

January 2017 Yr11 Mock Exam: Paper 1

Medicine Through Time

1) What do sources A and B show about the changes in the medicines that people could buy? Explain your answer using sources A **and** B and your own knowledge.

Straight away be thinking 'I need to talk about both sources in my answer, directly! I can do this by quoting from them or saying "Source A shows .. which..." Also – I must use own knowledge / contextual knowledge to suggest **why** the changes have happened.



CHANGE is the key instructor – WHAT CHANGED and WHY

Common errors:

- Source A – Mainly natural / herbal, mixed by an apothecary, maybe dangerous ingredients
- Source B – Chemically produced, mass produced in packaging, safety tested, standardised dosages, Customer having the choice
- Only giving knowledge on one of the sources but not the other
- Not referring to the sources explicitly (obviously) by name "Source A says... which..."

1-2	Comments on change but doesn't explain why by using source or own knowledge OR Describes details from the source, but doesn't talk about change.
3-6	Comments on change using source OR own knowledge
7-8	Makes an inference on why change happened using source AND own knowledge, for BOTH sources

Eg: Source A shows that medicines were made from mainly natural ingredients but Source B shows that by the 21st century there was a wide range of medicines that have been mass produced; The apothecary might make up individual recipes to sell which often contained dangerous ingredients, as in Source A, while modern medicines are chemically based, tested for safety and mass produced to be sold in a pharmacy so that customers could make their own choices as in Source B.

PLUS factual knowledge and specific examples of technology. Talk about changing attitudes too!

2) The boxes below show two people who had an influence on medicine. Choose one and describe the key features of their ideas.

Hippocrates

Key ideas:

- Developed the idea of the Four Humours (Our bodies are made up of 4 liquids – Blood, Black Bile, Yellow Bile and Phlegm, we get sick when they are out of balance).
- Clinical Observation – writing every detail down about his patients, really detailed observations, these would then go into Alexandria for other doctors to use his treatments
- Natural cause therefore there must be a natural treatment – Rest, Diet and Exercise
- Hippocratic Oath, a doctor's duty is never to make the patient worse

Florence Nightingale

Key ideas:

- Wrote 'Notes on Nursing', trained nurses
- Developed the ideas of hygiene in hospitals,
- Hospital design (separate wards to keep contagious diseases minimal, spacious, big windows, well ventilated)

You need 3-5 examples of something they thought and what they did about it, depending on the detail of your answer

Structure: Not perfect, but something like this...

(eg **Hippocrates**) One key feature of [write the question's words] was that he believed that some disease and illness had a natural cause and therefore must also have a natural treatment or cure. This led him to develop the Theory of the Four Humours where he said we got sick when one of our humours (Black Bile, Yellow Bile, Phlegm and blood) was out of balance. A second key feature was the natural remedy in order to treat this, Hippocrates suggested rest, a balanced diet and exercise. Other treatments Hippocrates considered was bleeding and purging again to rebalance the humours but this wasn't something he particularly relied on. A third feature of Hippocrates ideas was the idea of observation. Hippocrates adopted a clinical approach to this observing every symptom and detail of the patient and recorded it including the treatment he gave. This was then accessible to other doctors from the library in Alexandria or within Greece.

(eg **Florence Nightingale**) One key feature of [write the question's words] was her view on hygiene. Florence had realised when she was in the Crimean war that dirty conditions such as blood on the floor, waste, rats and patients lying on the floors led to the deaths of the soldiers. She introduced a cleaning system of tucking sheets in, mopping the floors, providing the soldiers with decent food and monitoring. As a result, the death rates fell from 40% to 2%. A second key feature was her 'Notes on Nursing' which included her thoughts on the role of a nurse and their training. Florence also introduced the idea of hospital design which had separate wards to stop contagious diseases spreading as well as tiled walls and floors making it easier to keep clean. Her new hospital design also included well ventilated wards with large windows.

3) How useful is this illustration to a historian who is investigating ways of preventing the spread of disease in the seventeenth century? Use source C and your own knowledge.

Straight away be thinking 'I need to use source C clearly in my answer, the period of the question and the target/focus to refer to in my answer. In this case, I am referring to the MID-NINETEENTH century (c.1830s-1860's) period and the medical knowledge they had.



Common errors:

- Linking usefulness to NOP but not discussing content and comparing to **own knowledge**.
- Comment on content but no NOP, you really need to be discussing reliability NOP but don't answer as if it is a reliability question – this comes into your NOP discussion but you must not say this source is therefore RELIABLE, because the question is asking how USEFUL is it, say **the reliability of the source based on... makes the source less/more useful.**

- Only shows some examples of preventing the Great Plague (fumigation, mass pits, plague / pest houses, killing dogs)
- Doesn't appear to mention plague doctors, or lavender (herbal)
- Doesn't mention other diseases / outbreaks (smallpox), only the outbreak of Plague in London
- Doesn't mention symptoms etc

This question allows you to be critical or what you can see compared to what you know.

Strategy – (easy marks):

- Commenting on usefulness – in what ways it **IS** useful
- **Commenting on how it is useful AND not useful**
Some people didn't mention the word useful once in the whole answer!
- Comment on the content of the source "Source C tells me that..." and NOP (however it has limitations that make it less/not useful..."
- How typical/representative is the source from that period (is it common, something you'd expect to see?)

Don't:

- Just say "it is useful..." Eg it is from the 1600s so it is useful, It's British, it's a drawing so not reliable, it is useful as it shows a relevant content, but it is a picture of an imaginary scene so isn't useful etc... too simplistic.
- **DO:** Say something like... "It is from 1665, so it is a useful source to show some of the actions they used at the time to prevent disease such as [pick out details from the source]. The illustration will have been seen by everyone at the time too, therefore is fairly typical. However, as it is an illustration, it gives the artists impression of the ideas they did, he might not have actually known.
- Don't forget how it is NOT useful (as well as useful) ... 'Also, this source is less useful as it doesn't mention any other diseases in Britain, and only shows 3 when there were several more such as [...] so 'this source **for investigating the ways in which disease spreading was prevented in the 17th century** is less useful' (see how this example has referred back to the question?)

Q3 Continued ... Examples:

Level 2 - 3-6 marks: Remember, you can't get more than 4 marks if you talk about the source only **or** own knowledge. You **MUST** talk about the source's content **AND** own knowledge

Answer focuses on JUST the usefulness of content. eg 'It is useful because it shows us the actions ordered by the Lord Mayor to prevent the spread of the plague/the picture of the plague pits gives us an indication of the scale of problem.'; **or** 'It is not useful because it gives leaves out some of the other ideas they had for prevention of disease such as lavender, herbs etc...

OR Answer sees usefulness as dependent on reliability and analyses the details and treatment of content or NOP (nature/origin/purpose) in order to assess how reliable/representative/authoritative the source is.

eg 'It is useful because it was produced at the time and the artist would probably have witnessed these events and had no reason to distort the details he is trying to show; it is not useful because it is a picture relating to a specific outbreak of the plague in London and therefore does not reflect a typical situation during other epidemics.

Level 3 – 7-8 marks: (remember you can't get Level 3 **without OWN** Knowledge)

Judgement is based on an evaluation of the usefulness of the source's content in the light of its provenance/reliability. You will consider how good the information is taking into account how reliable it is NOP. You might consider who has made it, could that affect its reliability? A nobody or a government artist etc saying how this might affect its usefulness.

e.g. The drawing is useful in the way it shows several different aspects of the Lord Mayor's actions and we can make inferences from it about what they thought caused the plague but it does not tell us about the symptoms or progress of the plague or how individual people reacted to it, for example the attempt to quarantine sufferers. Its usefulness is also limited because other outbreaks of infectious diseases such as smallpox were not dealt with by the authorities in the same way.

My thoughts reflecting on my answer to this question

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4) Why did religion play such an important role in medicine in the Middle Ages?

Be thinking about the facts / details about the ideas / influence of the church on training, knowledge, treatments and in general life with people believing and listening to everything The Church said.

Common errors:

- The question is asking you **WHY** religion played an important role in society, not just telling a story about religion, be careful, its easy to do but is also easy marks lost.

To improve:

- Focus on the question
- Use the question in the first line of each paragraph to help you stay focused
- Remember you need 3 examples / paragraphs (they offer you 2 if you wish to use them)
- * Paragraph 1 “The first reason why religion played such an important role in the Middle Ages was their influence in the hospitals... this is your Point (P), now add your Evidence (E) and Explanation (E) linking back to the question.
- * Paragraph 2 – “Another reason why religion played such an important role in the Middle Ages was their control over medical training... repeat as above...
- * Paragraph 3 – “A third reason why religion played such an important role in the Middle Ages was [your own idea / example] this could be influence in society, attitudes (fear of God) **MAKE SURE YOU ADD THE 3rd REASON**, they offer you 2, but you need 1 of your own too.
- Paragraph 4 – CONCLUSION – Sum up your main points and make judgement of which of your ideas was the most important in helping to explain **WHY**, try to say why one is more important than another.

My thoughts reflecting on my answer to this question

Did I structure my answer well? (* as above) Y / N

Did I include a good 3rd example?

How many times did I refer back to the question in each paragraph?

How many connectives did I use? (Because of, due to, therefore, as a result, this led to, consequentially etc...)

Question Number		
4		<p>Why did religion play such an important role in medicine in the Middle Ages?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • Hospitals • Medical training <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of significance (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. The Church provided care for the sick; People believed the plague was sent by God and therefore whipped themselves to ask God for mercy.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate provides details of links between religion and medicine.</p> <p><i>e.g. Describes the role of the Church in caring for the sick or in controlling medical training; Describes belief that disease was sent by God and therefore prayer, fasting, pilgrimage, flagellation were used as prevention.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, e.g. ideas about treatment or prevention of illness based on the idea that it was sent by God.</p>
3	9-12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.</p> <p>Candidate explains the significance of the Church through an analysis of the Church's role in various aspects of medicine.</p> <p><i>e.g. Shows the importance of the Church's role in controlling education and therefore medical training and in endorsing the work of Galen and preventing dissection; Shows the importance of the Church in providing care for the sick; Shows how religious ideas affected prevention and treatment of illness.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, e.g. ideas about treatment or prevention of illness based on the idea that it was sent by God.</p>



Remember, you can't get top marks if you don't talk about a 3rd example / paragraph of your own, not just the 2 they offer you.

5) **Why** were there important improvements in the **prevention of infectious diseases** during the **nineteenth century**?

Make sure you underline or highlight the command word and the focus words as well as the time period in question.

- Focus on the explanation of WHY, not just describing the bullet points they offer.
 - When discussing Smallpox vaccination remember to say what helped get it moving considering initially Jenner struggled against opposition and explanation, perhaps you could argue the improvements / developments made by Pasteur and Koch helped or Government's COMPULSORY vaccination programmes but remember to be referring back to the questions words. etc...
 - John Snow, what was his discovery but also what did his discovery lead to? You could argue that it led to the end of Laissez Faire, which contributed to the Public Health Act of 1875 etc.
- Remember the third reason
 - Germ Theory?
 - Koch's work?
 - Chadwick?
 - Bazelegge?

My thoughts reflecting on my answer to this question

Did I structure my answer well? (* as above) Y / N

Did I include a good 3rd example?

How many times did I refer back to the question in each paragraph?

Did I remember to say WHY not just tell a story?

How many connectives did I use? (Because of, due to, therefore, as a result, this led to, consequentially etc...)

Question Number		
5		<p>Why were there important improvements in the prevention of infectious disease during the nineteenth century?</p> <p>Do you agree? Explain your answer.</p> <ul style="list-style-type: none"> • Smallpox Vaccination • John Snow <p>You must also include information of your own.</p> <p>Target: knowledge recall and selection, analysis of causation (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple or generalised comment is offered, supported by some knowledge.</p> <p>Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question.</p> <p><i>e.g. The government made smallpox vaccination compulsory; Snow investigated the outbreak of cholera near the Broad St pump.</i></p>
2	5-8	<p>Statements are developed with support from material which is mostly relevant and accurate.</p> <p>Candidate may provide details of Snow's work or of improved understanding and prevention of infectious diseases.</p> <p><i>e.g. Describes the development of vaccinations; describes Snow's work in plotting deaths from cholera and deductions about how the disease was spread; describes the work of Chadwick and the Public Health Acts or Bazalgette and the effects of the new sewer system.</i></p> <p>Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material, for example Pasteur's work in identifying the cause of disease or the work of Chadwick or Bazalgette.</p>
3	9-12	<p>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.</p> <p>Candidate explains the key reasons why there was improvement in the prevention of infectious diseases.</p> <p><i>e.g. Explains that Snow's work was important in proving the connection between infected water and cholera but it was not until Pasteur's germ theory that they understood how other infectious diseases were spread; explains the government's role in making vaccination compulsory; explains the development of vaccinations; explains the work of Chadwick or Bazalgette in putting measures into place to prevent the spread of infectious diseases.</i></p> <p>Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material, e.g. the work of Chadwick, Bazalgette or Pasteur.</p>



MAKE SURE YOU GIVE THIS QUESTION MAXIMUM TIME!! DO IT FIRST IF IT HELPS?

Option 1: **Q6 CHANGE AND CONTINUITY**

WARNING!!!!!! KEY MISTAKE AND COMMON ERROR – This is asking you about whether you think Roman ideas CONTINUED into the MIDDLE AGES or not, most of you just talked about Roman ideas in ROME! This, whilst showing good knowledge, is not answering the question at all! LESSON LEARNT!!!!!!

'The ideas of the Romans were important in **medicine and public health** throughout the **medieval** period until **c1500**' Do you agree? Explain your answer

Give this question 30 minutes. It is worth the most marks. Remember the 3rd bullet point of your own. **DO YOU AGREE?** It wants a judgement to how far you agree (to a total extent, larger extent, lesser extent etc...)

- Make your judgement in opening sentence using the words of the question
- 2 sided argument. The best answers will be arguing a case throughout (by referring back to Q and their point) not just in the conclusion.
- Conclusions should be thoughtful and analyse the question eg. Was it long term / short term, did one thing lead to another, so without ... then ... couldn't have happened... so....
- Bring in extra knowledge, not just the bullet points. That 3rd factor / reason. Eg **Public Baths, medieval medicine, medieval hygiene etc**
- Link back to the question at least every paragraph.
- **DO NOT** spell words wrong that are in the question! Remember this is a SPAG question.

Structure: Not perfect, but something like this...

Little intro statement giving your opinion in reference to the question '*I disagree / agree to a larger extent that [words of the question], this is because the Roman ideas all but left leaving a broken sewer system / Galen's ideas were the basis of all training and beliefs of causes of illness during the Middle Ages*' – **it just has to be clear in this little intro what you think.**

Paragraph 1 – The work of Galen – What did Galen do or think and how did this transfer to the Middle Ages, Four Humours, bleeding, purging, knowledge of anatomy, physician training based on Galen's ideas etc. Don't forget to link back to the question how this paragraph supports or disagrees with the statement in the question, remember that this question is asking about medicine and public health which is good as it is very open ended. **PEEL & Connectives**

Paragraph 2 – Sewers and Public Health – This is your main evidence for disagreeing as the public health systems of the Romans had all but gone and left ruins in its place after the Romans left Britain. Remember to link to the question suggesting that this shows their ideas were not important in Middle Ages as during the Middle Ages public health was poor, waste and filth in the streets, waste in the rivers, washing clothes etc Although the idea of Miasma did continue from Rome but this is the only thing you could argue was important as far as public health goes. **PEEL & Connectives**

Paragraph 3 – Your own example, this will be your killer evidence to prove the judgement you gave in the introduction. Ideas you could consider are public baths (becoming brothels), medieval medicine, medieval hygiene **PEEL & Connectives**

Paragraph 4 – **Conclusion.** Summarise your points and give your final argument one more time, to what extent do you agree (remember it doesn't need to be 90/10 agree, it can be anywhere on your scale, as long as it is not 50/50 – you do need to make a judgement call

Avoid: Simple statements or generalised comments eg. Galen's ideas continued to be important, In the Middle Ages, most sewage went into a cesspit.

DO: Organise some examples of **CHANGE** and **CONTINUITY**

Level 2 – 5-8 marks: Eg Describes aspects of Roman public health; Describes the ideas of Galen and Roman medicine; Describes medieval medicine and/or public health.

Level 3 – 9-12 marks: The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.

You will analyse Roman and medieval medicine and public health in order to identify continuity and/or change.

eg Analyses aspects of Roman and medieval medicine and public health as examples of continuity or change: the provision of clean water/Little Conduit; the building of sewers/public toilets/cess pits; public baths/medieval stews; army hospitals/monastic infirmaries; Galen's ideas and treatment of illness (bleeding, purging)/herbal remedies.

Level 4 – 13-16 marks: A sustained analysis, supported by precisely-selected and accurate material and with sharply focused development of points made. Answer as a whole focuses well on the question. You will analyse a range of aspects of Roman and medieval medicine and public health in order to evaluate the nature or extent and change and continuity.

eg You will weigh up the similarities of public health in both periods and the differences and then conclude how much Roman influence has continued. If it shows more change, then you'll be suggesting that it was less important etc...

REMEMBER you MUST have a 3rd example / paragraph of your own

My thoughts reflecting on my answer to this question

Did I structure my answer well? (* as above) Y / N

Did I include a good 3rd example?

How many times did I refer back to the question in each paragraph?

Did I remember to say WHY not just tell a story?

How many connectives did I use? (Because of, due to, therefore, as a result, this led to, consequentially etc...)

Did I give a clear judgement in reference to agreeing or not and back it up?

Option 2: **Q7 You are comparing NHS to 2 other treatments!**

The Creation of the NHS in 1948 was the **most** important **change** in the **treatment** of illness during the twentieth century. **Do you agree?** Explain your answer.

Identify the command words of the question and focus... **TREATMENT (Not causes or prevention)**

Give this question 30 minutes. It is worth the most marks. Remember the 3rd bullet point of your own. How important is the command – Very, slightly, not at all etc...

Make your judgement in opening sentence using the words of the question

- 2 sided argument. The best answers will be arguing a case throughout (by referring back to Q and their point) not just in the conclusion.
- Conclusions should be thoughtful and analyse the question eg. Was it long term / short term, did one thing lead to another, so without ... then ... couldn't have happened... so....
- Bring in extra knowledge, not just the bullet points. That 3rd factor / reason. Eg **Development of Penicillin or Radiology**
- Link back to the question at least every paragraph.
- **DO NOT** spell words wrong that are in the question! Remember this is a SPAG question.

Avoid: Simple statements or generalised comments eg. *The NHS offered treatment free to patients; Treatment of illness has improved a lot because new drugs have been developed. It was very important because it saved thousands of lives.*

DO: Quickly organise the examples you'll be talking about into a ranking of importance compared to the NHS

Level 2 – 5-8 marks: Eg Candidate describes the NHS's work or provides relevant details about the context. Note: DESCRIBE – only carries so many marks, you need to be **EXPLAINING**

eg Describes the development of 'magic bullets'/penicillin etc Describes the improved opportunities for treatment through the National Insurance Act or NHS; Describes the development of treatments such as radiology, kidney dialysis, transplants etc.

Level 3 – 9-12 marks: **The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made. You will provide an analysis focused on the **improvements of treatment.****

eg (You would be expected to add specific knowledge to these points) Shows how the NHS offered a wide range of treatment to people who could not have previously afforded it; Shows how the development of new drugs or other treatments improved medical care.

Level 4 – 13-16 marks: **A sustained analysis is supported by precisely-selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question. You will **weigh the changes or advances** and compare them to the NHS making your final judgement.**

eg Shows that the NHS had a huge impact on treatment through the opportunities to see a GP, be referred to a specialist, receive high quality care etc without having to pay for it; Shows that the development of new drugs was key – without magic bullets, antibiotics etc the NHS would have had little impact on treatment; Shows that technology has had a major impact on treatment through the use of dialysis etc.

Analysis is – “Without... we wouldn’t have had... so... and despite this... there was still...”

You can’t get into Level 4, even if your answer is a master piece, if you don’t talk about your own 3rd example! In this case, Inoculation, identification of microbes (Development of Penicillin etc

Structure: Not perfect, but something like this...

Little intro statement giving your opinion in reference to the question *‘I disagree / agree to a larger extent that [words of the question], this is because the developments of the Magic Bullets and Penicillin was arguably more important, although the NHS did bring access to healthcare and treatment to everybody regardless of status... – it just has to be clear in this little intro what you think.*

Paragraph 1 – NHS Hospitals – What did they do? How did they change and revolutionise treatments? (give specific examples of equipment, better diagnosis then leading to treatments) bringing treatment to the masses despite their social status etc. **PEEL & Connectives**

Paragraph 2 – Magic Bullets – Discuss the development of these and how they were important to the advances in treatment. Remember to consider their importance compared to NHS as is focus of question. **PEEL & Connectives**

Paragraph 3 – Your own, Development of Penicillin? Radiology? Etc How were these examples good, revolutionary, better, worse etc in comparison to the NHS. **PEEL & Connectives**

Paragraph 4 – **Conclusion.** Summarise your points and give your final argument one more time, to what extent do you agree (remember it doesn’t need to be 90/10 agree, it can be anywhere on your scale, as long as it is not 50/50 – you do need to make a judgement call. Did one have a quicker impact? Bigger impact? Save more lives? Short term? Longer term?

Analysis is – “Without... we wouldn’t have had... so... and despite this... there was still...”

REMEMBER, you are comparing your other ideas to the NHS

My reflection of paper 1:

WWW:	EBI:

Mock Exam Content Feedback: Paper 3

Surgery (Source based paper)

1) What can you learn from Source A about the problems of surgery in dealing with wounded soldiers?

Be thinking, what does it tell me, what, if I knew nothing, can this tell me; good starting point! Then note the focus is on the problems in dealing with the wounded soldiers.

- Inference question: Inference is something the source makes you think about, but doesn't actually say it in words.
- You need 2/3 inferences, supported from the source with good detail in your explanation
- PEE – The inference is the POINT, add a quote as the EVIDENCE then EXPLAIN what that quote shows/says/suggests.

Question Number		
1		What can you learn from Source A about the problems of surgery in dealing with wounded soldiers? Target: source comprehension and inference (AO3).
Level	Mark	Descriptor
	0	No rewardable material.
1	1	Comprehension. Answer selects relevant detail(s) from the source. <i>e.g. One patient had gangrene; or They had to treat men who had lost the will to live.</i>
2	2-3	Unsupported inference. Valid inference(s) are offered, but without support from the source. <i>e.g. Surgery was not always successful Surgery often led to complications Surgeons faced many difficult problems to deal with</i>
3	4-6	Supported inference. Valid inference(s) are made and supported from the source. <i>e.g. Infection and its spread was a major problem as can be seen in the amputations for gangrene; or Wounds were bad, as even for dressing patients they had to be anaesthetised; or They had no real way of stopping the spread of infection.</i> One well-developed point may score a maximum of 5.



You'll need 2/3 paragraphs like this one

2) What was the purpose of this representation? Use Source B and your own knowledge

Be thinking straight away, PURPOSE – this means why was it made, whatever ‘it’ is, why did someone make it, there is always a reason (to praise, attack, educate, make a political points etc)

- REMEMBER – it says your OWN KNOWLEDGE, don't forget that or you're limiting your marks.
- It is NOT an inference question... some of you answered it like that eg 'I can learn that...' this is not relevant.
- Once you decide on the purpose, you then PROVE it by selecting examples from the content of the source and the TREATMENT of that content.
- On art, references to the composition (eg what is the focal point, in the centre of the picture, has light been used effectively etc) gains extra marks.
- Then add your OWN KNOWLEDGE of the context to support your ideas on the purpose of the source.

Question Number		
2	What was the purpose of this representation? Explain your answer, using Source B and your own knowledge. Target: knowledge recall and selection, key features and characteristics of periods studied, analysis of representations of history (AO1/AO2/AO3).	
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	Simple statement about the representation. EITHER Valid comment is offered about the representation, but without support from the source. <i>e.g. It was to show what happened at an advanced dressing station.</i> OR Answer identifies detail(s) or information from the representation, but relevance to the intended purpose is not identified. <i>e.g. The painting shows the sort of wounds soldiers had.</i>
2	3–5	Supported statement, comprehending the representation. Valid comment about the purpose of the representation is offered and linked to details in the content of the source. <i>e.g. The painting shows many wounded men brought in by stretchers or walking wounded, and it shows the treatment they received at the dressing station. It was meant to show the difficulties surgeons faced.</i> <i>The painting was to highlight the role of medical staff and surgeons during the war and record the value of the contribution they made.</i> Award top of level to candidates who identify the purpose of the representation using detail from both content AND own knowledge of the historical context.
3	6–8	Explained purpose, analysing the representation. Analysis of the treatment or selection of the content of the representation is used to explain its purpose. <i>e.g. The central purpose is to record the work and effort involved in caring for the wounded. The artist has chosen to show, in the centre of the picture, that all soldiers are either being cared for or have evidence of being treated. It was important at that time to emphasise the great lengths that were taken to care for those who were injured or wounded, in order to reassure people at home that every effort was being made to care for our soldiers.</i> Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context.

3) Why was blood loss a major problem for surgeons during WWI? Use Source C and your own knowledge.

It is an explain question, which needs the use of connectives – Because of... Due to... as a result of... Remember, it wants OWN KNOWLEDGE as well as source analysis.

- You must use the source referred to in the question, (SOURCE C in this case) PLUS own knowledge.
- You will need SPECIFIC knowledge, in this case: eg the difficulties of transfusions, sheer volume of patients, storage of blood, how new blood groups were discovered etc...
- Names of the key individuals and dates too!

Lewisohn 1915 – Sodium Citrate

Rous and Turner 1916 – Citrate glucose

First blood depot 1917 – Battle of Cambrai

3		<p>Why was blood loss a major problem for surgeons during the First World War?</p> <p>Explain your answer, using Source C and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and causation in a historical context, source comprehension (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p>Simple statements. EITHER Answer consists of simple statements from the source.</p> <p><i>e.g. The wounded had lost large amounts of blood and the surgeons couldn't cope.</i></p> <p>OR Answer consists of simple statements based on additional knowledge without reference to the source.</p> <p><i>e.g. Knowledge of blood transfusions was not very well advanced.</i></p>
2	4–7	<p>Supported statements. Statements are supported by information from the source and/or additional knowledge.</p> <p><i>e.g. Too many of the wounded had lost so much blood that the surgeons could not cope effectively. Links the extent of the problem with lack of sufficient knowledge of transfusing blood or storing it.</i></p> <p>Maximum 5 marks for answers which do not use both source and additional knowledge.</p>
3	8–10	<p>Developed explanation. Answer uses the source and precise own knowledge.</p> <p><i>e.g. Explains the reasons for extent of blood loss and treatment of wounded in a battle zone with lack of knowledge of blood groups and storing blood successfully. Uses additional knowledge, for example of how some improvements were made but the scale of the problem posed too many difficulties linked with issues of quantities involved and real issues of storage.</i></p> <p>NB: No access to Level 3 for answers that do not include additional knowledge.</p>



CRUCIALLY
IMPORTANT

4) How reliable are sources D and E as evidence of Gillies' work? Use D and E and own knowledge

You need to be thinking here that 'I need to talk about D AND E, I need own knowledge and I need to NOP the sources.

N: Nature – what is it? Photograph, newspaper, diary etc...

O: Origin – when was it made, by whom, where etc...

P: Purpose – why would someone (in this case the man himself) make this or write this?..

Remember that all of NOP could affect the reliability of the sources

- Don't forget OWN KNOWLEDGE to help you judge reliability of the content – Knowledge of Gillies work on pedicle tubes was a good example here.
- Analyse the NOP of both sources as a MINIMUM
- Is what the sources say what you might expect from your own knowledge or are you surprised at the tone or content of the source, in other words, does the source corroborate (support) what you know happened.
- Don't forget issues of HOW TYPICAL, how AUTHORATIVE the sources are. Secondary sources often have the benefit of hindsight in assessing long-term significance; don't just dismiss them. Also, just because a source is from the time doesn't necessarily mean it is wholly reliable! Here's where your Purpose analysis could help.

It should be noted that this question is the safest and most straightforward, so let's get this practiced, this is where your natural challenging of information can win us big marks

A plan like this might help, remember not to spend ages on this, but a few minutes well spent!

Nature	Origin
Purpose	Representative
Authoritative	Trustworthy
Reliable:	Not Reliable:

Question Number		
4		<p>How reliable are sources D and E as evidence of Gillies' work? Explain your answer, using Sources D and E and your own knowledge.</p> <p>Target: knowledge recall and selection, key features and characteristics of period studied, evaluation of sources for reliability (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Judgement based on simple valid criteria. Comments based on subject/amount of detail, or assumed reliability because of time/nature/origins of the source.</p> <p><i>e.g. Source D is a photograph and therefore reliable; or Source D is from a surgical textbook by Gillies and is therefore reliable; or Source E is written years later and is not very reliable; or The reliability comes from the fact that the first source was from the time and the second is less reliable because it was later.</i></p> <p>Maximum 2 marks in the level for use of one source only.</p>
2	4-7	<p>Judgement is based on the reliability of the sources' information or is based on an evaluation of the nature or authorship of the sources. EITHER Answer focuses on details which can be corroborated or challenged.</p> <p><i>e.g. Notes that the three photographs show real improvements in the wounded soldier's face, which can be checked against records at that time. It is from a book that was designed to inform others of what could be achieved using the new methods. It would be difficult to fake a photograph such as this and no real reason to do so.</i></p> <p>OR Answer focuses on how reliable/representative/authoritative the source is.</p> <p><i>e.g. Notes that these illustrations are in a book written by Gillies himself and he would have no reason to lie, and the three different illustrations used shows how successful the surgery was. Source E was written many years later and might be less accurate. It is also based on a recollection by Gillies himself rather than a record written at the time. Both sources can be cross referenced with their knowledge of other evidence of the time to show that Gillies' work was a major step forward, which highlights their reliability.</i></p> <p>Maximum 5 marks in the level if Level 2 criteria are met for only one source.</p> <p>Maximum 6 marks in this level if answer does not use own knowledge of the context.</p>
3	8-10	<p>Judgement combines both elements of Level 2 to assess the reliability of the sources for the specific enquiry. Answer considers the reliability of the information, taking into account an aspect of its nature (i.e. how reliable/representative/authoritative/comprehensive it is).</p> <p><i>e.g. Considers that both are linked and are from Gillies himself or used by him, and this might mean he exaggerates the success he achieved. However Source E suggests that success was sometimes limited, which might mean it can be seen as more reliable. It is also written with the benefit of hindsight and indicates that Gillies can take stock of achievements and setbacks. Expect reference to own knowledge of Gillies' work on facial reconstruction during this period.</i></p> <p>Maximum 8 marks if own knowledge of the historical context is not explicitly used, or if Level 3 criteria are met for one source only.</p>

Note: Whenever you do one OR the other, you're limiting yourself to a lower level

Basics to get you out of Level 2: Use **BOTH** sources **AND** own knowledge

Content of the source compared to own knowledge **AND** focus on reliable / representative (big picture or not) / authoritative (who said or made it?) is it trustworthy? Eg Lancet, or Bob in his conservatory.

Basics to get you securely in Level 3: Use **BOTH** sources **AND** own knowledge + Context

5) Source F suggests that there was little development in surgery during the First World War. How far do you agree? Use sources A, D and F and any other sources you find helpful.

Ok – This is the big one, the essay and the most marks. BUT, it is also a question that just by following the rules can get us marks. So take note...

You need to agree or disagree, you need to use 3 sources at least, and you need own knowledge!

- Start this question with about 30 mins left. It is worth a massive amount of the whole paper
- Identify the sources that agree and those that disagree with the statement.
- In your opening sentence of the essay, give your opinion.

Spend a couple of minutes planning, something like this... don't waste loads of time on a table though... do this plan on your exam question paper before you start writing

	Supports Interpretation	Counters Interpretation	Reliable	Unreliable
Source D				
Source E				
Source F				
Own Knowledge				

Little development (agree)	Lots of development (disagree)
Some ideas...	Some ideas...

- After you have briefly planned, decide 'HOW FAR' you do agree and make your case regularly throughout the essay. How far is a scale judgement from TOTALLY AGREE right down to TOTALLY DISAGREE, you will probably be somewhere on that scale. DON'T sit on the fence in the middle, be brave in your judgement, you will be rewarded for it.
- Explain in your essay BOTH sides of the argument, even if you do totally disagree with one side.
- Use connectives in your PEE'ing – You will naturally explain if you're connecting your points.

- **Make sure you have OWN KNOWLEDGE** – eg the development of blood storage (sodium citrate et was the obvious missing element on this paper)
- A thoughtful **CONCLUSION** – **answer the question one more time with a link to the questions words and the strongest evidence you have for your argument.**

To get TOP MARKS –

- **Don't forget to comment on the strength of any evidence you use** eg reliability, typicality, comprehensive etc... eg Source D clearly suggests... however it is only by one person and only refers to one place not the whole country, therefore it's less valuable in supporting the argument that there was little progress ... etc...

Question Number		
5		Source F suggests that there was little development in surgery during the First World War. How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources A, D and F and any other sources you find helpful. Target: knowledge recall and selection, analysis of change and key features of historical periods, reaching a judgement on representations and interpretations of history (AO1/AO2/AO3). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for SPaG.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	Generalised answer. EITHER Answer offers valid undeveloped comment to support or counter the interpretation, without direct support from sources or additional knowledge. <i>e.g. Improvements did take place in surgery and operations during the war.</i> OR Selects details from the sources which support or counter the interpretation, but without direct linkage to the question. <i>e.g. Source F says practical x-rays were not available and knowledge was limited.</i> Writing communicates ideas using everyday language and shows some selection of material but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.
QWC i-ii-iii		
2	5–8	Supported answer, linking the interpretation to relevant detail. Answer offers a judgement which agrees with or counters the interpretation and links to relevant details from sources and/or additional knowledge. <i>e.g. Blood loss was a major problem but from own knowledge indicates there were developments in blood transfusions in 1917, and methods of storing blood. Selects details from Source D which indicates that there were developments in plastic surgery. Source A indicates that there were still major problems, not least the problem of infection.</i> Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.
QWC i-ii-iii		

Again, wherever you do one OR the other, you're limiting yourself to a lower level

Actually use the source in your answer (quote) to support your point

3 9-12 Developed evaluation, agreeing or disagreeing with the

interpretation.
 Answer reasons from the evidence to consider the claim. At this level the answer will be unbalanced and only points of agreement or disagreement with the interpretation will be convincingly explored.

e.g. Explains that the sources or at least two of them do suggest that developments were limited. Can indicate the continuing difficulty caused by infection. Source D does show a major surgical advance in the area of facial reconstruction. Can give own knowledge on other developments such as methods of storing blood and blood banks.

Maximum 10 marks for answers which do not include additional knowledge to support their argument.

NB: No access to Level 3 for answers which do not use the sources.

Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.

QWC i-ii-iii

Still, agree OR disagree, but more evaluation and detail for Level 3

Losing marks for not using OWN knowledge or not using the sources EXPLICITLY (by name)

4 13-16 Sustained argument and evaluation, reviewing alternative views before giving a balanced judgement on the interpretation.
 Answer considers the evidence which supports the interpretation that developments had their limitations but, overall, there were major advances as a direct result of the war.

The evaluation of the interpretation is supported by precisely-selected evidence from the sources and additional knowledge.

e.g. Weighs the evidence for limited development as opposed to developments that did take place, notably in the work of Harold Gillies and the development of storing blood and the use of blood banks after the Battle of Cambrai. Can use the evidence of Source F to indicate qualified and limited progress. Although can comment on limitations, can also indicate that even with limitations, significant advances were made as a direct result of responses to the effects of war, e.g. the use of portable x-ray, machines.

Reserve 15-16 marks for answers which also take into account the strength of the evidence from the provided sources when coming to an overall conclusion.

NB: No access to Level 4 for answers which do not include additional knowledge and make use of the sources

Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although

QWC i-ii-iii

Balanced, clearly 2 sides are being evaluated and discussed.

Own Knowledge + Using the sources explicitly + questioning reliability

Top 2 marks for considering the strength of evidence – is it typical, trusted detailed etc

Massively important to note!

Q5: WWW

Q5: EBI

Paper 3 Reflection:

WWW:	EBI:

Remember we're available in school and online for anything you need over the next few months; make them count.

#NOREGRET

Remember the most important thing about this Mock exam is your reaction to it! Take the time to reflect on it, look at your answers, fix them up and take note of the advice. This is a sure fire way to be successful next year. Remember to download any documents or anything you find useful from ShowMyHomework or the internet.



Any questions please don't hesitate to ask me!

Twitter @STCHistory www.facebook.com/stchistory

www.stchistory.com

Remember the FORUM, links and revision resources are available now.



GCSE History: Where am I right now?

Mock Exam year 11: January 2017

Name:

Mock Result:

TMG (Target Grade):

Fill in the tables below:

Paper	Questions				
1: Medicine Through Time	Q1 [8]	Q2 [6]	Q3 [8]	Q4/5 [12]	Q6/7 [16+3]
Total (53):					
2: Germany	Q1 [4]	Q2 [9]	Q3/4 [12]	Q5a/6a [9]	Q5b/6b [16+4]
Total (53):					
3: Surgery (Source Paper)	Q1 [6]	Q2 [8]	Q3 [10]	Q4 [10]	Q5 [16 +3]
Total (53):					
4: Controlled Assessment		Part A (10)	Part B (20)	Part C (20)	
Total: Raw (50)					

Yr11 Mock Paper Breakdown:	Paper 1	Paper 2	Paper 3	Paper 4
Raw Mark (53)				

Yr11 Mock Overview: (eg If your target is a C and you got an E = -2, If you got C = 0, if you got an A = +2):

Total RAW Mark (106):				
My Mock Grade:		Target Grade:	+/- #:	

Grade Boundaries: (Remember these could go up as well as down)

Mock	A*	A	B	C	D	E	F	G	U
Raw	81-106	72-80	63-71	56-62	48-55	40-47	33-39	26-32	0
UMS	180-200	160-179	140-159	120-139	100-119	80-99	60-79	40-59	0

Unit grade boundaries		Max Mark	a*	a	b	c	d	e	f	g	u	
5HB01	Schools History Project	Raw	53	42	37	32	28	24	20	16	12	0
	Development Study: Medicine and treatment	UMS	100	90	80	70	60	50	40	30	20	0
5HB03	Schools History Project Source Enquiry: The transformation of surgery c1845-c1918	Raw	53	39	35	31	28	24	20	17	14	0
		UMS	100	90	80	70	60	50	40	30	20	0