

# GCSE Medicine knowledge organiser.

Name:

Class:



# Big Questions: Key Topic 1

## c1250-c1500 - Medicine in Medieval England.

**BQ1:** How did people in the Middle Ages explain the causes of disease and illness?

**BQ2:** Why was there so little change in the causes of disease and illness 1250-1500?

**BQ3:** How did people in the Middle Ages treat disease and illness?

**BQ4:** How did people in the Middle Ages prevent disease and illness?

**BQ5:** How was the Black Death dealt with?



Medieval England was not an easy place to live in. Most of England's population worked in the fields, growing and harvesting crops for wealthy landowners. Poor nutrition, particularly at times of famine when food was scarce, and hard physical labour, meant that sickness and disease were never far away. Some people lived in towns and cities, but this was not much better than the country: the crowded streets and lack of drains meant diseases spread easily. Homes were heated by open fires, and being exposed to smoke every day meant lung diseases were common. Nearly half of the population died before reaching adulthood.

There was not much scientific knowledge in medieval England. People were not looking to science to cure diseases and ailments at all. Instead, the Catholic Church used ancient texts, written by leading doctors and physicians such as Hippocrates and Galen, to explain why people caught diseases – or they said it was God's will when somebody became ill. People believed God could send diseases – or they said it was God's will when somebody became ill. People believed God could send disease as a punishment for sinful behaviour.

Most of the time, this explanation was enough. Only in times of terrible diseases, such as during the Black Death in 1348, did people start to question the authority of the Catholic Church on matters of medicine.

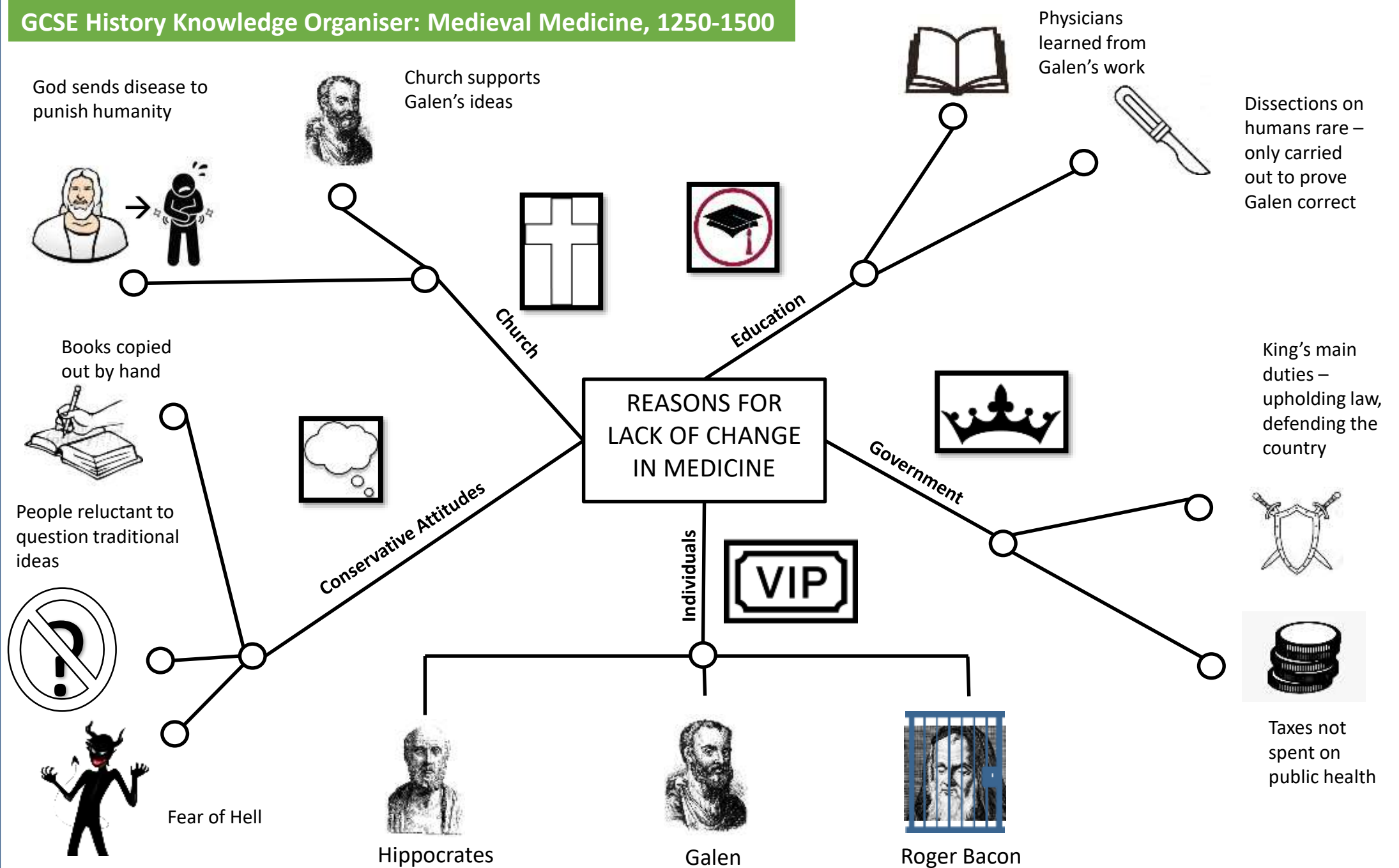
**Key Dates:**

1278 – Roger Bacon imprisoned by the Church

1348 – The Black Death arrives in Britain

1470s – The printing press arrives in Britain

**GCSE History Knowledge Organiser: Medieval Medicine, 1250-1500**



# GCSE History Knowledge Organiser: Medieval Medicine, 1250-1500

**Keywords:**

**Miasma:**

Bad air that was believed to cause sickness

**Four Humours:**

The theory that imbalanced humours caused sickness

**God's Punishment:**

The belief that people became sick because God punished them for their sins

**Flagellants:**

People who whipped themselves to show God they were sorry

**Rakers:**

People paid to sweep towns' streets

**Regimen Sanitatis**

Instructions given by physicians for keeping healthy: included moderate exercise and not over-eating

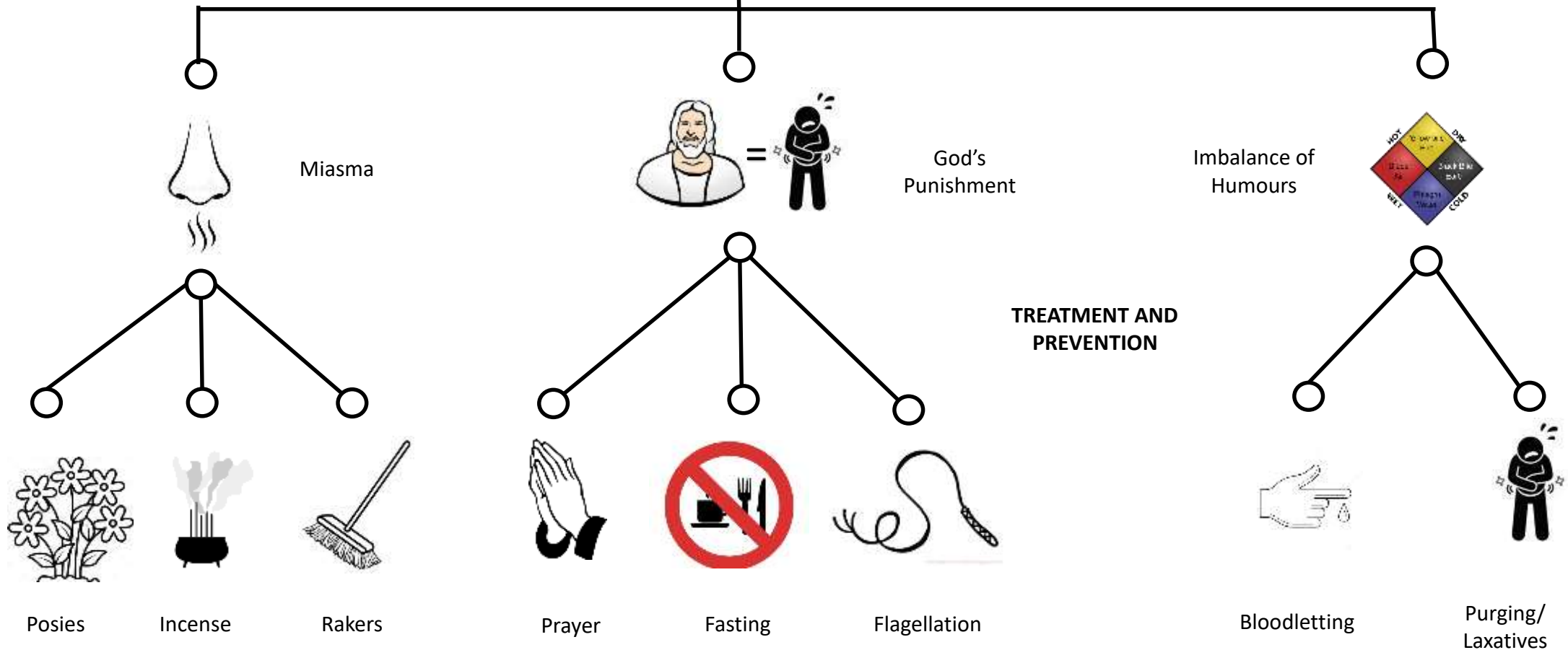
## FEATURES OF MEDIEVAL MEDICINE

### HEALERS IN THE MIDDLE AGES

- Physician
- Apothecary
- Barber Surgeon
- Women



### CAUSES



**Key Dates:**

1470s – The printing press arrives in Britain

1543 – Vesalius publishes *Fabric of the Human Body*

1628 – William Harvey publishes his work on the circulatory system

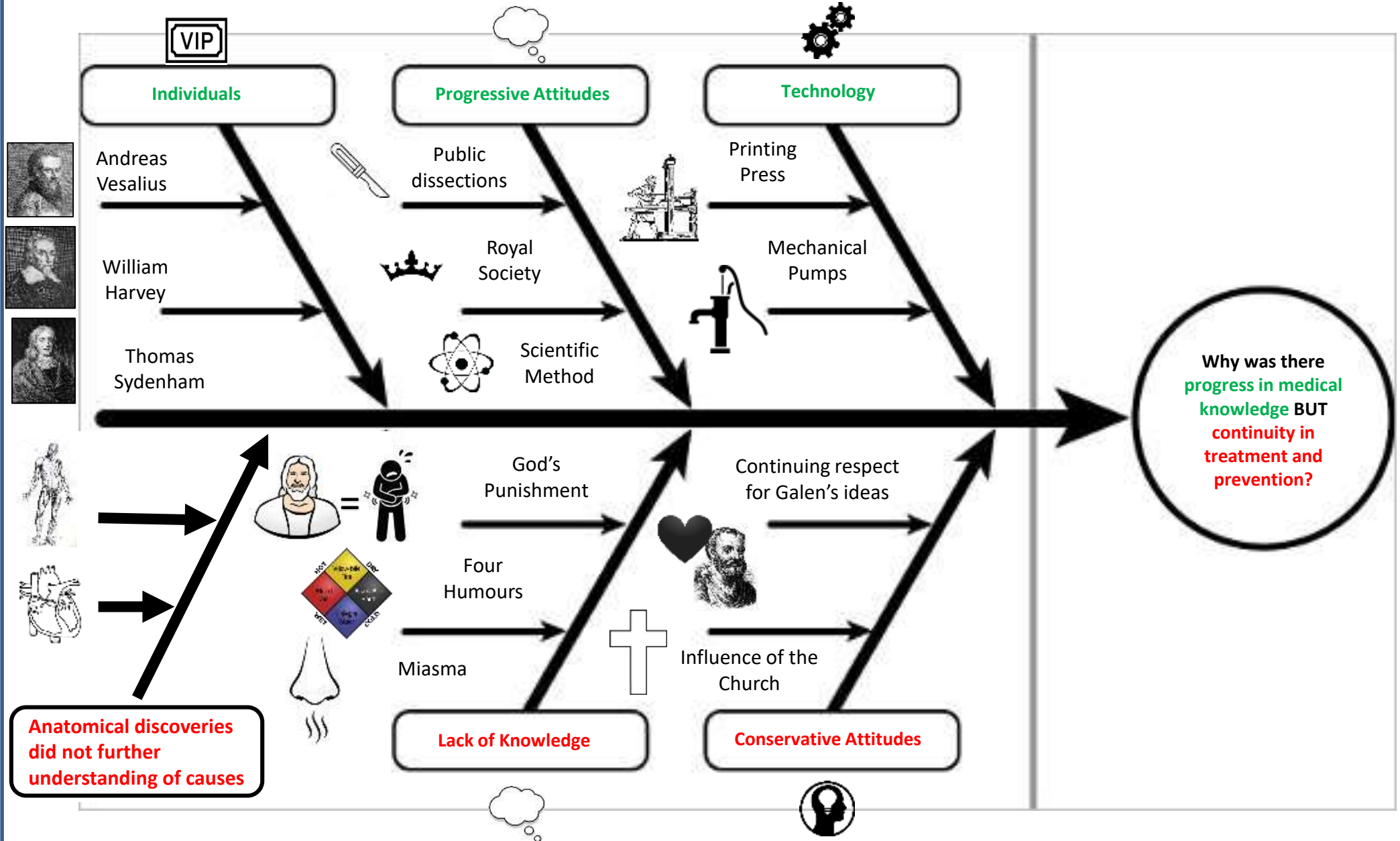
1660 – The Royal Society is founded

1665 – The Great Plague in London

1676 - Thomas Sydenham publishes *Observationes Medicae*

1683 - Anton van Leeuwenhoek discovers bacteria but nobody realises their significance

**GCSE History Knowledge Organiser: Renaissance Medicine, 1500-1700**



# Big Questions: Key Topic 2

## C1500-c1700 - The Medical Renaissance in England.

**BQ1:** How did people in the Renaissance period explain the causes of disease and illness?

**BQ2:** Why did ideas about the causes of disease change during the Renaissance period?

**BQ3:** How did people during the Renaissance period treat and prevent disease and illness?

**BQ4:** How did people during the Renaissance period care for sick people?

**BQ5:** To what extent were Vesalius and Harvey influential in changing ideas about medicine during the Renaissance period?

**BQ6:** How did people deal with the Great Plague in London, 1665 (case study).



'Renaissance' is a French word that means rebirth. The Medical Renaissance refers to a period when new ideas were beginning to influence medicine.

These new ideas were slowly breaking down old beliefs and rethinking the way the world worked. At this time, Protestantism challenged the teachings of the Catholic Church – this made the Catholic Church much less able to promote its preferred beliefs about science and nature.

Scientists provided evidence that the Greek teachings about how the world worked were incorrect. Vesalius, a doctor working in Padua, proved through dissection that Galen's work on anatomy was wrong. Although these ideas took a long time to become widespread, the new printing presses meant that they could be published and spread even though they went against the teaching of the Church.

Between the years 1500 and 1700, there were certainly a lot of new, exciting ideas. However, the impact that these ideas had on medical treatments during this period was minimal. It took a long time for people to let go of their old, trusted beliefs about the Theory of the Four Humours. Therefore, the period was more about laying the foundations for changes in medicine to come, rather than changes in medicine at the time.

**Key Dates:**

1470s – The printing press arrives in Britain

1543 – Vesalius publishes *Fabric of the Human Body*

1628 – William Harvey publishes his work on the circulatory system

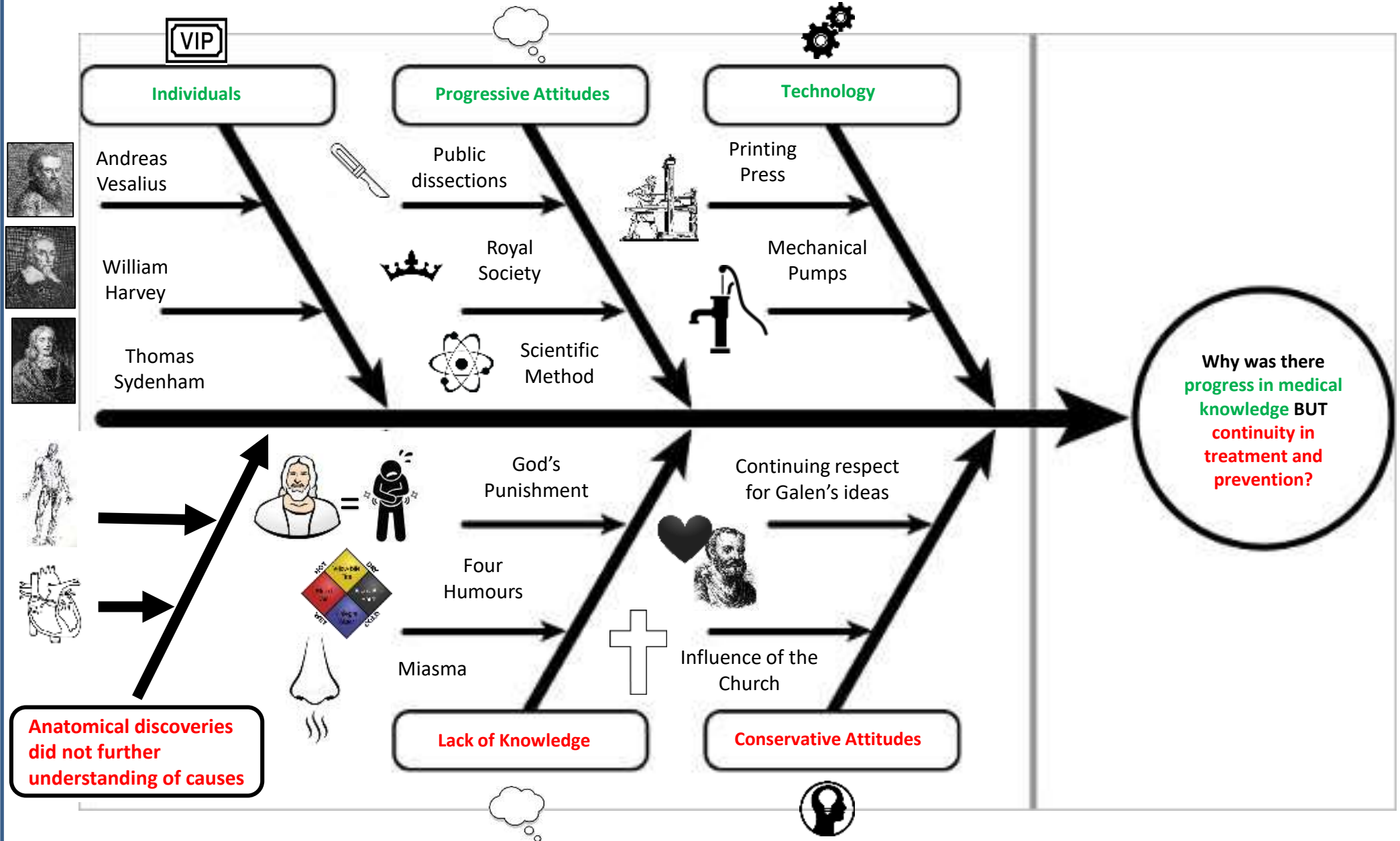
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1683 - Anton van Leeuwenhoek discovers bacteria but nobody realises their significance

**GCSE History Knowledge Organiser: Renaissance Medicine, 1500-1700**



# GCSE History Knowledge Organiser: Renaissance Medicine, 1500-1700

**Keywords:**

**Miasma:**

Bad air that was believed to cause sickness

**Four Humours:**

The theory that imbalanced humours caused sickness

**God's Punishment:**

The belief that people became sick because God punished them for their sins

**Phlebotomy:**

Bleeding a patient whose humours are unbalanced

**Rakers:**

People paid to sweep towns' streets

**Plague Doctor**

Doctors who specialised in the plague. Their 'beaks' were stuffed with lavender

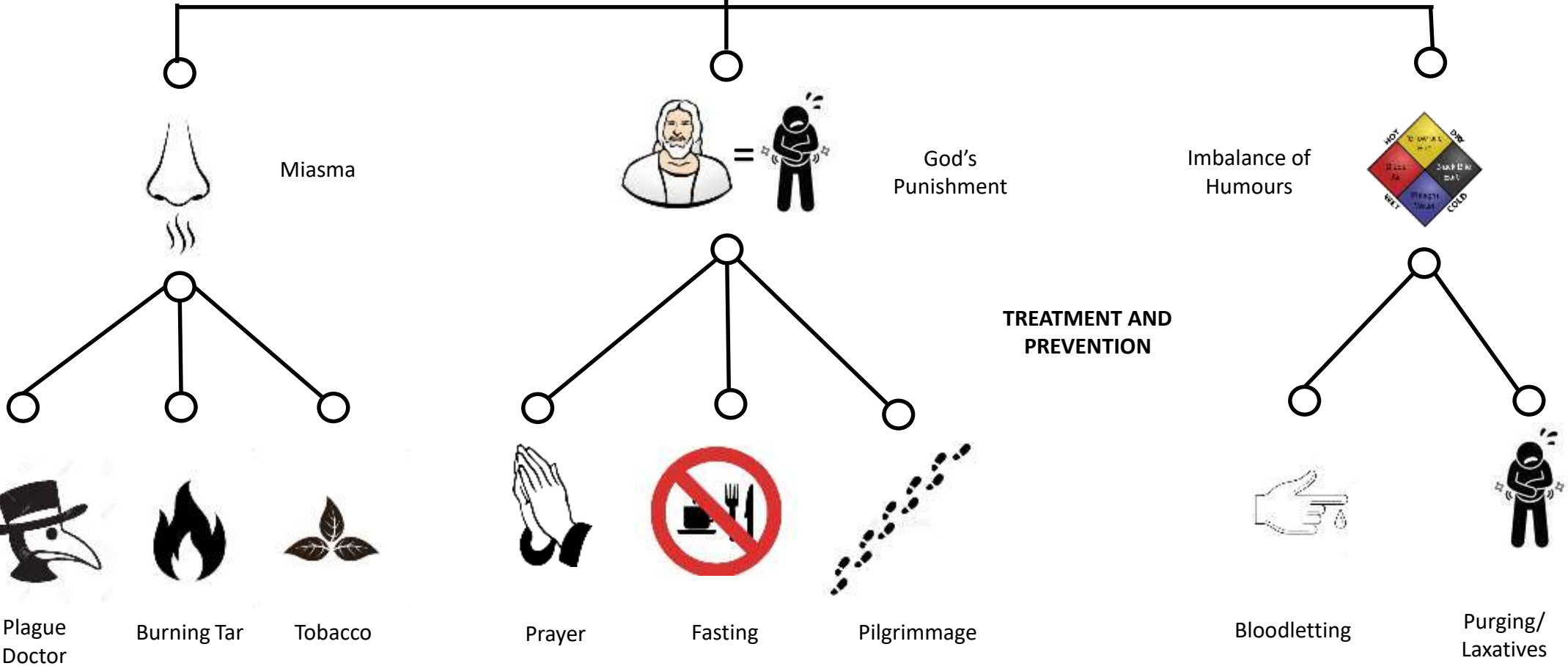
**HEALERS IN THE RENAISSANCE**

- Physician
- Apothecary
- Barber Surgeon
- Women



**FEATURES OF RENAISSANCE MEDICINE**

**CAUSES**



# Big Questions: Key Topic 3

## C1700-c1900 - Medicine in 18<sup>th</sup> and 19<sup>th</sup> century Britain.

**BQ1:** How did people in the 18<sup>th</sup> and 19<sup>th</sup> centuries explain the causes of disease and illness?

**BQ2:** How did people in the 18<sup>th</sup> and 19<sup>th</sup> centuries treat illness and disease?

**BQ3:** What improvements were there to surgery during the 18<sup>th</sup> and 19<sup>th</sup> century?

**BQ4:** How did people try to prevent disease and illness during the 18<sup>th</sup> and 19<sup>th</sup> century?

**BQ5:** How did the government try to fight cholera in 1854?



From the start of the 18<sup>th</sup> century, rapid changes began to occur in medicine. Between 1500 and 1700, many new medical theories had been published: however, it was not until later that those theories were put into practice.

At the start of the period c1700-c1900, the Theory of the Four Humours was no longer widely believed, but it had not yet been replaced by anything else. Bleeding and purging were still common treatments. Apothecaries still sold herbal remedies and most treatment was still carried out by women in the home. Luckily, epidemic diseases such as the plague seemed to have disappeared, but smallpox and other diseases were common.

By 1900, the medical landscape had been completely transformed. Germs had been discovered, and there was ongoing work to create vaccines and develop treatments for the disease caused by them.

Edward Jenner had developed the first vaccination for small pox – and a British government more willing to get involved in day-to-day life had made this vaccination compulsory in 1852.

Hospitals had been developed into clean, modern institutions, thanks to the work of Florence Nightingale. Developments in anaesthetics and antiseptics meant that surgery was now much less dangerous, and therefore much more common.

**Keywords:**

**Miasma:**

Theory of "Bad Air"

**Cholera:**

Waterborne disease

**Bacteriology:**

Study of micro-organisms

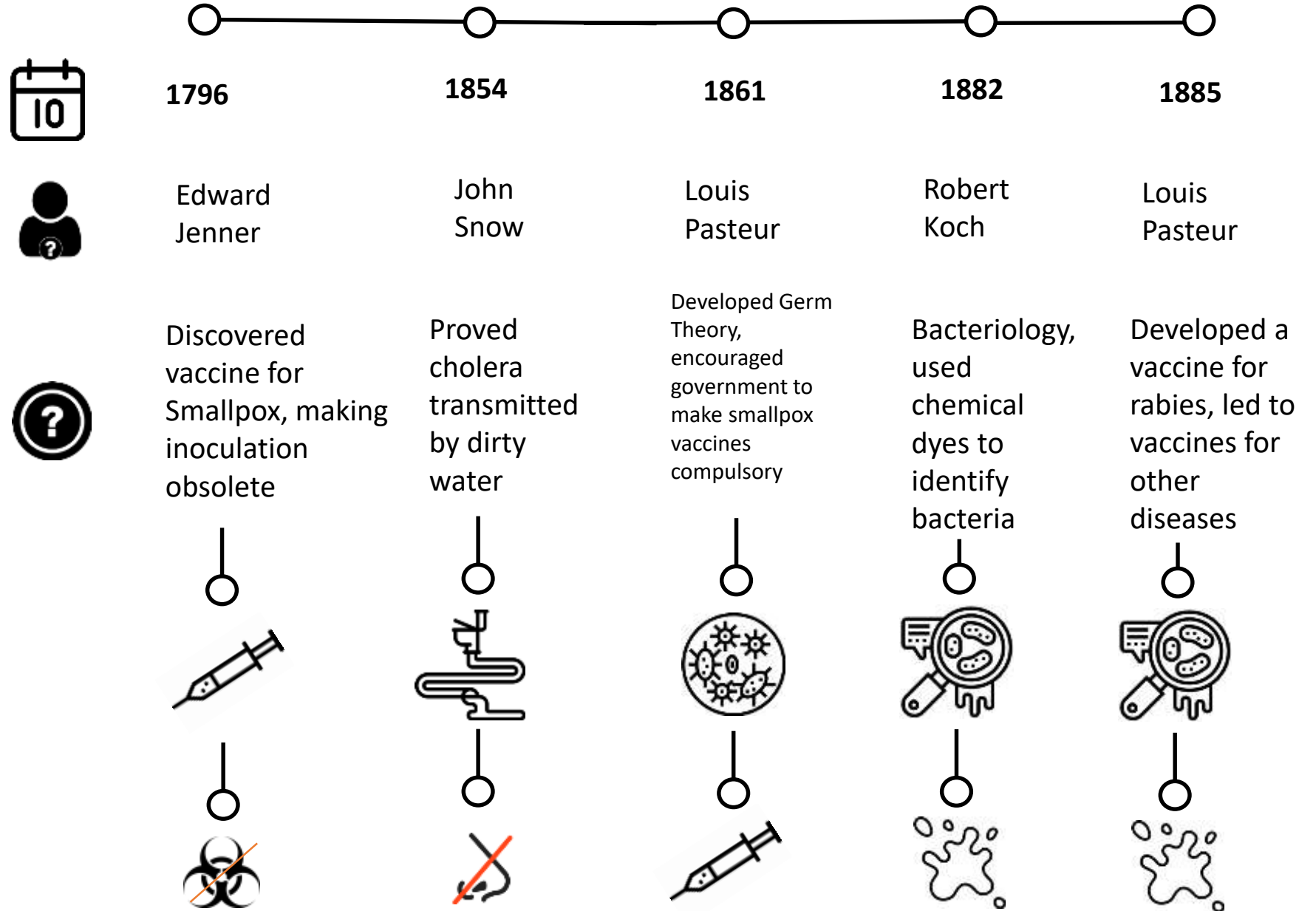
**Inoculation:**

'Live' bacteria used to create anti-bodies

**Vaccine:**

Weakened version of bacteria to create anti-bodies

**GCSE History Knowledge Organiser: Growing understanding of the Causes of Disease in the Industrial Period**



**Keywords:**

**Laissez-faire:**

Idea of non-interference by government

**Pension:**

Money from govt for those 65+

**National Insurance:**

Part of workers wages went to guarantee sick pay

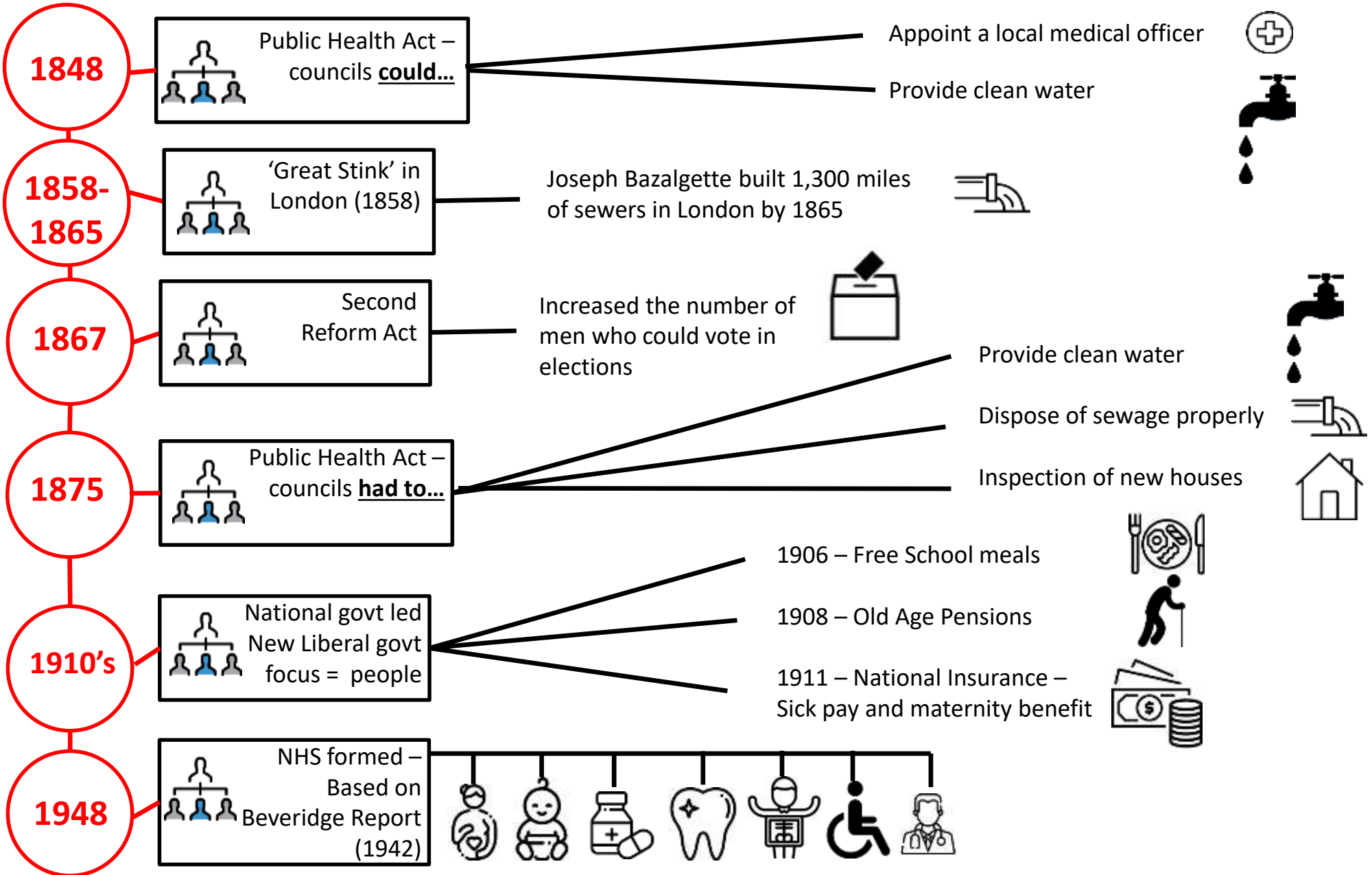
**Welfare State:**

Govt using tax money to look after various groups in society.

**NHS:**

Abbreviation for National Health Service

**GCSE History Knowledge Organiser: Improvements to Public Health in the 19<sup>th</sup> and 20<sup>th</sup> Centuries**



# Big Questions: Key Topic 4

## C1900-present - Medicine in Modern Britain.

BQ1: How did people explain the causes of disease and illness from 1900-present?

BQ2: How did people from 1900 treat disease and illness?

BQ3: How did people try to prevent disease and illness after 1900?

BQ4: How did the care of sick people change after 1900?

BQ5: How have the government dealt with the fight against lung cancer in the 21<sup>st</sup> century?



By 1900, all the pieces were in place to build a better approach to assessing and managing human health. People now understood that illness and disease could be caused by microbes, and scientists had begun to experiment with ways of treating and preventing diseases using this new knowledge.

Scientists began to investigate causes of disease that were not related to microbes. Genetics and lifestyle factors were investigated as other potential factors.

Chemical treatments were developed to target specific diseases, while antibiotics were discovered that could treat a whole range of illnesses that previously might have been fatal. Advances in surgical techniques made available life-saving treatments such as transplants.

The British government also developed a new attitude towards its role in the nation's health. Free medical care was provided for all through the National Health Service.

Unfortunately, understanding more about the cause of disease and illness has made us realise how much there is still to discover. Diseases such as cancer continue to puzzle scientists, who struggle to understand their cause of develop treatments for them. Lifestyle factors such as obesity have created new challenges for medicine to tackle.

## Keywords:

### Magic Bullet

A chemical treatment that kills bacteria

### Antibiotics

A drug made from bacteria that kills other bacteria and so cure an infection

### DNA

The genetic 'instructions' that determine how your body works and looks

### National Health Service

Provides healthcare in Britain which is free at the point of delivery for all

# GCSE History Knowledge Organiser: Growing understanding of the Causes of Disease in the 20<sup>th</sup> century

## Germ



1909

**Paul Ehrlich and Hata**

Created first magic bullet, Salvarsan 606



1928

**Alexander Fleming**

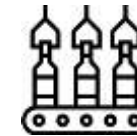
Fleming identifies penicillin in his lab



1941

**Florey and Chain**

Penicillin is trialled on a policeman, with some success and then mass-produced



1955

**Jonas Salk**

Developed a polio vaccine



## Genetics



1951

**Rosalind Franklin**

Images of DNA created by using x-ray crystallography



1953

**Crick & Watson**

Discovered the double-helix structure of DNA



1990s

**Human Genome Project**

Human genome mapped



## Lifestyle



1901

**Seebohm Rowntree**

Proved a link between poverty and disease



1942

**William Beveridge**

Beveridge identified 5 'giants' to be defeated – 'Want, Disease, Ignorance, Squalor and Idleness'



2007

**Parliament/ Public Health England**

Smoking in public places banned



# GCSE History Knowledge Organiser: Reasons for Rapid Progress in Medicine in the 20<sup>th</sup> Century

## Keywords:

### Mass Production:

### Production:

The production of large numbers of items using assembly lines

### Penicillin:

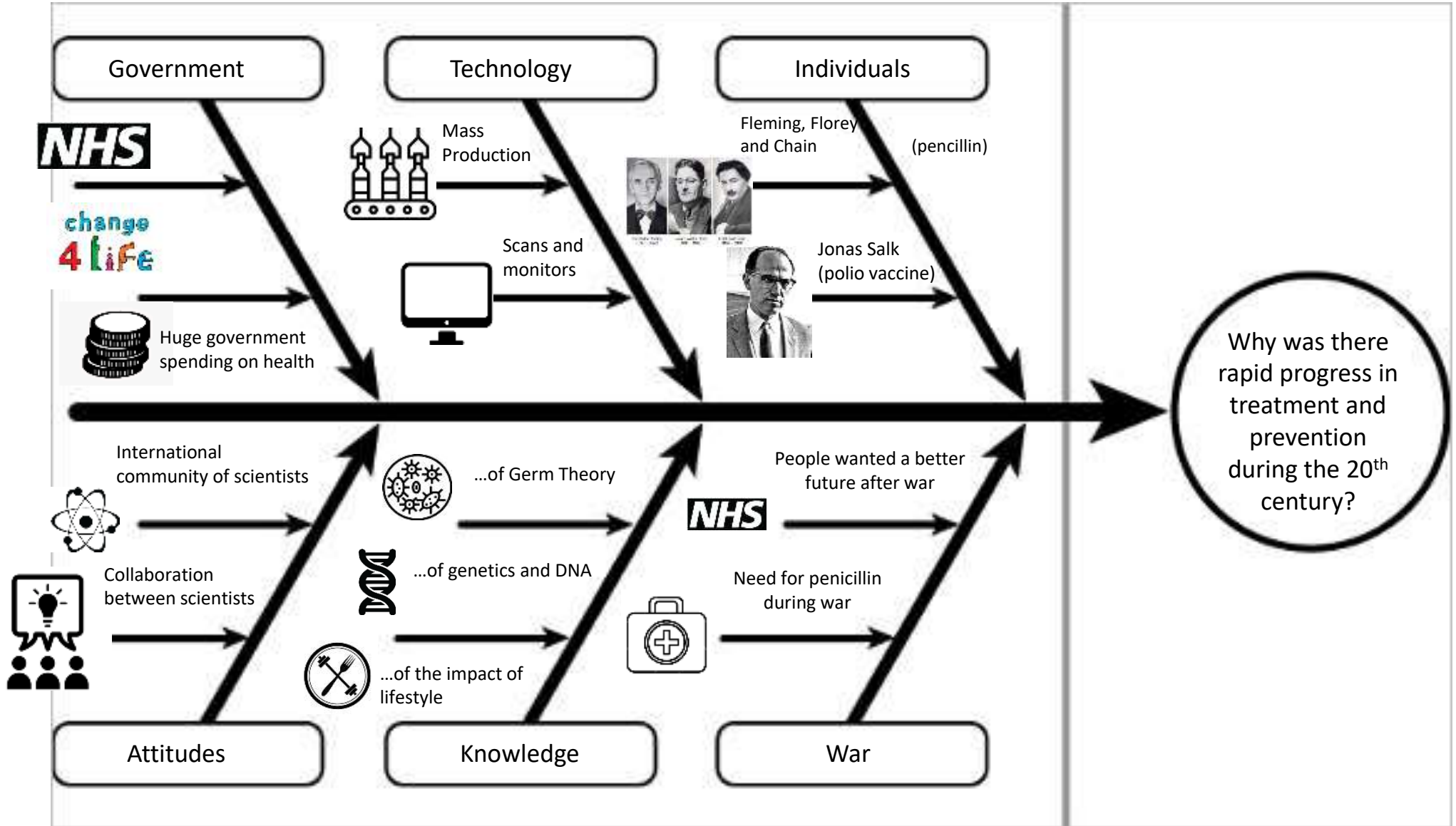
An antibiotic drug used to treat a number of infections

### Endoscope:

A flexible camera used to see inside the body

### Radiotherapy and Chemotherapy:

Cancer treatments based on nuclear science



## Keywords:

### Magic Bullet

A chemical treatment that kills bacteria

### Antibiotics

A drug made from bacteria that kills other bacteria and so cure an infection

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# GCSE History Knowledge Organiser: Growing understanding of the Causes of Disease in the 20<sup>th</sup> century

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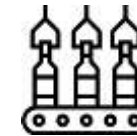
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# The British sector of the Western Front, 1914-1918: Injuries, treatments and the trenches.

**BQ1:** What was medicine like before World War One?

**BQ2:** How did the trench system work?

**BQ3:** What were the key battles of World War One?

**BQ4:** Why did the British face problems with transport and communication on the Western Front?

**BQ5:** What injuries and illnesses did soldiers face on the Western Front?

**BQ6:** What was the chain of evacuation process and how effective was it?

**BQ7:** Why did surgery and medicine improve after World War One?



British soldiers fought in the trenches along the Western Front between 1914 and 1918, during the First World War.

If you had been a soldier in the British sector of the Western Front in France and Flanders, you would have been in danger from many different things. Whilst fighting for king and country, you would have faced dangers from shelling, grenades, gas and hand-to-hand combat. Disease – both in the body and the mind – also threatened you, as you lived in the trenches. It would not be unusual to be in a frontline trench, under constant bombardment, for up to a month.

You might be one of the 2.7 million casualties in the British sector of the Western Front during the four years of fighting. Of this number, about  $\frac{1}{4}$  were not seen by medical services, because they were either killed or taken prisoner – this totalled around 700,000 men. The remaining two million men were treated by medical services in France or back in England. The scale of medical treatment for wounded soldiers was vast.

Of those casualties seen by medical services, 5.6% died from the wounds that they suffered. Although this means that more than 150,000 soldiers died after receiving medical care, it also means that the vast majority of those treated survived their wounds and illnesses. This is a testament to the successes of medical care during the First World War.

# GCSE History Knowledge Organiser: Surgery on the Western Front, 1914-1918

## Key Dates:

Autumn 1914 –  
First Battle of Ypres



Spring 1915 –  
Second Battle of Ypres



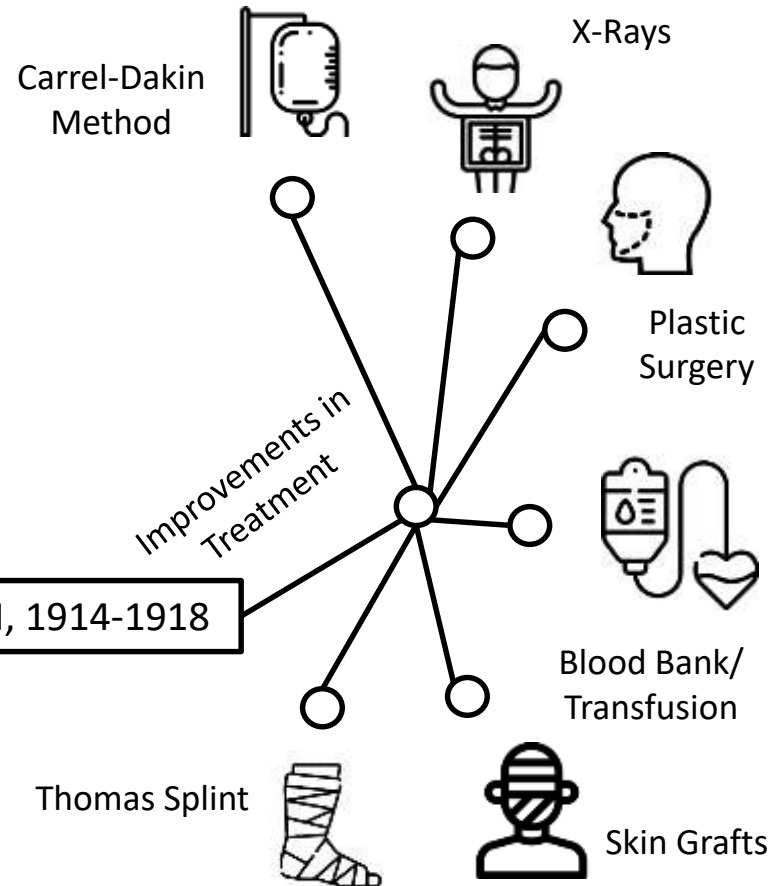
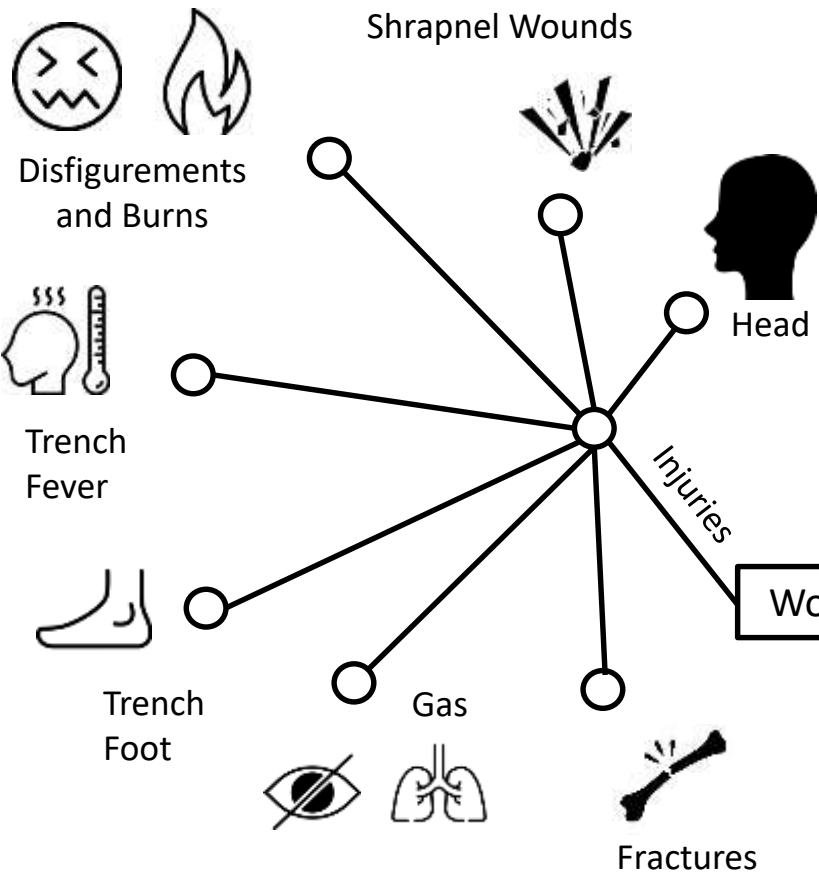
1916 – Battle of the Somme



1917 – Battle of Arras



1917 – Battle of Cambrai



## The Evacuation Route



# How would I answer the exam questions?

## The Medicine paper consists of two sections:

Section A  
(worth 16 marks)  
The British sector of the  
Western Front, 1914-  
1918.

Section B  
(worth 36 marks)  
Medicine through time.

The paper is 1 hour 15  
minutes in total.

## Section A – The British sector of the Western Front, 1914-1918.

### 4 Mark Features Up Question Guide

Question 1 on this paper asks you to 'Describe two features of...'

There are 4 marks in total, 2 for each feature you describe. It is an easy question, simply identify the feature and describe it



- Do not spend more than five minutes on this question, or write too much!
- Make sure you read the question clearly and remain focused on it
- Features just mean the 'main characteristics', so what you can simply remember in detail
- Do not go into explanation, judgement or analysis

#### Example Answer

#### **Example Answer**

This is a sample 4/4 answer based on the question on the right.



**Describe two features of the Trench System in the British Sector on the Western (4 Marks)**

#### **Feature 1**

The Trench System contained the frontline trench, where attacks would be launched from and defend against, it was the most dangerous part of the trenches

#### **Feature 2**

The trench system also contained the support trench, this was 80m behind the frontline trench, troops would retreat here if under attack using the communication trenches

#### **Identify**

Identifies the feature  
(1 mark)

#### **Description**

Describe the feature in  
detail (1 Mark)

# How would I answer the exam questions?

## Mark Scheme

AO3: Specific and relevant subject knowledge  
 AO3: Judgement made on how useful source is, focussing on the provenance & content  
 AO3: Use of the content of the source

Level	Mark	
1	1-2	<ul style="list-style-type: none"> <li>A simple judgement on how useful the source are</li> <li>Basics comprehension of the source using a quote or paraphrase used</li> <li>Limited subject knowledge is used which links to the source.</li> </ul>
2	3-5	<ul style="list-style-type: none"> <li>A judgement on how useful the sources are is made, using what the sources tells us (content) <b>and/or</b> the provenance (nature, origin, purpose)</li> <li>Uses evidence from source (quotes/description) in answer</li> <li>Used clear subject subject knowledge throughout to support comments on the usefulness of the content of the sources and/or their provenance.</li> </ul>
3	6-8	<ul style="list-style-type: none"> <li>Clear judgement on how useful the sources are, using both the content <b>AND</b> the provenance of the source to make a comment.</li> <li>The sources content is analysed to argue about how useful the source is</li> <li>Specific knowledge is used throughout to back up how useful sources are for both content and provenance</li> </ul>



## So to get top marks (8/8) What should I do?

- One paragraph for each source
- Always focus on **WHY** the source is useful, especially at the end of each paragraph.
- Discuss how content of the sources are useful (use evidential quote/description) and compare to your knowledge
- Discuss how provenance of the source makes it useful
- You can include 1 sentence on why the source is not useful

**Source A: From an account by Reverend Leonard Pearson, who was the army chaplain at Casualty Clearing Station 44 during the Battle of the Somme (1916).**

I spent most of my time giving anaesthetics. I had no right to be doing this because I had no medical qualifications, but we were simply so rushed. We couldn't get the wounded into the hospital quickly enough and the journey from the battlefield was simply terrible for these poor lads. It was a question of operating as quickly as possible. If they had to wait their turn in the normal way, until the surgeon was able to perform the operation with a doctor giving the anaesthetic, it would have been too late for many of them. As it was, many died. We all simply had to help and do anything that was needed.

**Source B: From the diary of Oswald Robertson, written on 30 November 1917. He was an army surgeon working on the Western Front during the First World War.**

Men were horribly mutilated – many were dying when brought into the ward. All the beds were full and we began putting stretchers on the floor. Blood everywhere – clothes soaked in blood, pools of blood in the stretchers, streams of blood dropping from the stretchers to the floor. My rubber apron was one solid red smear. All we could do was try to stop the bleeding and get the patients as comfortable as possible. I could only transfuse an occasional patient. The majority had to take their chance and go through the operation as best they could.

## Example Paragraph

This is one paragraph of an 8/8 answer to the question on the right. The key parts have been identified.



**How useful are Sources A and B for an enquiry into the problems involved in performing operations on the Western Front?**

Explain your answer, using Sources A and B and your own knowledge of the historical context. (8 marks)

Source B is particularly useful for an enquiry into the problems involved in performing operations on the Western Front as it is from Oswald Robertson, an important army doctor who created the first blood bank in 1917 using sodium nitrate to prevent blood from clotting. The source is also from November 1917, the month of the Battle of Cambrai which we know was part of the action in trench warfare. This battle also resulted in 45,000 casualties. Again we see how poor transportation worsened wounds as "men were horribly mutilated" and "dying when brought into the ward". This shows how taking too long to transport the wounded made the operations much more difficult. As it is from November horse drawn ambulances were probably used over motor ambulances that couldn't handle muddy terrains; these ambulances worsened hands through shaking operations also seem difficult as these were unseen wounds and blood loss seems nearly impossible to prevent – "blood everywhere, clothes...pools of blood in the stretchers". Robertson himself could only "transfuse an occasional patient" still knowing that transfusions hadn't been perfected and couldn't be done quickly or effectively. The source does not contain statistics which is a drawback but it is expected as it is a diary entry and overall, the source is very useful as it shows problems associated with blood loss that made performing operations harder.

**Utility**  
 Argues why the source is useful

**Content**  
 Discuss the content of the source and uses evidence

**Provenance**  
 Discuss the provenance of the source

**Knowledge**  
 Subject knowledge used

## Provenance

To find out how useful a source is, we look at its provenance

Provenance = who wrote or created the source, when, and for what purpose

We can use **NOP** to help use look at a sources provenance

- N – Nature:** What type of source is it? (e.g. photo, diary)
- O – Origin:** When was the source produced and by whom?
- P – Purpose:** Why was the source made? What for? Does it have a message?



To find the provenance look at the **CAPTION** of the source



# How would I answer the exam questions?

Having done the source utility question, this question is just picking out something you find interesting and want to find out more about from the source

To explain, lets use this example

How would you follow up Source B to find out more about the problems the medical services faced transporting injured soldiers?

**Source B: An extract from an article in the Journal of the Royal Army Medical Corps, 1915.**

Admirable as was the organisation of the large base hospitals, the transport of the wounded from the fighting line seems to have been very badly managed during the advance of the Germans through Belgium and northern France. The supply of motor ambulances proved totally inadequate and the slightly wounded had to shift for themselves and squeeze into goods trains.

**Example Answer: How could you follow up Source A to find out more about the system for dealing with injured soldiers on the Western Front?**

**Study Source A**

**Source A: From the writings of Henry Buckle, a soldier on the Western Front. He wrote a diary while he was in the trenches and typed it up after the war. Here he describes his situation after being injured in 1915.**

I am lying in the barn with a damaged leg, the result of being too near a bursting shell. My leg is not bleeding but it got sort of buried in the trench and twisted up. My sergeant was also injured. Our stretcher people were busy so I told them we could manage to get back by ourselves. It took us all night to get back here to the barn, with lots of sit-downs. The RAMC staff keep coming in but don't seem able to mend me up. The Medical Officer has been in and says I shall have to go to a Field Hospital for a week.

This is the layout of the question  
1 mark per line

Detail in the source I would follow up

Question I would ask

What type of source could I use?

How might this help answer my question?

Detail in the source I would follow up

*"The RAMC staff keep coming in, but don't seem to be able to mend me up."*

Question I would ask

*How quickly were injured soldiers treated?*

What type of source could I use?

*Army Medical records, from a dressing station*

How might this help answer my question?

*It might give the information on how many soldiers were in the barn, and how they were treated, and how bad their injuries were and how long they had to wait.*

1

**Step 1: Link the detail to the enquiry**

Start by identifying the focus of the enquiry – Use the question itself to help you!

For this question, the problems the medical service faced transporting injured soldiers.

Read the source and identify a detail (quote) from it to follow up

Detail in Source B that I would follow up: *the supply of motor ambulances was inadequate*

2

**Step 2: Link the question to the detail**

The question you choose must be linked to the detail you are following up from the source.

If we were following up the detail about motor ambulances we could use:

Question I would ask: *'Why was there a lack of motor ambulances on the Western Front?'*

3

**Step 3: Link the type of source to the question**

You now need to choose a type of source that would be useful for following up that question. Look at the list in the box opposite.

Make sure you choose a source that would help with the question and be as specific about the type of source

e.g. Hospital records from Arras Underground Hospitia

What type of source I could use: *Government records from 1915 would provide a useful insight into the problems faced by the medical service in providing adequate numbers of motor ambulances.*

4

**Step 4: Link this with your own knowledge**

Explain the advantages of using this type of source to your enquiry.

How this might help answer my question: *Government records were produced for use within the government, meaning they provided an accurate picture of the situation on the Western Front. The reports were not produced for propaganda purposes unlike newspapers*

**Different types of sources:**

- National army records for individual army soldiers
- National newspaper reports
- Government reports on aspects of the war
- Medical articles by doctors and nurses who took part in the war.
- Personal accounts of medical treatments by soldiers, doctors, nurses or others who were involved
- Photographs
- Hospital records
- Army statistics

# How would I answer the exam questions?

## Section B – Medicine through time.

### The Medicine paper consists of two sections:

Section A (worth 16 marks) – The British sector of the Western Front, 1914-1918.

Section B (worth 36 marks) – Medicine through time.

The paper is 1 hour 15 minutes in total.

@methomstoteach

### 4 Mark Similarity and Difference Question Guide

This question is asking you compare two time periods of history



So to get top marks (4) What should I do?

- Compare both time per
- Give examples from bot periods
- Explain the SIMILARITY / DIFFERENCE between

4 Mark Question Mark Scheme	
Grades	Description
<b>Level 1</b> 1-2 Marks	<ul style="list-style-type: none"> <li>• Simply identifies the similarity or difference</li> <li>• Basic subject knowledge and evidence</li> </ul>
<b>Level 2:</b> 3-4 Marks	<ul style="list-style-type: none"> <li>• Features of the period are analysed to explain similarity or difference</li> <li>• Specific subject knowledge is used in examples</li> </ul>

#### Model 4 Mark SIMILARITY Question

Explain one way in which peoples ideas on the causes of the 1665 Great Plague in London were similar to the way that people reacted to the Black Death in 1348.

(4 Marks)

One way in which there was **similarity** in the ideas on what caused the Great Plague and Black Death was the **blame on Miasma**.

**In the Black Death**, the epidemic was blamed on bad air caused by the filthy streets and even alignment of planets

**Whilst in the Great Plague**, the prominent theory was that Miasma was causing the disease, started by the warm weather and dunghills causing the vapour

**Identify**  
Identifies the comp

**Periods**  
Discusses both tim periods

**Detail**  
Detail from the sou quote/evidence



#### Model 4 Mark DIFFERENCE Question

Explain one way in which hospital care was different between the nineteenth and twentieth centuries

(4 Marks)

One way in which there was **difference** in hospital care between nineteenth and twentieth centuries was the **availability of care**

**In the industrial period**, only the rich could afford care and usually took it at home, whilst the poor had to rely on workhouse infirmities

**Whilst in the modern period**, the setting up of the NHS in 1948 meant that healthcare was free for all regardless of background, being paid for by taxes

**Identify**  
Identifies the comp

**Periods**  
Discusses both tim periods

**Detail**  
Detail from the sou quote/evidence



# How would I answer the exam questions?

@mrthomsonteach



This question asks you to explain the cause/consequence of a specific event. The question is testing both your knowledge and also ability to explain causation.

## 12 Mark Explain Question Guide

Mark Scheme		
Level	Mark	
AO1: Specific and relevant subject knowledge		
AO2: Analysis of cause/change		
1	1-4	A simple answer that attempts to answer the question. Basic subject knowledge of the topic.
2	4-6	Explanation that answers the question e.g. 'Why there was continuity in the ideas about the cause of disease'. Good subject knowledge is used to back up explanation. Maximum 5 marks for Level 2 answers that only use the two bullet points.
3	7-9	Two to three clear and detailed explanations that answer the question but can lack organisation. Accurate and specific subject knowledge. Maximum 8 marks for Level 3 answers that only use the two bullet points.
4	10-12	An analytical explanation that answers the question, sticks to question and is structured. Uses specific, relevant and accurate subject knowledge. Level 4 can ONLY be reached if answers provide at least 1 extra explanation with the two bullet points.

You are being examined on two skills:

- [Subject Knowledge](#)
- [Analysis of cause/c](#)



So to get top marks (1) What should I do

- A minimum of three paragraphs needed to reach Level 4
- Uses a wide range of subject knowledge
- Always link back to the question and analyses causes
- Use both bullet points: at least one of your own



1. First you need to identify the cause/consequence in your first sentence
2. Explain in detail this cause/change using specific knowledge and examples
3. **Always** link back to the question at the end of the paragraph.

See the example paragraph below

### Tips and Tricks

- 18 minutes in total
- No conclusion or judgement needed
- You don't need to use the bullet points, you can use ANY other piece of relevant information to answer the question. Aim for 3-4 to get Level 4.
- The bullet points are simply there to guide you, they can be used as paragraphs or as examples within paragraphs but you don't need to use them!



### Example Paragraph

This is one paragraph of the question on the right. The key parts have been identified.



Explain why there was continuity in ideas about the cause of disease during the period c1250-1500.

- Role of Galen and Hippocrates
- The Church

One significant factor that caused continuity in the ideas on the cause of disease was the role of Galen and Hippocrates, ancient doctors whose ideas continued to influence medical thinking in the Middle Ages. Initially, Hippocrates developed the theory of the Four Humours, that the human body was made up of 4 different humours (blood, black bile, yellow bile and phlegm) which caused illness when they were imbalanced. For example, a cold could be attributed to too much phlegm. This idea was later developed by Galen, who came up with the theory of opposites, a method to treat the illness. These ideas continued 1000 years later in the Middle Ages as they simply made sense to people, they were rational as they could see the physical effects of an imbalance of a humour. In an age of superstition and lack of scientific understanding, the four humours were logical. Furthermore, the Church actively encouraged these ideas and as they were responsible for medical training, medieval physicians used the four humours in the diagnosis of their wealthy patients. Therefore, the ideas of Hippocrates and Galen were respected and entrenched in the ideas of the cause of disease.

**Identify**  
Clearly identifies the cause


**Explain**  
Explains in detail the point

**Link**  
Links back to the question at the end of the paragraph

**Knowledge**  
Specific subject knowledge

# How would I answer the exam questions?

## Interpretation Question Mark Explain Question Guide

16 Mark Question Mark Scheme		 <b>To get 16/16 you need the following in 24 mi</b> 1. Read the statement! 2. Write a paragraph (o depending on question argues why you <b>agree</b> . 3 Write a paragraph to balance why you <b>disagr</b> with the statement. 4) Use examples (3 per paragraph) and specific subject knowledge 5) ALWAYS refer to how agree/disagree. This an is essential for Level 3 6) For Level 4, you can balance your analysis w paragraph, to show the to how much you agree 7) Write a detailed con that agrees or disagree statement with link to question. 8) Remember SPaG is w marks
Grades	Description	
<b>Level 1</b> 1-4 Marks	<ul style="list-style-type: none"> <li>Simple answer with no development or organisation</li> <li>Limited knowledge &amp; understanding</li> <li>Overall judgement missing</li> </ul>	
<b>Level 2:</b> 5-8 Marks	<ul style="list-style-type: none"> <li>Agrees or Disagrees in detail, or does both but with weak explanation</li> <li>Attempts to explain HOW FAR they agree or disagree but lacks analysis</li> <li>ONLY discusses the 2 suggested bullet points</li> <li>Accurate &amp; relevant information</li> <li>Overall Judgement on agree or disagree but not backed up clearly (8 marks with judgement)</li> </ul>	
<b>Level 3:</b> 9-12 Marks	<ul style="list-style-type: none"> <li>Agrees and Disagrees with interpretation with strong explanation and detail</li> <li>Uses 2 bullet points and provides 1 of own</li> <li>Argues well HOW FAR they agree or disagree with clear analysis that links clearly to the question.</li> <li>Good, accurate &amp; relevant knowledge</li> <li>Overall judgement with some justification</li> </ul>	
<b>Level 4:</b> 13-16 Mark	<ul style="list-style-type: none"> <li>Agrees and Disagrees with interpretation with strong explanation and detail</li> <li>Uses 2 bullet points and provides 1 or 2 of own</li> <li>Strongly argues HOW FAR they agree or disagree with clear analysis that links clearly to the question.</li> <li>Sticks to question throughout and well structured</li> <li>Accurate, relevant and wide ranging contextual knowledge</li> <li>Judgement is well justified with clear explanation</li> </ul>	
<b>SPaG</b> 1-4	To get 4/4 you need to spell and punctuate accurately, use grammar properly and use key words correctly and often	

### Model Paragraph

The key parts have been identified of a model 'agree' paragraph to the question on the right



**Germ theory was the most significant medical breakthrough in the 1800's. How far do you agree?**

- The Germ Theory
- Anaesthetics

Some historians would agree that the Germ Theory was the most significant breakthrough in the 1800s, due the fact it finally proved the cause of disease and had a considerable long term impact Ideas on the cause of disease remained incorrectly based on old (Miasma theory) and new (spontaneous generation) until the mid 1800s when Louis Pasteur came up with the Germ Theory in 1861. His theory, which was finally proved by Robert Koch in the 1880s, was that germs cause disease. This was a significant breakthrough as it finally ended old ideas on the cause of disease with a scientifically proven one that Koch could show cause Cholera and Smallpox. Consequently, the Germ Theory significantly improved surgery as Joseph Lister used the theory to create Carbolic Acid, the first antiseptic which was vital in reducing deaths from surgery. Moreover, it helped prove Edward Jenner right and led to the later development of vaccinations for such disease as rabies. The only limitations to the Germ Theory is the lack of immediate impact and resistance it faced. Whilst the Germ Theory became the basis for medical thinking in the Modern age, it took almost 50 years for it to be accepted and doctors like Henry Bastian openly challenged it. Nevertheless, there is little doubt that the Germ Theory was the outstanding breakthrough of the Industrial period.

### Signposts

Identifies agree/disagree point in opening sent

### Explanation

Explains the impact of Germ Theory with b

### Language

Uses analytical langu

### Link

Links back to the que to ASSESS how far th Germ Theory WAS a breakthrough

### Knowledge

Specific subject knowledge

### Model Paragraph

The key parts have been identified of a model 'agree' paragraph to the question on the right



**Germ theory was the most significant medical breakthrough in the 1800's. How far do you agree?**

- The Germ Theory
- Anaesthetics

# Wider reading and resources.



## Something to read...

*Medieval Medicine: Its Mysteries and Science* by Toni Mount

*Renaissance Medicine* by Nicola Barber

*Joseph Lister: Father of Modern Surgery* by Rhoda Truax

*The rise and fall of modern medicine* by Dr James Le Fanu

*Mud, Blood and Bullets: Memoirs of a Machine Gunner on the Western Front* by Edward Rowbottom.



## Something to watch...

How to answer the exam questions

<https://www.youtube.com/watch?v=T4KM-nNFnHI>

Medieval medicine

<https://www.youtube.com/watch?v=A-go7wPRb2A>

Renaissance medicine

<https://www.youtube.com/watch?v=-SVek1hYgGU>

Industrial medicine

<https://www.youtube.com/watch?v=b5c5O3OAdFM>

Modern medicine

<https://www.youtube.com/watch?v=my14ZuzjH5I>

The British Sector on the Western Front

[https://www.youtube.com/watch?v=iqehK\\_WpaLo](https://www.youtube.com/watch?v=iqehK_WpaLo)