques being used on the Western Front to deal with injuries? In your answer, you must give the question you would ask and the type of source you could use.</p> <p>Target: Source analysis and use (the ability to frame historical questions). AO3: 4 marks.</p>
Marking instructions	
<p>Award 1 mark for selecting a detail in Source A that could form the basis of a follow-up enquiry and 1 mark for an appropriate follow-up question.</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>Detail in Source A that I would follow up: 'Finally, we decided to try using a large wire nail as a magnet.'</i> (1) • <i>Question I would ask: How successful were the new techniques for dealing with injuries to the brain?</i> (1) <p>(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'.)</p> <p>Award 1 mark for identification of an appropriate source to use in a follow-up enquiry and 1 mark for an answer that explains how the information it contains could help answer the chosen follow-up question.</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>What type of source I would look for: A report in a medical journal about dealing with injuries to the brain.</i> (1) • <i>How this might help answer my question: It would explain the techniques in use and how successful they were.</i> (1) <p>Accept other appropriate alternatives.</p>	

Medicine in Britain, c1250–present

Question		
3		<p>Explain one way in which ideas about prevention of illness in the medieval period were similar to ideas about the prevention of illness in the modern period.</p> <p>Target: Analysis of second order concepts: similarity[AO2]; Knowledge and understanding of features and characteristics of the period [AO1]. AO2: 2 marks. AO1: 2 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>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 <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • In both periods, there was the idea that it was important to stay healthy in order to prevent illness. In the medieval period, the idea of keeping your humours balanced and staying healthy was similar to the modern idea about healthy living, for example the 5-a-day campaign. • In both periods, there was the idea that isolation could prevent the spread of illness. In the medieval period, lepers were forced to live apart from society and in the modern period, people suffering from TB or Covid have been required to isolate. 		

Question		
4		<p>Explain why access to medical care and treatment improved in the modern period.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • hospitals • General Practitioners (GPs) <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points</i></p>
3	7–9	<ul style="list-style-type: none"> • 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] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

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:

- Access to treatment for ordinary people who could not afford to see a doctor improved because many town councils and charities set up infirmaries that had outpatient departments.
- Access to a full range of treatments became available because GPs in the NHS were able to refer patients to receive specialist treatment from consultants in hospitals.
- During the 1920s, specialist hospitals were set up to provide treatment for TB patients.
- Access to treatment became more affordable in the early twentieth century because many GPs began to operate a panel system, allowing people to pay a weekly sum in order to access treatment when needed.
- After 1948, the NHS offered treatment free at the point of access, meaning that people felt more able to seek treatment.
- Improvements in training for doctors and nurses made specialist treatment more widely available.

Question		
5		<p>'The work of Thomas Sydenham was the key turning point in medicine in the years c1500-c1700.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Sydenham's <i>Observationes Medicae</i> (1676) • Four Humours <p>You must also use information of your own.</p> </div> <p>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.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable 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] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9-12	<ul style="list-style-type: none"> • 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] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13-16	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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:

- Sydenham published works on epidemics and fevers and his book *Observationes Medicae*, summarising his research and new ideas, became a standard medical textbook, replacing the emphasis on Galen's ideas.
- Sydenham classified diseases and stressed the need to treat the disease and not just the symptoms, which was a new approach, contrary to Galen's Theory of Opposites, and led to a better understanding of disease.
- Sydenham encouraged the use of cinchona bark (quinine) for ague and malaria; this was a new treatment as it had only recently been discovered in the Americas and it was a turning point since it was successful.
- Sydenham was one of the first to use iron to treat anaemia, which was a new and effective approach.

Relevant points to counter the statement may include:

- Many treatments continued to be used that remained based on the idea of balancing the humours.
- Although Sydenham's ideas began to be taught and accepted by doctors, they had limited impact on the treatment of illnesses such as plague and smallpox.
- Until there was a better understanding of the causes of illness, there was little change in treatments or prevention.
- Other developments were more significant, for example, the work of Vesalius or Harvey, the Royal Society, the printing press, the Great Plague in London 1665 and the Reformation.

Question		
6		<p>'People's attitudes about medicine, in the years c1700-c1900, became increasingly positive.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • vaccination • infectious diseases <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: continuity; 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.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> • 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] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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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High	4	<ul style="list-style-type: none"> 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

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Indicative content guidance

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Relevant points that support the statement may include:

- Public acceptance of Jenner's work on smallpox vaccination was demonstrated by a parliamentary grant and public recognition of the improvement in prevention of illness.
- The work of individuals such as Edward Jenner and John Snow created a positive attitude towards medicine as they showed that improvements in medicine could have a big impact on people's daily lives and health.
- There was increasing public respect for doctors and medicine during the nineteenth century as the standard of medical qualifications improved and the General Medical Council was founded.
- Respect for medicine increased as it began to be seen as having a scientific basis following the work of Pasteur and Koch.

Relevant points to counter the statement may include:

- The knowledge that doctors could not treat infectious diseases and many chronic conditions meant that public attitudes were often negative.
- People were often critical of medicine and were slow to accept it when doctors tried new ideas and practices, for example, Jenner's ideas were ridiculed.
- Treatment was often ineffective and, throughout the period, there was little progress in treatment, so there was limited respect for medicine.
- Access to doctors remained expensive and therefore most people had little direct experience of the improved standard of medicine, meaning that attitudes often remained negative.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

Pearson Edexcel GCSE (9–1)

Mocks 2024

Time 1 hour 20 minutes

Paper
reference

1H10/11

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

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 all parts of 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.

Turn over ►

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Pearson

SECTION A

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

Answer all parts of Questions 1 and 2.

- 1 (a) Describe **one** feature of the new techniques used in the treatment of wounds on the Western Front. (2)

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- (b) Describe **one** feature of the support trench system on the Western Front. (2)

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(Total for Question 1 = 4 marks)

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(b) Study Source A.

How could you follow up Source A to find out more about the work of medical staff in the Casualty Clearing Stations (CCS) on the Western Front?

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

Complete the table below.

(4)

Detail in Source A that I would follow up:

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Question I would ask:

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What type of source I could use:

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How this might help answer my question:

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(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS



SECTION B

Medicine in Britain, c1250–present

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

- 3** Explain **one** way in which the treatment of infectious diseases in the medieval period (c1250–c1500) was **different** from the treatment of infectious diseases in the modern period (c1900–present).

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4 Explain why there was little change in medicine in England during the medieval period (c1250–c1500).

(12)

You **may** use the following in your answer:

- Galen
- monastery hospitals

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

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(Total for Question 4 = 12 marks)



Answer EITHER Question 5 OR Question 6.

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

EITHER

- 5 'There was significant progress in medical knowledge in England during the Renaissance period (c1500–c1700).'

How far do you agree? Explain your answer.

(16)

You **may** use the following in your answer:

- William Harvey
- the Great Plague (1665)

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

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

OR

- 6 'The role of individuals was the most important factor in the prevention of illness in the years c1700–present.'

How far do you agree? Explain your answer.

(16)

You **may** use the following in your answer:

- Edward Jenner
- anti-smoking campaigns

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

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

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Indicate which question you are answering by marking a cross . 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**

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TOTAL FOR SECTION B = 36 MARKS
TOTAL FOR PAPER = 52 MARKS



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Mark Scheme

Mocks 2024

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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Mocks 2024

Question Paper S83944A

Publications Code 1HI0_11_Mocks 2024_MS

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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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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

Question	
1 (a)	Describe one feature of the new techniques used in the treatment of wounds on the Western Front. Target: knowledge of key features and characteristics of the period. AO1: 2 marks.
Marking instructions	
Award 1 mark for a valid feature identified . The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none"> • <i>The Thomas splint was developed (1). This would immobilise the leg while a wounded soldier was being moved (1).</i> • <i>Mobile x-ray units were set up to be available close to the Front (1). They allowed the fragments of shrapnel to be identified so that they could be removed and the wound would not become infected (1).</i> • <i>A blood bank was created before the Battle of Cambrai (1917) (1). This increased the availability of blood transfusions to stop soldiers dying from blood loss (1).</i> Accept other appropriate features and supporting information.	

Question	
1 (b)	Describe one feature of the support trench system on the Western Front. Target: knowledge of key features and characteristics of the period. AO1: 2 marks.
Marking instructions	
Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none"> • <i>The support trenches were a few hundred yards behind the front line (1). They provided additional supplies and men in case of attack (1).</i> • <i>Support trenches were safer than the front line (1). Support trenches were rarely targeted by enemy snipers (1).</i> • <i>Support trenches were often in better condition than the front line (1). They were less likely to have been hit by artillery (1).</i> Accept other appropriate features and supporting information.	

Question		
2 (a)		How useful are Sources A and B for an enquiry into the work of medical staff in the Casualty Clearing Stations (CCS) 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	<ul style="list-style-type: none"> A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. 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	<ul style="list-style-type: none"> 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 provenance¹. 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	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ 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 provides details about the difficult and dangerous conditions in which medical staff worked in a CCS, for example the long hours and the danger of coming under attack.
- It illustrates the severity of the injuries with which medical staff at the CCS were dealing, when describing the soldier's damaged leg.
- Source A is useful because it suggests that the medical staff offered support and care to the injured soldiers as well as treatments.

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:

- Tilton was a senior nurse and therefore she was well-qualified and probably had wide-ranging experience, so her account is likely to contain a range of accurate details.
- The account was published sometime after the war, when Tilton might have become less emotionally affected by her experiences and therefore able to give an accurate account.
- Tilton may have wanted her experiences to be published in order to publicise the importance of the work that was done by nurses as part of the medical staff at a CCS.

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

- Serious injuries were dealt with at a CCS, which was usually positioned close to the front, just outside the range of enemy artillery.
- The medical staff at a CCS usually included seven Medical Officers, together with a range of other medical and non-medical staff.

Source B

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

- The content of Source B is useful as it suggests that, during battles, the number and severity of injuries created an overwhelming workload.
- The source suggests that a systematic approach developed in order to treat the wounded as quickly as possible.
- Source B is useful as it shows that patients often had multiple injuries that needed treating and that nurses were part of the surgical team.

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:

- Garden is speaking of her own experiences as a nurse in a CCS on the Western Front, so her account should be accurate.
- Garden may have wanted to impress the interviewer and therefore might have selected the more significant aspects of her work on the Western Front for discussion.

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

- Medical staff were involved in trialling new techniques when CCSs began to specialise in dealing with certain types of injuries e.g. brain surgery.
- The role of trained nurses was increasingly accepted as they became more involved in surgical and medical care at CCSs, in order to deal with the increased numbers and complexity of operations.

Question	
2 (b)	<p>How could you follow up Source A to find out more about the work of medical staff in the Casualty Clearing Stations (CCS) on the Western Front? In your answer, you must give the question you would ask and the type of source you could use.</p> <p>Target: Source analysis and use (the ability to frame historical questions).</p> <p>A03: 4 marks.</p>
Marking instructions	
<p>Award 1 mark for selecting a detail in Source A that could form the basis of a follow-up enquiry and 1 mark for an appropriate follow-up question.</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>Detail in Source A that I would follow up: 'We worked night after night, in the thunderous noise of raging battles.'</i> (1) • <i>Question I would ask: Did the medical staff ever get injured when working in a CCS?</i> (1) <p>(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'.)</p> <p>Award 1 mark for identification of an appropriate source to use in a follow-up enquiry and 1 mark for an answer that explains how the information it contains could help answer the chosen follow-up question.</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>What type of source I would look for: Records from the RAMC showing any damage and injuries experienced at individual CCSs.</i> (1) • <i>How this might help answer my question: I could see how often medical staff were injured and the circumstances in which this happened.</i> (1) <p>Accept other appropriate alternatives.</p>	

Medicine in Britain, c1250–present

Question		
3		<p>Explain one way in which the treatment of infectious diseases in the medieval period (c1250-c1500) was different from the treatment of infectious diseases in the modern period (c1900-present).</p> <p>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.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>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 <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • In the medieval period, people suffering from infectious diseases, e.g. the plague or leprosy, were often kept away from society, for example in lazar houses or pest houses whereas, in the modern period, people suffering from infectious diseases, e.g. Covid, are mainly recommended to isolate themselves at home. • In the medieval period, there was no effective treatment for infectious diseases, so patients were simply made as comfortable as possible. In contrast, modern medicine has developed treatments for many infectious diseases, e.g. cholera, TB. 		

Question		
4		<p>Explain why there was little change in medicine in England during the medieval period (c1250–c1500).</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Galen • monastery hospitals <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • An explanation is given, showing limited analysis and with implicit or unsustainable 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]
3	7–9	<ul style="list-style-type: none"> • 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] <p><i>Maximum 8 marks for answers that do not address three or more aspects of content.</i></p>
4	10–12	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>

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:

- The ideas of Galen were the basis of medical training throughout this period, therefore physicians continued to use the same treatment.
- The Church discouraged experimentation and dissection and therefore there was little evidence to challenge Galen's ideas.
- The Church provided care for the sick in monastery hospitals but focused on care rather than cure, so new ideas were not tried.
- Although there were individuals who were interested in new ideas, the technology did not exist to discover microbes and the authorities were not prepared to take action, therefore there was little attempt to implement change.
- Medical texts were circulated but the texts were based on established theories rather than introducing new ideas.
- Most people could not afford to consult a trained physician so they relied on remedies passed down from one generation to the next.

Question		
5		<p>'There was significant progress in medical knowledge in England during the Renaissance period (c1500-c1700).' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • William Harvey • the Great Plague (1665) <p>You must also use information of your own.</p> </div> <p>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.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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]
3	9–12	<ul style="list-style-type: none"> • 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] <p><i>Maximum 11 marks for answers that do not address three or more aspects of content.</i></p>
4	13–16	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>

Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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:

- Harvey's work on the heart and the circulation of blood led to significant improvements in knowledge and understanding of physiology.
- Vesalius' book *On the Fabric of the Human Body* led to improvements in knowledge of the body's anatomy and also undermined the pre-eminence of Galen's ideas in medicine.
- The creation of the Royal Society in 1660, encouraged a scientific approach to investigation, which led to developments in medical knowledge, for example, Leeuwenhoek's work on 'animalcules'.
- Sydenham classified illnesses, for example, differentiating between scarlet fever and measles for the first time, and collated his ideas in his book *Observationes Medicae*, which quickly became the standard textbook for medical training.
- The invention of the printing press meant that knowledge could be spread more quickly than previously and also ensured that all readers of the same medical text received identical information.

Relevant points to counter the statement may include:

- There was a failure to understand the causes of disease and to develop effective treatments, for example, many people continued to believe miasma was the cause of the Great Plague in 1665.
- Physicians did not always keep up with new developments and, since many of the books were in Latin, new medical knowledge only reached a limited number of people.
- Technology was not advanced enough for significant discoveries about the cause of disease or treatment, e.g. Leeuwenhoek's discovery of 'animalcules' was not investigated.

Question		
6		<p>'The role of individuals was the most important factor in the prevention of illness in the years c1700-present.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Edward Jenner • anti-smoking campaigns <p>You must also use information of your own.</p> </div> <p>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.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable 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]
3	9–12	<ul style="list-style-type: none"> • 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] <p><i>Maximum 11 marks for answers that do not address three or more aspects of content.</i></p>
4	13–16	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>

Marks for SPaG		
Performance	Mark	Descriptor
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Threshold	1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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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

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Relevant points that support the statement may include:

- Individuals made key breakthroughs, such as the work of Jenner in developing a vaccination against smallpox.
- John Snow demonstrated that cholera was a water-borne disease and, therefore, prevention of disease based on the ideas of the Four Humours or spontaneous generation was ineffective.
- Pasteur's work on the germ theory led Koch to identify the germs causing specific disease, and then the development of effective vaccines.
- The work of Crick and Watson in identifying the structure of DNA helped to improve understanding of genetic disease such as lung cancer.

Relevant points to counter the statement may include:

- The role of government was important, for example in making Jenner's vaccination compulsory, developing vaccination programmes against diphtheria, polio, Covid and anti-smoking campaigns.
- Social attitudes have been important in preventing illness, for example, acceptance of vaccinations, recognising the importance of hygiene and accepting restrictions on smoking in public and activities during the Covid epidemic.
- Improved scientific understanding was important for developments in the prevention of illness, for example the restrictions on smoking and the recent emphasis on a healthy lifestyle.
- The role of government was important in improved public health measures, for example, government provided funding for a new sewer system for London, and passed and enforced the 1875 Public Health Act.

Pearson Edexcel GCSE (9–1)

Mocks 2024

Time 1 hour 20 minutes

Paper
reference

1HI0/11

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

Sources Booklet

Do not return this Booklet with the question paper.

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Sources for use with Section A.

Source A: From an account by May Tilton, published in 1933. May Tilton was a senior nurse, working on the Western Front. Here she is commenting on her experiences in a Casualty Clearing Station (CCS) in 1917.

We worked night after night, in the thunderous noise of raging battles. We cleaned and bandaged the wounded. We comforted them, praised their courage, praised their endurance and strength of will. The atmosphere was full of the stink of blood, antiseptic and gas.

One patient said to me: 'I don't want to die'. He had a frightfully smashed up leg that fell to bits as we lifted him from the stretcher. He died before the next morning.

A big shell came over the CCS at three o'clock in the morning and killed fourteen gunners who were nearby.

Source B: From an interview with Effie Garden, in 1986. Effie Garden was a nurse in a Casualty Clearing Station (CCS) on the Western Front during the First World War. The interview was to gather information for a book on the work of nurses during wartime. Here Garden is commenting on her work in a CCS in 1917.

We worked in teams. Each team had two treatment tables. While one patient was being bandaged on one table, the next patient was being given his anaesthetic on the other table. When needed, our team worked from one o'clock in the morning until five o'clock in the evening, although we worked shorter hours when a battle was not being fought.

Our CCS was supposed to deal with head injuries but there were usually other wounds as well. I was often given a scalpel to remove small pieces of shrapnel and clean up minor wounds. This gave the surgeon more time to deal with the more serious cases.

Acknowledgements

Source A taken from: *The Grey Battalion* by May Tilton © Angus and Robertson, 1933; Source B taken from: *Nurses of Passchendaele: Caring for the Wounded of the Ypres Campaigns 1914–1918* by Christine E. Hallett © Pen & Sword History, November 2017



Pearson
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE

In History (1HIA)

Paper B4: British Depth Study

Option: B4 Early Elizabethan England, 1558-88

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Summer 2022

Question Paper Log Number P68670A

Publications Code 1HIA_B4_2022_MS

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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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

B4: Early Elizabethan England, 1558-88

Question	
1 (a)	Describe two features of English involvement in the Netherlands, 1585-88. Target: Knowledge of key features and characteristics of the period. AO1: 4 marks.
Marking instructions	
Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none">• <i>Elizabeth I signed the Treaty of Nonsuch with the Dutch Protestant rebels (1), agreeing to send troops to assist them (1).</i>• <i>Robert Dudley led English troops to the Netherlands (1), where he prevented the Spanish from capturing the deep-water port at Flushing (1).</i>• <i>Robert Dudley accepted the title of Governor-General of the Low Countries (1), this made Elizabeth very angry (1).</i> Accept other appropriate features and supporting information.	

Question		
1 (b)		<p>Explain why treatment of the poor changed in the period 1558-88.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • government action • poor relief <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable 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] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7-9	<ul style="list-style-type: none"> • 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] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10-12	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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:

- Elizabeth's government began to recognise poverty as a problem that needed to be addressed not just at a local level, leading to a co-ordinated national effort to improve conditions for the 'deserving' poor.
- Treatment of the impotent poor improved because legislation was passed requiring local authorities to collect poor relief.
- The Act for Relief of the Poor was passed in 1576, which required Justices of the Peace to assist the able-bodied poor in finding work. This improved conditions for some poor people.
- Government attitudes towards vagabonds hardened leading to harsher treatment, for example, the Vagabonds Act (1572). Vagabonds were seen as a threat to the social order.
- Population rise and enclosure meant that there were more unemployed and poor people, increasing people's fear of them and their perceived criminality, and thus encouraging harsher treatment.
- Pamphlets circulated with exaggerated stories about the poor, which increased panic and led to harsher treatment of the poor.

Question		
1 (c)(i)		<p>The problem of Elizabeth's legitimacy was the main problem she faced when she became queen in 1558.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Anne Boleyn • royal finances <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable 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] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9-12	<ul style="list-style-type: none"> • 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] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13-16	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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 which support the statement may include:

- Elizabeth's parentage was a problem for Catholics in England, who did not recognise her father's marriage to Anne Boleyn as legal and therefore viewed Elizabeth as illegitimate.
- Mary, Queen of Scots, was a viable alternative candidate for the throne and had a direct claim, as Henry's great-niece.
- England was vulnerable to a potential Catholic invasion from Europe in support of Mary, Queen of Scots' claim to the throne.
- In an act of Parliament, Henry VIII had previously declared Elizabeth illegitimate and this act had never been repealed, which gave her opponents grounds to challenge her claim to the throne.

Relevant points which counter the statement may include:

- When Elizabeth became queen, the crown was in a huge amount of debt, which made it difficult for Elizabeth to raise an army or manage state affairs.
- There was religious unrest in England in 1558 and Elizabeth needed to work out a religious settlement that would satisfy Catholics and Protestants.
- England was at war with France and there were French troops stationed in Scotland when Elizabeth became queen.
- Elizabeth was a woman and unmarried: many people felt that she was not capable of ruling the country.

Question		
1 (c)(ii)		<p>'The Revolt of the Northern Earls was the most significant challenge to Elizabeth's rule in the years 1569-1586.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Earl of Northumberland • Babington's execution (1586) <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9-12	<ul style="list-style-type: none"> • 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] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13-16	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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 which support the statement may include:

- The revolt involved Elizabeth's most powerful nobles, including Northumberland, Westmoreland and Norfolk, upon whom Elizabeth relied to maintain her power.
- The revolt had widespread popular support, attracting around 6,000 rebels, and Elizabeth initially struggled to raise a large enough force to suppress it.
- The revolt occurred shortly after the arrival of Mary, Queen of Scots, in England, which made Elizabeth's position more vulnerable.
- The scale of the executions after the revolt suggested that Elizabeth and her government took the threat seriously.

Relevant points which counter the statement may include:

- Anthony Babington's plot in 1586 occurred at a time when relations had broken down with Spain and therefore Spanish invasion was more likely. Therefore, the scale of the challenge was significant, necessitating Babington's execution.
- There were a number of other direct threats in this period with the aim of killing Elizabeth, such as the Throckmorton Plot.
- There were external challenges to Elizabeth's rule, some direct threats had support from Philip II of Spain or the French Duke of Guise, such as the Ridolfi Plot.
- The issuing of the papal bull in 1570 meant that subsequent plots were able to attract widespread Catholic support, at home and abroad.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

Pearson Edexcel GCSE (9–1)

Wednesday 7 June 2023

Afternoon (Time: 1 hour 45 minutes
- total time for **both** booklets)

Paper
reference

1H10/B4

History

BOOKLET B4: Early Elizabethan England, 1558–88

You must have:

The corresponding booklet P

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 booklets in this question paper. **This is booklet B.** Answer questions 1(a), 1(b) and **either** 1(c)(i) **or** 1(c)(ii) in this booklet.
- Check you have the corresponding booklet P.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this booklet is 32.
- The total time for **both** booklets is 1 hour 45 minutes.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- **Do not forget to complete booklet P.**

Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each booklet of the question paper.
- Check your answers if you have time at the end.

Turn over ►

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Pearson

Early Elizabethan England, 1558–88

Answer Question 1(a), Question 1(b) and EITHER Question 1(c)(i) OR Question 1(c)(ii).

1 (a) Describe **two** features of government in Early Elizabethan England. (4)

Feature 1

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Feature 2

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(b) Explain why Mary, Queen of Scots, was executed in 1587.

(12)

You **may** use the following in your answer:

- the Privy Council
- Mary's claim to the English throne

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

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Answer EITHER Question 1 (c)(i) OR Question 1 (c)(ii).

EITHER

- (c) (i) 'Political rivalry with Spain was the main reason for direct English involvement in the Netherlands in the years 1585–88.'

How far do you agree? Explain your answer.

(16)

You **may** use the following in your answer:

- the threat of Spanish invasion of England
- Protestantism

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

OR

- (c) (ii) 'New technology was the main reason why exploration by the English increased in the years 1558–88.'

How far do you agree? Explain your answer.

(16)

You **may** use the following in your answer:

- navigational instruments
- Sir Francis Drake

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

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

Chosen question number: **Question 1(c)(i)**

Question 1(c)(ii)

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(Total for Question 1 = 32 marks)

TOTAL FOR BOOKLET B= 32 MARKS



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PLEASE ENSURE YOU ALSO COMPLETE BOOKLET P



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Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

Pearson Edexcel GCSE (9–1)

Mocks 2024

Time 1 hour 50 minutes
(Total time for **both** booklets)

**Paper
reference**

1H10/B4

History

BOOKLET B4: Early Elizabethan England, 1558–88

You must have:

The corresponding booklet P

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 booklets in this question paper. **This is booklet B.** Answer questions 1(a), 1(b), 2 and **either 3 or 4** in this booklet.
- Check you have the corresponding booklet P.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this booklet is 32.
- The total time for **both** booklets is 1 hour 50 minutes.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- **Do not forget to complete booklet P.**

Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each booklet of the question paper.
- Check your answers if you have time at the end.

Turn over ►

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Pearson

Early Elizabethan England, 1558–88

Answer Question 1(a), Question 1(b), 2 and EITHER Question 3 OR Question 4.

- 1 (a) Describe **one** feature of education in early Elizabethan England. (2)

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- (b) Describe **one** feature of the role of the Church of England in Early Elizabethan society. (2)

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(Total for Question 1 = 4 marks)

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(Total for Question 2 = 12 marks)



Answer EITHER Question 3 OR Question 4.

EITHER

3 'The most significant challenge to Elizabeth I's religious settlement, in the years 1558–68, came from English Catholics.'

How far do you agree? Explain your answer.

You **may** use the following in your answer:

- recusancy fines for not attending church
- the Puritan campaign against crucifixes

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

(Total for Question 3 = 16 marks)

OR

4 'Poor planning was the main reason why the first colony in Virginia failed.'

How far do you agree? Explain your answer.

You **may** use the following in your answer:

- Sir Walter Raleigh
- the lack of food supplies

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

(Total for Question 4 = 16 marks)

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

Chosen question number: **Question 3** **Question 4**

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TOTAL FOR BOOKLET B = 32 MARKS



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Mark Scheme

Mocks 2024

Pearson Edexcel GCSE In History (1HI0)
Paper B4: British Depth Study

Option: B4 Early Elizabethan England, 1558-88

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

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Mocks 2024

Question Paper Log Number S83950A

Publications Code 1HI0_B4_Mocks 2024_MS

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- 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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

B4: Early Elizabethan England, 1558-88

Question	
1 (a)	Describe one feature of education in early Elizabethan England. Target: Knowledge of key features and characteristics of the period. AO1: 2 marks.
Marking instructions	
Award one mark for a valid feature identified . The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none">• <i>Boys from wealthy families would be educated at home (1), by private tutors (1).</i>• <i>Grammar schools were available for boys of gentry and yeoman families (1), where they were taught Latin and Greek (1).</i>• <i>Younger children often learned to read and write at local schools (1), known as petty schools or dame schools (1).</i> Accept other appropriate features and supporting information.	

Question	
1 (b)	Describe one feature of the role of the Church of England in Early Elizabethan society. Target: Knowledge of key features and characteristics of the period. AO1: 2 marks.
Marking instructions	
Award one mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none">• <i>The Church of England promoted loyalty to the Queen (1), by repeating prayers of obedience and thanks for her reign in their services (1).</i>• <i>Churches organised festivals for their parishioners (1), such as May Day and Easter celebrations (1).</i>• <i>The parish church played a central role in all aspects of people's lives (1), providing religious services such as baptisms, marriages and funerals (1).</i> Accept other appropriate features and supporting information.	

Question		
2		<p>Explain why the Spanish Armada was defeated.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Sir Francis Drake • the use of fire ships <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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]
3	7–9	<ul style="list-style-type: none"> • 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] <p><i>Maximum 8 marks for answers that do not address three or more aspects of content.</i></p>
4	10–12	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>

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:

- Prior to the launch of the Armada, Sir Francis Drake had led a successful attack on the Spanish naval base at Cadiz, so that when the Armada was eventually launched, it was lacking in provisions.
- Sir Francis Drake was experienced in using guerrilla tactics at sea and so was able to assist Lord Admiral Howard in planning a successful campaign to attack the Armada at every stage.
- The formation of the Armada broke up because the English sent fire ships into the Spanish fleet while they were at anchor at Gravelines. This destroyed one of the Armada's strengths.
- The English navy used its long-range artillery and more maneuverable ships to lead successful attacks on the Spanish ships as they sailed up the English Channel.
- The Spanish had failed to capture any deep-water ports prior to launching the Armada. This meant that, when they arrived to collect the Spanish soldiers, they were unable to dock close enough.
- Bad weather and strong winds disrupted the Armada's formation and prevented it from regrouping. This meant that the Armada had to sail north around Scotland, leading to its almost total destruction.

Question		
3		<p>'The most significant challenge to Elizabeth I's religious settlement, in the years 1558–68, came from English Catholics.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • recusancy fines for not attending church • the Puritan campaign against crucifixes <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable 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]
3	9–12	<ul style="list-style-type: none"> • 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] <p><i>Maximum 11 marks for answers that do not address three or more aspects of content.</i></p>
4	13–16	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>

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 which support the statement may include:

- A large number of Catholic nobles and gentry accepted recusancy fines rather than attend the new church services, which made it difficult to enforce the settlement.
- Due to concerns about a Catholic uprising, Elizabeth had to make concessions to English Catholics, for example, by not strictly enforcing fines for recusancy.
- Devotion to the Catholic faith remained particularly strong in the north of England and many continued to hear the Latin mass in private, threatening Elizabeth's supremacy in the region.
- A number of Catholic bishops and priests resigned rather than swear the Oath of Supremacy, which undermined Elizabeth's religious settlement.

Relevant points which counter the statement may include:

- English Puritans challenged Elizabeth's religious settlement by campaigning against crucifixes being displayed in churches and Elizabeth was forced to remove this stipulation.
- English Puritans were unhappy about the vestments enforced for Church of England priests, which led to 37 priests being removed from the Church of England.
- Puritans in Elizabeth's Parliament and among her advisers continued to agitate for changes to the settlement, threatening to destabilise her government.
- Foreign opposition to Elizabeth's religious settlement, for example from Spain and the Papacy, led to the continual threat of invasion.

Question		
4		<p>'Poor planning was the main reason why the first colony in Virginia failed.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Sir Walter Raleigh • the lack of food supplies <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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]
3	9–12	<ul style="list-style-type: none"> • 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] <p><i>Maximum 11 marks for answers that do not address three or more aspects of content.</i></p>
4	13–16	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>

Marking instructions

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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 which support the statement may include:

- Poor planning meant that Raleigh did not recruit the right balance of people to establish a successful colony, e.g. he sent more soldiers and artisans than farmers and farm labourers.
- Raleigh did not recruit a full complement of colonists to make the journey and ultimately sent c100 men instead of the 300 he had hoped for, making it harder to establish a colony.
- The colonists left England too late in the year to be able to plant crops in Virginia and replenish their supplies.
- The colonists had no experience in building a settlement from scratch and were unwilling to put in the hard work necessary.

Relevant points which counter the statement may include:

- The native population stopped supplying the colonists with food and there was fighting between the two groups, making it very difficult to build the colony into a success.
- The colonists had bad luck. For example, during the journey, the colonists lost a lot of seeds for planting, and some of their food supplies, when one of their ships ran aground.
- The indigenous Algonquian population were affected by diseases brought over by the colonists and became very suspicious of them, causing a breakdown in relations.
- Morale among the colonists was low due to lack of food and their failure to find gold. This meant that when Drake arrived with fresh supplies, the colonists returned to England with him rather than maintaining the settlement.

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Surname

Other names

Pearson Edexcel
GCSE (9–1)

Centre Number

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History

Paper 2: Period study and British depth study

**Option 26: Superpower relations and the Cold War, 1941–91
and Medieval depth options**

Friday 8 June 2018 – Afternoon

Time: 1 hour 45 minutes

Paper Reference

1HI0/26

You do not need any other materials.

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 **all** questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

Turn over ►

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Pearson

SECTION A: Superpower relations and the Cold War, 1941–91

Answer ALL Questions in this section.

1 Explain **two** consequences of the fall of the Berlin Wall.

Consequence 1:

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Consequence 2:

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(Total for Question 1 = 8 marks)



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(Total for Question 2 = 8 marks)



3 Explain **two** of the following:

- The importance of the USA's development of the atomic bomb for relations between the superpowers in the years 1945-49. (8)
- The importance of the Bay of Pigs incident for relations between the USA and the Soviet Union. (8)
- The importance of the Brezhnev Doctrine for the Soviet Union's control of Czechoslovakia. (8)

(Total for Question 3 = 16 marks)



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Indicate your **SECOND** choice on this page.

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

- The importance of the USA's development of the atomic bomb for relations between the superpowers in the years 1945-49.
- The importance of the Bay of Pigs incident for relations between the USA and the Soviet Union.
- The importance of the Brezhnev Doctrine for the Soviet Union's control of Czechoslovakia.

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(Total for Question 3 = 16 marks)

TOTAL FOR SECTION A = 32 MARKS



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SECTION B: Medieval depth options

Answer EITHER Question 4 OR Question 5.

EITHER

Option B1: Anglo-Saxon and Norman England, c1060–88

Question 4

Page 13

OR

Option B2: The reigns of King Richard I and King John, 1189–1216

Question 5

Page 23



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Option B1: Anglo-Saxon and Norman England, c1060–88

If you answer Question 4 put a cross in the box .

Answer Question 4(a), Question 4(b) and EITHER Question 4(c)(i) OR Question 4(c)(ii).

4 (a) Describe **two** features of the role of tenants-in-chief in Norman England.

(4)

Feature 1

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Feature 2

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(b) Explain why Anglo-Saxon monarchs had so much power.

(12)

You may use the following in your answer:

- landholding
- law-making

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

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Answer EITHER Question 4 (c)(i) OR Question 4 (c)(ii).

EITHER

- (c) (i) 'The main reason for William's victory at the Battle of Hastings was the tactics used by the Normans.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- mounted Norman knights
- the march from Stamford Bridge

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

OR

- (c) (ii) 'The destruction of lives and property was the main consequence of the Harrying of the North.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- farmland
- threats of invasion from Denmark

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

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(Total for Question 4 = 32 marks)



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Option B2: The reigns of King Richard I and King John, 1189–1216

If you answer Question 5 put a cross in the box .

Answer Question 5(a), Question 5(b) and EITHER Question 5(c)(i) OR Question 5(c)(ii).

5 (a) Describe **two** features of life in medieval towns.

(4)

Feature 1

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Feature 2

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(b) Explain why the Interdict had such an impact on ordinary people's lives.

(12)

You may use the following in your answer:

- burials
- Holy Days

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

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Answer EITHER Question 5(c)(i) OR Question 5 (c)(ii).

EITHER

- (c) (i) 'Richard's poor leadership was the main reason for the failure to recapture Jerusalem.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- orders to retreat
- Saladin's forces

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

OR

- (c) (ii) 'The main problem facing King John, after Magna Carta had been signed, was the invasion by Prince Louis.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the French army
- the succession

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

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(Total for Question 5 = 32 marks)

TOTAL FOR SECTION B = 32 MARKS
TOTAL FOR PAPER = 64 MARKS



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Mark scheme

Summer 2018

Paper 2: **Period study** and British depth study (1HI0/26)

Part A: Period study option

Option 26: Superpower relations and the Cold War, 1941-91

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Summer 2018

Publications Code: 1HI0_26_1806_MS

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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.

Part A: Period study: Superpower relations and the Cold War, 1941-91

Question		
1		<p>Explain two consequences of the fall of the Berlin Wall.</p> <p>Target: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p>AO2: 4 marks.</p> <p>AO1: 4 marks.</p> <p>NB mark each consequence separately (2 x 4 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • Simple or generalised comment is offered about a consequence. [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–4	<ul style="list-style-type: none"> • Features of the period are analysed to explain a consequence. [AO2] • Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance.</p> <p>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 <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • East German protestors now saw the opportunity to end control by the Soviet Union and to call for the reunification of Germany. • The fall of the Berlin Wall became very symbolic and encouraged other parts of Eastern Europe to challenge control by the Soviet Union. • After the fall of the Berlin Wall it became clear that the Soviet Union's control of Eastern Europe could not continue and it led to the breaking up of the Warsaw Pact. • The fall of the Berlin Wall meant that for the first time many German friends and relatives could visit each other. 		

Question		
2		<p>Write a narrative account analysing the key events of détente during the 1970s.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • SALT I (1972) • Afghanistan (1979) <p>You must also use information of your own.</p> </div> <p>Target: Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1]. AO2: 4 marks. AO1: 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2] • Limited knowledge and understanding of the events is shown. [AO1]
2	3–5	<ul style="list-style-type: none"> • A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1] <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	6–8	<ul style="list-style-type: none"> • A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1] <p><i>No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

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 Levels 2 and 3 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:

- In 1972, Brezhnev and Nixon signed SALT I which showed the spirit of détente as it was the first time the Superpowers agreed to limits on the number of nuclear weapons held.
- The Superpowers showed continued commitment to détente with Nixon visiting Moscow in 1972 and Brezhnev visiting Washington the following year.
- Improving relations led to the Helsinki Conference in 1975 and détente was strengthened by both sides agreeing to respect human rights and to promote links and exchanges.
- The joint space mission in 1975 demonstrated increased cooperation with US astronauts and Soviet cosmonauts meeting in outer space.
- The SALT II negotiations contributed to détente with both the USA and the USSR agreeing in principle to reduce their stocks of nuclear warheads.
- In 1979, the Soviet Union's invasion of Afghanistan contributed to the ending of détente with renewed tension between East and West resulting in the Carter Doctrine and the US failure to ratify SALT II.

Question		
3		<p>Explain two of the following:</p> <ul style="list-style-type: none"> • The importance of the USA's development of the atomic bomb for relations between the Superpowers in the years 1945-49. • The importance of the Bay of Pigs incident for relations between the USA and the Soviet Union. • The importance of the Brezhnev Doctrine for the Soviet Union's control of Czechoslovakia. <p>Target: Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 8 marks. AO1: 8 marks. NB mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • A simple or generalised answer is given, showing limited development and organisation of material. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	3–5	<ul style="list-style-type: none"> • An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	6–8	<ul style="list-style-type: none"> • An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance.</p> <p>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 AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p>Indicative content guidance</p> <p>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.</p> <p>The importance of the USA's development of the atomic bomb in for relations between the Superpowers in the years 1945-49.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • Truman believed that the USA's development of the atomic bomb would give the USA the upper-hand in post-war negotiations with the Soviet Union. • The USA's testing of the atomic bomb made relations between the Superpowers during the negotiations at Potsdam much more difficult. • News of the USA's secret development of the atomic bomb increased hostility making Stalin more determined to protect the Soviet Union by creating a 'buffer zone' of communist states in Eastern Europe. • It meant the beginning of an arms race with Soviet scientists working faster on the development of their own atomic bomb. 		

The importance of the Bay of Pigs incident for relations between the USA and the Soviet Union.

Relevant points may include:

- The USA's support for Cuban exiles showed its anti-communist position and led to a deteriorating relationship between the USA and the Soviet Union.
- The failure of the Bay of Pigs gave the Soviet Union and Cuba the opportunity to develop closer ties which threatened the USA. This eventually led to the USSR giving military support to Cuba.
- Relations became more confrontational between the Superpowers as Kennedy needed to show US strength after the humiliating failure at the Bay of Pigs.
- The Bay of Pigs incident undermined Khrushchev's belief in co-existence and strengthened the USA's belief in containment.

The importance of the Brezhnev Doctrine for the Soviet Union's control of Czechoslovakia.

Relevant points may include:

- The Doctrine was used to maintain the Soviet Union's control of Czechoslovakia in 1968 by suppressing attempts at reform and enforcing adherence to communism as followed in the USSR.
- The Doctrine declared the Soviet Union's right to intervene in Czechoslovakia with military force if necessary to preserve communism as accepted by the USSR.
- The Doctrine justified the removal of Dubček, ensuring that Czechoslovakia remained a one-party communist state.
- The Doctrine maintained control by the Soviet Union by ensuring that Czechoslovakia continued as a loyal member of the Warsaw Pact.

B1: Anglo-Saxon and Norman England, c1060-88

Question	
4 (a)	Describe two features of the role of tenants-in-chief in Norman England. Target: Knowledge of key features and characteristics of the period. AO1: 4 marks.
Marking instructions	
Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none">• <i>Tenants-in-chief had a military role to fight for the king (1), and lead a group of knights (1).</i>• <i>Tenants-in-chief had a financial role to support the king (1), by giving the monarch a share of the money raised on their land (1).</i>• <i>Tenants-in-chief had a role supporting knights (1), by providing weapons and horses for military service (1).</i> Accept other appropriate features and supporting information.	

Question		
4 (b)		<p>Explain why Anglo-Saxon monarchs had so much power.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • landholding • law-making <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7–9	<ul style="list-style-type: none"> • 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] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

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:

- The monarch held huge areas of land and held immense power by using land to reward loyal supporters as well as taking land as punishment.
- The monarch had the power to make laws and travelled around the country to decide the outcome of legal cases.
- Monarchs were very powerful as people believed that monarchs were chosen by God and everyone had a duty to obey them.
- The monarch had power as the main decision-maker for both domestic and foreign policy.
- Monarchs had the power to raise a national army and were regarded as a vital aspect of the country's defence and ability to wage war.
- Monarchs had significant power over the economy by deciding the amount of silver pennies that were made and what taxation should be paid.

Question		
4 (c) (i)		<p>'The main reason for William's victory at the Battle of Hastings was the tactics used by the Normans.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • mounted Norman knights • the march from Stamford Bridge <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9-12	<ul style="list-style-type: none"> • 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] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13-16	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

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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 which support the statement may include:

- The use of mounted knights enabled successful Norman charges against the Saxon soldiers.
- Norman tactics were planned using scouts who informed them about the advance of Harold's army.
- The Normans' flexible force of foot-soldiers, horsemen and archers enabled a range of tactics to be used against the Saxons.
- The tactical use of feigned retreat by the Normans tricked the Saxons into chasing them, which broke the shield-wall.

Relevant points which counter the statement may include:

- Norman victory was helped by their advantage over Harold's army which was tired after having fought at Stamford Bridge and then marching 300 miles south.
- Norman victory was helped by the Saxon army being less experienced and made up of many men who had only been called up to fight on Harold's march south.
- The Normans were helped to victory by William's strong leadership and speeches that convinced his soldiers to fight.
- The Normans fought with determination because they believed the Pope was on their side.

Question		
4 (c) (ii)		<p>'The destruction of lives and property was the main consequence of the Harrying of the North.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • farmland • threats of invasion from Denmark <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable 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] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> • 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] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Marking instructions

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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 which support the statement may include:

- A large area of northern England was destroyed; homes were burnt and livestock killed.
- The violence and widespread destruction during the Harrying of the North led to an estimated 100,000 people being killed.
- The destruction of farmland meant that there would be no crops and some people became cannibals.
- The Domesday Book in the 1080s showed that many parts of northern England remained uncultivated and depopulated as a result of the destruction during the Harrying of the North.

Relevant points which counter the statement may include:

- Norman control was established in a part of the country that had severely threatened William's authority.
- The Harrying of the North included the removal of Anglo-Danes from the area and made invasion from Denmark against William much less likely.
- Having established control William no longer had to try to gain support from Anglo-Saxon leaders.
- The Harrying of the North led to widespread criticism of William by the Church.

B2: The reigns of King Richard I and King John, 1189-1216

Question	
5 (a)	Describe two features of life in medieval towns. Target: Knowledge of key features and characteristics of the period. AO1: 4 marks.
Marking instructions	
Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none">• <i>In towns people were employed in many different occupations (1), such as builders, blacksmiths, shopkeepers, innkeepers (1).</i>• <i>Towns were crowded and not very clean (1), and sewage in the streets meant disease spread easily.</i>• <i>Towns were often seen by people as safe and secure (1), and they were protected by strong walls (1).</i> Accept other appropriate features and supporting information.	

Question		
5 (b)		<p>Explain why the Interdict had such an impact on ordinary people's lives.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • burials • Holy Days <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7–9	<ul style="list-style-type: none"> • 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] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

Marking instructions

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Indicative content guidance

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Relevant points may include:

- Funeral services could not be held, which meant that bodies had to be buried in unconsecrated ground and so people feared their souls could not get to heaven.
- Important events in the year, such as Christmas, Easter and parish Holy Days could not be celebrated properly.
- People could not attend regular services such as Mass which were regarded as an essential part of daily lives.
- Even though baptisms and confessions were still allowed, these were sometimes not possible when local churches were closed or sealed off.
- Marriage services could not be held, which meant that the marriage was not legal and any children were illegitimate.

Question		
5 (c) (i)		<p>'Richard's poor leadership was the main reason for the failure to recapture Jerusalem.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • orders to retreat • Saladin's forces <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable 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] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> • 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] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Marking instructions

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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 which support the statement may include:

- On the first march (1191-92), Richard ordered the Crusaders to retreat before reaching Jerusalem.
- On the second march, in mid-1192, it was Richard's decision to end the march to recapture Jerusalem.
- Richard's disagreements with Philip II led to the French king abandoning the Crusade, which damaged Richard's chances of recapturing Jerusalem.
- Richard's decision to prioritise protecting his throne and return to England, due to news that John was plotting against him, led him to abandon plans to recapture Jerusalem.

Relevant points which counter the statement may include:

- Saladin's powerful army and the heavily-defended forts made it very difficult for the Crusaders to recapture Jerusalem.
- Richard's army was suffering from exhaustion and some were dying from disease whereas Saladin could get reinforcements easily from Egypt.
- There would have been problems of water supply if the army had continued further inland.
- Richard was aware few men would be willing to remain and defend Jerusalem even if it were recaptured.

Question		
5 (c) (ii)		<p>'The main problem facing King John, after Magna Carta had been signed, was the invasion by Prince Louis.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the French army • the succession <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable 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] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> • 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] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
Marking instructions		
Markers must apply the descriptors above in line with the general marking guidance.		
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 which support the statement may include:

- King John feared a conflict against Louis' large and experienced French army.
- In 1216, Louis' supporters recaptured the castle at Rochester and were welcomed by large crowds in London making him a significant threat to King John.
- Prince Louis was gaining support from barons who had switched sides, such as the Earl of Salisbury.

Relevant points which counter the statement may include:

- John's son was very young and rival claimants to the throne made the succession very uncertain.
- King John's position was uncertain as the barons had control of London and many parts of the north and east of England.
- King John feared invasion from Scotland as the barons had gained the support of the Scottish king by promising him land in the north.
- The brutality of, and plundering, by King John's army in the North had lost him the support of many people.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

Pearson Edexcel
GCSE (9–1)

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Thursday 6 June 2019

Afternoon (Time: 1 hour 45 minutes)
(Total time for **both** booklets)

Paper Reference **1H10/P4**

History

**Booklet P4: Superpower relations and the Cold War,
1941-91**

You must have:

The corresponding booklet B

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 booklets in this question paper. **This is booklet P.** Answer **all** questions from this booklet.
- Check you have the corresponding booklet B.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this booklet is 32.
- The total time for **both** booklets is 1 hour 45 minutes.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- **Do not forget to complete booklet B.**

Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each booklet of the question paper.
- Check your answers if you have time at the end.

Turn over ►

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Pearson

Superpower Relations and the Cold War, 1941–91

Answer ALL questions in this booklet.

1 Explain **two** consequences of the Cuban Revolution.

Consequence 1

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Consequence 2

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(Total for Question 1 = 8 marks)



2 Write a narrative account analysing the key events of the Hungarian Uprising in 1956.

(8)

You may use the following in your answer:

- Imre Nagy
- Soviet tanks

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

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(Total for Question 2 = 8 marks)



3 Explain **two** of the following:

- The importance of the Potsdam Conference for early Cold War tension between the USA and the Soviet Union. (8)
- The importance of the refugee problem in Berlin for increasing tensions between East and West in the years 1958–61. (8)
- The importance of the 'Second Cold War' for relations between the Superpowers. (8)

(Total for Question 3 = 16 marks)

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(Total for Question 3 = 16 marks)

TOTAL FOR BOOKLET P = 32 MARKS



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PLEASE ENSURE YOU ALSO COMPLETE BOOKLET B.



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Mark Scheme

Summer 2019

Pearson Edexcel GCSE History (1HI0/P4)

Paper 2: Period study

P4: Superpower relations and the Cold War,
1941-91

Edexcel and BTEC Qualifications

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Summer 2019

Publications Code 1HI0_P4_1906_MS

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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.

Period study: Superpower relations and the Cold War, 1941-9

Question		
1		<p>Explain two consequences of the Cuban Revolution.</p> <p>Target: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 4 marks.</p> <p>AO1: 4 marks.</p> <p>NB mark each consequence separately (2 x 4 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • Simple or generalised comment is offered about a consequence. [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–4	<ul style="list-style-type: none"> • Features of the period are analysed to explain a consequence. [AO2] • Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>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 <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • It led to many Cubans fleeing to the USA and campaigning for the US government to overthrow Castro. • Castro took over US businesses and property and in retaliation the USA stopped imports of Cuban sugar. • Castro asked the USSR for help and Khrushchev responded with economic aid, military equipment and technical advisors to Cuba. • The USA's concerns at Soviet support for Cuba led to the Bay of Pigs incident in an attempt to remove Castro from power. 		

Question		
2		<p>Write a narrative account analysing the key events of the Hungarian Uprising in 1956.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Imre Nagy • Soviet tanks <p>You must also use information of your own.</p> </div> <p>Target: Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1]. AO2: 4 marks. AO1: 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2] • Limited knowledge and understanding of the events is shown. [AO1]
2	3–5	<ul style="list-style-type: none"> • A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1] <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	6–8	<ul style="list-style-type: none"> • A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1] <p><i>No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

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 Levels 2 and 3 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:

- A new government under Nagy began to make plans for changes in Hungary, such as holding free elections and for Hungary to become a neutral state by leaving the Warsaw Pact.
- Workers and students were determined to support Nagy's reforms and tried to occupy Radio Budapest to broadcast their demands but were fired on by police and state security services (AVO).
- Violence spread all over Hungary with the release of political prisoners, the killing of members of the AVO and the destruction of symbols of Soviet authority, e.g. statues of Stalin.
- Khrushchev was not willing for Hungary to leave the Warsaw Pact and sent Soviet troops and tanks into Budapest to crush the uprising.
- Soviet military intervention led to thousands of Hungarian civilians and Soviet soldiers being killed as well as many Hungarians fleeing to Austria.
- To maintain Soviet control anti-Communist activists were arrested and Khrushchev ensured that Hungary's new leader, Kádár, was firmly committed to Hungary remaining within the Warsaw Pact.

Question		
3		<p>Explain two of the following:</p> <ul style="list-style-type: none"> • The importance of the Potsdam Conference for early Cold War tension between the USA and the Soviet Union. (8) • The importance of the refugee problem in Berlin for increasing tensions between East and West in the years 1958-61. (8) • The importance of the 'Second Cold War' for relations between the Superpowers. (8) <p>Target: Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 8 marks. AO1: 8 marks. NB mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • A simple or generalised answer is given, showing limited development and organisation of material. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	3–5	<ul style="list-style-type: none"> • An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	6–8	<ul style="list-style-type: none"> • An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>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 AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p>Indicative content guidance</p> <p>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.</p> <p>The importance of the Potsdam Conference for early Cold War tension between the USA and the Soviet Union.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • A change in US leadership, with Truman replacing Roosevelt, increased tension between the USA and the Soviet Union; Stalin's distrust increased in response to Truman's more hard-line approach. • Relations deteriorated at the Conference between the USA and the Soviet Union over the future of Poland, as Stalin had already established communists in key government positions. • At the Conference, divisions increased between the USA and the Soviet Union, with Truman resisting Stalin's demands for higher levels of reparations from Germany as compensation for Soviet losses during the war. • At the Conference, Truman informed Stalin of the USA's successful development of a powerful new atomic weapon and Stalin felt threatened by this military superiority. 		

The importance of the refugee problem in Berlin for increasing tensions between East and West in the years 1958-61.

Relevant points may include:

- The refugee problem prompted Khrushchev to issue an ultimatum to Eisenhower demanding that the West withdraw its troops from Berlin.
- Tensions between Kennedy and Khrushchev rose when a meeting in Vienna failed to solve the issue of Berlin, including the refugee crisis, and led to the USA increasing defence spending on US troops in West Germany.
- The refugee crisis highlighted the higher living standards in West Berlin, which led to East Germany increasing restrictions on movement between the parts of the city.
- The high numbers of refugees leaving East Germany were used by the West for propaganda purposes about the lack of human rights in the East.

The importance of the 'Second Cold War' for relations between the Superpowers.

Relevant points may include:

- Reagan significantly increased US spending on arms leading to new weapons such as Stealth bombers and Trident submarines, which alarmed Soviet leaders.
- The US funded the Strategic Defence Initiative (Star Wars) which threatened the USSR as their weapons would become obsolete.
- The 'Second Cold War' exacerbated economic problems in the USSR, which meant the USSR needed to improve relations with the USA to reduce defence spending.
- New attitudes over arms control developed and a series of meetings between Gorbachev and Reagan led to reductions in nuclear weapons and inspections to ensure agreements were kept.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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Pearson Edexcel GCSE (9–1)

Time 55 minutes

Paper
reference

1HIA/P4

History

PAPER 2: Period Study

Option P4: Superpower relations and the Cold War, 1941–91

You do not need any other materials.

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.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 32.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

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

Turn over ►

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(Total for Question 1 = 8 marks)



P 6 8 6 7 4 A 0 3 1 2

2 Write a narrative account analysing the key developments of the Cold War crisis over Berlin in the years 1958–63.

(8)

You **may** use the following in your answer:

- Khrushchev's Berlin ultimatum (1958)
- construction of the Berlin Wall (1961)

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

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(Total for Question 2 = 8 marks)



P 6 8 6 7 4 A 0 5 1 2

3 Explain **two** of the following:

- The importance of the Marshall Plan (1947) for relations between East and West. (8)
- The importance of the arms race in the years 1949–58 for the development of the Cold War. (8)
- The importance of the Carter Doctrine (1980) for relations between the USA and the USSR. (8)

(Total for Question 3 = 16 marks)

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Indicate your FIRST choice on this page.

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

- The importance of the Marshall Plan (1947) for relations between East and West.
- The importance of the arms race in the years 1949–58 for the development of the Cold War.
- The importance of the Carter Doctrine (1980) for relations between the USA and the USSR.

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Indicate your **SECOND** choice on this page.

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

- The importance of the Marshall Plan (1947) for relations between East and West.
- The importance of the arms race in the years 1949–58 for the development of the Cold War.
- The importance of the Carter Doctrine (1980) for relations between the USA and the USSR.

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TOTAL FOR PAPER = 32 MARKS



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Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE
In History (1HIA)

Paper P4: Period study

Option P4 Superpower relations and the
Cold War, 1941–91

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Summer 2022

Question Paper Log Number P68674A

Publications Code 1HIA_P4_2022_MS

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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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Question		
1		<p>Explain two consequences of Gorbachev's 'new thinking'.</p> <p>Target: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p>AO2: 4 marks. AO1: 4 marks. NB mark each consequence separately (2 x 4 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Simple or generalised comment is offered about a consequence. [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3-4	<ul style="list-style-type: none"> • Features of the period are analysed to explain a consequence. [AO2] • Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>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 <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • Gorbachev's 'new thinking' made it clear that defence spending had to be cut and in 1988 the withdrawal of Soviet troops from the expensive war with Afghanistan began. • Gorbachev's ideas led to improved US-Soviet relations and agreements made, such as the 1987 INF Treaty, laying the foundations for further reductions in nuclear weapons. • As part of 'new thinking', the Sinatra Doctrine led to the withdrawal of Soviet troops from the USSR's former satellite states, and eastern European governments were freed from Soviet control. • Although Gorbachev believed 'new thinking' would strengthen communist control of eastern Europe, it instead encouraged the growth of reform movements that rejected communism. 		

P4: Superpower relations and the Cold War, 1941-91

Question		
2		<p>Write a narrative account analysing the key developments of the Cold War crisis over Berlin in the years 1958-63.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Khrushchev's Berlin ultimatum (1958) • construction of the Berlin Wall (1961) <p>You must also use information of your own.</p> </div> <p>Target: Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1]. AO2: 4 marks. AO1: 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2] • Limited knowledge and understanding of the events is shown. [AO1]
2	3-5	<ul style="list-style-type: none"> • A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1] <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	6-8	<ul style="list-style-type: none"> • A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1] <p><i>No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>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.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p>Indicative content guidance</p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • By the late 1950s, the division of Berlin had created problems for East Germany, with high numbers of refugees leaving for the West via West Berlin, many of whom were essential skilled workers. • In 1958, in an attempt to solve the refugee problem, Khrushchev issued the Berlin ultimatum accusing the West of breaking agreements made at Potsdam and he gave the West six months to withdraw their troops from Berlin. 		

- To prevent the crisis escalating into military conflict, a series of talks between the USA and the USSR were held between 1958 and 1961, to try and solve the 'Berlin problem'.
- At the final meeting in Vienna, Khrushchev took a tough stance towards Kennedy by restating the 1958 Berlin ultimatum, and the talks ended without any agreements made.
- In August 1961, East Germany began to seal the border between East and West Berlin and started the construction of the Berlin Wall, which for the East ended the crisis by preventing the flow of refugees to the West.
- The West was powerless to respond, with Kennedy stating that a wall was better than a war, although he made a symbolic visit to West Berlin in 1963.

Question		
3		<p>Explain two of the following:</p> <ul style="list-style-type: none"> • The importance of the Marshall Plan (1947) for relations between East and West. • The importance of the arms race in the years 1949-58 for the development of the Cold War. • The importance of the Carter Doctrine (1980) for relations between the USA and the USSR. <p>Target: Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 8 marks. AO1: 8 marks. NB mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • A simple or generalised answer is given, showing limited development and organisation of material. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	3-5	<ul style="list-style-type: none"> • An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	6-8	<ul style="list-style-type: none"> • An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>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 AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p>Indicative content guidance</p> <p>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.</p> <p>The importance of the Marshall Plan (1947) for relations between East and West.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • The different views of the Marshall Plan, from Truman's stated aim of aiding war-torn Europe to the USSR regarding it as 'dollar imperialism', clearly showed the divisions in Europe. • The Marshall Plan had a significant impact on the economic division of Europe as the West benefitted with rapidly improving economies whereas eastern European countries were forbidden by Stalin to benefit from the USA's 'dollar imperialism'. • The Marshall Plan accelerated the division of Europe into East and West, with Stalin setting up Comecon to develop trade within the Eastern bloc as a means to compete with the West. 		

- Cominform's official rejection of the Marshall Plan, together with Soviet propaganda comparing the USA to Nazi Germany, increased the political East-West divide.

The importance of the arms race in the years 1949-58 for the development of the Cold War.

Relevant points may include:

- With both Superpowers having developed A-bombs by 1949, the arms race now focused on creating more powerful H-bombs, and concerns about the 'bomber gap' increased tensions between the Superpowers.
- The arms race furthered the development of the Cold War in the 1950s. It increased the threat of nuclear war and heightened Superpower suspicions, with ICBM missiles now capable of direct hits on the USA and the USSR.
- Concerns at the cost of the arms race and escalating Cold War tensions led to Khrushchev's attempts to establish 'peaceful co-existence', e.g. the 1955 Geneva meeting between Eisenhower and Khrushchev.
- In the late 1950s, the USSR's launch of *Sputnik* raised US concerns of falling behind in the arms race, leading to increases in defence spending and the development of missile sites in Western Europe.

The importance of the Carter Doctrine (1980) for relations between the USA and the USSR.

Relevant points may include:

- The Carter Doctrine showed how far relations between the USA and the USSR had deteriorated, by bringing to an end the spirit of détente and stating a tough approach by the USA to the Soviet Union.
- The Carter Doctrine soured relations between the USA and the USSR, with Carter ordering the Senate to delay passing the SALT II treaty, leading to some claiming a second Cold War was imminent.
- The Carter Doctrine affected economic relations between the USA and the USSR with measures such as the USA reducing grain exports and preventing companies from selling computers to the USSR.
- The USA provoked the USSR by stating in the Doctrine that the USA would assist groups, such as the *mujahideen*, in conflict with the Soviet Union.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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Pearson Edexcel GCSE (9–1)

Wednesday 7 June 2023

Afternoon (Time: 1 hour 45 minutes -
total time for **both** booklets)

Paper
reference

1HI0/P4

History

**BOOKLET P4: Superpower relations and the Cold War,
1941–91**

You must have:

The corresponding booklet B.

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 booklets in this question paper. **This is booklet P.**
- Answer **all** questions from this booklet.
- Check you have the corresponding booklet B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this booklet is 32.
- The total time for **both** booklets is 1 hour 45 minutes.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- **Do not forget to complete booklet B.**

Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each booklet of the question paper.
- Check your answers if you have time at the end.

Turn over ►

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(Total for Question 1 = 8 marks)



P 7 2 3 4 4 A 0 3 1 2

2 Write a narrative account analysing US-Soviet relations in the years 1945–47.

(8)

You **may** use the following in your answer:

- Yalta Conference (February 1945)
- Cominform (1947)

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

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(Total for Question 2 = 8 marks)



P 7 2 3 4 4 A 0 5 1 2

3 Explain **two** of the following:

- The importance of the formation of the Warsaw Pact (1955) for Superpower relations. (8)
- The importance of Soviet relations with Cuba for tension between East and West in the 1960s. (8)
- The importance of the USA's Strategic Defence Initiative (SDI) for US-Soviet relations. (8)

(Total for Question 3 = 16 marks)

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Indicate your FIRST choice on this page.

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

- The importance of the formation of the Warsaw Pact (1955) for Superpower relations.
- The importance of Soviet relations with Cuba for tension between East and West in the 1960s.
- The importance of the USA's Strategic Defence Initiative (SDI) for US-Soviet relations.

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Indicate your **SECOND** choice on this page.

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

- The importance of the formation of the Warsaw Pact (1955) for Superpower relations.
- The importance of Soviet relations with Cuba for tension between East and West in the 1960s.
- The importance of the USA's Strategic Defence Initiative (SDI) for US-Soviet relations.

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(Total for Question 3 = 16 marks)

TOTAL FOR BOOKLET P = 32 MARKS



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PLEASE ENSURE YOU ALSO COMPLETE BOOKLET B



P 7 2 3 4 4 A 0 1 1 1 2

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Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCSE
In History (1HI0)

Paper P4: Period study

Option P4 Superpower relations and the
Cold War, 1941–91

Edexcel and BTEC Qualifications

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Summer 2023

Question Paper Log Number P72344A

Publications Code 1HI0_P4_2306_MS

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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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Superpower relations and the Cold War, 1941-91

Question		
1		<p>Explain two consequences of détente in the 1970s.</p> <p>Target: Analysis of second order concepts: consequence [AO2]. Knowledge and understanding of features and characteristics [AO1]. AO2: 4 marks. AO1: 4 marks. NB mark each consequence separately (2 x 4 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Simple or generalised comment is offered about a consequence. [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3-4	<ul style="list-style-type: none"> • Features of the period are analysed to explain a consequence. [AO2] • Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>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 <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • Détente led to important agreements between the USA and the USSR about limitations on weapons, such as SALT 1. • Détente led to more co-operation between NATO and Warsaw Pact members with the Helsinki Accords in 1975, which included acceptance of the existing borders of countries in the Eastern bloc. • The spirit of détente led to both Superpowers and many of their allies agreeing at Helsinki to respect human rights such as freedom of speech and religion. • Détente led to improvements in Superpower relations, e.g. the successful space-link up with the joint US-Soviet Apollo-Soyuz mission. 		

Question		
2		<p>Write a narrative account analysing US-Soviet relations in the years 1945-47.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Yalta Conference (February 1945) • Cominform (1947) <p>You must also use information of your own.</p> </div> <p>Target: Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1]. AO2: 4 marks. AO1: 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2] • Limited knowledge and understanding of the events is shown. [AO1]
2	3–5	<ul style="list-style-type: none"> • A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1] <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	6–8	<ul style="list-style-type: none"> • A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1] <p><i>No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>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.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p>Indicative content guidance</p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • At the Yalta Conference in February 1945, US-Soviet relations were generally positive, with agreements on issues such as free elections in countries liberated from Nazi control, a United Nations and the division of Germany into four zones of occupation. • By Potsdam, in July 1945, US-Soviet relations were strained as a consequence of Truman's tougher approach towards Stalin and the USA's successful testing of an atomic bomb. • In 1946, as a result of reports contained in Kennan's Long Telegram and the Novikov Telegram both the USA and USSR became more fearful of a future conflict. • Between 1945-47, major strains in US-Soviet relations developed with the USSR's establishment of satellite states in eastern Europe under Moscow's control. 		

- In 1946, relations between the two Superpowers worsened as a result of Churchill's 'Iron Curtain' speech, which was regarded by Stalin as deliberate provocation.
- US-Soviet relations significantly deteriorated in 1947, with the USSR's setting up of Cominform in response to the USA's announcement of the Truman Doctrine and the Marshall Plan.

Question		
3		<p>Explain two of the following:</p> <ul style="list-style-type: none"> • The importance of the formation of the Warsaw Pact (1955) for Superpower relations. • The importance of Soviet relations with Cuba for tension between East and West in the 1960s. • The importance of the USA's Strategic Defence Initiative (SDI) for US-Soviet relations. <p>Target: Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 8 marks. AO1: 8 marks. NB mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • A simple or generalised answer is given, showing limited development and organisation of material. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	3–5	<ul style="list-style-type: none"> • An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	6–8	<ul style="list-style-type: none"> • An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [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 AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in Levels 2 and 3 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.

The importance of the formation of the Warsaw Pact (1955) for Superpower relations.

Relevant points may include:

- The formation of the Warsaw Pact as a military alliance of eight countries, led by the USSR, increased Superpower rivalry as it was deliberately designed to counter the potential threat from NATO.
- The formation of the Warsaw Pact increased the climate of fear between the two Superpowers with the USSR now having the means to deploy its troops and weapons in the Eastern bloc.
- The formation of the Warsaw Pact increased tension between the Superpowers as it led to the rapid remilitarisation of both West and East Germany.
- The formation of the Warsaw Pact increased tension between the Superpowers when, following Nagy's attempt to leave the Warsaw Pact, the USA protested at the USSR's military intervention in Hungary in 1956.

The importance of Soviet relations with Cuba for tension between East and West in the 1960s.

- In 1960, the signing of a trade agreement between the USSR and Cuba increased tension between East and West, with the USSR now having influence within 90 miles of the US mainland.
- The USSR's ties to Cuba increased following the USA's failed Bay of Pigs invasion, creating a tense meeting between Kennedy and Khrushchev at the Vienna summit meeting.
- The strong relations between the USSR and Cuba, with Khrushchev developing nuclear missile sites in Cuba, increased tensions between East and West almost to the point of full-scale war.
- Following the missile crisis, Cuba's continued relationship with the USSR contributed to continuing US fears of conflict and attempts were made to reduce tension between East and West, such as the setting up of the 'hotline' between Washington and Moscow.

The importance of the USA's Strategic Defence Initiative (SDI) for US-Soviet relations.

Relevant points may include:

- The announcement of the SDI by Reagan in 1983 seemed to be a turning-point in US-Soviet relations as the theory of Mutually Assured Destruction would become obsolete.
- The SDI significantly altered the balance of power between the two Superpowers as the USSR did not have the economic resources or the technology to continue competing in the arms race.
- The SDI improved Superpower relations by directly contributing to Gorbachev's decision to make significant reductions in military spending.
- The SDI increased cooperation between the superpowers by influencing Gorbachev's new attitude to international relations, which brought about the abandonment of the Brezhnev Doctrine and the withdrawal of Soviet troops from Afghanistan.



Mark Scheme

Mocks 2024

Pearson Edexcel GCSE
In History (1HI0)

Paper P4: Period study

Option P4 Superpower relations and the
Cold War, 1941–91

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Mocks 2024

Question Paper Log Number S83954A

Publications Code 1HI0_P4_Mocks_2024_MS

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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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Period study_P4: Superpower relations and the Cold War, 1941–91

Question		
1(a)		<p>Explain one consequence of the Prague Spring (Czechoslovakia, 1968).</p> <p>Target: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p>AO2: 2 marks.</p> <p>AO1: 2 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • Simple or generalised comment is offered about a consequence. [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–4	<ul style="list-style-type: none"> • Features of the period are analysed to explain a consequence. [AO2] • Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>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 <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • Dubcek's reforms encouraged opposition to communist rule in Czechoslovakia with the formation of the Social Democrat political party, which wanted even more reform. • The Soviets and other eastern European governments, concerned that Czechoslovakia might leave the Warsaw Pact and allow NATO to expand, sent troops into Prague and removed Dubcek from power. • Soviet fears of any further challenges to communist rule led to the Brezhnev Doctrine, which stated the USSR's right to intervene in its satellite states if events were seen to threaten the security of the Eastern Bloc. • The Soviet invasion was met with protests from the West, especially from the USA and Britain, but without any direct military support for Czechoslovakia. 		

Question		
1(b)		<p>Explain one consequence of the Soviet invasion of Afghanistan (1979).</p> <p>Target: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p>AO2: 2 marks. AO1: 2 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • Simple or generalised comment is offered about a consequence. [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–4	<ul style="list-style-type: none"> • Features of the period are analysed to explain a consequence. [AO2] • Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>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 <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • It ended the period of Cold War détente between the USA and the Soviet Union. President Carter issued the Carter Doctrine, which guaranteed the sovereignty of the Gulf, and the USA placed economic sanctions on the Soviet Union. • It led to a 10-year involvement in Afghanistan for the Soviet Union during which the USA offered assistance to the Mujahideen. • It resulted in a US boycott of the 1980 Moscow Olympic Games. 		

Question	
2	<p>Write a narrative account analysing the key events of the collapse of Soviet control of Eastern Europe in the years 1985–91.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Gorbachev’s ‘new thinking’ • the end of the Warsaw Pact (1991) <p>You must also use information of your own.</p> </div> <p>Target: Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1]. AO2: 4 marks. AO1: 4 marks.</p>

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2] • Limited knowledge and understanding of the events is shown. [AO1]
2	3–5	<ul style="list-style-type: none"> • A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]
3	6–8	<ul style="list-style-type: none"> • A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1] <p><i>No access to Level 3 for answers that do not address three or more aspects of content.</i></p>

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 Levels 2 and 3 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:

- From 1985, Gorbachev’s ‘new thinking’ led to domestic policies which necessitated financial savings, leading to the withdrawal of Soviet troops stationed throughout the Eastern Bloc.
- The Soviet Union’s control over Eastern Europe weakened in 1988 when Gorbachev rejected the Brezhnev Doctrine, meaning Warsaw Pact members could now make changes in their own countries without expecting interference from Moscow.
- The USSR was unable to contain a series of reforms and changes in Eastern Europe, such as the election of a non-communist government in Poland, and Hungary opening its border with Austria.
- In November 1989, following large protests, the East German government announced the opening of the Berlin Wall and thousands of Germans began physically attacking the Wall itself.
- In March 1990, elections held in Germany supported the reunification of the FRG and the GDR, leading to a newly reunited Germany as a member of NATO.
- In 1991, the formal dissolution of the Warsaw Pact led to many Eastern European states becoming entirely independent of the Soviet Union, no longer having their governments or economies directed from Moscow.

Question		
3		<p>Explain two of the following:</p> <ul style="list-style-type: none"> • The importance of the Yalta Conference (February 1945) for relations between East and West. • The importance of Khrushchev’s Berlin ultimatum (1958) for tension between East and West. • The importance of SALT 1 for relations between the USA and the Soviet Union in the 1970s. <p>Target: Analysis of second order concepts: consequence/significance [AO2]. Knowledge and understanding of features and characteristics [AO1]. AO2: 8 marks. AO1: 8 marks. NB mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • A simple or generalised answer is given, showing limited development and organisation of material. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	3–5	<ul style="list-style-type: none"> • An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	6–8	<ul style="list-style-type: none"> • An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>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 AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p>Indicative content guidance</p> <p>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.</p> <p>The importance of the Yalta Conference (February 1945) for relations between East and West.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • At Yalta, agreements were reached by the Allies to work together on key issues that would impact East-West relations, such as the division of a post-war Germany and the USSR joining the war against Japan. • At the Yalta Conference, the Allies agreed that, after the Second World War, a United Nations organisation would be set up to maintain world peace, thereby improving East-West relations. • At the Yalta Conference, no decision could be reached on the amount of reparations that Germany should pay, putting some strain on relations between East and West, with the decision postponed for a later meeting. • At the Yalta Conference, disagreement over Poland’s future led to tense relations between the Allies; Stalin’s desires for a pro-communist Polish government were regarded by the West as Soviet expansionism. 		

The importance of Khrushchev's Berlin ultimatum (1958) for tension between East and West.

Relevant points may include:

- Khrushchev's Berlin ultimatum, for the West to leave West Berlin, increased tension between East and West; the West regarded the USSR's demands as hostile because Soviet influence would expand further over eastern Europe.
- The Berlin ultimatum increased a sense of suspicion between East and West, as the West was not convinced by Khrushchev's claim that he wanted Berlin to be a neutral 'free city'.
- The ultimatum increased East-West tension over the status of East Germany, with Khrushchev's demands for the West's recognition of the GDR becoming less likely to be accepted.
- The rising tension between East and West following the ultimatum, with concerns from both sides about the possession of nuclear weapons, frightened both sides into a series of talks.

The importance of SALT 1 for relations between the USA and the Soviet Union in the 1970s.

Relevant points may include:

- After several years of failed negotiations, SALT 1 improved relations by implementing set limits on weapons, reducing the threat of nuclear conflict, e.g. a maximum of 100 Anti-Ballistic Missiles held by each side.
- SALT 1's Basic Principles Agreement improved relations between the USA and the USSR through commitments by both sides on the conduct of nuclear warfare and measures to exercise restraint.
- The process of SALT 1 talks led to developing co-operation between the USA and the Soviet Union with Nixon and Brezhnev visiting Moscow and Washington respectively, so paving the way for the Helsinki Agreements and the start of discussions for a later SALT 2.
- Despite SALT 1 symbolising détente, both the USA and Soviet Union retained enough weapons to destroy one another multiple times and no agreements were made to cover MIRVs.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

Pearson Edexcel GCSE (9–1)

Mocks 2024

Time 1 hour 50 minutes
(Total time for **both** booklets)

**Paper
reference**

1H10/P4

History

BOOKLET P4: Superpower relations and the Cold War, 1941–91

You must have:

The corresponding booklet B

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 booklets in this question paper. **This is booklet P.** Answer **all** questions from this booklet.
- Check you have the corresponding booklet B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this booklet is 32.
- The total time for **both** booklets is 1 hour 50 minutes.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- **Do not forget to complete booklet B.**

Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each booklet of the question paper.
- Check your answers if you have time at the end.

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(Total for Question 2 = 8 marks)



3 Explain **two** of the following:

- The importance of the Yalta Conference (February 1945) for relations between East and West. (8)
- The importance of Khrushchev's Berlin ultimatum (1958) for tension between East and West. (8)
- The importance of SALT 1 for relations between the USA and the Soviet Union in the 1970s. (8)

(Total for Question 3 = 16 marks)



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(Total for Question 3 = 16 marks)

TOTAL FOR BOOKLET P = 32 MARKS



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Pearson Edexcel
GCSE (9–1)

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History

Paper 3: Modern depth study

Option 31: Weimar and Nazi Germany, 1918–39

Tuesday 12 June 2018 – Afternoon

Time: 1 hour 20 minutes

Paper Reference

1HI0/31

You must have:

Sources/Interpretations Booklet (enclosed)

Total Marks

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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.
- Answer **all** questions in Sections A and B.
- 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.
- Try to answer every question.
- Check your answers if you have time at the end.

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SECTION A

Answer both questions.

Study Source A below and then answer Question 1.

Source A: From *Berlin Diary* by William L Shirer. Shirer was an American journalist living in Berlin at the time of the Olympic Games. He wrote this diary entry in August 1936.

The Olympic Games finally came to an end today. Hitler and the others showed up this afternoon for the final ceremony, which continued until well after dark. The Nazis have succeeded with their propaganda. First, the Nazis have run the games on an extravagant scale never before experienced, and this has appealed to the athletes. Second, the Nazis have put on a good show for the general visitors, especially those who are big businessmen.

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1 Give **two** things you can infer from Source A about the success of the Berlin Olympic Games in 1936.

Complete the table below to explain your answer.

(i) What I can infer:

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Details in the source that tell me this:

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(ii) What I can infer:

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Details in the source that tell me this:

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(Total for Question 1 = 4 marks)

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2 Explain why the Nazis were able to reduce unemployment in Germany in the years 1933-39.

(12)

You may use the following in your answer:

- rearmament
- autobahns

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

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(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS



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(b) **Study Interpretations 1 and 2. They give different views about the challenges facing the Weimar Republic in the years 1919-23.**

What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

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Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).

(d) How far do you agree with Interpretation 2 about the challenges facing the Weimar Republic in the years 1919-23?

Explain your answer, using both interpretations and your knowledge of the historical context.

(16)

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

(Total for Question 3 = 36 marks)

TOTAL FOR SECTION B = 36 MARKS
TOTAL FOR PAPER = 52 MARKS



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Pearson Edexcel GCSE (9–1)

History

Paper 3: Modern depth study

Option 31: Weimar and Nazi Germany, 1918–39

Tuesday 12 June 2018 – Afternoon

Sources/Interpretations Booklet

Paper Reference

1HI0/31

Do not return this booklet with the question paper.

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Sources/interpretations for use with Section B.

Source B: A photograph published in a German newspaper in March 1920. It shows Freikorps soldiers taking part in the Kapp Putsch. The soldiers are occupying an area in Berlin near to the Reichstag building.



Source C: From an interview with a German woman in 1974. She was a factory worker during the early years of the Weimar Republic. Here she is recalling the hyperinflation of 1923.

You got paid at the end of every day. You had to spend it straight away because the next day your wages would only be worth half as much as the day before. Money was literally not worth the paper it was printed on.

Many people who had their savings in bank accounts lost all the money they had managed to scrape together. We asked ourselves, 'How can that happen? How is it that the government can't control this inflation which wipes out the life savings of most people?' We never got an answer that meant anything.

After the hyperinflation, people didn't trust the government anymore.

Interpretation 1: From *The Weimar Republic, 1918-24* by M. Rathbone, published in 2013.

Some democratic parties did support the Weimar Republic. However, powerful political groups on both the Left and the Right refused to accept the existence of the Weimar Republic. They were prepared to destroy it by force and replace it with their own form of government. They took action against the Republic very soon after it was created. This made it difficult for the new government to maintain order and govern Germany.

Interpretation 2: From *Alpha History*, a history website.

The hyperinflation which happened in 1923 forced the Weimar government to fear for its own existence.

After the French had occupied the Ruhr, the industrial workers had gone on strike. The Weimar government supported the strikers by printing more paper money in order to pay them. As the strike continued, the government could not find a solution and simply printed even more money. This ruined the economy. People talked openly about removing the government by a popular revolution or a military putsch.



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Mark scheme

Paper 3: Modern depth study (1HI0/31)

**Option 31: Weimar and Nazi
Germany, 1918–1939**

Modern depth study: Weimar and Nazi Germany, 1918–1939

Question	
1	Give two things you can infer from Source A about the success of the Berlin Olympic Games in 1936. Target: Source analysis (making inferences). AO3: 4 marks.
Marking instructions	
Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source. e.g. <ul style="list-style-type: none">• The Nazis had created a good impression of their regime (1). It says 'The Nazis have succeeded with their propaganda' (1).• The games were better than any previous Olympic Games (1). 'the Nazis have run the games on an extravagant scale never before experienced' (1).• The games had helped the Nazis to gain favour with business owners (1). 'the Nazis have put on a good show for the general visitors, especially those who are big businessmen' (1). Accept other appropriate alternatives.	

Question		
2		<p>Explain why the Nazis were able to reduce unemployment in Germany in the years 1933–1939.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • rearmament • autobahns <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7–9	<ul style="list-style-type: none"> • 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] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

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:

- From 1935 German men aged 18-25 were expected to do two years of military service (conscription) so there was far less unemployment.
- Rearmament involved the manufacturing of military equipment such as planes, weapons and uniforms so many businesses needed to employ more people to keep up with demand.
- The building of autobahns and other public works was intended to reduce unemployment. 80,000 people were involved in building the autobahns.
- The labour service forced young unemployed men to work on public programmes such as tree planting so they were no longer unemployed.
- Unemployment was technically reduced because many people were no longer included in the figures, e.g. unemployed women, and Jews, who had lost their citizenship in 1935, were not counted.

Question		
3 (a)		How useful are Sources B and C for an enquiry into the challenges facing the Weimar Republic in the years 1919–1923? Target: Analysis and evaluation of source utility. AO3: 8 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. 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	<ul style="list-style-type: none"> 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 provenance¹. 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	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ 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.

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 B

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

- The source shows that those who carried out the Kapp Putsch were clearly in control of the capital city, Berlin, as they appear to be quite relaxed and there is no fighting going on.
- It provides evidence of the weaponry available to the Freikorps who carried out the Kapp Putsch.
- The source shows the strength of the threat to the Weimar Republic in March 1920.

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 is from a German newspaper so it might have been taken to reassure people how the situation in the capital was calm.
- The soldiers might be posing to show that they were apparently in control of the capital city.

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

- In March 1920, 5,000 Freikorps soldiers seized power in Berlin and put Dr Wolfgang Kapp, a nationalist, in charge of the country.
- Although the Kapp Putsch succeeded in taking control of Berlin, it collapsed after a few days due to a general strike called by the Weimar government.

Source C

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

- The source provides evidence that hyperinflation meant that people no longer trusted the government.
- It suggests that the Weimar government was powerless to do anything about hyperinflation.

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 author was a factory worker so her experience might have been different from that of people from other social classes.
- The author lived through these events so her experiences provide a valuable insight into how people felt about the Weimar government at the time.

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

- Hyperinflation became extremely serious in 1923 although inflation had been a problem since the end of the war.
- The Weimar Government was responsible for the hyperinflation of 1923 because it was printing more money in order to pay the striking workers in the Ruhr.

Question		
3 (b)		<p>Study Interpretations 1 and 2. They give different views about the challenges facing the Weimar Republic in the years 1919-1923. What is the main difference between the views? Explain your answer, using details from both interpretations.</p> <p>Target: Analysis of interpretations (how they differ). AO4: 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.
2	3–4	<ul style="list-style-type: none"> The interpretations are analysed and a key difference of view is identified and supported from them.
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance.</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> A main difference is that Interpretation 1 suggests that the challenge to the existence of Weimar came from groups on the Left and Right that wanted to destroy it from the very start. On the other hand, Interpretation 2 suggests that it was the challenge of hyperinflation in 1923 which threatened the existence of the Republic. 		

Question		
3 (c)		Suggest one reason why Interpretations 1 and 2 give different views about the challenges facing the Weimar Republic in the years 1919–1923. You may use Sources B and C to help explain your answer. Target: Analysis of interpretations (why they differ). AO4: 4 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.
2	3–4	<ul style="list-style-type: none"> An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.

- The interpretations may differ because they have given weight to different sources. For example, Source B provides some support for Interpretation 1, which shows the dangerous threat from the Right. Source C provides some support for Interpretation 2, which emphasises the serious consequences of hyperinflation in undermining faith in the government.
- They may differ because the authors have chosen to place an emphasis on different details – Interpretation 1 is dealing with the threat from the Left and the Right from the start of the period 1919–23; Interpretation 2 deals with the consequences of hyperinflation in 1923.
- The interpretations may differ because they are written from different perspectives. Interpretation 1 looks at the political threats from the Left and Right. Interpretation 2 focuses on the economic dangers facing the Weimar Republic.

Question		
3 (d)		<p>How far do you agree with Interpretation 2 about the challenges facing the Weimar Republic in the years 1919–23. Explain your answer, using both interpretations, and your knowledge of the historical context.</p> <p>Target: Analysis and evaluation of interpretations. AO4: 16 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> Answer offers simple valid comment to agree with or counter the interpretation. Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. Generalised contextual knowledge is included and linked to the evaluation.
2	5–8	<ul style="list-style-type: none"> Answer offers valid evaluative comment to agree with or counter the interpretation. Some analysis is shown in selecting and including details from both interpretations to support this comment. Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.
3	9–12	<ul style="list-style-type: none"> Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.
4	13–16	<ul style="list-style-type: none"> Answer provides an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Relevant contextual knowledge is precisely selected to support the evaluation. An overall judgment is justified and the line of reasoning is coherent, sustained and logically structured.
Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.

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

In all levels, the second sentence relates to analysis and while the rest relate to evaluation. The following rules will apply:

- In Level 1, answers that meet the requirements only in relation to analysis without evidence of evaluation should be awarded 1 mark.
- In other levels, answers that meet the requirements only in relation to analysis (but that also fully meet the descriptors for evaluation of the level below) should be awarded no more than the bottom mark in the level.

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.

The interpretation to be evaluated suggests that the challenge of hyperinflation in 1923 threatened the existence of the Weimar Republic.

Relevant points from the provided material and own knowledge which support the claim made in the interpretation may include:

- Interpretation 2 shows that economic problems in the form of hyperinflation created a crisis that threatened the existence of the Weimar government.
- Interpretation 2 shows that hyperinflation caused a significant challenge to the Weimar Republic because it caused the population to lose faith in it.
- Hyperinflation had an impact on most classes in society – especially the middle classes and the workers – who started to lose faith in the Republic.
- Hyperinflation is generally considered to have been caused by the Weimar government itself because it attempted to solve the crisis caused by the French invasion of the Ruhr by printing money.
- Following the hyperinflation, in November 1923 the Nazis attempted to seize power in the Munich Putsch.

Relevant points from the provided material and own knowledge which counter the view may include:

- Interpretation 1 suggests that a challenge facing the Weimar Republic was the dangerous threat from the Left and Right.
- Interpretation 1 shows that many of these dangerous forces were determined to destroy the Weimar Republic from the beginning and were prepared to do so by force.
- The Kapp Putsch did force the government to leave Berlin for a few days in March 1920.
- There were uprisings from the Left and Right throughout the period that challenged the government, including the Spartacist Uprising (1919), the Kapp Putsch (1920) and the Munich Putsch (1923).
- All the uprisings in the period 1919–23 were defeated: the Spartacists were defeated by the Freikorps, the Kapp Putsch by a general strike in Berlin and the Munich Putsch by the Bavarian Police.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Pearson Edexcel
GCSE (9–1)

Centre Number

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Candidate Number

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Tuesday 11 June 2019

Afternoon (Time: 1 hour 20 minutes)

Paper Reference **1HI0/31**

History

Paper 3: Modern depth study

Option 31: Weimar and Nazi Germany, 1918–39

You must have:

Sources/Interpretations Booklet (enclosed)

Total Marks

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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.
- Answer **all** questions in Sections A and B.
- 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.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Answer both questions.

Study Source A below and then answer Question 1.

Source A: From *The Memoirs of Ernst Röhm*, published in 1928.

I introduced all my army friends to the German Workers' Party. This was how we built up the movement in the early days.

In February 1920, the Party presented its policies to the public for the first time in the Twenty-Five Point Programme. From that day on, the Party membership began to increase so much that we had to move the meetings to much larger venues.

After overcoming his opponents within the Party in 1921, Adolf Hitler was elected the first leader of the renamed National Socialist German Workers' Party*.

*National Socialist German Workers' Party – the formal name of the Nazi Party

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1 Give **two** things you can infer from Source A about the early development of the Nazi Party.

Complete the table below to explain your answer.

(i) What I can infer:

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Details in the source that tell me this:

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(ii) What I can infer:

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Details in the source that tell me this:

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(Total for Question 1 = 4 marks)

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2 Explain why the Nazis were able to create a police state in the years 1933–39.

(12)

You may use the following in your answer:

- concentration camps
- law courts

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

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(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS



SECTION B

For this section, you will need to use the sources and interpretations in the Sources/Interpretations Booklet.

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into Nazi policies towards women?

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

(8)

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(b) **Study Interpretations 1 and 2. They give different views about Nazi policies towards women.**

What is the main difference between these views?

Explain your answer, using details from both interpretations.

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(c) Suggest **one** reason why Interpretations 1 and 2 give different views about Nazi policies towards women.

You may use Sources B and C to help explain your answer.

(4)

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Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).

(d) How far do you agree with Interpretation 2 about Nazi policies towards women?

Explain your answer, using both interpretations and your knowledge of the historical context.

(16)

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(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)
(Total for Question 3 = 36 marks)

TOTAL FOR SECTION B = 36 MARKS
TOTAL FOR PAPER = 52 MARKS



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Acknowledgements

Source A from: 'The Memoirs of Ernst Rohm', Ernst Rohm, Frontline Books, 2012



Pearson Edexcel GCSE (9–1)

Tuesday 11 June 2019

Afternoon (Time: 1 hour 20 minutes)

Paper Reference **1HI0/31**

History

Paper 3: Modern depth study

Option 31: Weimar and Nazi Germany, 1918–39

Sources/Interpretations Booklet

Do not return this booklet with the question paper.

Turn over ►

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Sources/Interpretations for use with Section B.

Source B: From a speech made by Joseph Goebbels in March 1933.

German women! German men!

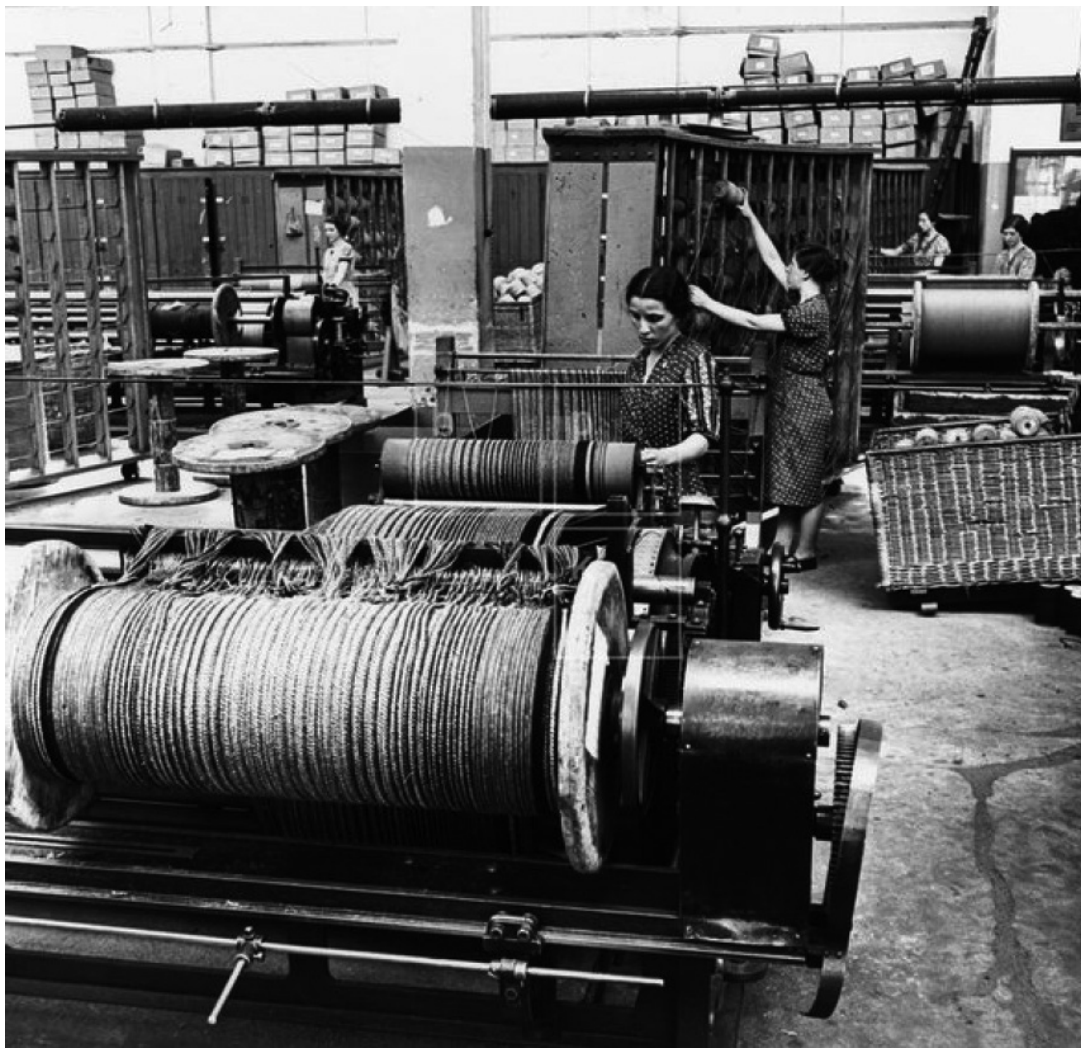
The birth rate in Germany is rapidly declining so a major change is needed.

We believe that German women must use their strength and abilities in different areas from men. Let me say this clearly: the first, best, and most suitable place for the woman is in the family. It is her most glorious duty to give children to her people and nation.

The woman is the teacher of the youth, and therefore the builder of the foundation of the future. If the family is the nation's source of strength, the woman is at its centre.

The best place for the woman to serve her people is in her marriage, in the family, in motherhood.

Source C: A photograph from 1938. The photograph shows women working in a textile factory in a large industrial city.



Interpretation 1: From *Weimar and Nazi Germany* by J Hite and C Hinton, published in 2000.

The Nazis' attempts to drive women back into the home were not particularly successful. In fact, the number of women in all types of jobs increased, mainly due to the work opportunities created by the economic recovery. By 1936, more workers were needed in agriculture and industry in Germany and by 1939 this shortage of workers was a serious problem. This led to more women returning to work.

Overall, the Nazis took a cautious approach to the employment of women and only a few women were actually forced out of jobs.

Interpretation 2: From *The History Learning Site*, a history website.

Hitler was very clear that women should bring up children at home while their husbands worked. Schools taught girls from a young age that all good German women should get married and have children. 800,000 couples accepted loans offered as part of the Law for the Encouragement of Marriage.

Women were not expected to work in Nazi Germany. Within months of Hitler coming to power, many female doctors and civil servants were sacked, followed by female teachers and lawyers.

By 1939, very few women were in full-time work.

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Acknowledgements

Source B from: <https://spartacus-educational.com/GERwomen.htm>; Source C from © bpk-bildagentur.de; Interpretation 1 source from: 'Weimar and Nazi Germany', by Chris Hinton, Chris Hinton, John Hite, Hodder Education, 2000; Interpretation 2 source from: <https://www.historylearningsite.co.uk/nazi-germany/the-role-of-women-in-nazi-germany/>



Mark Scheme

Summer 2019

Pearson Edexcel GCSE in History

Paper 3: Modern depth study (1HI0/31)

Option 31: Weimar and Nazi Germany,
1918-39

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Summer 2019

Publications Code 1HI0_31_1906_MS

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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.

Modern depth study: Weimar and Nazi Germany, 1918-39

Question	
1	<p>Give two things you can infer from Source A about the early development of the Nazi Party.</p> <p>Target: Source analysis (making inferences). AO3: 4 marks.</p>
Marking instructions	
<p>Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source.</p> <p>e.g.</p> <ul style="list-style-type: none">• <i>The Party grew because of personal recommendations (1). It says 'I introduced all my army friends to the Party' (1).</i>• <i>The introduction of the Party programme led to a large growth in popularity (1). 'From that day on the Party membership began to increase' (1).</i>• <i>Adolf Hitler had to work hard to take control of the movement (1). Hitler became leader 'after overcoming his opponents within the Party' (1).</i> <p>Accept other appropriate alternatives.</p>	

Question		
2		<p>Explain why the Nazis were able to create a police state in the years 1933-39.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • concentration camps • law courts. <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7–9	<ul style="list-style-type: none"> • 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] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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:

- Emergency powers allowed the Nazis to place political opponents in concentration camps.
- The Nazis were able to establish a police state because they had support from sympathetic judges who served in the law courts.
- Only limited evidence was required to bring cases to the People's Court, which was set up in 1934.
- The Enabling Act allowed the Nazis to create a one-party state.
- The wide-ranging powers of the Gestapo gave the Nazis the ability to create the police state. They had the right to search without warrants and to detain and torture suspects without trial.
- Fear created by the use of the SD prevented the German people from resisting the rise of the police state.

Question		
3 (a)		How useful are Sources B and C for an enquiry into Nazi policies towards women? Target: Analysis and evaluation of source utility. AO3: 8 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. 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	<ul style="list-style-type: none"> 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 provenance¹. 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	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ 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 B

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

- The source shows that the Nazi leadership wanted women and men to have different roles in life.
- It shows that the primary role assigned to women was motherhood because the Nazis were concerned about falling birth rates.
- It states that the Nazis believed mothers were responsible for the future of the nation.

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 speech was made by one of Hitler's closest associates so it is likely to represent an accurate view of Nazi policy.
- This source reflects Nazi policy at the start of their regime in 1933, so it indicates the importance of this policy.
- Goebbels was in charge of Nazi propaganda so he is trying to convince women to follow Nazi policy.

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

- The focus of Nazi policy was on encouraging women to focus their lives on 'Kinder, Küche and Kirke.'

- The Nazis created a range of organisations that helped women to learn about domestic skills such as cooking.
- The League of German Maidens prepared German girls for their role as mothers.

Source C

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

- It provides evidence that in 1938 there were women in the workplace.
- It shows that women worked in industry.
- The source shows that women were involved in manual work.

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:

- This photograph is not obviously staged and appears to capture a real situation.
- This is a photograph taken in one industrial city so it might not reflect the situation in other areas or sectors of employment.

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

- The growing economy meant that by the end of the period women were needed to work where there were labour shortages, especially when Germany was preparing for war.
- The Nazis had removed most women from professional roles but many still worked in unskilled jobs.

Question		
3 (b)		<p>Study Interpretations 1 and 2. They give different views about Nazi policies towards women. What is the main difference between the views? Explain your answer, using details from both interpretations.</p> <p>Target: Analysis of interpretations (how they differ). AO4: 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.
2	3–4	<ul style="list-style-type: none"> The interpretations are analysed and a key difference of view is identified and supported from them.
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> A main difference is that Interpretation 1 suggests that Nazi policy towards women was not successful because more women were employed. Interpretation 2 suggests that Nazi policy towards women was successful because they were forced out of employment to focus on having families. 		

Question		
3 (c)		Suggest one reason why Interpretations 1 and 2 give different views about Nazi policies towards women. You may use Sources B and C to help explain your answer. Target: Analysis of interpretations (why they differ). AO4: 4 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.
2	3–4	<ul style="list-style-type: none"> An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.

Marking instructions

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

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.

- The interpretations may differ because they have given weight to different sources. For example, Source C provides some support for Interpretation 1, which suggests that the Nazis had to accept that women worked in order to fill labour shortages. On the other hand, Source B provides some support for Interpretation 2 by stating that the clear aim of Nazi policy was for women to bring up children.
- The interpretations may differ because the authors have chosen to place an emphasis on different details. Interpretation 1 is dealing with the practical realities of a growing economy; Interpretation 2 emphasises Hitler's ideological aim in setting policy for women to have children instead of working.
- They may differ because they are written from different perspectives – Interpretation 1 is dealing with the regime's economic policy; Interpretation 2 is dealing with the regime's original policy aims towards women.

Question		
3 (d)		<p>How far do you agree with Interpretation 2 about Nazi policies towards women? Explain your answer, using both interpretations, and your knowledge of the historical context.</p> <p>Target: Analysis and evaluation of interpretations. AO4: 16 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> Answer offers simple valid comment to agree with or counter the interpretation. Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. Generalised contextual knowledge is included and linked to the evaluation.
2	5–8	<ul style="list-style-type: none"> Answer offers valid evaluative comment to agree with or counter the interpretation. Some analysis is shown in selecting and including details from both interpretations to support this comment. Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.
3	9–12	<ul style="list-style-type: none"> Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.
4	13–16	<ul style="list-style-type: none"> Answer provides an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Relevant contextual knowledge is precisely selected to support the evaluation. An overall judgment is justified and the line of reasoning is coherent, sustained and logically structured.
Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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).

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

In all levels, the second sentence relates to analysis and while the rest relate to evaluation. The following rules will apply:

- In Level 1, answers that meet the requirements only in relation to analysis without evidence of evaluation should be awarded 1 mark.
- In other levels, answers that meet the requirements only in relation to analysis (but that also fully meet the descriptors for evaluation of the level below) should be awarded no more than the bottom mark in the level.

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.

The interpretation to be evaluated suggests that Nazi policy towards women was successful in taking women away from the workplace and keeping them at home.

Relevant points from the provided material and own knowledge which support the claim made in the interpretation may include:

- Interpretation 2 states that Nazi policy was to encourage women to focus on domestic life and that there was no reason why women should go to work.
- Interpretation 2 shows that Nazi policy led to professional women losing their jobs.
- The full amount of the loans provided under the Law for the Encouragement of Marriage would be paid off if a married woman left work and had at least four children.
- The Nazi regime was concerned about the low birth rate and so encouraged women to become mothers. Many women had large families.
- Women's organisations such as the National Socialist Womanhood were established to promote Nazi policies of motherhood and marriage – it had 2.8 million members.

Relevant points from the provided material and own knowledge which counter the view may include:

- Interpretation 1 shows that the economic recovery meant that there were shortages of workers and that women were required to fill these vacancies.
- Interpretation 1 suggests that Nazi policies aimed at keeping women at home failed.
- In 1937 the Nazis withdrew the loan scheme aimed at encouraging women to stay at home.
- Once the economy had started to recover, the Nazi regime was preparing for war and they had to make sure that all vacancies were filled so women were encouraged to take up low-skilled jobs.
- In 1937 a law was passed that meant women had to do a 'duty year' in agriculture or industry.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

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Pearson Edexcel GCSE (9–1)

Time 1 hour 20 minutes

Paper
reference

1HIA/31

History

PAPER 3: Modern depth study

Option 31: Weimar and Nazi Germany, 1918–39

You must have:

Sources/Interpretations 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.
- Answer **all** questions in Sections A and B.
- 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.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Q:1/1/1/1/



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SECTION A

Answer both questions.

Study Source A below and then answer Question 1.

Source A: A photograph taken in 1938 showing members of the Hitler Youth preparing for a Nazi Party event.



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1 Give **two** things you can infer from Source A about the Hitler Youth.

Complete the table below to explain your answer.

<p>(i) What I can infer:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Details in the source that tell me this:</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>(ii) What I can infer:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Details in the source that tell me this:</p> <p>.....</p> <p>.....</p> <p>.....</p>

(Total for Question 1 = 4 marks)



2 Explain why the use of propaganda helped the Nazis to control the attitudes of the German people in the years 1933–39.

(12)

You **may** use the following in your answer:

- newspapers
- Nazi rallies

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

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(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS



SECTION B

For this section, you will need to use the sources and interpretations in the Sources/Interpretations Booklet.

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into the reasons why Hitler became Chancellor in 1933?

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

(8)

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(b) **Study Interpretations 1 and 2.**

They give different views about the reasons why Hitler became Chancellor in 1933.

What is the main difference between these views?

Explain your answer, using details from **both** interpretations.

(4)

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(c) Suggest **one** reason why Interpretations 1 and 2 give different views about the reasons why Hitler became Chancellor in 1933.

You **may** use Sources B and C to help explain your answer.

(4)

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Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).

(d) How far do you agree with Interpretation 2 about the reasons why Hitler became Chancellor in 1933?

Explain your answer, using **both** interpretations and your knowledge of the historical context.

(16)

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

(Total for Question 3 = 36 marks)

TOTAL FOR SECTION B = 36 MARKS

TOTAL FOR PAPER = 52 MARKS



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Acknowledgements

Source A: ullstein bild Dtl. / Contributor



Pearson Edexcel GCSE (9–1)

Time 1 hour 20 minutes

Paper
reference

1HIA/31

History

PAPER 3: Modern depth study

Option 31: Weimar and Nazi Germany, 1918–39

Sources/Interpretations Booklet for use within Section B.

Do not return this Booklet with the question paper.

Turn over ►

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Q:1/1/1/1/1/



P 6 8 7 1 5 A



Pearson

Sources/interpretations for use with Section B.

Source B: From *Inside the Third Reich*, the autobiography of Albert Speer, published in 1970. Here Speer is recalling a number of election rallies held on 27 July 1932. At the time of these rallies, he was a junior member of the Nazi Party. Speer later became a senior member of the Nazi government.

Our cars set out for the first stadium. I waited outside the stadium so I did not hear Hitler's speech, but I could hear thunderous applause from the crowd. Afterwards, we set off for another meeting. Hitler was making a total of three speeches that day.

At the Berlin Stadium the stands were packed with people and more were waiting outside. Hitler was very late but the crowd had still waited for hours. A roar of applause burst out when the crowd heard that Hitler was on his way.

Source C: From the diary of Joachim von Ribbentrop, written in 1933. Here Ribbentrop is commenting on discussions in January 1933 about Hitler becoming Chancellor. At the time, Ribbentrop was a wealthy businessman and supporter of the Nazi Party.

27 January

In the evening I see von Papen. I eventually convince von Papen that the only thing that makes sense is for Hindenburg to appoint Hitler as Chancellor. Von Papen is now absolutely in favour of Hitler becoming Chancellor. I believe that this is the turning point.

28 January

Von Papen says that he has had a long talk with Hindenburg. Von Papen now thinks it is possible that Hindenburg could agree to make Hitler Chancellor.

29 January

There is a long discussion between von Papen and Hitler. Von Papen says that there are no more obstacles to Hitler becoming Chancellor.

30 January

Hitler is appointed Chancellor.

Interpretation 1: From *Hitler's Thirty Days to Power* by H A Turner, published in 1996.

In January 1933, Hitler did not seize power; it was handed to him by the men who controlled Germany. The Nazi Party had suffered huge losses in the Reichstag elections of November 1932 and it was starting to fall apart by January 1933.

Hindenburg began to mistrust Chancellor von Schleicher. Meanwhile, von Papen managed to overcome the elderly President Hindenburg's doubts about Hitler and persuaded him to appoint Hitler as Chancellor.

Hitler was supported by less than half the German population when he was appointed Chancellor by President Hindenburg.

Interpretation 2: From *Hitler* by I Kershaw, published in 1991.

It was an extraordinary achievement by the Nazis to win the votes of a third of the German people between 1929 and 1932. By 1932, Hitler was in charge of a massive movement of 800,000 Party members and 13 million voters were generally prepared to place their trust in him. Nazi propaganda suggested that victory was inevitable.

Mass support gave Hitler a key to unlocking the door to power. No other party leader had anything like Hitler's support from the German population.

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Acknowledgements

Source B taken from: 'Inside the Third Reich', Albert Speer, Simon and Schuster; Source C taken from: *Nazism 1919-45 Vol I The Rise to Power 1919-34*, J Noakes & G Pridham, University of Exeter Press, 1991; Interpretation 1 taken from: *Hitler's Thirty Days to Power: January 1933*, Henry Ashby Turner, Jr, Bloomsbury Publishing Plc, 1997; Interpretation 2 taken from: Hitler, Longman, 1991





Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE
In History (1HIA)
Paper 3: Modern depth study

Option 31: Weimar and Nazi Germany,
1918–39

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Summer 2022

Question Paper Log Number P68715A

Publications Code 1HIA_31_2022_MS

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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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Modern depth study: 31: Weimar and Nazi Germany, 1918-39

Question	
1	<p>Give two things you can infer from Source A about the Hitler Youth.</p> <p>Target: Source analysis (making inferences). AO3: 4 marks.</p>
Marking instructions	
<p>Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source.</p> <p>e.g.</p> <ul style="list-style-type: none">• <i>The Hitler Youth was well organised (1). All the members are carrying the same equipment (1).</i>• <i>The Hitler Youth provided roles for children of different ages (1). The leader checking paperwork is one of the older members of the group (1).</i>• <i>The Hitler Youth showed discipline (1). They are standing in orderly lines (1).</i> <p>Accept other appropriate alternatives.</p>	

Question		
2		<p>Explain why the use of propaganda helped the Nazis to control the attitudes of the German people in the years 1933-39.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • newspapers • Nazi rallies <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • An explanation is given, showing limited analysis and with implicit or unsustainable 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] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7-9	<ul style="list-style-type: none"> • 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] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10-12	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

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:

- The attitudes of the German people could be controlled because the Nazis gained complete control of the media and published their own newspapers like *Völkischer Beobachter*.
- The Nazis used propaganda to convey their message and create a positive image of the regime in the minds of the German people. Nazi rallies, such as those held at Nuremberg, highlighted Nazi ideals and were filmed to be shown in cinema newsreels.
- The Nazis were able to convince people that their regime was a success. For the Berlin Olympics they built the largest stadium in the world and made a film about the Games, which emphasised the importance of sport for the Nazi ideal.
- The Nazis were able to spread their message through the use of new and innovative technology. By 1939, most German families owned a radio.
- Controlling the cultural life of Germany allowed the Nazis to also control people's views and attitudes. Films and paintings only presented pro-Nazi ideas and images.
- The Nazi propaganda system reached every part of society. The Ministry of Propaganda was very powerful and was run by one of Hitler's most trusted associates: Joseph Goebbels.

Question		
3 (a)		How useful are Sources B and C for an enquiry into the reasons why Hitler became Chancellor in 1933? Explain your answer, using Sources B and C 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	<ul style="list-style-type: none"> A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. 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	<ul style="list-style-type: none"> 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 provenance¹. 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	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ 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 B

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

- The source suggests that the Nazi Party had the levels of support in 1932 which could eventually bring Hitler to power.
- The source suggests, by referring to three election rallies in one day, that the Nazi Party was running a very effective campaign which would help them to develop a movement capable of gaining power.
- The source suggests that the Nazi supporters, who waited for hours to hear Hitler speak, were very loyal to him personally and could potentially go to great lengths to bring him to power.

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 author was a member of the Nazi Party so it could be assumed that he might be more enthusiastic about Hitler's impact on the crowds than a witness who was not a supporter of the party.

- As a Nazi insider, the author provides an informed perspective but, writing with hindsight, he might be exaggerating Hitler's appeal.

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

- By 1932 the Nazis were accomplished at running very effective election campaigns, which helped them to build mass support.
- The Nazis were the largest party in the Reichstag after each of the elections held in 1932.

Source C

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

- The source is useful because it shows how the negotiations around Hitler becoming Chancellor only involved a very small number of politicians and Nazi leaders holding private meetings.
- The source is useful because it suggests how important it was for the Nazis to get the support of von Papen because he was the person who convinced Hindenburg to appoint Hitler as Chancellor.
- The source is useful because it shows that Hindenburg had not been convinced to appoint Hitler until the very end of January 1933.

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 source is useful because it is from the author's private diary, which should reflect his personal feelings at this critical time.
- The author provides a unique insight into the roles of the main politicians in appointing Hitler because he negotiated directly with both Hitler and von Papen.

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

- Hindenburg had resisted previous attempts to make Hitler Chancellor despite the popularity of the Nazi Party at the time.
- By the end of January 1933, Hindenburg realised that it was only through having the support of the Nazi Party that a stable government could be formed.
- The Weimar constitution gave only the President the power to appoint the Chancellor.

Question		
3 (b)		<p>Study Interpretations 1 and 2. They give different views about the reasons why Hitler became Chancellor in 1933. What is the main difference between these views? Explain your answer, using details from both interpretations.</p> <p>Target: Analysis of interpretations (how they differ). AO4: 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.
2	3-4	<ul style="list-style-type: none"> The interpretations are analysed and a key difference of view is identified and supported from them.
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> A main difference is that Interpretation 1 suggests that Hitler was appointed as Chancellor because of decisions made by important political figures in Germany. Interpretation 2, on the other hand, suggests the importance of Hitler's mass support as the reason why he became Chancellor. 		

Question		
3 (c)		<p>Suggest one reason why Interpretations 1 and 2 give different views about the reasons why Hitler became Chancellor in 1933. You may use Sources B and C to help explain your answer.</p> <p>Target: Analysis of interpretations (why they differ). AO4: 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.
2	3-4	<ul style="list-style-type: none"> An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.</p> <ul style="list-style-type: none"> The interpretations may differ because they have given weight to different sources. For example Source B, which describes enthusiastic support at Party election rallies, provides some support for Interpretation 2 which stresses the enthusiastic mass support for the Nazi Party at the time; while Source C, which shows evidence of political discussions, provides some support for Interpretation 1 which emphasises the importance of the elites in negotiating Hitler's appointment as Chancellor. The interpretations may differ because the authors have chosen to place an emphasis on different factors. Interpretation 1 focuses on the importance of a small number of politicians while Interpretation 2 focuses on the importance of the Nazis' mass support. They may differ because the authors have a different perspective – Interpretation 1 is dealing with elite politics; Interpretation 2 is dealing with electoral politics. 		

Question		
3 (d)		<p>How far do you agree with Interpretation 2 about the reasons why Hitler became Chancellor in 1933? Explain your answer, using both interpretations, and your knowledge of the historical context.</p> <p>Target: Analysis and evaluation of interpretations. AO4: 16 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> Answer offers simple valid comment to agree with or counter the interpretation. Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. Generalised contextual knowledge is included and linked to the evaluation.
2	5-8	<ul style="list-style-type: none"> Answer offers valid evaluative comment to agree with or counter the interpretation. Some analysis is shown in selecting and including details from both interpretations to support this comment. Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.
3	9-12	<ul style="list-style-type: none"> Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.
4	13-16	<ul style="list-style-type: none"> Answer provides an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Relevant contextual knowledge is precisely selected to support the evaluation. An overall judgment is justified and the line of reasoning is coherent, sustained and logically structured.
Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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).

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

In all levels, the second sentence relates to analysis while the rest relate to evaluation. The following rules apply:

- In Level 1, answers that meet the requirements only in relation to analysis without evidence of evaluation should be awarded 1 mark.
- In other levels, answers that meet the requirements only in relation to analysis (but that also fully meet the descriptors for evaluation of the level below) should be awarded no more than the bottom mark in the level.

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.

The interpretation to be evaluated suggests that the mass support for the Nazi Party was the key to Hitler becoming Chancellor.

Relevant points from the provided material and own knowledge which support the claim made in the interpretation may include:

- Interpretation 2 suggests that Hitler was in control of a mass movement which made his appointment as Chancellor seem inevitable.
- Interpretation 2 suggests that Nazi propaganda had created the sort of mass support which no other party could rival.
- The Nazis became the largest party in the German Reichstag in 1932 and Hitler showed his personal popularity when finishing second to Hindenburg in the presidential election.
- Although the Nazis lost seats in the November 1932 election, they were still the largest party in the Reichstag in January 1933.
- The Nazis had built their critical mass support by appealing to Germans who had suffered during the depression with slogans targeting important themes such as 'work, freedom and bread'.

Relevant points from the provided material and own knowledge which counter the view may include:

- Interpretation 1 states that power was handed to Hitler by a small group of powerful politicians.
- Interpretation 1 emphasises the fact that Hitler was only supported by a minority of Germans when he was appointed Chancellor.
- Hitler was only asked to become Chancellor because men like von Papen and Hindenburg believed that they could control his actions.
- During 1932, three different men had served as Chancellor and the decision on who to appoint always depended on Hindenburg and a close group of associates, including Hindenburg's son, Oskar.
- Hindenburg only appointed Hitler in January 1933 when all other options had gone. Hitler had been leader of the largest party in the Reichstag since July 1932.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

Pearson Edexcel GCSE (9–1)

Thursday 15 June 2023

Morning (Time: 1 hour 20 minutes)

Paper
reference

1HI0/31

History

PAPER 3: Modern depth study

Option 31: Weimar and Nazi Germany, 1918–39

You must have:

Sources/Interpretations 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.
- Answer **all** questions in Sections A and B.
- 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.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Answer both questions.

Study Source A below and then answer Question 1.

Source A: From *Growing up in Nazi Germany* by Marianne Gärtner, published in 1987. Gärtner grew up in Berlin during the 1920s and 1930s.

In line with Nazi educational policies, there had been a lot of changes in schools after the Nazis came to power in 1933. Some changes had hardly been noticed, others had been introduced with a lot of publicity.

My neatly-dressed, well-behaved school friends did not question the new books, the new songs, the new curriculum, or the new rules.

The number of Physical Training lessons was increased while the number of lessons for Religious Education and other subjects was reduced.

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1 Give **two** things you can infer from Source A about education in Nazi Germany.

Complete the table below to explain your answer.

(i) What I can infer:

.....

.....

.....

Details in the source that tell me this:

.....

.....

.....

(ii) What I can infer:

.....

.....

.....

Details in the source that tell me this:

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(Total for Question 1 = 4 marks)

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2 Explain why the Nazi Party was reorganised in the years 1924–28.

(12)

You **may** use the following in your answer:

- elections
- the Bamberg Conference (1926)

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

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(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS



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Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).

(d) How far do you agree with Interpretation 2 about cultural changes in the Weimar Republic in the years 1924–29?

Explain your answer, using **both** interpretations and your knowledge of the historical context.

(16)

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(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)
(Total for Question 3 = 36 marks)

TOTAL FOR SECTION B = 36 MARKS
TOTAL FOR PAPER = 52 MARKS



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Acknowledgements

Source A taken from: <https://spartacus-educational.com/GEReducation.htm>



Pearson Edexcel GCSE (9–1)

Thursday 15 June 2023

Morning (Time: 1 hour 20 minutes)

Paper
reference

1HI0/31

History

PAPER 3: Modern depth study

Option 31: Weimar and Nazi Germany, 1918–39

Sources/Interpretations Booklet for use within Section B.

Do not return this Booklet with the question paper.

Turn over ►

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Pearson

Sources/interpretations for use with Section B.

Source B: From an article published in the magazine *Der Kreis*, 1927. *Der Kreis* was a German magazine about new trends in culture. It was published monthly from 1924–33.

Everything that we call progress has the single purpose of making people stronger, happier, and more cheerful. It might be the construction of a new sports arena or the introduction of films with sound in the cinema.

The radio belongs to this progress as well. It fills the family's long evening hours with entertainment and education. Besides this, the radio makes it possible for every human being to feel they are a part of what is happening somewhere else in Germany. For example, someone living in Hamburg can be 'present' in the Cathedral Square in Cologne.

As radio broadcasts can be heard by 200 000 listeners, radio has become a significant cultural factor.

Source C: This source has been redacted.



Interpretation 1: From *Germany, 1858–1990* by A Kitson, published in 2001.

Mass culture grew significantly in the 1920s. The number of newspapers increased. Radio, a new method of communication, began. Nationwide radio broadcasting began in 1923 and the number of listeners increased from 10 000 in 1924 to over 4 million by 1932.

Cinema, an existing method of communication, expanded. By the end of the 1920s, Germany had more cinemas than any other European country. Germany also made more films in the 1920s and early 1930s than all the other European countries put together.

Spectator sports, such as boxing and football, became more popular.

Interpretation 2: From *Germany in the Twentieth Century* by P Sauvin, published in 1997.

It was a time when crime, sex and drugs became major problems in Berlin and in most other important German cities. Paintings were full of violent images. Films, plays and stories were written to shock people. Many of the themes were political. The cabaret singers in nightclubs sang about a society where people were free to do and say anything and were critical about Weimar politicians. German film directors produced horror films and films that were intended to challenge people's ideas of right and wrong.





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Acknowledgements

Source B taken from: The Weimar Republic Sourcebook By Otto Palitzsch & Anton Kaes © University of California Press, 1995

Source C taken from: © Hemis/Alamy Stock Photo

Interpretation 1 taken from: Germany, 1858-1990 By Alison Kitson © Oxford Advanced History, 2001

Interpretation 2 taken from: Germany in the Twentieth Century By Philip Sauvin © Stanley Thornes publishers, 1997





Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCSE

In History (1HIA)

Paper 3: Modern depth study

Option 31: Weimar and Nazi Germany,
1918–39

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Summer 2023

Question Paper Log Number P72612A

Publications Code 1HIA_31_2306_MS

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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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Modern depth study: Weimar and Nazi Germany, 1918–39

Question	
1	Give two things you can infer from Source A about education in Nazi Germany. Target: Source analysis (making inferences). AO3: 4 marks.
Marking instructions	
Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source. e.g. <ul style="list-style-type: none">• <i>The Nazis controlled what was taught in schools (1). The timetable was changed from 1933, placing an emphasis on Physical Training (1).</i>• <i>There were wide-ranging changes to education (1). New books, new songs and a new curriculum were introduced (1).</i>• <i>The changes in education were accepted by students (1). None of the students questioned the changes and some were hardly noticed (1).</i> Accept other appropriate alternatives.	

Question		
2		<p>Explain why the Nazi Party was reorganised in the years 1924-28.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • elections • the Bamberg Conference (1926) <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • An explanation is given, showing limited analysis and with implicit or unsustainable 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] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7-9	<ul style="list-style-type: none"> • 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] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10-12	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

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:

- Following the failure of the Beer Hall Putsch, Hitler decided to participate in democratic elections, meaning that party organisation was restructured in order to carry out political campaigns, for example a Party Secretary and a Party Treasurer were appointed.
- Hitler aimed to increase electoral support from all sections of society, so Nazi organisations were set up for different groups in society, such as lawyers and doctors.
- Hitler felt his authority was being undermined by rivals within the Party, so he reasserted his authority as leader at the Bamberg Conference, 1926, reducing the importance within the Party of local leaders, such as Strasser.
- The need to gain more funding meant that Hitler reduced the role of socialist activists within the Party in order to gain support from wealthy businessmen.
- Hitler aimed to increase his control over local Party branches, so he restructured the Party, with Germany divided into regions called 'Gau' and leaders appointed for each region, who would owe their loyalty to him.
- Hitler was concerned about the loyalty of the SA and he set up the SS, as a body of men who would be totally loyal to him.

Question		
3 (a)		<p>How useful are Sources B and C for an enquiry into cultural changes in the Weimar Republic in the years 1924-29?</p> <p>Explain your answer, using Sources B and C and your knowledge of the historical context.</p> <p>Target: Analysis and evaluation of source utility. AO3: 8 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. 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	<ul style="list-style-type: none"> 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 provenance¹. 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	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ 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 B

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

- Source B claims that cultural changes in Weimar Germany, such as developments in cinema, radio and sport, had a positive impact on society.
- The source presents the radio as having a unifying effect on Weimar society in the way that people in different places can share the same experiences.
- Source B shows that the radio became a key element in people's lives and in culture in Weimar Germany because there was a sizeable number of listeners.

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 magazine was established in 1924, suggesting that this was felt to be a time of significant cultural developments in Weimar Germany, which gives greater weight to the views in the article.

- The magazine focuses on new trends in Weimar culture, so it is likely to reflect the views and experiences of the people who were most interested in cultural developments, possibly meaning it exaggerates the impact of new developments in culture.

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

- The economic recovery of Weimar Germany meant that people had more money to spend on leisure and cultural activities, leading to the period 1924-28 being called 'Golden Years'.
- Cinema became a key element in people's daily lives as it was a relatively cheap form of entertainment.
- German cinema was renowned for being innovative and progressive.

Source C

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

- The right-hand section of the painting suggests that jazz music and nightclubs were an important part of Weimar culture.
- The left-hand section of the painting show people in poverty, suggesting that the ostentatious entertainment portrayed in the right-hand panel was only enjoyed by the wealthy.
- The deliberate contrast between the sections in the painting suggests that art was used to reflect divisions in society.

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:

- Otto Dix may have exaggerated aspects of his painting in order to show ugly aspects of life in Weimar Germany.
- Dix lived in Berlin, so he had accurate knowledge of life in the capital.

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

- In the aftermath of the First World War, many artists, writers, musicians, etc reacted against the traditional social elites and values, and developed new styles of art, literature, theatre, music, film.
- Many people with traditional views thought that women were behaving badly during this period by smoking, wearing modern fashionable clothes, going to nightclubs, etc.

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about cultural changes in the Weimar Republic in the years 1924-29. What is the main difference between these views? Explain your answer, using details from both interpretations. Target: Analysis of interpretations (how they differ). AO4: 4 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.
2	3-4	<ul style="list-style-type: none"> The interpretations are analysed and a key difference of view is identified and supported from them.
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> A main difference is that Interpretation 1 suggests a positive view of changes in culture during the years 1924-29, stressing the developments in mass culture and especially the new developments of the cinema. Interpretation 2, on the other hand, suggests negative aspects of the changes in culture, giving examples of cultural aspects that might shock some people. 		

Question		
3 (c)		Suggest one reason why Interpretations 1 and 2 give different views about cultural changes in the Weimar Republic in the years 1924-29. You may use Sources B and C to help explain your answer. Target: Analysis of interpretations (why they differ). AO4: 4 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.
2	3-4	<ul style="list-style-type: none"> An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.</p> <ul style="list-style-type: none"> The interpretations may differ because they have given weight to different sources. For example, Source B provides some support for Interpretation 1's positive view as Source B shows how changes in culture positively affected all people. Source C gives an impression of cultural and social division which offers some support for Interpretation 2's emphasis on problems, shock and violence. The interpretations may differ because they show different aspects of culture in the years 1924-29. Interpretation 1 focuses on aspects of culture that were widely accessible to everyone in society, whereas Interpretation 2 focuses on the situation in the cities. They may differ because the authors have a different emphasis – Interpretation 1 is dealing with positive aspects of culture – the expansion of existing culture and development of new media; Interpretation 2 is dealing with new aspects of culture, which some people saw as problematic, such as crime, violence and being deliberately shocking and offensive. 		

Question		
3 (d)		<p>How far do you agree with Interpretation 2 about cultural changes in the Weimar Republic in the years 1924-29? Explain your answer, using both interpretations, and your knowledge of the historical context.</p> <p>Target: Analysis and evaluation of interpretations. AO4: 16 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> Answer offers simple valid comment to agree with or counter the interpretation. Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. Generalised contextual knowledge is included and linked to the evaluation.
2	5-8	<ul style="list-style-type: none"> Answer offers valid evaluative comment to agree with or counter the interpretation. Some analysis is shown in selecting and including details from both interpretations to support this comment. Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.
3	9-12	<ul style="list-style-type: none"> Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.
4	13-16	<ul style="list-style-type: none"> Answer provides an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Relevant contextual knowledge is precisely selected to support the evaluation. An overall judgment is justified and the line of reasoning is coherent, sustained and logically structured.
Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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).

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

In all levels, the second sentence relates to analysis and while the rest relate to evaluation. The following rules will apply:

- In Level 1, answers that meet the requirements only in relation to analysis without evidence of evaluation should be awarded 1 mark.
- In other levels, answers that meet the requirements only in relation to analysis (but that also fully meet the descriptors for evaluation of the level below) should be awarded no more than the bottom mark in the level.

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.

The interpretation to be evaluated suggests that cultural changes in the years 1924-29 had a negative impact on society.

Relevant points from the provided material and own knowledge which support the claim made in the interpretation may include:

- Interpretation 2 states that crime, sex and drugs became major problems in important cities.
- Interpretation 2 suggests that many people working in the arts lost respect for traditions and deliberately set out to criticise those in authority, and to shock and offend other people.
- Many aspects of culture affected the upper levels of society rather than ordinary people, for example nightclubs in the cities attracted wealthy people and developed a reputation for decadence.
- Films challenged traditional values and many paintings showed the horrors of war, often setting out to shock people; films often portrayed a visionary future, e.g. *Metropolis*.
- The cultural environment of Weimar allowed artists, writers, musicians, etc to be deliberately shocking and offensive.

Relevant points from the provided material and own knowledge which counter the view may include:

- Interpretation 1 shows that entertainment, sports, and media, such as the press, radio and cinema, were very popular, which suggests these developments in culture were seen as positive.
- Interpretation 1 suggests that changes in culture affected people in all groups of society in a positive way, for example providing entertainment and improved communication.
- New ideas about women's role in society led to changes in culture, which many would see as positive, as seen in the work of the film star, Marlene Dietrich.
- Economic recovery during this period allowed more people to engage in culture and leisure activities, such as cinema and theatre, at affordable prices.
- The Bauhaus Movement was very influential in its aims to unify technology and design, often using modern materials such as glass, steel and concrete, making Weimar Germany seem innovative and modern.

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Candidate Number

Pearson Edexcel GCSE (9–1)

Mocks 2024

Time 1 hour 30 minutes

Paper
reference

1HI0/31

History

PAPER 3: Modern depth study

Option 31: Weimar and Nazi Germany, 1918–39

You must have:

Sources/Interpretations 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.
- In Section A, answer Question 1 and **EITHER** Question 2a **OR** Question 2b. Then answer **all** questions in Section B.
- 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.

Turn over ►

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SECTION A

Answer Question 1 and then EITHER Question 2(a) OR Question 2(b).

Study Source A below and then answer Question 1.

Source A: A painting by a German artist, 1937. The painting is called *In the Beginning was the Word* and shows Hitler in the early 1920s.



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1 Give **two** things you can infer from Source A about how Hitler increased support for the Nazi Party in the early 1920s.

Complete the table below to explain your answer.

(i) What I can infer:

.....

.....

.....

Details in the source that tell me this:

.....

.....

.....

(ii) What I can infer:

.....

.....

.....

Details in the source that tell me this:

.....

.....

.....

(Total for Question 1 = 4 marks)



Answer EITHER Question 2(a) OR Question 2(b).

EITHER

2 (a) Explain why the situation in Germany was unstable in the years 1918–23.

(12)

You **may** use the following in your answer:

- the Spartacist revolt
- hyperinflation

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

OR

2 (b) Explain why Hitler was able to create a dictatorship in the period February 1933 to August 1934.

(12)

You **may** use the following in your answer:

- the Reichstag fire
- the Night of the Long Knives

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

(Total for Question 2 = 12 marks)

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TOTAL FOR SECTION A = 16 MARKS



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(c) Suggest **one** reason why Interpretations 1 and 2 give different views about Nazi methods of controlling the German people in the years 1933–39.

You **may** use Sources B and C to help explain your answer.

(4)

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(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)
(Total for Question 3 = 36 marks)

TOTAL FOR SECTION B = 36 MARKS
TOTAL FOR PAPER = 52 MARKS



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Acknowledgements

Source A taken from: © ullstein bild Dtl/Getty Images





Mark Scheme

Mocks 2024

Pearson Edexcel GCSE

In History (1HI0)

Paper 3: Modern depth study

Option 31: Weimar and Nazi Germany,
1918–39

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Mocks 2024

Question Paper Log Number S83957A

Publications Code 1HI0_31_Mocks_2024_MS

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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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Modern depth study: Weimar and Nazi Germany, 1918–39

Question	
1	Give two things you can infer from Source A about how Hitler increased support for the Nazi Party in the early 1920s. Target: Source analysis (making inferences). AO3: 4 marks.
Marking instructions	
Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source. e.g. <ul style="list-style-type: none">• <i>Hitler was a passionate speaker (1). He is gesturing and everyone is listening to him (1).</i>• <i>Hitler appealed to a range of groups in society (1). Hitler's audience included old and young, men and women, and ex-soldiers (1).</i>• <i>Hitler's speeches drew attention to the Nazi Party (1). A large Nazi flag is behind Hitler (1).</i> Accept other appropriate alternatives.	

Question		
2(a)		<p>Explain why the situation in Germany was unstable in the years 1918-23.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Spartacist revolt • hyperinflation <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • An explanation is given, showing limited analysis and with implicit or unsustainable 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]
3	7-9	<ul style="list-style-type: none"> • 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] <p><i>Maximum 8 marks for answers that do not address three or more aspects of content.</i></p>
4	10-12	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>

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:

- In January 1919, feeling betrayed by the new government, the Spartacists seized various key buildings in Berlin and the new government had to rely on the Freikorps to keep control.
- There was unrest because the economy had been affected by the war – there was a shortage of goods as ports had been blockaded – and, when the French invaded the Ruhr in 1923, inflation escalated into hyperinflation.
- The abdication of the Kaiser in November 1918 meant that government was in disarray as no-one had ultimate authority and there was no formal government until August 1919, when the new Weimar Constitution came into effect.
- There were left-wing challenges, involving riots and strikes throughout the country, leading to fears of a communist revolution, as workers and soldiers set up their own, unofficial councils in many places. There was also an attempted right-wing coup, led by Kapp.
- People's morale and support for the government was affected by the belief that politicians had betrayed the country when they signed an armistice and then accepted the Treaty of Versailles, and later failed to prevent the French occupation of the Ruhr.
- In November 1923, the government was faced with a right-wing challenge when Adolf Hitler and the Nazis attempted to seize control of local government in Munich.

Question		
2 (b)		<p>Explain why Hitler was able to create a dictatorship in the period February 1933 to August 1934.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Reichstag fire • the Night of the Long Knives <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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]
3	7–9	<ul style="list-style-type: none"> • 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] <p><i>Maximum 8 marks for answers that do not address three or more aspects of content.</i></p>
4	10–12	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>

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:

- Hitler was able to use the Reichstag Fire (February 1933) as a first step to dictatorship by persuading Hindenburg to pass an emergency decree, which gave the police wide-ranging powers.
- Hitler was able to eliminate political opposition to the Nazi Party e.g. blaming the Communists for the Reichstag Fire (February 1933) effectively brought an end to communist opposition.
- The Enabling Act (March 1933) provided the legal foundation of Hitler's dictatorship because it gave his government the power to pass laws without the Reichstag for the next four years.
- Hitler used the powers of the Enabling Act to begin to establish a dictatorship e.g. it enabled him to pass laws banning all political parties as well as trade unions.
- Hitler removed internal threats from within the Nazi Party to his dictatorship e.g. the threat from Röhm and the SA was eliminated on the Night of the Long Knives (June 1934).
- Hitler took advantage of the death of Hindenburg (August 1934) to take political and military control of Germany; as Führer Hitler combined the roles of Chancellor and President and the army swore an oath of allegiance to him.

Question		
3 (a)		How useful are Sources B and C for an enquiry into Nazi methods of controlling the German people in the years 1933-39? Explain your answer, using Sources B and C 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	<ul style="list-style-type: none"> A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. 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	<ul style="list-style-type: none"> 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 provenance¹. 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	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ 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 B

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

- Source B shows the key role of the local official, who was expected to monitor the activities of people in his area and report any lack of support for the Nazi Party.
- The instructions show that even gossip and rumours were seen as a problem that must be suppressed and reported upwards.
- The source indicates how wide-ranging the Nazi organisations were and how thorough the monitoring system was.

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:

- Source B is taken from the Nazi Party's official instructions and therefore reflects the Nazi Party's policies and priorities.
- The purpose of Source B is to show how Nazi officials across Germany were expected to control people's behaviour.

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

- People accused of disloyalty could be dealt with by the police and courts, or the SS and Gestapo.
- People's lives were controlled in different ways: a range of organisations targeted various groups, such as farmers, teachers, women, children, while policies aimed to control people's lives at work and in their leisure.

Source C

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

- Source C implies that Goebbels and Hitler were aware of the importance of the radio for communicating messages to the German people and that it could be used as a medium of propaganda.
- Source C suggests the importance of Goebbels' role as Minister for Propaganda, since Hitler has chosen Goebbels to read out his message.
- The photograph shows Hitler's New Year message being recorded, which suggests that the Nazis wanted to use key moments to reinforce Nazi ideas.

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 fact that the photograph was published in a newspaper shows that the Nazis made use of print, as well as radio, to convey messages to as many German people as possible.
- Hitler may have intended to use the photograph as propaganda, since the photograph was taken by his official photographer.

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

- The People's Receiver radio was produced and the cost heavily subsidised to encourage people to buy a radio.
- Speeches were broadcast over loudspeakers in the street and in the workplace.

Question		
3 (b)		<p>Study Interpretations 1 and 2. They give different views about Nazi methods of controlling the German people in the years 1933-39. What is the main difference between these views? Explain your answer, using details from both interpretations.</p> <p>Target: Analysis of interpretations (how they differ). AO4: 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.
2	3–4	<ul style="list-style-type: none"> The interpretations are analysed and a key difference of view is identified and supported from them.
Marking instructions		
Markers must apply the descriptors above in line with the general marking guidance (page 3).		
Indicative content guidance		
<p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> A main difference is that Interpretation 1 suggests the Nazis were able to control Germany through propaganda, which ensured that Nazi ideas were spread to the people. Interpretation 2, on the other hand, emphasises the Nazi creation of a police state, using the law to control people's behaviour. 		

Question		
3 (c)		Suggest one reason why Interpretations 1 and 2 give different views about Nazi methods of controlling the German people in the years 1933-39. You may use Sources B and C to help explain your answer. Target: Analysis of interpretations (why they differ). AO4: 4 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.
2	3–4	<ul style="list-style-type: none"> An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.</p> <ul style="list-style-type: none"> The interpretations may differ because the authors may have given weight to different sources. For example, Source C illustrates the use of the radio to convey messages, which provides some support for Interpretation 1 about various propaganda techniques used by Goebbels, while Source B gives some details about the systematic use of surveillance by the Nazi Party to control all aspects of people's behaviour and provides some support for Interpretation 2, which emphasises the use of the legal system to investigate and control people's behaviour. The interpretations may differ because the authors emphasise different techniques used to control the German people – Interpretation 1 focuses on the use of propaganda to persuade people to conform while Interpretation 2 emphasises the development of the police state to monitor behaviour and force people to obey. They may differ because the authors have a different approach to explaining Nazi policies– Interpretation 1 is suggesting Nazi control was done in a positive way, implying people were willing to conform to Nazi ideas, whereas Interpretation 2 is suggesting people were controlled in a negative way, through the state's legal powers and coercion. 		

Question		
3 (d)		<p>How far do you agree with Interpretation 2 about Nazi methods of controlling the German people in the years 1933-39? Explain your answer, using both interpretations, and your knowledge of the historical context.</p> <p>Target: Analysis and evaluation of interpretations. AO4: 16 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> Answer offers simple valid comment to agree with or counter the interpretation. Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. Generalised contextual knowledge is included and linked to the evaluation.
2	5–8	<ul style="list-style-type: none"> Answer offers valid evaluative comment to agree with or counter the interpretation. Some analysis is shown in selecting and including details from both interpretations to support this comment. Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.
3	9–12	<ul style="list-style-type: none"> Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.
4	13–16	<ul style="list-style-type: none"> Answer provides an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Relevant contextual knowledge is precisely selected to support the evaluation. An overall judgment is justified and the line of reasoning is coherent, sustained and logically structured.
Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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).

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

In all levels, the second sentence relates to analysis and while the rest relate to evaluation. The following rules will apply:

- In Level 1, answers that meet the requirements only in relation to analysis without evidence of evaluation should be awarded 1 mark.
- In other levels, answers that meet the requirements only in relation to analysis (but that also fully meet the descriptors for evaluation of the level below) should be awarded no more than the bottom mark in the level.

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.

The interpretation to be evaluated suggests that the Nazis controlled the German people through legal coercion and the creation of a police state.

Relevant points from the provided material and own knowledge which support the claim made in the interpretation may include:

- Interpretation 2 explains that the police had legal powers to investigate and intimidate people.
- Interpretation 2 suggests that the state had wide-ranging powers to investigate people's attitudes and punish any signs of dissent.
- The Nazis systematically eliminated sources of potential opposition from other political parties, trade unions, the Churches and the army.
- The first concentration camp was opened at Dachau in March 1933.
- 'People's Courts' were set up in 1934 to try people accused of crimes against the state, showing that legal intimidation was a key element in Nazi control from the start.

Relevant points from the provided material and own knowledge which counter the view may include:

- Interpretation 1 shows that Goebbels controlled information reaching the public through a range of media.
- Interpretation 1 illustrates the positive aspects of the Nazi regime that were presented to the people in propaganda.
- Goebbels' Ministry of Propaganda controlled aspects of culture, such as the theatre, films, literature, music etc.
- Nazi propaganda targeted various groups in society in order to portray Nazi rule as beneficial, and celebrated achievements, such as in the economy and the Berlin Olympics, in order to maintain popular support.
- Ownership of radio sets dramatically increased during the 1930s.

Pearson Edexcel GCSE (9–1)

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Time 1 hour 30 minutes

Paper
reference

1HI0/31

History

PAPER 3: Modern depth study

Option 31: Weimar and Nazi Germany, 1918–39

**Sources/Interpretations Booklet for use within Section B.
Do not return this Booklet with the question paper.**

Turn over ►

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Sources/interpretations for use with Section B.

Source B: From the *Organisation Book of the Nazi Party*, published during Nazi rule. This book set out the role and duties of officials in the Nazi Party. Here it lists the duties of officials who reported on the behaviour of people living in their local area.

It is your duty to identify people spreading rumours harmful to the Party. You should report them to your local Party Leader, so that these people can be reported to the government authorities.

You must support and defend National Socialist ideas.

You must continually remind Party members of their duties towards the people and the state.

It should be your aim that the sons and daughters of families within your area of housing become members of the various Nazi organisations, such as the Hitler Youth, SA, SS, and the German Labour Front, and that they attend Nazi meetings, rallies, celebrations.

Source C: A photograph published in a German newspaper in 1935. It was taken by Hitler's official photographer. The photograph shows Josef Goebbels, Hitler's Minister for Propaganda, making a radio broadcast. He is reading out Hitler's New Year message to the German people.



Interpretation 1: From *The Third Reich, A New History* by M Burleigh, published in 2000.

Goebbels, as Minister of Propaganda, aimed to spread Nazi ideas in a variety of subtle ways in daily life. For example, photographs in magazines showed the Führer laughing on the telephone or admiring cars on display at the Automobile Show. Radio broadcasts created an emotional tone, using fanfares and warlike music.

Mass rallies, such as those at Nuremberg, were a combination of popular celebration, military parade, political meeting and sacred ceremony. These rallies were spectacular, themed events, reflecting how the Nazi regime wished to see itself.

Interpretation 2: From *Coercion and Consent in Nazi Germany*, an article by R Evans, published in 2007.

The main technique used to create terror was the use of the law. It was against the law to belong to any political group apart from the Nazi Party. It was also illegal to tell jokes about Hitler and illegal to spread rumours about the Nazi government.

The police had the legal power to open people's letters and listen to phone calls. The police could also imprison people without trial. For example, in 1933, 100 000 people were imprisoned without a trial. New laws were passed to extend the use of the death penalty.

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Acknowledgements

Source C taken from: © ullstein bild Dtl./Getty Images; Interpretation 1 taken from: *The Third Reich: A New History* by Michael Burleigh © Picador, March 2012; Interpretation 2 taken from: <https://www.thebritishacademy.ac.uk/documents/2036/pba151p053.pdf>