

Revision Guide

Britain: Health and the people: c1000 to the present day

Topic List

Part 1: Medicine stands still

- Disease and the Supernatural
- Natural explanations
- Islamic medicine
- Treating Disease
- Health in Towns and monasteries
- The Black Death in Britain

Part 2: The Beginnings of change

- The Renaissance
- Medical treatment: continuity and change
- Doctors and Surgery
- Hospitals
- Jenner and Vaccination

Part 3: A revolution in medicine

- Germ theory
- The fight against Germs
- Anaesthetics
- Antiseptics
- Public Health

Part 4: Modern medicine

- Impact of the First World War
- Penicillin
- Modern Treatments
- Liberal social reforms
- Public health and the World Wars
- NHS



Knowledge

Disease and the supernatural

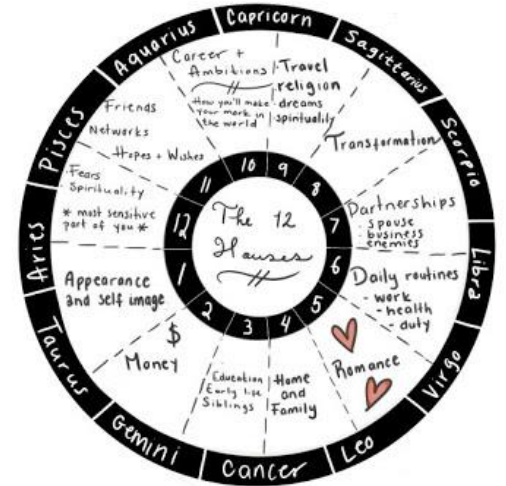


Which three
supernatural causes
did people believe in?



Close reading

1. What is astrology?
2. Where was this idea developed?
3. When was it brought to Europe?
4. What did doctors use to predict how patients health could be affected?
5. What did they think affected different parts to the body?

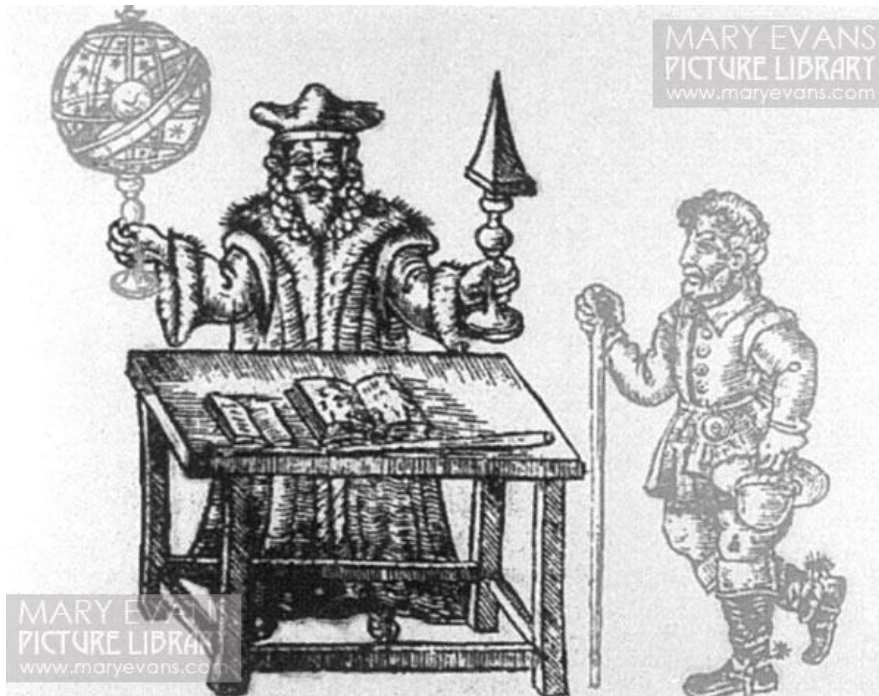


Label on the timeline how big you think the influence of the church had on medieval medicine. Explain your decision using the information on page 109.

Did the Church have a big influence on medieval medicine?

Application

How useful is source A to an historian studying medieval beliefs about the causes of disease? (8 marks)



A woodcut from 1490 showing two astrologers looking at the positions of the Sun and Moon.

Top Tips!

1. Discuss what makes the source useful by:
 - Explaining what the source tells us about medieval beliefs about the causes of disease
 - Bringing in your own knowledge.
 - Explaining about the Background to the source e.g. Who wrote/produced the source. For example, Did they have first hand knowledge of what they were referring to in the source?
2. Discuss what limits the source's usefulness by:
 - Explaining what the source is not showing/telling us.
 - Explaining about the background of the source. Is it only one person's view or interpretation? What opinions/biased views might the author have?
3. Consider the purpose of the source:
 - Does the person who produced the source have an agenda? What did they hope to achieve by producing the source? Does this affect its usefulness?
4. Overall conclusion - is a decision made about HOW useful the source is ie quite, a little, mostly, very etc

Sentence Starters

Source A is useful to an historian studying medieval beliefs about the causes of disease because it tells me

....

From my own knowledge I know that...

The provenance of the source makes it useful because...

The provenance of the source makes it less useful because...

The limitations to the source are (brief, one sentence)

Overall, the source is useful to tell us about medieval beliefs about the causes of disease

Application

How useful is source A to an historian studying medieval beliefs about the causes of disease? (8 marks)

What can an historian learn from the source?

What is the purpose of the source?

What is the source useful for?



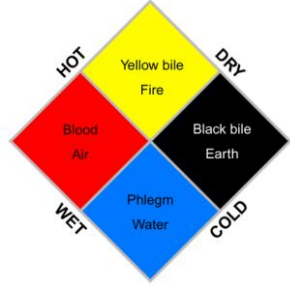
A woodcut from 1490 showing two astrologers looking at the positions of the Sun and Moon.

How does this source compare to your own knowledge of medieval beliefs about the causes of disease?

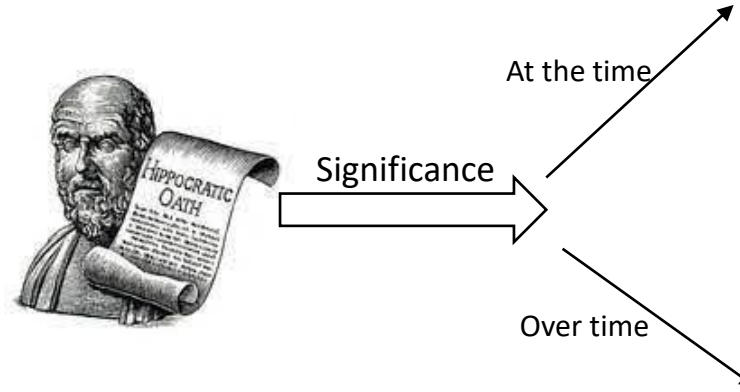
What are the limitations of the source? What does it not tell us about?

Knowledge

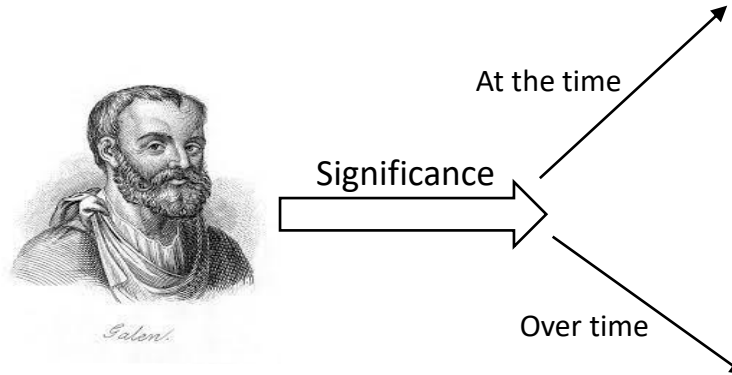
Natural explanations



Which natural explanations did people think caused disease? Explain for each one.



Hippocrates



Galen

The Theory of the Four Humours continued to be used by doctors until the late 1600s.	Hippocrates' ideas meant that for the first time there was an entirely natural explanation for disease.
Hippocrates and his followers wrote over 60 books about disease. These books are known as the Hippocratic collection. Later Greek doctors, Roman and Medieval doctors read these books and built upon his ideas.	Hippocrates name is still very much associated with medicine today. All newly qualified doctors take what is called the 'Hippocratic Oath'. He established the first code of conduct for doctors.
The Hippocratic Collection gave Greek doctors detailed advice on what to do with their patients. The notes made by Hippocrates when he observed patients were used by other Greek doctors to help them treat their patients.	The ideas of Hippocrates spread in the eastern Mediterranean and others took to writing down what they saw with regards to illnesses.
Hippocrates also came up with the "clinical method of observation" which doctors still use today. This involves studying a patient's symptoms to diagnose their illness and then treating them.	Roman medicine was based on Hippocratic ideas. Galen built upon the ideas of Hippocrates. He developed the theory of opposites for when the humours were out of balance.
European Medical schools in the medieval period accepted the ideas of Hippocrates as absolute truth - training doctors studied translations of Hippocratic works.	Islamic doctors admired the ancient Greeks. They translated Hippocratic books and used the technique of clinical observation.
Hippocrates rejection of supernatural causes of illness allowed the Greeks a greater understanding of disease	

Create a key to show which statements show short term significance and which statements show long term significance

Key

Short term significance

☐

Long term significance

☐

Application

Explain the significance of Hippocrates in the history of medicine (8 marks)

Level 1 1-2 marks	<ul style="list-style-type: none">Answers that briefly explain one reason why Hippocrates was significant.For example 'Hippocrates came up with the Theory of the Four Humours. Doctors continued to follow this theory throughout the medieval period.'
Level 2 3-4 marks	<ul style="list-style-type: none">Answers that give a developed explanation of one reason why Hippocrates was significant either at the time OR over time.
Level 3 5-6 marks	<ul style="list-style-type: none">Answers that give a developed explanation of more than one reason why Hippocrates was significant at the time AND over time.
Level 4 6-8 marks	<ul style="list-style-type: none">Answers that give a complex explanation of several reasons (ideally 3) why Hippocrates was significant at the time AND over time.

Top Tips!

- You must include two paragraphs
- In your first paragraph you must focus on why he was important at the time. (This can be positive or negative.
- In your second paragraph you must explain why he was significant in the **long term** (this can be positive or negative)

Sentence starters

Hippocrates was significant to the history of medicine at the time because

His ideas about were significant at the time because.....

His ideas about were also significant at the time because

Hippocrates was also significant to the history of medicine over time because.....

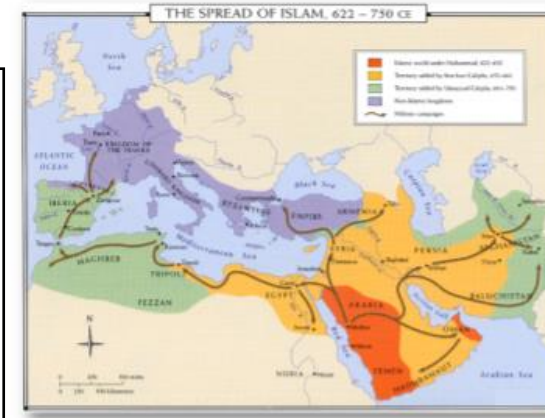
His ideas about influenced medicine over time because

Hippocrates was also significant to the history of medicine over time because.....

Knowledge Islamic medicine

How did the Muslims gain their medical knowledge?

Arab Muslims learned from the people they conquered and the books they kept. Caliph al-Ma-mun (ruled AD813-833) built a House of Wisdom - a sort of university - in Baghdad and his workers translated medical books written by the Ancient Greeks and Romans like Hippocrates and Galen. The books contained ideas more advanced than Islamic medicine at the time and Muslims were happy to learn from them. They also searched for books as far away as Africa and India - and many of these would have been lost forever if the Muslims hadn't translated them into Arabic.



How did the Islamic faith affect medicine?

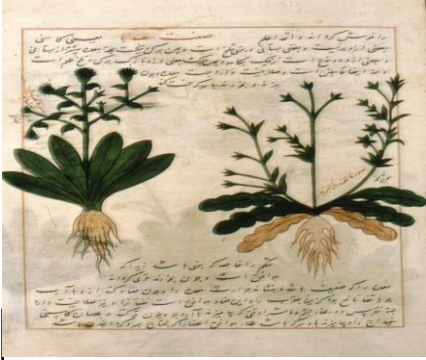
All religions influence the way people think, including their ideas about medicine. Religion affects how people behave, and both Christianity and Islam refused to allow dissection of human bodies. This prevented surgeons from studying the human body in order to improve their knowledge and skill. Islam affected medicine in other ways too:

- Islam encouraged learning. Books were so important in the Arab world that by AD794 Baghdad had its own paper factory. Arab doctors used the Greek medical texts that had been translated. They took forward the medical ideas in these books and wrote their own medical books. So they preserved the medical works of people such as Hippocrates and Galen and extended medical knowledge.

- Islam also taught Muslims that diseases could be sent from God (Allah). This meant that sometimes they would use prayer to try and treat illness, however, the Islam also told Muslim doctors to try to cure their patients: 'Oh servant of Allah, use medicine. Allah has not created pain without a remedy for it.'

- The Koran insisted on cleanliness. Arab doctors observed that hygiene was important for health. Charity and caring for others were also important in Islam. This meant that hospitals were set up to care for the sick. At the hospital that was set up in Cairo in AD 1283, patients were given money when they left, so that they did not have to go straight back to work.





How did doctors diagnose and treat their patients?

Muslim doctors accepted and used the ideas about diagnosis that were set out in the books by Hippocrates and Galen. They used the idea of keeping the four humours balanced in the body. More importantly, they accepted the Hippocratic idea of clinical observation (a thorough examination of the person's symptoms, their urine, their pulse and their lifestyle). They carefully observed and recorded the symptoms of their patients and the effects of various treatments, so that they could learn from their experience.

They didn't just treat people using the theory of four humours, Arab doctors worked on their patients in a variety of ways. Some looked at astrological charts and recommended prayer to heal the sick. They also used a variety of drugs made from animal and plant extracts and chemicals like copper sulphate (we know today that this makes an excellent ointment for infected eyelids!).

Because dissection of the human body was banned, Muslim doctors added little to the Greek and Roman writings on anatomy and they relied on Galen for much of their knowledge.

Islamic doctors also set up the first pharmacies. In Baghdad and some other cities, inspectors called to check the quality of the drugs. A chemist caught cheating his customers could be fined or even beaten! Most doctors treated the poor without charge but earned huge sums from their wealthy patients.

Public Health and Hospitals

The large Islamic cities like Cairo and Baghdad were no cleaner or filthier than those in Europe. They suffered from the same diseases, for example in 1347-9, Cairo, the world's second largest city with 500,000 people, lost half its population to the plague. However, Islam taught that people should keep themselves clean (e.g. bath once a week and brush their teeth.)

Islam also taught that the sick should be looked after. As a result, there were over 30 large hospitals built in Baghdad, Cairo and other cities. Hospitals were one of the great achievements of Islam. They were not run by the Church and concentrated on medical treatment for the sick rather than prayer. They contained separate wards for different illnesses and 'outpatients' departments for different illnesses and 'out patients' departments for people who didn't need to stay in hospital.

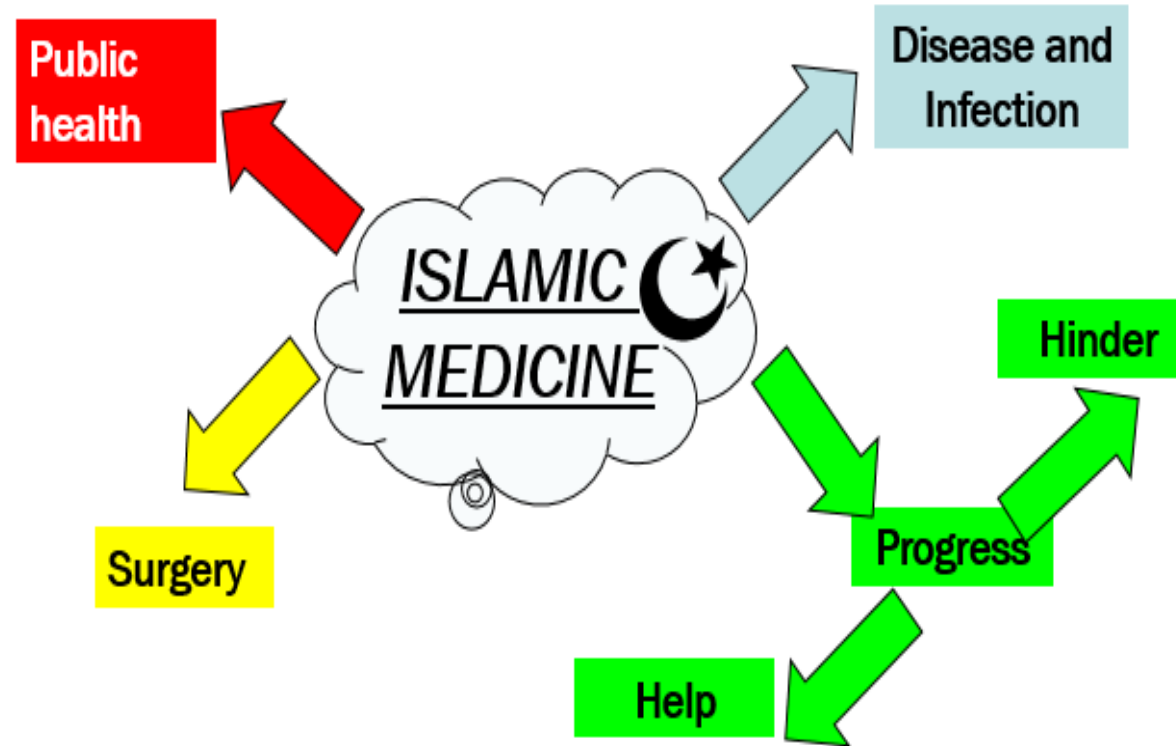
Hospitals were also used to train doctors, and a doctor who passed his training was given a licence. He could then set up his own medical practice or work in a hospital. Nevertheless, there were still many people who set themselves up as healers without a licence, and they were not stopped from working.

Surgery and Dentistry

Arab doctors saw surgery as a last resort, despite the fact that, unlike Western surgeons, they had invented a way to anaesthetise their patients. They soaked a sponge in a mixture of drugs, such as hashish and opium. They kept a supply of these sponges, dried out. When they needed to use one, they dampened it and either put the whole sponge over the patient's face or inserted two pieces in the nostrils.

Arab surgeons were more willing to do surgery that did not involve opening the body. They were skilled at operating on the eyes, successfully removing cataracts and tumours. Arab dentists were more careful and skilled than Western ones. They even made artificial teeth from bone.

Use the information to complete the mind map below.



The Koran, the holiest book of Islam, told Muslims to take care of the sick and needy. It also insisted on high standards of cleanliness.	Arab surgeons became very skilled in eye operations, successfully removing cataracts and tumours.
Muslims believed that illness was caused by God.	Hospitals were built in Baghdad, Cairo and other cities.
Muslims believed that the Koran contained all the important knowledge so there was no point in trying to make new discoveries. Their attitude to the Koran also meant they were unwilling to criticise other ancient books, such as the writings of Galen.	Islam encouraged learning. Muslims admired educated people. This led them to collect Ancient books and translate the works of Galen and Hippocrates into Arabic. These books were then read by medical students.
Islamic law forbade the dissection of human bodies.	Doctors in the Islamic Empire had to have a licence to practice medicine.
Inspectors checked the quality of drugs in the major cities in the Islamic World	Islamic doctors invented a way to anaesthetise patients. They used opium to send the patient to sleep during surgery.
The Arab surgeon, Abulcasis, wrote a surgical textbook with careful explanations and diagrams. One of the first things he says in his book is that surgeons should never operate before they know exactly what is causing the pain. They should work out what they are going to do and have all their equipment and their anaesthetics ready before they begin, so that they can work as quickly as possible.	Avicenna (aka Ibn Sinna) wrote a million word textbook called the <i>Canon of Medicine</i> which covered all aspects of medicine. It was translated into Latin, and so brought Greek learning back into western Europe. The Canon was used as a medical textbook until about 1700.
An Arab doctor, Rhazes (AD860-923) wrote over 100 medical books. The most famous of these was <i>On Smallpox and Measles</i> . He was the first person to observe and describe the difference between the two diseases.	When European doctors came into contact with Arab doctors during the Crusades Islamic medical ideas were taken back to Europe.
Some Arab doctors used astrology to help them treat patients.	

Create a key to show Evidence of medical progress

Evidence of a lack of medical progress



Which factors affected the development of Islamic medicine?



WAR

Positive affect because

Negative affect because



RELIGION

Positive affect because

Negative affect because



Government

Positive affect because

Negative affect because



Individuals

Positive affect because

Negative affect because

Application

Explain the significance of the contribution of Medieval Islam to the development of medicine (8 marks)

Level 1 1-2 marks	<ul style="list-style-type: none">Answers that briefly explain one reason why Islamic medicine was significant.For example 'In the Islamic Empire the first hospitals were set up for people with mental illnesses. These were treated with compassion as victims of an unfortunate illness'
Level 2 3-4 marks	<ul style="list-style-type: none">Answers that give a developed explanation of one reason why Islamic medicine was significant either at the time OR over time.
Level 3 5-6 marks	<ul style="list-style-type: none">Answers that give a developed explanation of more than one reason why Islamic medicine was significant at the time AND over time.
Level 4 6-8 marks	<ul style="list-style-type: none">Answers that give a complex explanation of several reasons (ideally 3) why Islamic medicine was significant at the time AND over time.

Top Tips!

- You must include two paragraphs
- In your first paragraph you must focus on why Islamic medicine was important at the time. (This can be positive or negative.
- In your second paragraph you must explain why Islamic medicine was significant in the **long term** (this can be positive or negative)

Sentence starters

Islamic medicine was significant to the development of medicine in the short term because

Islamic ideas about..... were significant at the time because.....

Islamic ideas about were also significant at the time because

Islamic ideas was also significant to the history of medicine over time because.....

Islamic ideas ideas about influenced medicine over time because

Islamic ideas was also significant to the history of medicine over time because.....

Knowledge

Treating disease

Place these in the order of which you think makes most sense as a treatment. Explain your top choice.

God Religion played a huge part in most people’s lives. If someone was living a sinful life, then illness was God’s punishment. If society as a whole was being sinful, then God might send an epidemic, like the plague. There was also a belief in the Doctrine of Signatures. God had created illness, but he had also created the means to cure it. It was people’s job to find the cures that God had provided.	Supernatural Witchcraft was feared by many, and was used to explain certain diseases. Many believed the world was full of demons trying to cause trouble and death. Disease could be blamed on the supernatural, and the church used this to encourage people to worship God, who was ‘good’.
Miasma (Bad Smells) Some people noticed a ‘link’ between disease and bad air. Travellers often said you could smell a town before you could see it, and mortality rates were higher in towns. People thought it must be smell causing disease.	The Four Humours Every physician (doctor) agreed with Hippocrates and Galen that people became ill if the humours were out of balance. This was cemented because the church had endorsed this theory, saying it agreed with their own teachings.

Complete the table below:

	Bloodletting	Purging
Why did they carry out this treatment?		
What did they do?		

	Diagnosis	Treatment Example
Physician		
Apothecary		

Use page 112 to explain how a physician and an Apothecary would diagnose and treat their patients.

Treating diseases

Different healers

1. What were physicians?
2. What did they use to check patients conditions?
3. What was an apothecary?
4. How did they train?

Public Health hospitals

1. Who set them up?
2. What was the main purpose?
3. Who did the monasteries care for?
4. Where were most sick people treated?

Surgery

1. Why was medieval surgery dangerous?
2. What types of treatments would they carry out?
3. What was a barber surgeon?

Progress in surgery?

1. Who was Hugh of Lucca?
2. Who's ideas did people start to question?
3. What did they begin doing with wounds?
4. What did they realise about pus?
5. How did they try to reduce pain?

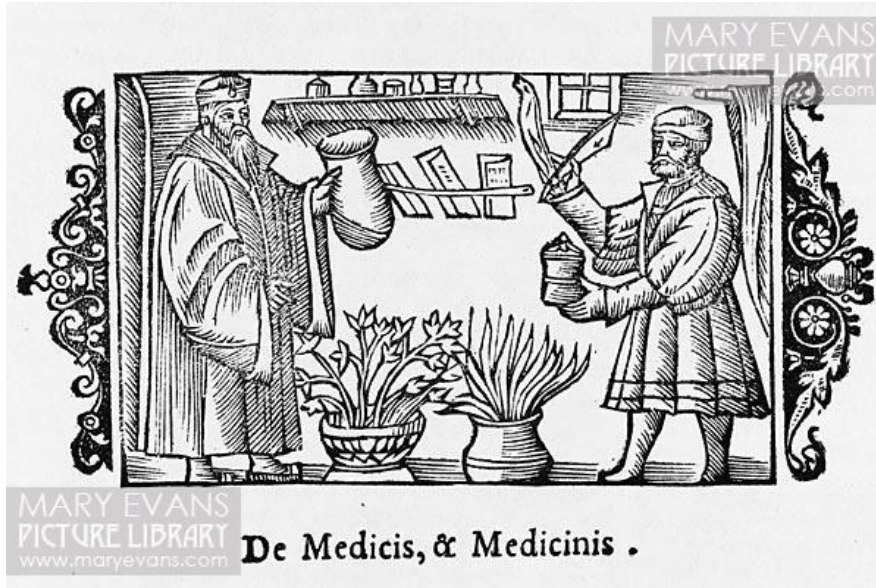
Treating diseases	Not at all	Slight	Partial	Mode rate	Signifi cant
Different healers					
Public health hospitals					
Surgery					
Progress in Surgery					

Answer all of the questions for each problem

Use a colouring pencil to shade in the boxes to show how much progress you think each one made to medicine.

Application

How useful is source A to an historian studying medieval medicine? (8 marks)



This medieval print shows a doctor and an apothecary. The plants in the middle show the importance of herbal remedies.

Top Tips!

1. Discuss what makes the source useful by:

- Explaining what the source tells us about medieval medicine
- Bringing in your own knowledge.
- Explaining about the Background to the source e.g. Who wrote/produced the source. For example. Did they have first hand knowledge of what they were referring to in the source?

2. Discuss what limits the source's usefulness by:

- Explaining what the source is not showing/telling us.
- Explaining about the background of the source. Is it only one person's view or interpretation? What opinions/biased views might the author have?

3. Consider the purpose of the source:

- Does the person who produced the source have an agenda? What did they hope to achieve by producing the source? Does this affect its usefulness?

4. Overall conclusion - is a decision made about HOW useful the source is ie quite, a little, mostly, very etc

Sentence Starters

Source A is useful to an historian studying medieval medicine

From my own knowledge I know that...

The provenance of the source makes it useful because...

The provenance of the source makes it less useful because...

The limitations to the source are (brief, one sentence)

Overall, the source is useful to tell us about medieval medicine because..

Knowledge

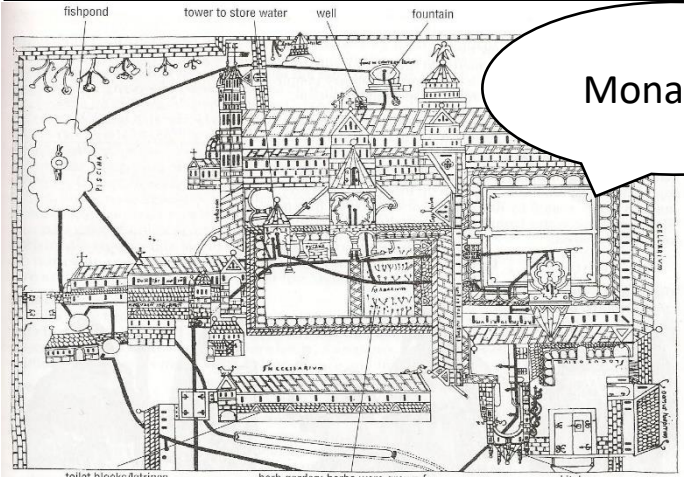
Health in towns and monasteries



Town

Explain the differences for each condition

Conditions	Towns	Monasteries
Water supply		
Latrines		
Sewage systems		
Care for the sick		
Waste		
Diet		



Monastery

SOURCE 3 Diagram of the water supply to Canterbury Cathedral and monastery, 1153, drawn by the engineer who designed and built the system.
All monasteries regarded fresh water supply as a priority. At Canterbury there were five settling tanks to purify the water. Water was piped to the kitchen, the wash rooms, the brewery, the bakery and the fishpond. The waste water was recycled to flush the latrines

Why do you think conditions were better in the monasteries than in the towns?

Annotate each image to show the conditions

Application

Compare public health in a Medieval town with Public health in a medieval monastery. In what ways were they similar? (8 marks)

Level 1 1-2 marks	Answers give a basic explanation of similarities which demonstrates basic knowledge relevant to the question.
Level 2 3-4 marks	Answers give a simple explanation of one similarity demonstrating specific knowledge and understanding of that similarity
Level 3 5-6 marks	Answers give a developed explanation of two or more similarities supported by contextual knowledge and understanding.
Level 4 7-8 marks	Answers give a complex explanation of two or more similarities supported by accurate and detailed contextual knowledge.

Top Tips!

1. The **comparison** question - the third 8 mark question will ask you to compare two different people/discoveries/events in the history of medicine and explain how they are similar.
2. You must consider at least two similarities between
3. If you can think of a third similarity then you could write about this to.
4. **DO NOT TALK ABOUT DIFFERENCES, YOU WILL NOT BE CREDITED WITH ANY MARKS FOR DOING THIS.**

Sentence starters

Paragraph 1

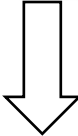
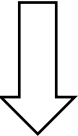
One similarity between public health in a medieval town with public health in a medieval monastery is
In a medieval town
In a medieval monastery

Paragraph 2

Another similarity between public health in a medieval town and a medieval monastery is
In a medieval town...
In a medieval monastery....

Knowledge

Which two ways did the Black death spread?



How effective were the treatments?

Treating diseases	Not at all	Slight	Partial	Mode rate	Signifi cant
Strap a live chicken to the sore					
Kill a toad, dry it in the sun					
Let the blood out					
Eat crushed emeralds					
Apply intestines of pigeon					
Eat arsenic powder					
Kill all cats and dogs					
Drink 10 year old treacle					
Drink vinegar and mercury					
wash/drink goat urine					



What did people think caused the Black Death at the time?

Short term impact	Long term impact

Application

1) Study **Source A** above.

How useful is Source A to an historian studying **understanding about the spread of disease in the Middle Ages?**

Explain your answer using Source A and your contextual knowledge.

Source A A picture of people whipping themselves at the time of the Black Death, 1348.

At the time of the Black Death people went through the streets whipping themselves hoping that God would spare them and their towns and villages from catching the Black Death.



Top Tips!

1. Discuss what makes the source useful by:

- Explaining what the source tells us about the spread of disease in the middle ages
- Bringing in your own knowledge.
- Explaining about the Background to the source e.g. Who wrote/produced the source. For example. Did they have first hand knowledge of what they were referring to in the source?

2. Discuss what limits the source's usefulness by:

- Explaining what the source is not showing/telling us.
- Explaining about the background of the source. Is it only one persons view or interpretation? What opinions/biased views might the author have?

3. Consider the purpose of the source:

- Does the person who produced the source have an agenda? What did they hope to achieve by producing the source? Does this affect its usefulness?

4. Overall conclusion - is a decision made about **HOW** useful the source is ie quite, a little, mostly, very etc

Sentence Starters

Source A is useful to an historian studying the spread of disease

From my own knowledge I know that...

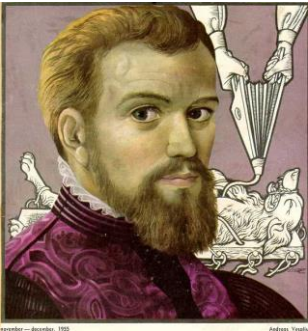
The provenance of the source makes it useful because...

The provenance of the source makes it less useful because...

The limitations to the source are (brief, one sentence)

Overall, the source is useful to tell us about the spread of disease because..

Knowledge Vesalius



ACHIEVEMENTS

--

HOW DID HE DO IT?

--

LONG TERM IMPACT

Include positive and negatives

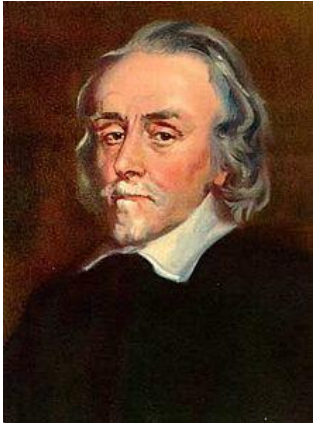


FACTORS

--

Knowledge

Harvey



ACHIEVEMENTS

--

HOW DID HE DO IT?

--

LONG TERM IMPACT

Include positive and negatives

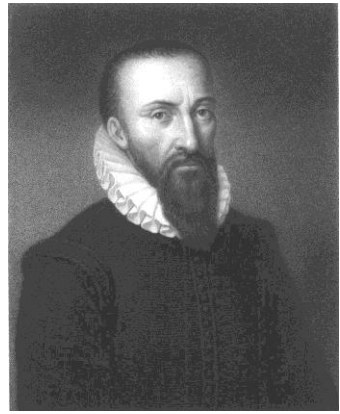


FACTORS

--

Knowledge

Pare



ACHIEVEMENTS

HOW DID HE DO IT?

LONG TERM IMPACT

Include positive and negatives



FACTORS

Application

Explain the significance of Harvey's work in the development of medicine. (8 marks)

Level 1 1-2 marks	<ul style="list-style-type: none">Answers that briefly explain one reason why Harvey's work was significant.For example 'Harvey realised Galen's theory was wrong. From experiments, he knew that too much blood was being pumped out of the heart for it to be continually formed and consumed. Instead he thought that blood circulates - it went round and round the body'.
Level 2 3-4 marks	<ul style="list-style-type: none">Answers that give a developed explanation of one reason why Harvey's work was significant either at the time OR over time.
Level 3 5-6 marks	<ul style="list-style-type: none">Answers that give a developed explanation of more than one reason why Harvey's work was significant at the time AND over time.
Level 4 6-8 marks	<ul style="list-style-type: none">Answers that give a complex explanation of several reasons (ideally 3) why Harvey's work was significant at the time AND over time.

Top Tips!

- You must include two paragraphs
- In your first paragraph you must focus on why Harvey's work was important at the time. (This can be positive or negative.
- In your second paragraph you must explain why Harvey's work was significant in the **long term** (this can be positive or negative)

Sentence starters

Harvey's work was significant to the development of medicine in the short term because

Harvey's ideas about..... were significant at the time because.....

Harvey's ideas about were also significant at the time because

Harvey's ideas was also significant to the history of medicine over time because.....

Harvey's ideas ideas about influenced medicine over time because

Harvey's ideas was also significant to the history of medicine over time because.....

Knowledge

Study the information on page 118.

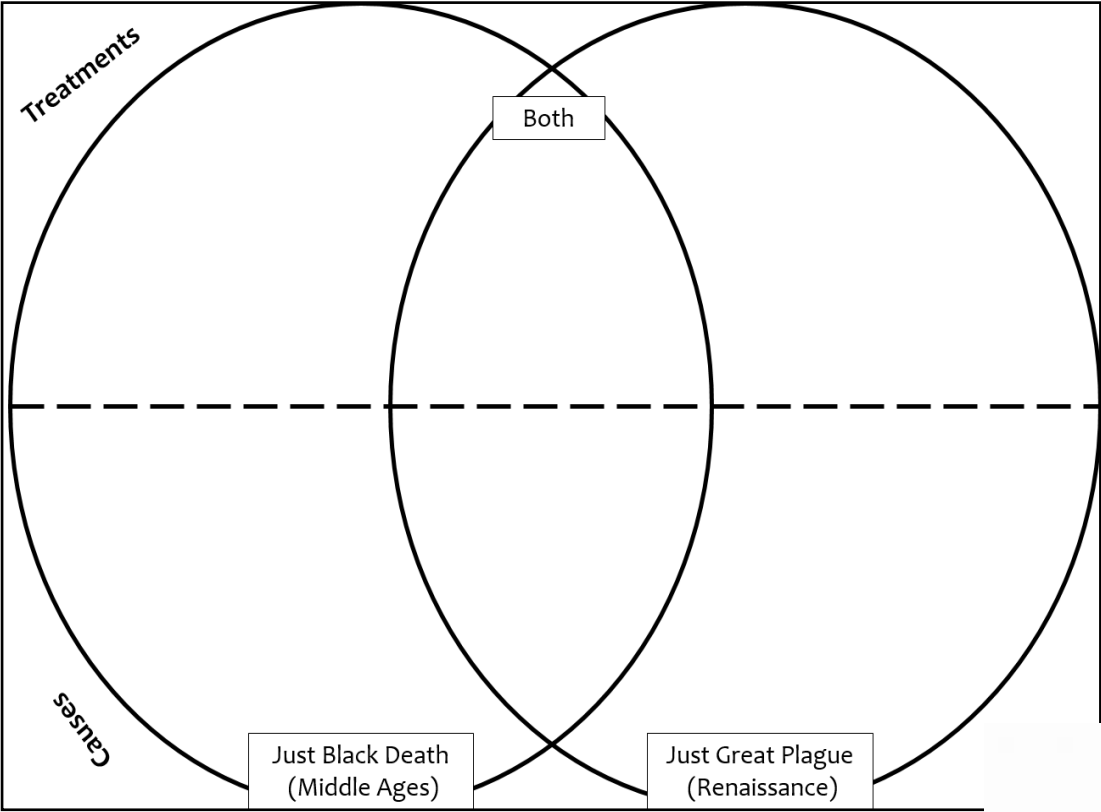
On one side add all the **treatments or actions** that were taken to stop the plague spreading

On the other add the **causes** they thought caused the plague

Treatments and Actions	Causes



Let's compare the Black Death and the Great Plague!



Application

Compare the Black death in the middle ages to the Great Plague in the Renaissance. In what ways were they similar? (8 marks)

Level 1 1-2 marks	Answers give a basic explanation of similarities which demonstrates basic knowledge relevant to the question.
Level 2 3-4 marks	Answers give a simple explanation of one similarity demonstrating specific knowledge and understanding of that similarity
Level 3 5-6 marks	Answers give a developed explanation of two or more similarities supported by contextual knowledge and understanding.
Level 4 7-8 marks	Answers give a complex explanation of two or more similarities supported by accurate and detailed contextual knowledge.

Top Tips!

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2. You must consider at least two similarities between
3. If you can think of a third similarity then you could write about this to.
4. **DO NOT TALK ABOUT DIFFERENCES, YOU WILL NOT BE CREDITED WITH ANY MARKS FOR DOING THIS.**

Sentence starters

Paragraph 1

One similarity between the black death and the Great Plague was...

During the Black Death...

During the Great Plague...

Paragraph 2

Another similarity between the Black Death and the Great Plague was...

During the Black Death...

During the Great Plague...

Knowledge

John Hunter



ACHIEVEMENTS

HOW DID HE DO
IT?

LONG TERM
IMPACT

Include positive and negatives



FACTORS

Application

Compare surgery in the middle ages to surgery at the time of John Hunter. In what ways were they similar? (8 marks)

Level 1 1-2 marks	Answers give a basic explanation of similarities which demonstrates basic knowledge relevant to the question.
Level 2 3-4 marks	Answers give a simple explanation of one similarity demonstrating specific knowledge and understanding of that similarity
Level 3 5-6 marks	Answers give a developed explanation of two or more similarities supported by contextual knowledge and understanding.
Level 4 7-8 marks	Answers give a complex explanation of two or more similarities supported by accurate and detailed contextual knowledge.

Top Tips!

1. The **comparison** question - the third 8 mark question will ask you to compare two different people/discoveries/events in the history of medicine and explain how they are similar.
2. You must consider at least two similarities between
3. If you can think of a third similarity then you could write about this to.
4. **DO NOT TALK ABOUT DIFFERENCES, YOU WILL NOT BE CREDITED WITH ANY MARKS FOR DOING THIS.**

Sentence starters

Paragraph 1

One similarity between surgery in the middle ages and surgery at the time of John Hunter was...
During the middle ages..
At the time of John Hunter..

Paragraph 2

Another similarity between surgery in the middle ages and surgery at the time of John hunter was ...
During the middle ages....
At the time of John Hunter....

Key Vocabulary:
Dissolution of the monasteries:
Dispensaries:



Close Reading:

- 1) What did hospitals in the 18th century focus more on doing?
- 2) Who helped to improve nursing standards?
- 3) Who funded the charity hospitals?
- 4) Who was most likely to be admitted to the charity hospitals and why?
- 5) What did dispensaries do?
- 6) Where were most poor people treated?
- 7) What were the conditions like here?
- 8) When were conditions improved?
- 9) Who did cottage hospitals provide care for?

From the 18th century, hospitals focused more on treating patients - rather than just caring for them - as well as teaching. Nursing standards also improved - largely thanks to Florence Nightingale.

In the 1530's, Henry VIII closed down most of Britain's monasteries (this was called the dissolution of the monasteries). Since most hospitals had been set up and run by monasteries, this led to the closure of hospitals. As a result Britain had few hospitals until the 18th century.

From the 18th Century, several charity hospitals opened. They were funded by the rich, and offered largely free treatment to the poor. **Some specialised in treating certain illness**, or provided somewhere for mothers to give birth.

Only those who were likely to recover quickly were admitted because of lack of space and the risk of contagion. The deserving poor had a greater chance to be admitted.

Dispensaries provided free non residential care to poor people. Medicines and non surgical services from people like dentists and midwives were given without charge.

Most poor people were treated in workhouses - large buildings that people went to that they went to if they could no longer look after themselves (e.g. because of employment, illness or old age). Conditions were partially improved in the 1850s in workhouse infirmaries.

In the 19th century, some hospitals were founded alongside universities or medical schools. These hospitals were used as training schools for doctors and for conducting scientific research.

Cottage hospitals, run by GPs opened from the 1860s. They provided care for people in rural areas.



Can you think of three similarities between medieval hospitals and hospitals in the 18th century.



DART SHEET

Application

Compare Medieval Hospitals with 18th Century Hospitals. In what ways were they similar? (8 marks)

Level 1 1-2 marks	Answers give a basic explanation of similarities which demonstrates basic knowledge relevant to the question.
Level 2 3-4 marks	Answers give a simple explanation of one similarity demonstrating specific knowledge and understanding of that similarity
Level 3 5-6 marks	Answers give a developed explanation of two or more similarities supported by contextual knowledge and understanding.
Level 4 7-8 marks	Answers give a complex explanation of two or more similarities supported by accurate and detailed contextual knowledge.

Top Tips!

1. The **comparison** question - the third 8 mark question will ask you to compare two different people/discoveries/events in the history of medicine and explain how they are similar.
2. You must consider at least two similarities between
3. If you can think of a third similarity then you could write about this to.
4. **DO NOT TALK ABOUT DIFFERENCES, YOU WILL NOT BE CREDITED WITH ANY MARKS FOR DOING THIS.**

Sentence starters

Paragraph 1

One similarity between medieval hospitals and 18th century hospitals was ...
In medieval hospitals ...
In 18th century hospitals...

Paragraph 2

Another similarity between medieval hospitals and 18th century hospitals was ...
In medieval hospitals ...
In 18th century hospitals...

Knowledge Edward Jenner



ACHIEVEMENTS

--

HOW DID HE DO IT?

--

LONG TERM IMPACT

Include positive and negatives



FACTORS

--

Application

Study **Source A** above.

How useful is Source A to an historian studying **vaccination**? Explain your answer using Source A and your contextual knowledge. 8 marks

Source A A cartoon drawn in 1802 by James Gillray.

It is generally thought to show Edward Jenner giving his patients 'the new inoculation' at St Pancras Hospital in London. However, historians have suggested that the patients are Dr William Woodville's, who ran the hospital. He was in dispute with Jenner after some of his patients died from Smallpox when he used Jenner's technique.



Top Tips!

1. Discuss what makes the source useful by:

- Explaining what the source tells us about an historian studying vaccination
- Bringing in your own knowledge.
- Explaining about the Background to the source e.g. Who wrote/produced the source. For example. Did they have first hand knowledge of what they were referring to in the source?

2. Discuss what limits the source's usefulness by:

- Explaining what the source is not showing/telling us.
- Explaining about the background of the source. Is it only one persons view or interpretation? What opinions/biased views might the author have?

3. Consider the purpose of the source:

- Does the person who produced the source have an agenda? What did they hope to achieve by producing the source? Does this affect its usefulness?

4. Overall conclusion - is a decision made about **HOW** useful the source is ie quite, a little, mostly, very etc

Sentence Starters

Source A is useful to an historian studying vaccination because it tells me

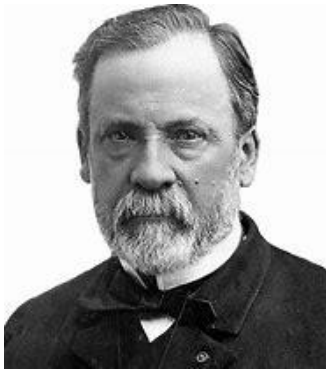
From my own knowledge I know that...

The provenance of the source makes it useful because...

The provenance of the source makes it less useful because...

The limitations to the source are (brief, one sentence)

Overall, the source is useful to tell us about vaccination because



ACHIEVEMENTS

HOW DID HE DO IT?

LONG TERM IMPACT

Include positive and negatives



FACTORS

Robert Koch



ACHIEVEMENTS

HOW DID HE DO IT?

LONG TERM IMPACT

Include positive and negatives



FACTORS

Application

Have **individuals** been the main factor in the development of **medicine** in Britain since Medieval times?

Explain your answer with reference to individuals and other factors.

Use a range of examples from across your study of Health and the people: c1000 to the present day.

[16 marks]

[SPaG: 4 marks]

Level 1 1-4 marks	Basic explanation of one or more factors Answers demonstrate basic knowledge and understanding that is relevant to the question.
Level 2 5-8 marks	Answers give a simple explanation of war or other factor(s) Answers demonstrates specific knowledge and understanding that is relevant to the question. Answers demonstrates a simple but sustained line of reasoning which is coherent, relevant and supported with factual knowledge.
Level 3 9-12 marks	Answers give a developed explanation of Individuals and other factor(s) Answers demonstrates a range of accurate knowledge and understanding across some medical periods. Answers have a logical and coherent structure with relevant supported judgement Answers may suggest that one factor has greater merit.
Level 4 13-16 marks	Answers give a complex explanation of Individuals and other factor(s) leading to a sustained judgement Answers demonstrate a range of accurate and detailed knowledge and understanding of medicine across all medical periods. Answers have an organised and coherent structure with sustained and well supported judgement Candidates may analyse the relationship between factors. Candidates may examine how the impact of a factor changes over time – for example explaining how a factor had a positive and negative impact or how the impact increased/decreased over time.

Top Tips!

The fourth question in the medicine section of your Paper 2 Exam will be worth **16 marks**.

You will need to explain using specific examples the factor in the question.

You must then consider 2 other factors.

To reach a level 3 you must give examples from other time periods e.g.. Medieval and Renaissance.

You can explain both the **positive and negative** impacts or how the impact **increased or decreased over time**.

For level 4 you must show knowledge across **ALL** time periods.

Reach a judgement explaining which factor you think was the most important and explain why this factor is more important than the others.

Top answers will make links between the factors in the conclusion.

Sentence starters

Individuals have been an important factor in the development of medicine.

In the middle ages

In the Renaissance ...

In the 20th century

Another important factor is science and technology.

In the middle ages

In the Renaissance

In the 20th century

Religion is also an important factor.

In the middle ages

In the Renaissance

In the 20th century

In conclusion, the most important factor is....

Knowledge

Joseph Lister and antiseptics

Activity:

Read through the information on the next page

Organise the information into a sequencing organiser timeline in order to show the development of Lister's ideas



Who was more significant in the discovery and treatment of diseases: Koch or Pasteur?

(remember to consider significance at the time and over time)

How and why did Lister overcome the problem of infection during surgery?

What influenced Lister?



Why did he choose carbolic acid and how did he use it?



Why did people oppose Lister?



How significant was Lister?

Knowledge

Joseph Lister and antiseptics

Joseph Lister was a **Scottish surgeon** who picked up the **work of Louis Pasteur** and used it to change the success rates of surgery. In 1865 Lister read about Pasteur's work on **how wine went bad because of microorganisms in the air**. Lister was convinced that microorganisms in the air were also the cause of the infections which killed up to half of his patients after they had successfully survived surgery. The open wounds made it easy for the germs to get into the body.

Lister had heard that **carbolic acid had been used to get rid of a cattle parasite in fields**, and to treat sewage. He decided to see if it could also stop wounds becoming infected. He started to clean the wounds of his patients with carbolic acid, and soak the dressings in it as well. **In the years from 1864-66 the death rate for Lister's surgical patients was 45.7%**. Between 1867-70, when he introduced his new antiseptic treatment, this fell to 15%.

	Total amputations	Died	% who died
1864-1866 (without antiseptics)	35	16	46%
1867-1870 (with antiseptics)	40	6	15%

He was right!



Lister went on to **develop an antiseptic spray** which was used in operating theatres during surgery to keep the wound clean. This spray was not used for long though, because carbolic acid actually damages the tissues and breathing it in causes many problems. More successful was the **special dressings** he developed which contained carbolic acid to keep the wound clean but a barrier to keep it away from the flesh so it didn't cause any damage.

There was **opposition** to his work. Surgeons were convinced that **speed was most important**, especially to stop bleeding, and they spray slowed things down. When surgeons did copy his work they got different results due to the incorrect application. Lister's Carbolic spray required spraying the entire theatre. This was seen as extreme. **It cracked the surgeons skin, made a bad smell and made the entire process of surgery unpleasant and more expensive**. Pasteur's germ theory was still not accepted by all doctors and surgeons at this time and many surgeons simply did not accept the idea that micro-organisms were floating around in the air.

However, Lister's work revolutionised surgery once his aseptic **techniques were accepted**. He moved to London in 1877 and began training young surgeons. Operating theatres were cleaned and from 1887 instruments were steam sterilized. In 1878 **Koch identified the bacteria that caused septicemia which led to greater acceptance of Lister's arguments**.

Application

Compare the **opposition to Lister's antiseptic methods** with the **opposition to Harvey's discovery of the circulation of the blood**.

In what ways were they similar?

Explain your answer with reference to **both** times. 8 marks

Level 1 1-2 marks	Answers give a basic explanation of similarities which demonstrates basic knowledge relevant to the question.
Level 2 3-4 marks	Answers give a simple explanation of one similarity demonstrating specific knowledge and understanding of that similarity
Level 3 5-6 marks	Answers give a developed explanation of two or more similarities supported by contextual knowledge and understanding.
Level 4 7-8 marks	Answers give a complex explanation of two or more similarities supported by accurate and detailed contextual knowledge.

Top Tips!

1. The **comparison** question - the third 8 mark question will ask you to compare two different people/discoveries/events in the history of medicine and explain how they are similar.
2. You must consider at least two similarities between
3. If you can think of a third similarity then you could write about this to.
4. **DO NOT TALK ABOUT DIFFERENCES, YOU WILL NOT BE CREDITED WITH ANY MARKS FOR DOING THIS.**

Sentence starters

Paragraph 1

One similarity between the opposition to Lister's antiseptic methods with the opposition to Harvey's discovery of the circulation of blood was Opposition that Lister faced.. Opposition that Harvey faced...

Paragraph 2

Another similarity between the opposition to Lister's antiseptic methods with the opposition to Harvey's discovery of the circulation of blood was Opposition that Lister faced.. Opposition that Harvey faced...

Knowledge James Simpson and anaesthetics



Source A: A drawing made in 1860 of James Simpson and his friends, waking up after testing chloroform, in 1847

- A young surgeon in Edinburgh, James Simpson wanted to discover a better anaesthetic than ether.
- One evening he invited some other doctors to his house, where they experimented by inhaling vapor's from various chemicals.
- After Simpson's wife found them all unconscious, they realised that chloroform was extremely effective and did not seem to have the negative effects of ether.
- Simpson began using Chloroform in surgery and its use became quite widespread with Queen Victoria using it to give birth in 1853.



Can you find any cards that suggests that surgery has not improved much since the Medieval period despite the use of anaesthetics?

Create a key to show the positives of anaesthetics and negatives of anaesthetics.

What does this source tell me?

What can I infer from the source?

With anaesthetics surgery was less painful and doctors could take more time, but it was not safer. Until the acceptance of Germ Theory in the 1860's, surgeons did not take precautions to protect open wounds from infection. Nor did they sterilise their equipment or wash their hands, the only change was the patient did not feel pain.

Anaesthetics did not necessarily make surgery safer. With a patient asleep a doctor could attempt more complex operations carrying infections deeper into the body and causing more loss of blood. The number of people dying from surgery may even have increased.

The Victorians were very religious and some people felt that pain relief was interfering with God's plan, especially as the bible said that God had told Eve that childbirth should be painful.



Some people distrusted anaesthetics because they were new and their effects were not fully understood.

It's new, I don't trust it

The effects of Chloroform and Ether tended to remain in the body for some time after the surgery and could last for days. This could be dangerous for the patient.

It was difficult to get the dose of chloroform correct- too little and the patient could still be in pain, but too much could be fatal and some people did die from inhaling too much chloroform.



Chloroform was effective at relieving women's labour pains during child birth.

Anaesthetics allowed surgeons to work more carefully and take more time as the patient was not struggling. This allowed them to avoid rushing and making mistakes.

In 1853 Queen Victoria used Chloroform during the birth of her eighth child in 1853. This helped chloroform to be more accepted by the medical profession.



Positives of anaesthetics

Negatives and opposition to anaesthetics

Application

Explain the significance of James Simpson in the development of medicine. (8 marks)

Level 1 1-2 marks	<ul style="list-style-type: none">Answers that briefly explain one reason why Simpson's work was significant.For example 'Queen Victoria gave birth to her eighth child while using chloroform in 1853'.
Level 2 3-4 marks	<ul style="list-style-type: none">Answers that give a developed explanation of one reason why Harvey's work was significant either at the time OR over time.
Level 3 5-6 marks	<ul style="list-style-type: none">Answers that give a developed explanation of more than one reason why Harvey's work was significant at the time AND over time.
Level 4 6-8 marks	<ul style="list-style-type: none">Answers that give a complex explanation of several reasons (ideally 3) why Harvey's work was significant at the time AND over time.

Top Tips!

- You must include two paragraphs
- In your first paragraph you must focus on why Simpson's work was important at the time. (This can be positive or negative.
- In your second paragraph you must explain why Simpson's work was significant in the **long term** (this can be positive or negative)

Sentence starters

Simpson's work was significant to the development of medicine in the short term because

Simpson's ideas about..... were significant at the time because.....

Simpson's ideas about were also significant at the time because

Simpson's ideas was also significant to the history of medicine over time because.....

Simpson's ideas ideas about influenced medicine over time because

Simpson's ideas was also significant to the history of medicine over time because.....

Knowledge

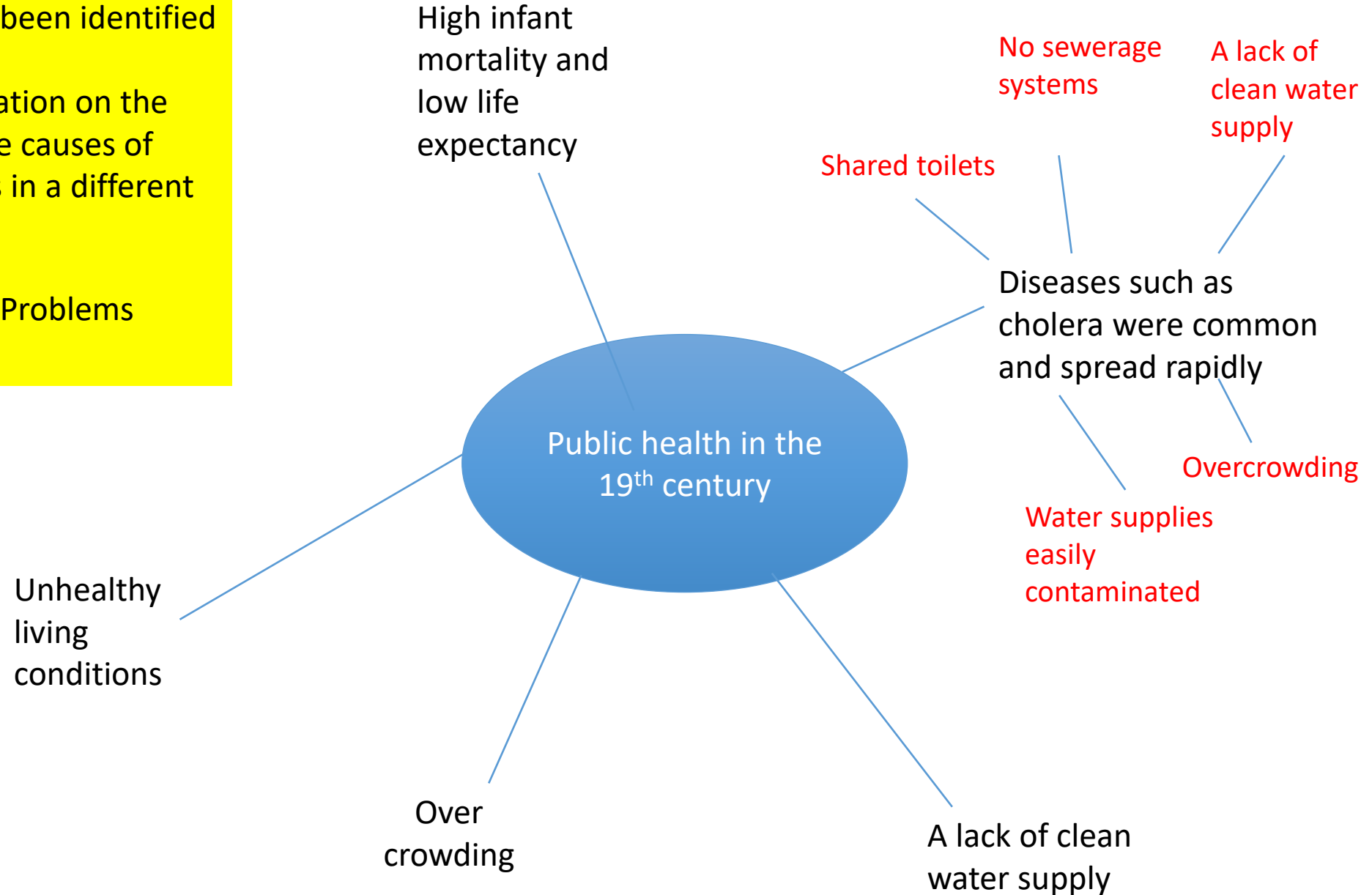
Public Health problems and their causes

5 problems have been identified for you.

Using the information on the next page add the causes of these 5 problems in a different colour.

Produce a key:

■ Causes ■ Problems



How did the industrial revolution affect public health?

The Industrial Revolution

The term 'Industrial Revolution' is used to describe this period because it was a time of great changes in the way people worked and this led to great changes in the way they lived.

In the mid 18th century various machines were invented that were powered by water or steam and could work more quickly and efficiently than manual workers. The use of machinery in agriculture (farming) meant there was less work to do in the countryside and therefore many people moved to the rapidly growing towns such as Manchester and Leeds.

Poor housing conditions and overcrowding

The houses in towns were of poor quality and there wasn't enough for the masses of people moving there. Houses were damp and poorly ventilated and whole families often had to share a room. The type of houses that the working class lived in were called back to back houses. These houses were crammed and often the whole street had to share a single toilet.

Water

There was limited access to water in the rapidly growing towns. The government couldn't cope (or didn't want to pay) for the growing population and this meant a lack of water facilities for the people living in Industrial towns. Many people were forced to share a single pump, or get their 'clean' water from the river where sewage was dumped. Infected water caused Cholera a major killer in Industrial Britain.

Sewage

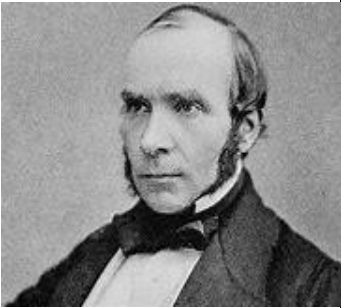
The sewage system in towns were either not equipped to deal with the large numbers of people, or were non existent in poor areas. This meant that waste from toilets was kept in cesspits (an underground holding tank for waste). These were often left for months before being changed creating a terrible smell and attracting all sorts of flies, rats etc. Cesspits and open sewers also sometimes infected the local water supply. As seen previously, sewers that were in place, ran into the rivers where many got their drinking water from!



Back to back housing

Cholera: Cholera is spread through bacteria passed on through food and water that have been contaminated by the excreta of an infected person. It caused sickness, diarrhea and the suffer dies from dehydration. Up to two thirds of suffers died.

Knowledge John Snow



ACHIEVEMENTS

HOW DID HE DO IT?

LONG TERM IMPACT

Include positive and negatives



FACTORS

Application

Study **Source A** above.

How useful is Source A to an historian studying **the development of public health in the 19th Century?**

Explain your answer using Source A and your contextual knowledge.



A cartoon commenting on the **reaction of London councillors to the 1848 Public Health Act**; the cartoon was published in the **humorous magazine, Punch**.

Top Tips!

1. Discuss what makes the source useful by:
 - Explaining what the source tells us about medieval beliefs about the development of public health.
 - Bringing in your own knowledge.
 - Explaining about the Background to the source e.g. Who wrote/produced the source. For example, Did they have first hand knowledge of what they were referring to in the source?
2. Discuss what limits the source's usefulness by:
 - Explaining what the source is not showing/telling us.
 - Explaining about the background of the source. Is it only one persons view or interpretation? What opinions/biased views might the author have?
3. Consider the purpose of the source:
 - Does the person who produced the source have an agenda? What did they hope to achieve by producing the source? Does this affect its usefulness?
4. Overall conclusion - is a decision made about **HOW** useful the source is ie quite, a little, mostly, very etc

Sentence Starters

Source A is useful to an historian studying the development of public health in the 19th century because it tells me

From my own knowledge I know that...

The provenance of the source makes it useful because...

The provenance of the source makes it less useful because...

The limitations to the source are (brief, one sentence)

Overall, the source is useful to tell us about the development of public health in the 19th century because

Knowledge

The impact of the First World War

World War One (1914-1916) saw new discoveries and inventions being used to treat soldiers and help progress to be made in surgery

X - Rays

- 1) What was discovered before WW1?
- 2) How was it used during WW1?



Plastic surgery

- 1) Who set up a plastic surgery unit for the British army?
- 2) What was he interested in?



Blood transfusion

- 1) What was discovered before WW1?
- 2) How was it used during WW1?



Make a list of all the ways in which WW1 helped surgery to improve

-
-
-
-
-
-
-

Application

Has **war** been the main factor in the **development of surgery** in Britain since Medieval times?

Explain your answer with reference to individuals and other factors.

Use a range of examples from across your study of Health and the people: c1000 to the present day.

[16 marks]

[SPaG: 4 marks]

Level 1 1-4 marks	Basic explanation of one or more factors Answers demonstrate basic knowledge and understanding that is relevant to the question.
Level 2 5-8 marks	Answers give a simple explanation of war or other factor(s) Answers demonstrates specific knowledge and understanding that is relevant to the question. Answers demonstrates a simple but sustained line of reasoning which is coherent, relevant and supported with factual knowledge.
Level 3 9-12 marks	Answers give a developed explanation of Individuals and other factor(s) Answers demonstrates a range of accurate knowledge and understanding across some medical periods. Answers have a logical and coherent structure with relevant supported judgement Answers may suggest that one factor has greater merit.
Level 4 13-16 marks	Answers give a complex explanation of Individuals and other factor(s) leading to a sustained judgement Answers demonstrate a range of accurate and detailed knowledge and understanding of medicine across all medical periods. Answers have an organised and coherent structure with sustained and well supported judgement Candidates may analyse the relationship between factors. Candidates may examine how the impact of a factor changes over time – for example explaining how a factor had a positive and negative impact or how the impact increased/decreased over time.

Top Tips!

The fourth question in the medicine section of your Paper 2 Exam will be worth **16 marks**.

You will need to explain using specific examples the factor in the question.

You must then consider 2 other factors.

To reach a level 3 you must give examples from other time periods e.g.. Medieval and Renaissance.

You can explain both the **positive and negative** impacts or how the impact **increased or decreased over time**.

For level 4 you must show knowledge across **ALL** time periods.

Reach a judgement explaining which factor you think was the most important and explain why this factor is more important than the others.

Top answers will make links between the factors in the conclusion.

Sentence starters

War was an important factor in the development of surgery.

In the middle ages

In the Renaissance ...

In the 20th century

Another important factor is science and technology.

In the middle ages

In the Renaissance

In the 20th century

Religion is also an important factor.

In the middle ages

In the Renaissance

In the 20th century

In conclusion, the most important factor is....

Knowledge Penicillin

Penicillin - An important development in 20th century medicine.

The background: Who discovered the first 'magic bullets'? Why were they important?

How did Florey and Chain develop penicillin?

BUT Penicillin was very difficult to produce in large quantities. It was not until the early 1940s that penicillin was finally mass produced

How was penicillin mass produced?

BUT Fleming only discovered Penicillin—he did not do any further tests to develop its use for humans or try produce it on a larger scale. Nothing else happened until the end of the 1930s.

How did Alexander Fleming discover penicillin?

BUT Fleming only made the discovery—he did not test penicillin to see if it could be used in animals or humans to kill bacteria.

Knowledge Penicillin

Significance of Fleming's discovery in 1928

That HELPED

That HINDERED

Who was more significant in the story of penicillin—Fleming or Florey and Chain?

Explain your answer.

Factors that affected the discovery and development of Penicillin

At the time

Over time

Application

Explain the significance of penicillin in the development of medicine. (8 marks)

Level 1 1-2 marks	<ul style="list-style-type: none">Answers that briefly explain one reason why penicillin was significant.For example 'Vital in treating wounds of soldiers fighting in World War II'.
Level 2 3-4 marks	<ul style="list-style-type: none">Answers that give a developed explanation of one reason why Harvey's work was significant either at the time OR over time.
Level 3 5-6 marks	<ul style="list-style-type: none">Answers that give a developed explanation of more than one reason why Harvey's work was significant at the time AND over time.
Level 4 6-8 marks	<ul style="list-style-type: none">Answers that give a complex explanation of several reasons (ideally 3) why Harvey's work was significant at the time AND over time.

Top Tips!

- You must include two paragraphs
- In your first paragraph you must focus on why penicillin was important at the time. (This can be positive or negative.
- In your second paragraph you must explain why penicillin was significant in the **long term** (this can be positive or negative)

Sentence starters

Penicillin was significant to the development of medicine in the short term because
Penicillin was significant at the time because.....
Penicillin was also significant at the time because...

Penicillin was significant to the development of medicine in the long term because
Penicillin was significant over time because.....
Penicillin was also significant over time because...

Treating diseases

Pharmaceutical Industry

- 1. Which drugs were discovered in the late 19th and 20th century?
- 2. What helped the pharmaceutical company to take off?
- 3. Which diseases did the companies find a cure for or help in researching?

Problems faced

- 1. What process do the drugs have to go to before they go to patients?
- 2. Why was Thalidomide originally used?
- 3. What were the negative side effects?
- 4. What is antibiotic resistance?

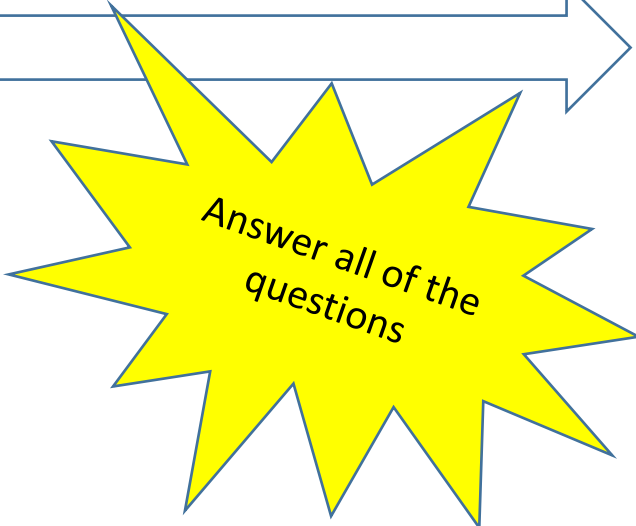
Transplants

- 1. What was the first successful transplant?
- 2. What was the first organ transplant?
- 3. What are the problems with transplants?

Technology

- 1. Which factor led to improvements in the treatment of disease?
- 2. How did the development of lasers improve surgery?
- 3. What is keyhole surgery

Factors	Not at all	Slight	Partial	Mode rate	Signifi cant
Science and technology					
Individuals					
Religion					
Chance					
War					
Government					



Use a colouring pencil to shade in the boxes to show how important each factor was in the development of modern treatments

Application

Has **Science and technology** been the main factor in the development of **medicine** in Britain since Medieval times?

Explain your answer with reference to individuals and other factors.

Use a range of examples from across your study of Health and the people: c1000 to the present day.

[16 marks]

[SPaG: 4 marks]

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Top Tips!

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You will need to explain using specific examples the factor in the question.

You must then consider 2 other factors.

To reach a level 3 you must give examples from other time periods e.g.. Medieval and Renaissance.

You can explain both the **positive and negative** impacts or how the impact **increased or decreased over time**.

For level 4 you must show knowledge across **ALL** time periods.

Reach a judgement explaining which factor you think was the most important and explain why this factor is more important than the others.

Top answers will make links between the factors in the conclusion.

Sentence starters

Science and technology is an important factor in the development of medicine.

In the middle ages

In the Renaissance ...

In the 20th century

Another important factor is war.

In the middle ages

In the Renaissance

In the 20th century

Individuals is also an important factor.

In the middle ages

In the Renaissance

In the 20th century

In conclusion, the most important factor is....

Knowledge

Liberal social reforms

	Charles Booth	Seebohm Rowntree
Name and date of publications		
What did they discover?		
What conclusions did they reach?		
Why did they help to change attitudes towards poverty?		



Which liberal reforms were introduced to help these different groups....



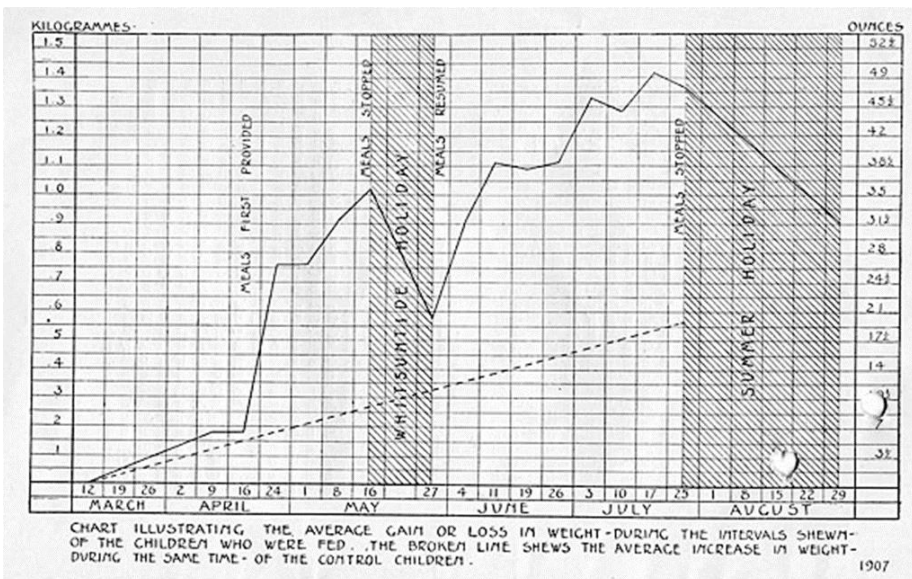
Which **factors** were the most important?

Application

Study **Source A** below.

How useful is Source A to an historian studying **the impact of the Liberal reforms**?

Explain your answer using Source A and your contextual knowledge.



This chart from 1907 shows the impact of free school meals, it charts the weight children gained and lost during part of the school year.

Top Tips!

1. Discuss what makes the source useful by:
 - Explaining what the source tells us about medieval beliefs about the impact of the Liberal reforms.
 - Bringing in your own knowledge.
 - Explaining about the Background to the source e.g. Who wrote/produced the source. For example, Did they have first hand knowledge of what they were referring to in the source?
2. Discuss what limits the source's usefulness by:
 - Explaining what the source is not showing/telling us.
 - Explaining about the background of the source. Is it only one persons view or interpretation? What opinions/biased views might the author have?
3. Consider the purpose of the source:
 - Does the person who produced the source have an agenda? What did they hope to achieve by producing the source? Does this affect its usefulness?
4. Overall conclusion - is a decision made about HOW useful the source is ie quite, a little, mostly, very etc

Sentence Starters

Source A is useful to an historian studying the impact of the Liberal reforms because it tells me

From my own knowledge I know that...

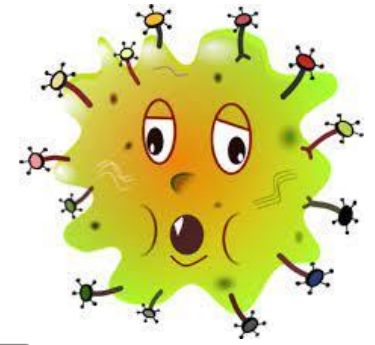
The provenance of the source makes it useful because...

The provenance of the source makes it less useful because...

The limitations to the source are (brief, one sentence)

Overall, the source is useful to tell us about the impact of the liberal reforms because

Knowledge Public Health and the World Wars



The Beveridge Report

Towards the end of WW2, Sir William Beveridge (British social reformer) wrote a report about the state of Britain. It was called the Beveridge Report (1942). It said that the people all over Britain had to be freed from the 'Five Giants'. The 5 giants were: disease, want (need), ignorance, idleness and squalor (poor living conditions). The report suggested ways to improve the quality of life. The report was a best seller and sold over 100,000 copies in the first month. The new Labour government that won the 1945 election promised that they would follow Beveridge's advice. This is seen as the main reason they were elected because the Conservative Party did not promise this.

SMART Highlighting- Only highlight the information you didn't already know! This is the area you will need to revise!



Distill this page into 4 key facts:

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Create a key to show the reasons for and against the NHS

The government took control of all hospitals, creating the emergency medical Service. Its success led many to support the NHS	Many conservatives opposed the NHS as they believed the cost would be huge.	The NHS would make medical care free so it was accessible to everyone.
The NHS is guaranteed that hospitals would receive government money, rather than having to rely on charities for money.	Doctors saw themselves as independent professionals - they didn't want to be controlled by the government. They worried they would lose money.	Many doctors threatened to go on strike in protest against the NHS.

For

Against



Using page 134 complete the table below

Why was the NHS popular	What Challenges did the NHS face?

Application

Has **government** been the main factor in the **improvement of public health** in Britain since Medieval times?

Explain your answer with reference to individuals and other factors.

Use a range of examples from across your study of Health and the people: c1000 to the present day.

[16 marks]

[SPaG: 4 marks]

Level 1 1-4 marks	Basic explanation of one or more factors Answers demonstrate basic knowledge and understanding that is relevant to the question.
Level 2 5-8 marks	Answers give a simple explanation of war or other factor(s) Answers demonstrates specific knowledge and understanding that is relevant to the question. Answers demonstrates a simple but sustained line of reasoning which is coherent, relevant and supported with factual knowledge.
Level 3 9-12 marks	Answers give a developed explanation of Individuals and other factor(s) Answers demonstrates a range of accurate knowledge and understanding across some medical periods. Answers have a logical and coherent structure with relevant supported judgement Answers may suggest that one factor has greater merit.
Level 4 13-16 marks	Answers give a complex explanation of Individuals and other factor(s) leading to a sustained judgement Answers demonstrate a range of accurate and detailed knowledge and understanding of medicine across all medical periods. Answers have an organised and coherent structure with sustained and well supported judgement Candidates may analyse the relationship between factors. Candidates may examine how the impact of a factor changes over time – for example explaining how a factor had a positive and negative impact or how the impact increased/decreased over time.

Top Tips!

The fourth question in the medicine section of your Paper 2 Exam will be worth **16 marks**.

You will need to explain using specific examples the factor in the question.

You must then consider 2 other factors.

To reach a level 3 you must give examples from other time periods e.g.. Medieval and Renaissance.

You can explain both the **positive and negative** impacts or how the impact **increased or decreased over time**.

For level 4 you must show knowledge across **ALL** time periods.

Reach a judgement explaining which factor you think was the most important and explain why this factor is more important than the others.

Top answers will make links between the factors in the conclusion.

Sentence starters

Government has been the most important factor in the improvement of public health.

In the middle ages

In the Renaissance ...

In the 20th century

Another important factor is war.

In the middle ages

In the Renaissance

In the 20th century

Individuals is also an important factor.

In the middle ages

In the Renaissance

In the 20th century

In conclusion, the most important factor is....