MEDICINE THROUGH TIME

Teacher’s Resource Pack

Robin Wichard
CONTENTS

Introduction .......................... 1

Using this website ....................... 2

Worksheets

Section A: Core worksheets .......... 3
Section B: Foundation worksheets ... 30

The exam

Section C: Preparing for the examination 52
Section D: What to do in the examination 62
INTRODUCTION

This document is intended to help you prepare your students for the Schools History Project Medicine Through Time History GCSE paper, irrespective of the examination board your students are entered for.

Although there are some differences between the exams set by the different boards the actual material covered, and the skills needed to find, evaluate and use that information are much the same.

There are two skills that your students need to demonstrate in the examination:
1 Understanding the development of medicine through time. This is best achieved by revision. Your students will need to know what happened in each major time period, the most important characters involved and the role of different factors in bringing about change – for example the role of technology, individuals, science, religion, and government.

2 The ability to interpret and evaluate sources and know how historical interpretations are produced. This is best developed through self-testing and there are a number of exercises here which will give your students opportunities to try out examination style questions.

This document will give your students opportunities to revise the material you have covered through a series of exercises, each designed to deal with a specific part of the course. It will also provide sample questions in the style of the different examination boards which can be used to develop historical skills and test knowledge and understanding.
USING THIS WEBSITE

The material is divided into four sections:

- **Sections A and B: Learning the material**
  This is the real nitty-gritty of this course. There is potentially a huge amount to learn covering medicine in the Prehistoric period right up to the present day. Students will also have to show an understanding of how different factors have either helped or hindered that development over the years (for example the role of individuals, chance, technology, science and so on).
  These sections therefore contain a series of exercises designed to emphasise the key historical skills in the context of medical developments through the ages. Section A contains core-level worksheets and Section B contains foundation-level worksheets. There are also generic sheets (in both sections) which look at broader periods of time and revision exercises which serve to recap major topics.

- **Section C: Preparing for the examination**
  The content needed for the examinations and the principle question types are broadly common to all School’s History Project *Medicine Through Time* GCSE specifications. This section includes a series of short-answer questions (and answers!) to use as lesson starters or summative exercises; a section of questions designed to help students understand the development of medicine through time; and generic guidelines on answering different types of examination questions.

- **Section D: The GCSE examinations**
  This section provides explanations of the structure of the different examination board specifications and model questions (and exemplar answers) for each major specification.
SECTION A
Core Worksheets

1 Understanding Chronology:
putting key periods, characters and developments in order

BACKGROUND
Before beginning to understand how factors influenced development it is important to be clear about what happened when. Historians call this chronology. This exercise requires you to draw a timeline on which you will put the major time periods, individuals and developments. Through the use of this timeline you will be able to see where different developments occurred and in what order. Other key characters and developments may be added to the timeline in addition to those given.

ACTIVITY
Set out a timeline with four columns, the headings are shown on the right. Work from the top of the column downwards, for example:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Major Periods</th>
<th>Key Characters</th>
<th>Key Developments</th>
</tr>
</thead>
<tbody>
<tr>
<td>800BC–200BC</td>
<td>Ancient Greece</td>
<td>Hippocrates</td>
<td>Temples built to Aesklepios</td>
</tr>
</tbody>
</table>

Add the following information to the timeline in the correct order:

**Major Periods:**
- The Industrial Age (1750–1900)
- Ancient Rome (510BC–450)
- The 20th century (1900–1999)
- The Renaissance (1450–1750)
- Ancient Greece (800BC–200BC)
- The Dark Ages (450–1066)
- Ancient Egypt (6000BC–30BC)
- The Middle Ages (1066–1450)
- Prehistory (before writing)

**Key Characters:**
- Claudius Galen
- Andreas Vesalius
- Louis Pasteur
- Ambroise Paré
- Christian Barnard
- Hippocrates
- Ibn Sina (Avicenna)
- Edward Jenner
- William Harvey
- Florence Nightingale
- Robert Koch
- James Simpson
- Rhazes

**Key Developments:**
- Public Health Acts 1848 and 1872
- Discovery of Penicillin
- Hippocratic medicine developed
- Smallpox vaccine discovered
- Vesalius proves Galen wrong
- Temples built to Aesklepios
- Roman public health system
- First use of carbolic in surgery
- Egyptian theory of channels
- Discovery of blood circulation
- Germ Theory proved
- Theory of the Four Humours
- NHS established
2 Public Health in Roman Britain: highly developed or a backwater of the Empire?

BACKGROUND

The Romans are known today for the great monuments they have left behind them, such as the Coliseum in Rome. Many of their great monuments are linked to the provision of a public health system for the population – for example, the Cloaca Maxima (or great sewer of Rome) and the Pont du Gard (an aqueduct which supplied water to the city of Nîmes in southern France). Many people see Britain as an outpost of the Roman Empire with nothing so grand, but is this a fair interpretation?

Source A: An account of bathing in a Roman bath (such as Wroxeter or Leicester)

The bather entered the public baths through a courtyard of stylish design. From here the bather entered the changing room, where he could leave his clothes in a locker, and proceed to the baths proper. There were a great number of variations on the basic pattern of cold room, tepid room, hot room, sweating room and cold plunge. There was usually no provision for swimming, except at spa baths like at Bath. There were also rooms where the natural oils the body had lost through perspiration could be restored by a rub down with olive oil, which was then scraped off with a metal flesh-scraper [strigil]. Here the pummelling by a masseur might go on as well. Ball games and other exercise might take place in the courtyard, or in a covered hall. The less active would settle for a game of dice and a drink.

From ‘Life in Roman Britain’ by Anthony Birley published in 1964 (Batsford).

Source B: An account of water supplies and drainage facilities in Roman Britain

Water in most large Roman towns in Britain was supplied by aqueduct – contoured channels dug in the ground and perhaps lined with clay. The most impressive surviving example is one running into Dorchester; an eight mile channel, 5 feet wide and more than 3 feet deep. The aqueduct at Wroxeter could deliver 2 million gallons of water each day, distributed through the town by a complex system of timber and lead pipes. Mains ran along the principal streets to side channels from which sluices diverted the water into individual buildings. If, during a drought, the level of water in the mains dropped below 7 inches then the supply to private houses was automatically cut off. Householders often supplemented their needs with wells, lined with stone or with old topless and bottomless barrels.
Timber-lined drains were constructed in many towns, and substantial stone-built sewers have been found beneath the streets of Roman Colchester and York. Main sewers collected water from the public baths, and recycled it to flush the latrines. These were usually built within the bath-house, though at Wroxeter a very large public latrine next to the baths was flushed by water that had already coursed through another lavatory in the market hall. The original water source was rainwater collected from the roof of the market.

Source C: An account of the water supply to Rome

Water is brought into the city through aqueducts in such quantities that it is like a river flowing through the city. Almost every house has cisterns and water pipes and fountains.

From an account by the Greek writer Strabo, writing in the first century BC.

1) What can we learn from Source A about the nature of Roman baths in Britain? Explain your answer.

2) Source C is an account of water supplies to Rome. Source B is an account of water supplies to Roman towns in Britain. Do these sources suggest that Britain was a poor backwater of the Empire or as advanced as Rome itself? Explain your answer.

3) There are many reasons why the Romans were able to extend complex public health facilities throughout their Empire. Create a spider diagram titled Roman Public Health using some of these factors as headings: Previous knowledge, Government, Money, Technology, Communication, Workforce. Explain the role that each factor played in enabling the Romans to build such complex facilities, for example Workforce could be: The Romans owned slaves who could be used as labour for large building projects.
3 Doctors in the Middle Ages: progress in treatment?

BACKGROUND

The Middle Ages was a time when doctors placed great trust in the writings of people like Hippocrates and Claudius Galen. However it was also a period when the Church encouraged the belief that disease and illness could be sent by God as either a punishment or as a test of faith. Astronomy and astrology were used alongside herbal treatments to explain and treat illness.

Source A: Advice given to a doctor in 1376

A doctor should: Always be occupied in things that apply to his craft – reading, writing, studying, praying. Be courteous to all. Always dress soberly. Have clean hands and well shaped nails.

A doctor should not: Get drunk. Make any definite diagnosis of a disease unless he has seen the sickness and the signs of it. Walk quickly. Show his instruments to the patient. Fight in the patient’s house. Criticize fellow doctors.

Advice given by a famous doctor, John of Arderne, in 1376.

Source B: A description of a doctor from the 1380s

A doctor of medicine accompanied us. There was none to touch him in matters of medicine and surgery, for he was well grounded in astronomy. His astrological knowledge enabled him to select the most favourable hour to give the remedies to his patients; and he was skilled in calculating the best moment to make charms for his clients. He could diagnose every kind of disease and from which of the four humours – the hot, the cold, the wet, the dry – the problem arose. He was a model practitioner. Once he had detected the root of the trouble he gave the sick man his medicine there and then, for he had his apothecaries ready at hand to send him drugs and syrups. In this way each made a profit out of the other’s guile – and they had been friends for a long time. The doctor was well versed in the ancient medical authors – Asclepios, Galen, Rhazes, Avicenna, Gaddesden and Gilbert. The clothes he was dressed in were blood-red and grey-blue, lined with silk and taffeta, yet he was no free spender, but hoarded everything he made from the plague. Gold stimulates the heart, or so we’re told. He therefore had a special love of gold.

From ‘The Canterbury Tales’; a poem written by Geoffrey Chaucer in the 1380s.
Questions:

1) a) In what ways do these sources give different impressions of doctors in the Middle Ages? Support your answer with examples from the sources.

b) In what ways do these sources suggest that doctors used methods similar to those used by modern doctors? Support your answer with examples from the sources.

2) Many of the ideas in Source B come from the ancient Greek times – especially the Theory of the Four Humours. Explain the origins of the ideas shown in Source A.

3) a) Did Chaucer approve of the doctor he described?

b) How reliable do you think Source B is as evidence about medieval doctors?

You may find pages 50 and 51 of the student book helpful.
4 The Black Death

BACKGROUND

In the fourteenth century bubonic plague (known as the ‘Black Death’) swept across Asia and Europe. There have been three major outbreaks (pandemics) in AD 542, AD1340 and AD1892. The last great outbreak of the bubonic plague in Britain was in the year AD1665. It is now known that there are three types of plague: bubonic (spread by rat fleas), pneumonic (spread by coughing) and septicaemic (spread by human fleas).

Beliefs about the causes of the Black Death

Source A: An Italian opinion of the cause of the Black Death

Talking spread it from the sick to the healthy. Anything that touched the clothes of the sick, or anything else that had been touched or used by them, seemed to get the disease.

By the Italian writer Boccaccio, writing in about 1350.

Source B: A French opinion of the cause of the Black Death

Death happens when a spirit escapes from the eyes of the sick man and strikes the eyes of a healthy person standing near.

From a book ‘Tractatus de Epidemia’ written in France in 1348.

Source C: Another Italian opinion of the cause of the Black Death

A war took place between the sea and the sun. The water of the sea was drawn up in a foul fog, corrupted by the dead and rotten fish. This foul mist drifted away contaminating all that it touched.

From the ‘Stories Pistoresi’ written in Italy in 1346.

Source D: A Spanish opinion of the cause of the Black Death

The person who wishes to do evil waits until there is a strong wind, then goes into the wind and rests his flask against rocks. When it breaks the vapour pours out and is spread in the air.

The opinion of Alfonso of Cordoba, a Spanish doctor, in about 1350.
Source E: Another French opinion of the cause of the Black Death

On March 20th 1345 there was a conjunction [combination] of Saturn, Jupiter and Mars in the house of Aquarius. The conjunction of Saturn and Jupiter caused death and disaster. The conjunction of Mars and Jupiter spread plague in the air. Jupiter being warm and humid drew up evil vapours from the earth and water. Mars, hot and dry, turned this into fire.

From a report by the University of Paris, 1348

Source F: Another French opinion of the cause of the Black Death

A cause of the disease is water in wells polluted by earthquakes.

From a report by the Faculty of Medicine, Paris, 1348.

Questions:

1) Look at Sources C, D and E.
   In what ways do they suggest that people did share some ideas about the cause of the Black Death?

2) Look at Sources A, B and F.
   Is there any truth in these beliefs about the causes of the Black Death? Explain your answer.

3) Although the people at the time did not know the real cause of the Black Death these sources suggest that they were actually close in many ways. What breakthrough in medicine was needed before the real cause of the Black Death was known? Explain your answer.

4) ‘In many ways understanding of the causes of disease had not advanced since Greek and Roman times.’
   Do you agree with this interpretation? Explain your answer.
5 Louis Pasteur: the importance of an individual in bringing about progress

‘His accomplishments are among the most important of all scientific discoveries.’
‘Pasteur’s discoveries made up the foundations of modern medicine.’

Background
These two opinions about the importance of Pasteur, both by modern historians, support the view that his work was the greatest turning point in the history of medicine. After the germ theory was accepted, medicine was never the same again. The germ theory profoundly affected all areas of medical development both in the short term and in the long term.

Questions:
1) Complete the spider diagram below by drawing lines between the areas that are linked together (e.g. hospitals and nursing). When you have completed this diagram you will have constructed a ‘developmental web’ that links the work of Pasteur with other developments

For each link that you have made explain how the parts are linked. Use linking words and phrases (such as ‘this led to’) to make clear what the links are. For example, for the link between Hospitals and Nursing Recognition of the real cause of disease – bacteria – meant that hospitals had to become much cleaner places. Operating theatres had to be sterilised and so did the wards. This led to changes in nursing practices.
2) How did the work of Pasteur influence the achievements of the following people? Write a short paragraph for each person.

- Robert Koch
- William Halstead
- Florence Nightingale
- Paul Ehrlich
- Joseph Lister
- Alexander Fleming

3) Look at your developmental web (Question 1) and answer to Question 2 linking the work of Pasteur with other developments. For each development decide whether it is short term or long term. Some may be both. Explain your decisions.

4) ‘Louis Pasteur – the greatest name in medicine.’

Is this interpretation of Pasteur’s importance justified?

Write two answers – one for the statement and one against. Support your arguments with reasons.
**6 Paul Ehrlich: different interpretations**

**BACKGROUND**

An interpretation is a view of history made by a historian having looked at a range of evidence.

It is part of the task of a historian to explain the meaning and importance of the bare facts of history. Historians can see different meanings and importance in the same collection of facts. They may have varying reasons for explaining facts differently depending on when they are writing, where they come from, who they are writing for and so on.

**Source A: An interpretation of Ehrlich written in 1926**

Paul Ehrlich had a most weird and wrong-headed and unscientific imagination. Ignorant, he lacked Koch’s clear intelligence. Then, too, Paul Ehrlich was a disgusting doctor because his brain was in the grip of dreams. There was no dignity about Paul Ehrlich. He would draw pictures of his theories anywhere – on his cuffs, on the bottoms of his shoes and on the shirt fronts of his colleagues if they did not dodge quickly enough! Just the same he was the most exact of men in his experiments.


(The book told the story of the heroes of the fight against infectious diseases and was for the general public.)

**Source B: An interpretation of Ehrlich written in 1974**

The views of Ehrlich’s colleagues were united. Behind the eccentric façade there was an exceptionally able mind capable of working brilliant pieces of practical creative chemistry. His methods were highly refined and he carried out his experiments with enormous care.


(The book was based on a BBC documentary series about the fight against infectious diseases.)
**Source C: An interpretation of Ehrlich written in 1976**

Ehrlich and his team had found a chemical cure for syphilis. It became known as Salvarsan 606. As a result of the inspiration and persistence of one man, Paul Ehrlich, the careful observations of another, Sachachiro Hata, and the teamwork of many more, a new form of treatment for disease had been discovered – ‘chemotherapy’.


(The book was written by history teachers for use by students taking their GCSEs).

**Questions:**

1). a) What impression does each source give of Paul Ehrlich?
   b) In what ways are the interpretations of Ehrlich similar?
   c) In what ways are the interpretations of Ehrlich different?

2) Explain why these interpretations differ.
   You should consider when the writer’s produced their interpretations, who they were writing for and what their motives were.

3) These interpretations are made by people after studying a range of other sources. Does this mean that they must be reliable? Explain your answer.
7 Public health in Victorian Britain: using evidence

BACKGROUND
By the early nineteenth century the Industrial Revolution had made Britain one of the richest countries in the world. The new factories attracted people into the towns and cities, which expanded rapidly. The factory owners were unable or unwilling to provide quality housing and so appalling conditions prevailed. These were made worse by the smoke and fumes belching from the factory chimneys and the waste products pouring into the rivers. Such conditions meant that infectious diseases spread rapidly. Conditions in the countryside were often not much better.

Source A: An account of conditions in the countryside

The house was occupied by nearly 50 persons on the ground floor. The rooms are neither boarded or paved and they are generally damp; some of them are occupied by two families. The upstairs rooms are small and low. Eleven persons slept in one room. There is generally an accumulation of filth of every description in a gutter running about two feet from the front, and a large cesspool within a few feet behind. Consequently typhus and diarrhoea were always about.

Conditions in the Dorset town of Cerne Abbas as reported by John Fox (Medical Officer of the Poor Law Union, circa 1840).

Source B: A description of conditions in Bermondsey, London

You have to go into courtyards stinking with poisonous, foul-smelling gases arising from accumulations of sewage and refuse. You have to grope your way along dark and filthy passages swarming with vermin. You go to the dens where thousands of people herd together. Reeking courtyards, crowded public houses and numerous brothels are to be found. Even the cellars are inhabited: poverty, rags and dirt are everywhere. The air is laden with disease-breeding gases. The missionaries who work here are constantly being attacked by some illness or other.

From a pamphlet published anonymously in 1883. The writer is thought to have been W.C. Mearns, secretary of the London Congregational Union Church.

Questions:
1) Read Sources A and B and use your own knowledge.
   How far had public health in Britain improved between 1842 and 1883?
   Explain your answer.
2) The Government passed Acts to improve public health in 1848 and 1875.
   Why then did conditions like those described in Source B still exist?
8 Controversy in medical development: the National Health Service (NHS)

BACKGROUND
The National Health Service was created in 1948 to provide the best possible care for everyone. Peoples’ taxes and National Insurance contributions paid for this service. However, two significant factors have made it difficult to provide the NHS with all the funds it needs. Firstly, the death rate has declined and people are living longer therefore there are more people to treat. Secondly, new cures have been found and new illnesses have developed. Some of these prove very costly, for example transplant operations and many of the new drugs produced for illnesses such as AIDS, which had not been heard of in 1948.

Source A: An interpretation of death rate figures

Death rates among young semi-skilled and unskilled workers aged 25-44 are more than twice as high as those for professional men and managers of the same age. Women have also suffered. Those married to working class men are up to 70% more likely to die young than the wives of men in the highest social classes. The figures for 1979-83 come from the Government statistics service, the Office of Population Censuses and Surveys, in its ten yearly report on occupational mortality.

Figures taken from an article in ‘The Guardian’ newspaper, 30 July 1986.

Source B: An extract from a letter to Prime Minister Margaret Thatcher

It has been both a privilege and a pleasure to be a Minister in the Department of Health under your leadership. Your immensely successful efforts to improve the economy have made possible record funding for the National Health Service, producing standards of care for all our people, especially women, unrivalled in the world.

From Edwina Currie’s letter of resignation to Margaret Thatcher, 16 December 1988. Mrs Currie resigned from the government after press outcries about her handling of concerns over salmonella infections in eggs.

Source C: A newspaper report about lack of beds

NO BEDS FOR TOWN’S SICK
The chief executive of Yeovil District Hospital admitted yesterday that patients are being turned away and operations cancelled due to the lack of beds. The shortage of beds came to light after a patient with a shattered bone in her arm was turned away by hospital staff. The stunned casualty was told that in the event of a sudden incident such as a road crash, victims would have to be transferred to hospitals in either Taunton or Dorchester.

From a report in the ‘Western Gazette’ newspaper, 21 March 1996 about a lack of beds at the Yeovil hospital.
Questions:
Read the sources and use your own knowledge to answer these questions.

1) What were the aims of the National Health Service when it was set up in 1948?

2) What problems has the National Health Service encountered?

3) How does Source A show that the National Health Service may not have achieved all its aims?

4) a) Does Source B agree with Source A? Explain your answer.
   b) What reasons can you suggest for any differences?
   c) Is Source B biased in any way? Explain your answer.

5) a) What problem with the National Health Service is shown by Source C?
   b) How reliable is Source C for understanding the problems facing the National Health Service?

6) 'The National Health Service has been a success and is held in high regard by many people'
   Do you agree or disagree with this interpretation. Explain your answer.
Lady Grace Mildmay: a study in change and continuity

BACKGROUND
In 1567 Grace Sharington was married to Anthony Mildmay (son of Sir Walter Mildmay who was one of Queen Elizabeth I’s advisers). One of her many duties was to provide medical care for the sick, both in her family and on the lands owned by her husband. She became very interested in medicine and collected medical books, grew herbs and bought medical drugs. She recorded treatments and cures she had used or had recommended in her notebooks. The following sources are all taken from these notebooks. Some of the language has been simplified to make the sources easier to understand.

Source A: Restoring the humours

It is dangerous to wear [out] and distract the humours of the body by extreme purges or extreme cordials. These cordials and purges cause the humours to fly to the head, heart and spirits making one humour stronger by the lack of the others. Medicine that restores the missing humours little by little is the best hope of a cure, unless God decides that there should be no cure.

Source B: A treatment for frenzy or madness

First give a purge for three days. Take six ounces [168 grams] of diasabestian [a syrup made from a plum-like fruit] and mix it with 12 grains of diagrydian [gum from a root grown in Asia] dissolved in a dose of clear ale. It should be given first thing in the morning before eating and then again four hours later. Then give a drink of thin, warm gruel [oatmeal boiled in milk or water] in the name of Jesus Christ.

Source C: Treating the ‘falling sickness’

Regimen [a regular course of exercise] and diet can help or hinder the treatment of a patient. Hot and dry air is best, helped with artificial fumes of drying quality. Let the patient avoid meats that are slimy, windy or fumous and likewise avoid passion such as anger or melancholy [sadness]. Use massage all the way downwards from head to foot.
Source D: Treating the ‘falling sickness’ in younger children

At 9 o’clock on the day before the moon changes (or the day before it becomes full, whichever is the sooner) give an enema made this way:

Take a pinch each of camomile, violet and strawberry leaves, rosebuds and clover leaves and flowers. Add an eighth of an ounce of rapeseed and half that of aniseed and linseed. Boil this in water with bitter salad leaves and milk until the liquid is half boiled away. Take six ounces of this liquid, add half an ounce of cassis [juice of blackcurrants], three-quarters of an ounce of brown sugar, the yoke of a new-laid egg and a spoonful each of oil of violet and oil of camomile.

Repeat the dose four days before the next change or full moon. After two doses of this then give a dose of the mix [another complex recipe, this time to drink] three days before and after the full or change of the moon. Be sure to follow the change or full moon with care.

Questions:

1) Read Source A:
   Which ancient theory of the cause of disease was Lady Grace following?

2) Read Source B:
   a) In what ways is this cure similar to the Egyptian cures on page 12 of the student book?
   b) Does this mean that Lady Grace knew about Egyptian medical ideas? Explain your answer.

3) Read Source C:
   a) What ideas did Lady Grace have in common with the Greeks? (Check on pages 25 and 27 of the student book).
   b) How was it possible for Lady Grace to know about Greek medical ideas? Explain your answer.

4) Read Source D:
   a) In addition to the complicated recipes, what else does Lady Grace think is important?
   b) Where else have you met this idea in your study of the development of medicine?

5) Read all the sources and use your own knowledge:
   Is it fair to say that medicine in the sixteenth century was essentially the same as it had been when the Roman Empire fell in the fifth century AD? Explain your answer.
The Changing Face of Medicine: the coming plague?

BACKGROUND
Since the Second World War a number of unknown, lethal diseases have appeared. Doctors and scientists have been trying to work out whether these are really new diseases or whether there is another explanation. AIDS is the best known of these ‘new’ diseases. Others include Marburg disease, Lassa fever, Ebola virus, kuru, Legionnaires’ disease and Creutzfeldt-Jakob disease. Researchers have found that these are not ‘new’ diseases. They are known viruses that have mutated (changed) to take on new forms. Even one of the HIV viruses associated with AIDS may have been around for 100 years.

Source A: An interpretation of the threat posed by newly emerging diseases

The bacterial world is evolving so quickly that it can leave humans gasping. Penicillin, the post-war wonder drug, could cure almost all of the bacterium ‘staphylococcus’ in the early 1950s. By the late 1960s strains had developed that were resistant, so doctors changed to a new antibiotic, methicillin. By the early 1990s, 40% of staphylococci were resistant to methicillin. Vancomycin was left as the only reliable antibiotic to treat resistant staphylococci.

Jim Henson, the creator of the Muppets, died in 1990 from a common, supposedly curable, infection. It turned out to be a new, mutant strain of staphylococci which caused Toxic Shock Syndrome – a killer!

In 1988 some germs became resistant to vancomycin. These germs might merge with staphylococci. A leading bacteriologist said: There’s nothing left on the shelf. Nothing in the pipeline. If we lose vancomycin we’re going back to the 1930s with staphylococci infections.

Questions:
1) Do you think that medicine today is more developed than it was in the 1930s?
   Explain your answer using Source A and your own knowledge.

2) ‘The fight against infectious disease has been a story of continuous progress’.
   Do you agree or disagree with this interpretation?
   Explain your answer using Source A and your own knowledge.
Women in Medicine:  
a study in changing roles

BACKGROUND

Women have always played an important part in medical care. Sometimes this was within the family but also often extended into the wider community. ‘Wise women’ attended to the sick with common-sense remedies that evolved through the trial and error practises of ordinary people through the ages. Nevertheless, in Europe, men have often tried to exclude women from practising medicine.

Source A: An account of a trial

Jacqueline Felicie De Almania’s plea that she cured many sick persons whom the physicians could not cure ought not to stand and is frivolous, since it is certain that a man who is approved [qualified] in medicine could cure the sick better than any woman.

Conclusion of the Court of Justice in Paris convicting a woman for practising medicine without a license in 1322.

Source B: Numbers of doctors qualifying in Britain 1917-21

<table>
<thead>
<tr>
<th>Year</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>1917</td>
<td>78</td>
<td>539</td>
</tr>
<tr>
<td>1918</td>
<td>68</td>
<td>341</td>
</tr>
<tr>
<td>1919</td>
<td>99</td>
<td>175</td>
</tr>
<tr>
<td>1920</td>
<td>210</td>
<td>374</td>
</tr>
<tr>
<td>1921</td>
<td>602</td>
<td>325</td>
</tr>
</tbody>
</table>

Statistics from the British Red Cross, 24 October 1921. It took four or five years to train as a doctor.

Source C: An account of the attitudes of some male doctors

After the completion of one year of training I was told by my bosses that, although I was very competent, general surgery was really a man’s speciality and that I would never progress beyond a certain level. They said that the number of fully qualified women general surgeons in the United Kingdom can be counted on the fingers of one hand – why not be a midwife and deal with women or try eye surgery which is a little like embroidery?

From an article in the magazine ‘Spare Rib’, October 1983.
Source D: Figures for family doctors in Britain in 1985

General Practitioners [Family Doctors] in Britain in 1985:

<table>
<thead>
<tr>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>20,714</td>
<td>5,476</td>
</tr>
</tbody>
</table>


Questions:
1) Read Source A and use your own knowledge.
   a) Explain why women like Jacqueline Felicie De Almania were denied entry into the medical profession throughout much of history.
   b) How far had women been able to gain entry into the medical profession by 1900? Support your answer with reasons and examples.
2) Look at Source B. The First World War lasted from 1914 to 1918. Why did more women than men become doctors in 1921?
3) Read Sources C and D
   In 1975 the British Government passed the Sex Discrimination Act. Do Sources C and D suggest that the Act changed attitudes to women in medicine? Explain your answer.
4) Write a paragraph to summarize the achievements and importance of women of each of the following women: Sophia Jex-Blake, Elizabeth Blackwell and Elizabeth Garrett Anderson.
Changing perceptions of disease

BACKGROUND

Gout is a disease that comes from a problem in the body chemistry, probably inherited, that causes crystals of uric acid to form in the joints. It causes intense pain and can lead to death when the crystals form stones which destroy the kidneys. For centuries people believed that gout was a wealthy person’s disease caused by rich living, such as drinking port wine and eating food such as game (hunted wild animals). Gout sufferers were laughed at and were blamed for their own suffering.

Source A: A seventeenth century description of gout

The victim goes to bed and sleeps in good health. About two o’clock in the morning he is awakened by a severe pain in the big toe. So agonising is the part affected that he cannot bear the weight of the bedclothes nor even the vibration of someone walking across the room. The night is passed in torture and sleeplessness.

From ‘A Treatise on the Gout’ 1683 by Dr. Thomas Sydenham (who suffered from the disease).

Source B: A cartoon showing the gout

Source C: Seventeenth century cures for gout

Calomel. Sugar of lead. Pulverised human bones. Raspings [scrapings] of human skull, unburied. The best was Balsam of Bats – which included adders, bats, puppies still sucking their mother’s milk, earthworms, pig’s grease, the bone marrow of a stag and the thighbone of an ox.

Gout cures used by Dr. Thomas Shorely, physician to King Charles II, 1660-85.

Source D: An eighteenth century account of gout

I had the gout in my feet three years in succession. One day I was attacked with pain so violent that I could get no ease. I took a teaspoon of rhubarb essence and thirty drops of laudanum [opium] but got no relief. Then I took Madeira wine, brandy ginger and other warm things.


Source E: A twentieth century account of gout

My left foot started stinging in the afternoon. By evening the pain was unbearable. I was unable to sleep all night. My left foot was swollen, hot and the skin was red with bruising around the big toe joints. Next day I went to the doctor. He prescribed Diclofenac to reduce the swelling and ease the pain. He gave me Allopurinol to prevent any further attacks.


Questions:

1) How useful is Source B in understanding eighteenth century attitudes to the gout?

2) Does the cartoon in Source B support Thomas Sydenham’s description of gout in Source A?
   Explain your answer.

3) Read Sources C, D and E and use your own knowledge.
   ‘Despite progress in many areas of medicine the true cause, and therefore the cure, of diseases like gout remained a mystery until the twentieth century.’
   Do you agree with this interpretation?
   Explain your answer.
## Summary Charts

### 1 Prehistoric Medicine

Copy and complete the summary chart below.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Effect</th>
<th>Cause</th>
<th>Evidence</th>
<th>Feature</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No method of writing so difficult to preserve knowledge or pass it on accurately so progress difficult.</td>
<td>1 Supernatural: a) Loss of a person’s spirit b) Evil spirit in the body.</td>
<td>1 Spirits thought to cause disease.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>An unstable society, large scale projects and long term planning almost impossible so progress difficult.</td>
<td></td>
<td>2 Medicine men or women – special people to treat the sick.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>No understanding of how the body worked so progress difficult.</td>
<td>4 Any disease without an obvious physical causes.</td>
<td>4 Common sense cures Aborigines</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Egyptian Medicine

Copy and complete the chart below

<table>
<thead>
<tr>
<th>Factors affecting Medicine</th>
<th>Causes of Disease</th>
<th>New Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factor</strong></td>
<td><strong>Effect</strong></td>
<td><strong>Cause</strong></td>
</tr>
<tr>
<td>1</td>
<td>Efficient farming meant people had spare time and some could specialize in progress difficult. medicine for all or most of their lives.</td>
<td>1 Supernatural: Spirits or Gods</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Some</td>
<td>2 Physical causes:</td>
</tr>
<tr>
<td>3</td>
<td>Religion</td>
<td>b)</td>
</tr>
<tr>
<td>3</td>
<td>Hinderd knowledge of anatomy because bodies could not be dissected because Egyptians believed they need to preserve body for afterlife.</td>
<td>1 Drugs and charms</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Illness</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Chest diseases</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Swellings and tumours.</td>
</tr>
<tr>
<td>4</td>
<td>Understanding of the River Nile helped them think of the body as a series of channels.</td>
<td>4 Clearing blockages.</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Cutting and removing lumps.</td>
</tr>
</tbody>
</table>
## 3 Ancient Greece

Copy and complete the table below

<table>
<thead>
<tr>
<th>Factor</th>
<th>Effect</th>
<th>Cause</th>
<th>Evidence</th>
<th>Feature</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| 1      | a) A settled society – the study of medicine could develop.  
        b) The great library founded at Alexandria. | Supernatural: Spirits or Gods | a)  
        b)  
        c) | Asclepions (special places for the treatment of the sick). | a)  
        b)  
        c) |
| 2      | a) Stops human dissection in most of the Greek world, but allows it in Alexandria.  
        b) Cult of Asclepios develops centres of medicine. | Aristotle | | Trained doctors who examined their patients and had a moral code. | a)  
        b) |
| 3      | New ideas about the natural world encourage doctors to look for new and better explanations in medicine. | | | | |

### Treatments Used

<table>
<thead>
<tr>
<th>Treatment</th>
<th>Illness</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| 1         | Any     | a) Play by Aristophanes (Source B)  
        b) |
| 2         | Bleeding | a) Vase painting (Source L)  
        b) Jason’s Grave (Source F)  
        c) Hippocratic books |
| 3         | Vinegar and herbs, hot sponges, gargles and throat swabs | Quinsey |
| 4         | Chest trouble | Diocles (Source H) |

5 The idea of a regimen for health – a mixture of diet, exercise and hygiene.
### 4 Roman Medicine

Copy and complete the chart below

<table>
<thead>
<tr>
<th>Roman Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factors affecting Medicine</strong></td>
</tr>
<tr>
<td>Factor</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td><strong>1</strong></td>
</tr>
<tr>
<td><strong>2</strong></td>
</tr>
<tr>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Treatments Used</th>
<th>Illness</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Pepper</td>
<td></td>
<td>Galen</td>
</tr>
<tr>
<td>2 Vigorous exercise</td>
<td>General weakness recovering from a major illness.</td>
<td></td>
</tr>
</tbody>
</table>
## 5 Medicine in the Middle Ages

Copy and complete the table below

<table>
<thead>
<tr>
<th>Factors affecting Medicine</th>
<th>Causes of Disease</th>
<th>New Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factor</strong></td>
<td><strong>Effect</strong></td>
<td><strong>Cause</strong></td>
</tr>
<tr>
<td>1</td>
<td>Survival of some Greek and Roman medical books.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Physical</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Trade with the Arabs meant: a) Works by Galen and other Classical authors returned to the West. b) New ideas from Islamic doctors.</td>
<td>Treatments Used</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Treatment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Pilgrimage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Poultices, bleeding and surgery.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 Sympathetic magic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 Royal touch.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 Herbs mixed with pig dung.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 Cleaning towns to remove rubbish and sewage.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 People punishing themselves so God would forgive sins.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# 6 Early Modern Medicine

Copy and complete the table below

<table>
<thead>
<tr>
<th>Early Modern Medicine</th>
<th>Effects</th>
<th>Causes</th>
<th>Evidence</th>
<th>Feature</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factors affecting Medicine</strong></td>
<td><strong>Effect</strong></td>
<td><strong>Cause</strong></td>
<td><strong>Evidence</strong></td>
<td><strong>Feature</strong></td>
<td><strong>Evidence</strong></td>
</tr>
<tr>
<td>1 <strong>Communication:</strong> a) development of printing b) accuracy of drawing.</td>
<td></td>
<td>Physical causes: The Four Humours, Supernatural causes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Improvements in anatomy: 1 Vesalius ensures anatomy based on human dissection, corrects many errors, and establishes need for illustration in anatomical books.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 Function of the heart and circulation of the blood discovered.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3 Wounds treated led to new treatments being developed such as Paré’s use of ligatures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Technology: the invention of pumps to drain mines and fight fires.</td>
<td></td>
<td>2 Ointment and bandaging.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Improvements in surgery: use of ligatures in amputations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Bleeding and purging</td>
<td></td>
<td>Illness with fever, swelling and/or convulsions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Printed books made new ideas more widely available more quickly.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© Harcourt Education Ltd, 2004
SECTION B
Foundation Worksheets

1 Understanding Chronology:
putting key periods, characters and developments in order

ACTIVITY
Before beginning to understand how factors influenced development it is important to be clear about what happened when. Historians call this chronology. Add the following information to the timeline (Some have already been added to help.):

Key Characters: Key Developments:
Claudius Galen Public Health Acts 1848 and 1872
Andreas Vesalius Discovery of Penicillin
Louis Pasteur Hippocratic medicine developed
Ambroise Paré Smallpox vaccine discovered
Christian Barnard Vesalius proves Galen wrong
Hippocrates Temples built to Asclepios
Ibn Sina (Avicenna) Roman public health system
Edward Jenner First use of carbolic in surgery
William Harvey Egyptian theory of channels
Florence Nightingale Discovery of blood circulation
Robert Koch Germ Theory proved
James Simpson Theory of the Four Humours
Rhazes NHS established

Dates:
before writing
1759–1900
510BC–450
1900–1999
1450–1750
800BC–200BC
450–1066
6000BC–30BC
1066–1450
2 Understanding Prehistoric medicine: problems of evidence

ACTIVITIES

1) Copy out the following paragraph filling in the blank spaces from the word bank below.

Historians know a …… ……about the way prehistoric people lived by finding their …………….., …………….. and ……………. However, we cannot find out much about their medicine because we have no …………… only ……………….. We can check our ideas about Stone Age beliefs by looking at the medicine of the …………….. ……………..We can never be absolutely certain of our ideas about Stone Age medicine because there are no …………….. …………….

WORD BANK

<table>
<thead>
<tr>
<th>Written records</th>
<th>homes</th>
<th>skeletons</th>
<th>great deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Aborigines</td>
<td>tools</td>
<td>bodies</td>
<td>food</td>
</tr>
</tbody>
</table>

2) What evidence do we have?

Below there are a series of illustrations showing evidence of medicine and health from the Prehistoric period. Look carefully at each picture and match it to the correct caption:

- An example of clubfoot
- A trephined skull
- Hand imprints with joints missing
- A leg bone with a growth on it
- A cave painting thought to be of a spirit or medicine man

3) a) Now write a sentence to explain what historians can learn from the bones:

*The bones tell us that*

b) Write a sentence to explain what the cave painting might mean:

*The cave painting could show*

c) ‘People in prehistoric times believed that illness was caused by evil spirits’. Do you agree with this statement? Explain your answer using the evidence above and your own knowledge.
3 Using Australian Aborigines to study prehistoric medicine

BACKGROUND

The word *prehistoric* simply means before history (pre means before). Since history is written down, prehistoric really means before writing. It was people like the Egyptians who introduced some of the first writing. So, to study medicine before that time we have to rely on the archaeological evidence – the things left behind. However there is another way – there are still people today who until recently lived in much the same way as prehistoric people, (they moved around hunting and gathering their food) for example the Australian Aborigines. By studying these people and their beliefs we can begin to understand prehistoric people in Europe.

Activities

1) Carefully read the paragraph below.

By moving around in search of food the Aborigines were able to get regular exercise. They were able to obtain meat and fruits and so on, which gave them a nutritious and varied diet.

On the move the Aborigines were used to suffering from broken bones, cuts and burns and were able to treat these using simple but effective ‘common-sense’ remedies. For example they learned to cover open cuts with pads of mud and burns were smeared with animal fat. Broken limbs were encased in mud and clay to hold them firm until they healed.

Some illnesses however did not respond to such treatments and for these the Aborigines called upon the services of a Medicine Man. The Medicine Man had influence over the spirits which lived around the Aborigines. If an evil spirit entered a person it could cause illness and therefore the Medicine Man needed to remove the spirit. Alternatively if the person’s spirit had been stolen then the Medicine Man had to locate the ‘pointing bone’ which had been used to capture the spirit and set it free.

2) Complete the chart below using the information from the source above and from your textbook:

<table>
<thead>
<tr>
<th>Natural treatments</th>
<th>Supernatural treatments</th>
<th>Factors which helped them to stay healthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Burns covered in animal fat</td>
<td></td>
<td>• Regularly moving about from place to place</td>
</tr>
</tbody>
</table>
3) Is it true to say that the Aborigines saw illness as a natural thing?

Explain your answer using the source on the previous page and your own knowledge.

The Aborigines did see some illnesses as natural because . . . . . . . . .

They saw some illnesses as supernatural because . . . . . . . . .

Overall, the Aborigines tended to think that . . . . . . . . .
4 The Ancient Egyptians

BACKGROUND
The Ancient Egyptians were different to prehistoric peoples in a number of important ways. Instead of hunting and gathering their food the Egyptians were farmers. They lived in one place rather than moving around and developed a form of writing. These factors made it possible for them to make progress in many areas, including medicine.

Understanding developments in Egyptian times
Factors are important in explaining any development (not only in medicine). Almost nothing happens because of a single factor – usually it is a combination of several factors, which allow progress to be made. Each factor adds something different.

ACTIVITIES
1) Create a spider diagram called ‘Egyptian medical progress’, to explain how the Egyptians were able to make progress in medicine. The legs can be used to represent factors; they could be called: Living in one place; Writing; Religion; and Job Specialisation. One example for ‘Job Specialisation’ could be, The Egyptians became efficient at producing food, which meant that not everyone had to farm. Others could do work which they were good at – some became potters, others builders while others became doctors.

2) Below are two Egyptian documents:

Source A

Egyptian love poem (c.1500 BC)

It is seven days from yesterday since I saw my love, and sickness has crept over me. My limbs have become heavy. I cannot feel my own body. If the master-physicians come to me I gain no comfort from their remedies. And the priest-magicians have no cures. My sickness is not diagnosed. My love is better by far for me than any remedies. She is more important than all the books of medicine.

Source B

Inscription from a funeral monument to a doctor named Irj (c.1500 BC)
Irj is described as being:
Palace doctor,
Superintendent of the court physicians,
Palace eye physician,
Palace physician of the belly,
One understanding internal fluids,
Guardian of the anus.

Read Source A above and explain what each of the underlined terms tells us about Egyptian medicine:

a) Master-physicians tell us that .................................................................
b) Remedies tell us that .................................................................

c) Priest-magicians tell us that ..........................................................

d) Diagnosed tells us that ...............................................................

e) Books of medicine tell us that ..................................................

3) Look closely at Source B. What can we learn from this source about medicine in the Egyptian period?
   Use the source and your own knowledge to answer.
   This source tells us that .............................................................

4) Try to answer the following examination type question.
   How important was religion in bringing about progress in medicine during the Egyptian period?
   Explain your answer using the Sources A and B and your own knowledge.
   Religion was/was not important because
5 Medicine in Ancient Greece: from supernatural to natural

BACKGROUND

The Ancient Greeks made major progress in recognizing that illness was a natural process and therefore treatments should also be natural, aided with the help of their gods. One god named Asclepios was seen as the god of healing and the image of his staff and a serpent coiled around it can still be seen on ambulances across the world today! The Greeks also had people whose job was to question the world around them. They were called philosophers and many of their findings are still used today – think of Pythagoras in maths. Hippocrates was a philosopher who studied medicine (and who is known today as the 'Father of Modern Medicine').

The temples to Asclepios

Temples dedicated to Asclepios appeared throughout Ancient Greece and were built by the Romans as well. Look at the picture on page 22 of the student book (Source C), this shows what the temple complex would have looked like when it was in use.

There were many places at the temple where a patient could get exercise. The temples were located in healthy places and the patients slept in open-sided buildings called 'abatons'. This would have helped the recovery of patients suffering from all but the most serious illnesses. According to the legends however, the god and his daughters cured patients. According to the play ‘Plutus’ a man called Plutus was a patient at a temple to Asclepios and his servant wrote this version of what happened:

First we had to bathe Plutus in the sea. Then we entered the temple and gave our offerings. There were many sick people. Soon the temple priest put out the light and told us to sleep. The god sat down by Plutus. He wiped his eyelids. Next Panacea (the god’s daughter) covered his face with a scarlet cloth. The god whistled and two snakes came. They licked Plutus’ eyelids and he could see again. But the God and his helpers had gone.

Many sick people recovered at these temples and left small objects in gratitude to the god. These were often shaped like the part of the body which was affected.

ACTIVITY

Explain why patients probably recovered at temples to Asclepios.

Patients probably recovered because of

…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………
6 Hippocrates: the Father of Modern Medicine

BACKGROUND
We do not know a great deal about the life of Hippocrates but we do know that he came from the island of Kos and was born in or around 460 BC. Hippocrates was greatly influenced by the work of earlier thinkers – especially Pythagoras. He learnt that a body was healthy when all the parts were in balance and neither too hot nor too cold.

Use your student book to write a note under each heading to explain what each of these things was and why there were important.

<table>
<thead>
<tr>
<th>Theory of the Four Humours</th>
<th>Clinical Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hippocratic Corpus</th>
<th>Hippocratic Oath</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why is Hippocrates known as the Father of Modern Medicine? Explain your answer using the information you have collected.
7 The Romans and Public Health

BACKGROUND

When the Romans conquered Greece they took over many Greek ideas but tended to be more practical than the Greeks. The Romans were only interested in the ideas of the philosophers if they could be used to improve life for the ordinary people. The Romans also distrusted Greek doctors preferring to place their trust in huge public health schemes across the Empire.

The Roman public health measures can be grouped into four main areas:

- the siting of settlements
- providing clean water
- building public baths and toilets
- building sewers.

Read the student book and then make notes to explain what the Romans did about each of these aspects of public health.

<table>
<thead>
<tr>
<th>Siting settlements</th>
<th>Providing water</th>
<th>Building baths</th>
<th>Toilets and sewers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8 Why the Romans had excellent public health facilities

BACKGROUND
There are many reasons why the Romans were able to build such an excellent public health system throughout their Empire. Below a number of factors are listed. Three are true but one is not.

Choose the three correct factors and add them to the boxes below with a short explanation of why each one was important. Then write a sentence for the factor that you have rejected to explain why that factor does not apply.

Factors
- The Romans were good at engineering and had plenty of slave labour.
- The Roman government was rich and well organized.
- The Romans knew about the link between germs and disease.
- The Romans needed to keep their army fit and healthy.

Factor rejected
9 The collapse of Rome and the survival of ancient ideas

BACKGROUND

The Roman Empire eventually became so hard to defend that different groups of people were able to enter the Empire and settle within its borders. Eventually even Rome itself was under threat and in 410 AD the Roman legions were removed from Britain for the defence of Rome. However, it was too late and the Roman Empire in the west fell. Much of the former western Empire became part of the Islamic Empire.

Complete the sentences in the boxes below the map using the words in the word bank.

Shade the area under Islamic influence by 1000 AD and colour the key.

Key
The area of Islamic Influence c.1000AD

With the fall of Rome many Roman buildings .......... and the Roman baths and .......... fell into ruin because no-one knew how to repair them.

The fighting meant that many Roman libraries were .......... and the books were .......... The Arabs were very interested in the Greek and Roman books and ...............many of them in their own ............... Some Roman and Greek books were collected by .......... These books were written in .......... and the monks were the only people who still used the language. They translated them for others to read. The largest centre of learning in the Arab world was .......... but western doctors were not able to benefit from this because the ...............were being fought against the Arabs

WORD BANK

monks  Baghdad  aqueducts  Crusades  collapsed
Latin  libraries  collected  destroyed  lost

© Harcourt Education Ltd, 2004
10 Treating illness in the Middle Ages

BACKGROUND
The Middle Ages was a difficult time. Some Greek and Roman ideas were still in use but other treatments were also widely used – some more scientific than others!

**Source A: A treatment for toothache**

Some say the beak of a magpie hung from the neck cures pain in the teeth.

John of Gaddesden (1280 to 1336). John was doctor to King Edward II.

**Source B: Treatments recommended by the doctors at the medical school in Salerno**

When the humours overflow several medicines may be good, such as drink and taking a hot bath. With purging [making the patient sick] and blood-letting illnesses can be cured.

Taken from a poem written in the eleventh century

Questions:
1) How do the ideas about curing illness in Source A differ from those in Source B?

2) Do you think either cure would have worked? Explain your answer.

3) Why had ideas about curing disease changed so little since Greek times?
11 William Harvey and the development of physiology

BACKGROUND
William Harvey made an important discovery in 1628 when he confirmed that blood circulated around the body. But it took over 200 years before the discovery led to better treatment.

Answer the following questions by using information from your student book.

1) What was Harvey’s book called and why was it so important?

2) What did Harvey want to find out and how did he do this?

3) What did Harvey believe about the amount of blood there is in the body?

4) What did Harvey’s experiment show about the valves in veins?
12 Cholera hits Britain

BACKGROUND
Cholera first reached Britain in 1831 and struck fear into the hearts of the people. It could kill very quickly and no-one knew for certain how it was spread. We now know that it was spread by a germ that attacks the intestines. The sick person gets diarrhoea, vomiting, fever and dies soon after. It is spread through water infected by sewage from other people with cholera.

ACTIVITY
Fill in the boxes below to show the impact that cholera had and the way in which it was overcome.

- By the end of 1832, the number of people who had died from cholera was
- The cholera germ attacks the
- and the sick person gets
- The person who showed scientifically that cholera was spread by dirty water was
- He did this by
- At the time most people thought it was spread by
Changing views of the cause and cure of disease

Over the years many people have contributed to the development of ideas about the cause and treatment of disease.

**ACTIVITY**

List A is a list of famous people. List B gives reasons why they are famous. Match each person in List A with one of the reasons in List B. One has been done for you.

<table>
<thead>
<tr>
<th>List A</th>
<th>List B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Famous people</td>
<td>Why they are famous</td>
</tr>
<tr>
<td>Imhotep</td>
<td>An Arab doctor who wrote about smallpox</td>
</tr>
<tr>
<td>Asklepios</td>
<td>First to record the antibiotic qualities of penicillin</td>
</tr>
<tr>
<td>Hippocrates</td>
<td>The Egyptian god of healing</td>
</tr>
<tr>
<td>Rhazes</td>
<td>Discovered a number of germs which cause illness in humans</td>
</tr>
<tr>
<td>Charles Scarburgh</td>
<td>A Greek doctor who lived in Rome and used the Theory of the Four Humours</td>
</tr>
<tr>
<td>Louis Pasteur</td>
<td>Put forward the germ theory to explain disease</td>
</tr>
<tr>
<td>Robert Koch</td>
<td>Was royal doctor to King Charles II</td>
</tr>
<tr>
<td>Paul Ehrlich</td>
<td>The Greek god of healing</td>
</tr>
<tr>
<td>Alexander Fleming</td>
<td>A Greek doctor who said that doctors should watch their patients for symptoms</td>
</tr>
<tr>
<td></td>
<td>Discovered a chemical drug called Salvarsan 606</td>
</tr>
</tbody>
</table>
The role of war in the development of medicine

War has had both a positive and a negative effect on the development of medicine.

**ACTIVITY**

Complete the chart below using information from your textbook.

<table>
<thead>
<tr>
<th>Event</th>
<th>Part played by war</th>
<th>Did war help or hinder the development of medicine?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roman public health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Destruction of Roman libraries after the fall of Rome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paré’s ointment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing during the Crimean War</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rivalry between Pasteur and Koch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of plastic surgery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The role of religion in the development of medicine

Religion has had both a positive and a negative effect on the development of medicine.

**ACTIVITY**

Complete the chart below using information from your textbook.

<table>
<thead>
<tr>
<th>Event</th>
<th>Part played by religion</th>
<th>Did religion help or hinder the development of medicine?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trephining</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Egyptians mummifying dead bodies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek temples to Asklepios</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Islamic religion in the Arab Empire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monasteries in the Middle Ages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The long-lasting belief in Galen’s ideas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The role of science and technology in the development of medicine

Science and technology have had a major impact on the development of medicine.

**ACTIVITY**

Complete the chart below using information from your textbook.

<table>
<thead>
<tr>
<th>Event</th>
<th>Part played by science and technology</th>
<th>Which other factors were involved in the development?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vesalius’s book <em>Fabric of the Human Body</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harvey’s work on blood circulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Snow’s work on the causes of cholera</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pasteur’s discovery of the Germ Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ehrlich’s discovery of Salvarsan 606</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christiaan Barnard’s first heart transplant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The role of government in the development of medicine

Governments have had both a positive and a negative effect on the development of medicine.

**ACTIVITY**

Complete the chart below using information from your textbook.

<table>
<thead>
<tr>
<th>Event</th>
<th>Part played by government</th>
<th>Did government help or hinder the development of medicine?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roman public health measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public health in towns and cities in the Middle Ages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The work of Edwin Chadwick in studying the poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The 1875 Public Health Act</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The US Government and the development of penicillin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The introduction of the NHS in 1948</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The role of individuals in the development of medicine

Individuals have had a major impact on the development of medicine.

**ACTIVITY**

Complete the chart below using information from your textbook.

<table>
<thead>
<tr>
<th>Event</th>
<th>Part played by the individual</th>
<th>Which other factors were involved in the development?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hippocrates and Clinical Observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andreas Vesalius’s book ‘Fabric of the Human Body’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edwin Chadwick’s work on the condition of the poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florence Nightingale’s work during the Crimean War</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pasteur’s discovery of the chicken cholera vaccine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fleming’s discovery of penicillin</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summary Charts

1 Prehistoric Medicine
Copy and complete the chart below. Two boxes have been filled in as examples.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Question</th>
<th>Answer</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science and Technology</td>
<td>How much did prehistoric people know about the body and the world around them?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>War</td>
<td>Did war affect medicine?</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>How did religion affect medicine?</td>
<td>Prehistoric people probably thought spirits helped to cause and cure disease.</td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>How well organized were they?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td>Did they write things down?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chance</td>
<td>Did unexpected things happen?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Egyptian Medicine
Copy and complete the chart below. Two boxes have been filled in as examples.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Question</th>
<th>Answer</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science and Technology</td>
<td>How much did Egyptians know about the body and the world around them?</td>
<td>They knew some anatomy – heart, lungs etc. They had a new theory about channels in the body.</td>
<td></td>
</tr>
<tr>
<td>War</td>
<td>Did war affect medicine?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>How did religion affect medicine?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>How well organized were they?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td>Did they write things down?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chance</td>
<td>Did unexpected things happen?</td>
<td>✗</td>
<td></td>
</tr>
</tbody>
</table>

3 Greek Medicine
Copy and complete the chart below. Two boxes have been filled in as examples.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Question</th>
<th>Answer</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science and Technology</td>
<td>How much did Greeks know about the body and the world around them?</td>
<td>New ideas about the world made doctors look at the body in a new way.</td>
<td></td>
</tr>
<tr>
<td>War</td>
<td>Did war affect medicine?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>How did religion affect medicine?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>How well organized were they?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td>Did they write things down?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chance</td>
<td>Did unexpected things happen?</td>
<td>Yes – for example the Hippocratic Corpus</td>
<td></td>
</tr>
</tbody>
</table>
### 4 Roman Medicine

Copy and complete the chart below. Two boxes have been filled in as examples.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Question</th>
<th>Answer</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science and Technology</td>
<td>How much did Romans know about the body and the world around them?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>War</td>
<td>Did war affect medicine?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>How did religion affect medicine?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>How well organized were they?</td>
<td>1. They had a strong government</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. They had a large army</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. They had good water systems.</td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td>How good were communications?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chance</td>
<td>Did unexpected things happen?</td>
<td>✗</td>
<td></td>
</tr>
</tbody>
</table>

### 5 Medicine in the Middle Ages

Copy and complete the chart below. Two boxes have been filled in as examples.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Question</th>
<th>Answer</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science and Technology</td>
<td>How much did people in the Middle Ages know about the body and the world around them?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>War</td>
<td>Did war affect treatment and learning?</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>How did religion affect medicine?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>How well organized were they?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td>How much contact was there between different countries</td>
<td>Contact with Arab countries brought Greek and Roman books back to Europe, together with new Arabic ideas.</td>
<td></td>
</tr>
<tr>
<td>Chance</td>
<td>Did unexpected things happen?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 6 Medicine in Early Modern Europe

Copy and complete the chart below. Two boxes have been filled in as examples.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Question</th>
<th>Answer</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science and Technology</td>
<td>How much did people in Early Modern Europe know about the body and the world around them?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>War</td>
<td>Did war affect treatment and discovery?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>How did religion affect medicine?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>How well organized were they?</td>
<td>Some medical schools were organized.</td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td>How much and what sort of contact was there?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chance</td>
<td>Did unexpected things happen?</td>
<td>Yes, it was by chance that Paré discovered that ointment was better for gunshot wounds than boiling oil.</td>
<td></td>
</tr>
</tbody>
</table>
SECTION C
Preparation for the examination

DO YOU KNOW?
The key to success in the Schools History Project, Medicine through Time examination is to be able to recall key information and use it to answer specific questions. You can never hope to learn all the information, but by learning some key points for each topic you will have a definite advantage.

These short questions will help you to learn the key information you need to know.

Short questions

PREHISTORIC AND EGYPTIAN MEDICINE (Chapter 1 and 2)
1. How can the study of Aborigines help us to understand prehistoric medicine?
2. The Aborigines’ medicine can be divided into PRACTICAL and SUPERNATURAL treatments. Explain the difference and give an example of each.
3. How would the Aborigines attempt to remove evil spirits?
4. What was trephining?
5. Why did Egyptians wear charms?
6. Which Egyptian goddess frightened away evil spirits from a mother and child?
7. Give three examples of internal organs which the Egyptians knew about.
8. How did embalming help medical knowledge in Egyptian times?
9. What were the Egyptians’ attitudes about personal hygiene?
10. What invention helped the Egyptians to spread their medical ideas?
11. Give 2 examples of Egyptian charms and amulets.
12. How did religion help the Egyptians learn about anatomy?

ANCIENT GREECE (Chapter 4)
1. Which god helped to cure the sick?
2. Name the four elements.
3. Name the four humours.
4. What was the Hippocratic Corpus?
5. What did Hippocrates stress was the basis of the work of doctors?
6. With relation to the humours, what did Hippocrates (and later Aristotle) believe was the cause of illness?
7. How did the Greeks keep healthy?
8. What was the Hippocratic oath?

ROMAN MEDICINE (Chapter 5)
1. Which factors did the Romans believe caused disease and illness?
2. What was an aqueduct?
3. Which materials were aqueducts made from?
4. Apart from bathing, what else happened at Roman baths?
5. Name three types of facilities in the Roman baths.
Preparing for the examination

6 In what ways were Roman latrines advanced?
7 Poor people did not have toilets connected to the sewers, what did they use instead?
8 How can we tell that Romans believed in keeping their army healthy?
9 How did Galen develop Hippocrates’ idea of the humours?
10 Give an example of a type of animal that Galen experimented on?

MEDICINE IN THE MIDDLE AGES (Chapter 8)
1 Where was the first European medical school in the Middle Ages?
2 What were urine charts used for?
3 Give an example of how ‘scrofula’ was believed to be cured?
4 What might Hugh of Lucca have used as an antiseptic?
5 Name an ingredient John of Ardene used in a drink for anaesthetic?
6 What were the main reasons for the lack of hygiene in medieval towns?
7 What did some people (wrongly) believe was the cause of the Black Death?
8 How did the plague really spread?
9 How did people know that they had the Plague (rather than another fever?)

MEDICINE IN EARLY MODERN EUROPE (Chapter 9)
1 What was the name of Vesalius’ book?
2 Give one reason why this book was so important?
3 How did Ambroise Paré get his experience in surgery?
4 How did he change the way of sealing wounds?
5 What was the bezoar stone believed to do?
6 Why was William Harvey so important?

THE FIGHT AGAINST INFECTIOUS DISEASE (Chapter 11)
1 In the eighteenth century, which disease had taken over the plague as the major killer disease?
2 Who discovered the vaccine for smallpox?
3 What was ‘spontaneous generation’?
4 What was Pasteur’s profession?
5 What did Pasteur’s experiments prove?
6 For which three animal diseases did Pasteur find vaccines?
7 What was Koch’s profession?
8 What was wrong with the nine-year-old boy who was cured by Pasteur?
9 Which animal disease did Koch first begin to study?
10 How did Koch show the existence of small germs (microbes) that could not be seen (germs that caused blood poisoning)?
11 For which diseases did Koch find the germs (microbes) in 1882 and 1883?
12 What did Paul Ehrlich work as?
13 What did Paul Ehrlich first work on?
14 What inspired Alexander Flemming to research treatments for deep wounds?
15 How did Alexander Flemming discover penicillin?
16 Which government helped to fund the mass production of penicillin?
THE REVOLUTION IN SURGERY (Chapter 12)

1. What were three major problems in surgery that surgeons had always faced?
2. Which gas did Davy claim could be used as an anaesthetic?
3. Who first demonstrated the effective use of ether by amputating a man’s leg?
4. What were the disadvantages of ether?
5. Which chemical did Simpson find to be a better anaesthetic, instead of ether?
6. Why did members of the Calvinist Church consider that anaesthetics should not be used in childbirth?
7. Which antiseptic did Lister develop?
8. Explain ‘aseptic’ surgery.
9. How was this aseptic surgery achieved?
10. Name two significant types of surgery that have been developed since World War Two.

DEVELOPMENTS IN PUBLIC HEALTH (Chapter 13)

1. What were the main diseases in the nineteenth century?
2. Give the dates of two cholera epidemics in the nineteenth century.
3. What did the ‘Dirty Party’ believe about public health?
4. Why was John Snow important in the fight against cholera?
5. Which national figure suggested that Parliament should pass legislation to clean up towns and two ways in which this should be done?
6. Give the two terms of the 1875 Public Health Act?

Short questions: the answers

PREHISTORIC AND EGYPTIAN MEDICINE (Chapter 1 and 2)

1. Because until recently the Aborigines lived a prehistoric lifestyle — in other words the bulk of their tools were made of stone like in the European Stone Age.
2. PRACTICAL: a broken arm would be encased in a mud splint to heal;
SUPERNATURAL: the Aborigines used charms and amulets to keep away evil.
3. They would remove evil spirits using a pointing bone which would draw the spirit out.
4. Trephinning was an operation to cut a hole in a patient’s skull.
5. Egyptians wore charms to scare away evil spirits.
6. The Egyptian goddess Taweret frightened away evil spirits from a mother and child.
7. The Egyptians knew about the heart, liver and lungs among other organs.
8. Embalming helped medical knowledge because it gave the Egyptians a better understanding of the human body (anatomy).
9. Egyptians believed it was important to keep clean, for example by washing regularly.
10. The invention of writing enabled the Egyptians to record their findings for others to read.
11. The Egyptians carried small statues of the goddess of childbirth to ensure an easy pregnancy and delivery; They often wore amulets shaped like scarab beetles to ward off evil spirits.
Preparing for the examination

ANCIENT GREECE (Chapter 4)

1. Askelpios helped to cure the sick.
2. The four elements were earth, air, fire and water.
3. The four humours were black bile, yellow bile, blood and phlegm.
4. The Hippocratic Corpus was a collection of medical books associated with Hippocrates, thought to have been written mainly by his followers.
5. Hippocrates stressed that careful observation and recording was the basis of a doctor’s work.
6. Hippocrates (and later Aristotle) believed that an imbalance of the humours was the cause of illness.
7. The Greeks encouraged regular exercise to keep healthy.
8. The Hippocratic oath was taken by Greek doctors and was an agreement to behave properly towards their patients.

ROMAN MEDICINE (Chapter 5)

1. Bad smells, bad water, swamps and marshes, being near sewage and not keeping clean.
2. An aqueduct was a bridge which carried water across valleys.
3. Aqueducts were made from brick or stone
4. Roman baths were also places where people went to meet and socialize.
5. Swimming pool, hot room and cold bath.
6. Roman public toilets were advanced by being flushed running with water.
7. Because military hospitals were built to look after soldiers.
8. Galen developed Hippocrates’ idea of the humours by adding the Theory of Opposites.

MEDICINE IN THE MIDDLE AGES (Chapter 8)

1. In Salerno, Italy, in the late eleventh century.
2. A urine chart was believed to help diagnose disease in a patient.
3. ‘Scrofula’ was believed to be cured by a touch from the hand of the king.
4. Hugh of Lucca used wine as an antiseptic.
5. John of Ardene used opium poppy as an ingredient in a drink to be used as anaesthetic.
6. There was a lack of hygiene in medieval towns because there was not enough money to keep the towns clean and sanitized.
7. Some people believed that the Black Death was spread by Jews poisoning the water.
8. The plague was really spread by fleas on black rats.
9. People knew that they had the plague (rather than another fever) because of the swellings in the groin and armpits (called buboes).
MEDICINE IN EARLY MODERN EUROPE (Chapter 9)
1 Vesalius’ book was called The Fabric of the Human Body.
2 The Fabric of the Human Body was so important because it was the first major challenge to Galen’s ideas and corrected his mistakes.
3 Ambroise Paré got his experience in surgery as a military surgeon with the French army.
4 Paré changed the way of sealing wounds by making an ointment out of turpentine, oil of roses and egg yolk, rather than using boiling oil.
6 A bezoar stone was believed to cure the effects of any type of poisons.
7 William Harvey was so important because he discovered the circulation of the blood.

THE FIGHT AGAINST INFECTIOUS DISEASE (Chapter 11)
1 The main killer disease to take over from the plague was smallpox.
2 Edward Jenner discovered the vaccine for smallpox.
3 ‘Spontaneous generation’ was the belief that germs were caused by disease, rather than the other way round.
4 Pasteur’s profession was a chemist.
5 Pasteur’s public experiments proved the efficiency of his Germ Theory.
6 Pasteur found vaccines for chicken cholera, anthrax and rabies.
7 Robert Koch was a doctor.
8 The 9 year old boy ‘cured’ by Pasteur had rabies.
9 Koch first began to study anthrax.
10 Koch showed the existence of small germs (microbes) by using industrial dyes to stain them.
11 Koch found the germ that caused tuberculosis in 1882, and in 1883 he found the germ that caused cholera.
12 Paul Ehrlich was a doctor.
13 Paul Ehrlich first worked on researching diphtheria.
14 Fleming was inspired to look for cures to treat infected wounds after working in a military hospital.
15 He discovered penicillin by chance noting that germs had stopped growing around a mould called penecilium notatum.
16 The US government gave money to chemical firms wishing to mass produce penicillin.

THE REVOLUTION IN SURGERY (Chapter 12)
1 The three major problems in surgery were pain, infection and blood loss.
2 Davy discovered that the gas Nitrous Oxide (laughing gas) could be used as an anaesthetic.
3 Robert Liston successfully amputated a man’s leg using ether.
4 The disadvantages of ether were that it caused coughing, had a strong smell and could easily catch fire.
5 Simpson found chloroform to be effective instead.
Members of the Calvinist Church argued that anaesthetics should not be used in childbirth because the bible said that pain was a natural part of the process.

Lister developed the use of carbolic acid as an antiseptic.

‘Aseptic’ surgery was where every effort was made to ensure that there were no germs present at all in operating theatres.

This was achieved by sterilizing and washing everything, including the surgeon’s hands, clothes and instruments.

Two significant types of surgery that have been developed since World War Two include plastic surgery and heart surgery.

DEVELOPMENTS IN PUBLIC HEALTH (Chapter 13)

The main diseases in the nineteenth century were typhoid, small pox and cholera.

Two cholera epidemics in the nineteenth century happened in 1831-2 and 1848.

The ‘Dirty Party’ believed that it was not the government’s responsibility to clean up towns.

John Snow was important in the fight against cholera because he made the connection that the disease was transmitted through water, between the disease and contaminated water.

Edwin Chadwick suggested that Parliament should pass legislation to clean up towns, especially by improving sewage disposal and water supplies.

Two terms of the 1875 Public Health were that councils were forced to provide clean water and they also had to employ medical inspectors in towns.
UNDERSTANDING THE DEVELOPMENT OF MEDICINE THROUGH TIME

Knowing and being able to recall key information will help you to be successful in your examination. But it is also important to know how the different pieces of information link together – the key to understanding development. Try to use your knowledge and information to think about the following wider issues.

The Cause and Treatment of Illness

1 How did the idea of the cause of illness change over time, from prehistoric times to the time of the Ancient Greeks?
2 Give examples of the use of charms in prehistoric times.
3 What was the theory of the four humours as an explanation for illness and disease?
4 Why were astrology and astronomy significant in the understanding of disease in the Middle Ages?
5 What were ‘poisonous miasmas’ and ‘spontaneous generation’? How were these theories disproved?
6 In 1870, France was defeated by German armies. This led to the setting up of a united German Empire in 1871. Pasteur was eager to rebuild French pride. Did the rivalry between Pasteur and Koch help or hinder medical development?
7 Why was the discovery of ‘magic bullets’, such as Salvarsan 606, so important?
8 Should Alexander Fleming be given all the credit for the development of penicillin?

Surgery

1 Name and explain a type of operation that was carried out by prehistoric people/the Ancient Egyptians.
2 What major problems did surgeons have to overcome before surgery could progress?
3 What were the most significant developments in
   a) the control of pain?
   b) the control of infection?

Knowledge of the Human Body

1 What did the Egyptians know about anatomy?
2 Why did they know so much about anatomy?
3 Why was Galen important for the development of knowledge of the human body? Why were some of his ideas wrong?
4 How did changes in art during the Renaissance help the work of Vesalius?
5 What contributions did scientific method make to the work of Harvey on the circulation of the blood?

Public Health

1 How did the lifestyle and the ideas of the Greeks help them to be generally fit and healthy?
2 Why were towns in the Middle Ages often very unhealthy places to live whereas monasteries were very healthy?
3 What were towns like in the nineteenth century and what impact did this have on health?
4 How did local and national governments try to deal with cholera in the first half of the nineteenth century?
5 Who was Edwin Chadwick and what was his contribution to public health?
6 What role did the government play in public health by the end of the nineteenth century?
7 How did the Boer War change the attitude of the government towards their responsibilities for the health of individual people?
8 How did the Liberal government of 1906-14 and the Labour government of 1945-51 help
   a) the unemployed?
   b) old people?
   c) children?
   d) the sick?
Preparing for the examination

What do the questions require you to do?

Having the knowledge is important but it is also important to know how to use it correctly. Some candidates with a great deal of knowledge lose marks because they do not use it effectively to answer the question. Others can score well with limited knowledge because they do exactly what the question demands. So make sure that you always read the question carefully!

Below are examples of the kinds of questions you might be asked and some suggestions as to how you should answer them.

**Question type 1**

Do Sources A and B prove…… Explain your answer using Sources A and B and your own knowledge.

**Answer** You must state what each source does, and does not, seem to say and show knowledge of the topic you are being asked about. Then explain what cannot be proved from the source, based on your knowledge of the topic. Conclude with a statement such as ‘These two sources cannot be used alone to prove….we would need more evidence before coming to conclusions about…particularly when we consider…..(this is when you should use you own knowledge)’

**Question type 2**

What do you learn from Source X about…?

**Answer** This type of question requires you to show what you do learn and what you do not learn from that source, bringing in knowledge of something else related to the topic which is not in the source.

**Question type 3**

Is Source Z reliable as evidence about…?

Explain your answer using the Source and your own knowledge.

**Answer** The reliability of a source does not depend on whether the source is primary or secondary evidence, or on whether it is biased. A source can be ‘reliable’ as evidence of someone’s views even if it is very biased. Reliability depends on a number of factors and you need to show that you are taking these into account, for example:

- cross referencing (this is when you consider if other sources say the same thing, especially if there are different viewpoints)
- author/date/place (i.e. Who? When? Where? Consider how these factors might affect the reliability of the source?)
- consider the reason or purpose for the source being produced (i.e. Why?) as this might affect its reliability
- Consider any obvious bias, for example based on nationality or religion or position in society. Explain this bias making close reference to the source and your knowledge so that it helps to explain the reliability or unreliability of the source.

**Question type 4**

Sources X and Y give different interpretations about…

Why do you think these interpretations are so different?
Preparing for the examination

Answer) You must state what the different interpretations are and then give reasons why they might be so. This could be because of the following factors.

• **Who** the writers are. This means considering their position and their knowledge of what was going on at that particular time in history as this will have affected their comments (for example, a doctor might have a different view from a patient!)

• **Where** the writers were and **when** they were writing. This could affect how much they knew about what was going on, for example if they were personally involved (primary evidence) or found out from one or several people (remember that primary evidence is not necessarily more accurate just because someone was there. It may be a very limited viewpoint!) More information may have been found as time has gone on.

• **Why** the piece was written and the **kind of writing** it is can make a big difference to the interpretation. Consider who the audience is, why might this be important? (A piece of writing aimed at two different newspaper audiences, for example, may interpret an event differently). Does the writer have a particular message to give? Is it a private letter/diary or for the general public, such as a speech?

**Question type 5**

Do Sources X and Y suggest that….? Explain your answer

**Answer** This type of question requires you to interpret the sources. There will be two different interpretations of the same event/development. When planning your answer always think in terms of ‘Yes, they do suggest….’; ‘No, they do not suggest…’ or ‘No, because the sources are talking about two totally different aspects of the question’. The last example can happen when the two interpretations actually look at unrelated aspects of the same event/development. You should always quote some phrases from the sources to illustrate your points.

**Question type 6**

How useful is Source Z to the historian studying…

Explain your answer using Source Z and your own knowledge

**Answer** Do not confuse usefulness with reliability for this type of question. You should clearly explain why the source is useful and not useful for the historian. Remember to answer this question based on your knowledge of the particular historical event or situation. Make sure your answer is relevant to the actual topic. If the sources are pieces of writing, never simply copy parts of them to make a point – paraphrase instead (this is when you use your own words to explain what the sources mean). This type of question usually relates to a picture or cartoon

**Question type 7**

The work of X/the discovery of Y was the most important factor in …Do you agree?

Explain your answer, using the sources and your own knowledge.

This is usually the last question and will carry the most marks and so it is important that you spend enough time answering it.

You must give direct quotes from as many sources as you can. You must show knowledge of the topic beyond what is presented in the sources. Start by saying how X or Y was important (using the sources and your own knowledge). Then refer to other people or discoveries that were also important (using your own knowledge and possibly other relevant sources). Make sure that you end with a conclusion, which balances the point in the question against the other points that you have explained.
SECTION D

What to do in the examination

This section includes examples of examination papers that have been modelled on the style of exam papers from the exam boards AQA, Edexcel and OCR. These are not actual examination papers. These examples will help to give students an idea of what to expect in an examination and will also provide good practise before their actual examinations.

The Examination Paper:

AQA Specification A

There are two written papers for the AQA Specification A, however Medicine and Public Health Through Time are only examined in Paper 1. The front cover of the exam paper carries the instructions. Read these instructions carefully to ensure that you do exactly what is required. Every year candidates lose time and marks by answering the wrong questions and missing out those that they needed to answer.
General Certificate of Secondary Education

HISTORY SPECIFICATION A

Schools History Project

Paper 1: Medicine and Public Health Through Time

Time Allowed: 1 hour 45 minutes

Instructions

• Use blue or black ink.
• Answer three questions. Answer Question 1 from Section A, one question from Section B and one question from Section C.
• Do all rough work on your answer paper. Cross through any work you do not want marked.

Information

• The maximum mark for this paper is 75.
• Mark allocations are shown in brackets.
• The sources on this paper have been simplified to make them easier to understand.
• You are reminded of the need for good English and clear presentation in your answers. All questions should be answered in continuous prose. Quality of language will be assessed in all answers.

Commentary

• You are advised to spend 50 minutes on Section A, 20 minutes on Section B and 35 minutes on Section C

The question focus in Section A will change each year so generic question types have been provided instead of full questions. A typical answer has been provided for each question in Sections B and C of this example paper. After each answer there is a commentary telling you what is good and what should have been added to reach the highest marks on the paper.
SECTION A

Medicine Through Time

You must answer Question 1
You should spend 50 minutes on this Section
There are 35 marks for this question

1 This question will change the area of enquiry each year. The topics to be studied in each year are shown in the Specification (page 18 of the 2005 specification).

For 2004: The Impact of Religion on Medicine in the Middle Ages.
For 2005: The Impact of Science and Technology in Medicine since 1900.
For 2006: Improved knowledge of anatomy during the Renaissance.
Details of the area of enquiry for future years will be published annually in the spring term and posted on the AQA website.

Although the area of enquiry changes every year, the actual nature of the questions will not change very much.
(Teacher’s note: Where changes are likely to occur they should be flagged up in the Chief Examiner’s Report annually.)

Question 1 (typical questions)

(a) How does Source A help you to understand peoples’ attitudes …….? (5 marks)

(b) How does Source B show that the ideas about the ……….? Explain your answer using Source B and your own knowledge. (6 marks)

(c) Source C describes …...
Source D shows …...
Do these sources mean …….?
Explain your answer using Sources C and D and your own knowledge. (9 marks)

(d) Read this extract from …...
‘an interpretation from a relevant source’. Use all of the sources and your own knowledge to explain why you agree or disagree with this interpretation. (15 marks)

SECTION B

Medicine Through Time

Answer one question from this Section
You should spend 20 minutes on this section. There are 15 marks for each question.

2. Religion played an important part in Ancient Greece.
Read Source E and then answer both parts of Question 2, which follow.
Source E: A description of treatment by the god Asklepios

The patients slept in the abaton, a long building with the roof supported by columns. The Greeks believed that while the patients were asleep they were visited by Asklepios and his daughters. In the morning they were supposed to wake up cured.

From ‘Medicine Through Time: Early Man and Medicine’ published in 1976

Question 2
(a) What does Source E tell you about the cult of Asklepios in Ancient Greece? (3 marks)
(b) Was religion the most important explanation of the cause and cure of illness in Ancient Greece? (12 marks)

3. The Renaissance was a time of change in the development of medicine.
   Read Source F and then answer both parts of Question 3, which follow.

Source F: A description of the work of Ambroise Paré

One night Paré found he had run out of the hot oil which was used to cauterise (seal) wounds. He therefore improvised with what he had available: turpentine, rose oil and egg yolk. When the wounded soldiers got better more quickly Paré went on to suggest that boiling oil should no longer be used on wounds.


Question 3
(a) What does Source F tell you about the work of Ambroise Paré? (3 marks)
(b) How important were new ideas in medicine during the Renaissance? Support your answer with reasons and examples. (12 marks)

SECTION C

Public Health in Britain
Answer one question from this Section
You should spend 35 minutes on this Section
There are 25 marks for each Question

4. Public Health played an important role in Roman Britain.
   Read Source G and then answer all three parts of Question 4, which follow.
Source G: A description of Aquae Sulis (modern Bath) in the second century AD

The town of Aquae Sulis is well-equipped with bathing houses. There are hot and cold pools for the citizens and soldiers. Hot springs dedicated to the goddess Sulis Minerva provide the waters.

From ‘Letters from Britannia’. This letter was written by GAIUS AURELIUS, a Roman official c.157 AD

Question 4
(a) What can you learn from Source G about public health provision in Roman Britain?
   Explain your answer using Source G and your own knowledge. (5 marks)

(b) Explain two reasons why the Romans in Britain were able to have a good public health system. (4 + 4 marks)

(c) Was the end of Roman rule a turning point in the development of public health in Britain?
   Explain your answer using Source G and your own knowledge. (12 marks)

5. The Middle Ages were a time when public health was a problem in Britain.
   Read Source H and then answer all three parts of Question 5, which follow.

Source H: A description of public health in the city of York in 1332

The King hates the terrible smell in the city. It is worse than anywhere else in England. The streets are filled and blocked by manure, sewage and other dirt. To protect the townspeople and visitors the King orders that all the streets and lanes are to be cleaned and kept clean.

From a letter sent by KING EDWARD III to the Mayor of York in 1332

Question 5
(a) What can you learn from Source H about the problems of public health in the Middle Ages?
   Explain your answer using Source H and your own knowledge. (5 marks)

(b) Explain two ideas that people at the time thought were causes of the Black Death in the fourteenth century. (4 + 4 marks)

(c) Why was public health in monasteries in the Middle Ages much better than in towns and cities?
   Explain your answer. (12 marks)

END OF PAPER
How to answer the questions

Own knowledge means anything you include in your answer which is not taken from the sources provided. This can be undeveloped (for example, ‘Simpson discovered anaesthetics’) or developed (for example, ‘Simpson discovered the anaesthetic properties of chloroform in 1847’).

Section A Example answers and advice

Question 1(a) How does Source A help you to understand peoples’ attitudes ...?  
(5 marks)

Commentary
The danger with this type of answer is that you will be tempted to make a simple statement about use, for example ‘The source is useful for...’ and then simply extract chunks of the source to prove the point. This will not achieve high marks. Instead, your answer should try to make a conclusion from the source by commenting on the tone, image and content rather than simply copying. Examiners would never include a source that is not useful, therefore you should always try to comment positively, but it is also important to remember that sources will always have their limitations, for example that they represent the views of the creator rather than the population as a whole. It is perfectly appropriate to comment on the limitations of a source as well as its usefulness. It is also good to use words from the question to ensure that the answer stays relevant. This question does not ask for any use of own knowledge and therefore no marks are given for it, no matter how good or relevant it is.

Question 1(b)  How does Source B show that the ideas about the ...?  
Explain your answer using Source B and your own knowledge.  
(6 marks)

Commentary
The highest marks are awarded to an answer which will use sections of the source and explains each point with reference to your own knowledge. You must use the source and your own knowledge because using only one of these will gain you no more than half of the marks available.

Question 1(c)  Source C describes...  
Source D shows...  
Do these sources mean...?  
Explain your answer using Sources C and D and your own knowledge.  
(9 marks)

Commentary
This question asks you to refer to the sources and use your own knowledge. This is essential in order to get the highest marks. Do not fall into the trap of simply restating the sources, remember to support each point that you make with your own knowledge (for example, with a relevant date or detail).
Commentary

In questions which ask you to agree or disagree with an interpretation you need to produce a balanced answer to get the highest marks. You should not make a decision about whether you agree or disagree with the interpretation straight away. First of all you should give supported reasons for both agreeing and disagreeing. When you have done this, you can come to a decision about whether you agree or disagree based upon your own knowledge. The question instructs you to use the sources and your own knowledge – so make sure that you do this! You will not get more than half of the available mark if you only use the sources or only use your own knowledge.

(Remember that question 1(d) has got the same number of marks as the whole of Section B).

You can do well in this question by remembering these four key words: Agree, Disagree, Sources and Knowledge.

Section B Example answers and advice

Question 1(d)  Read this extract from …
   ‘an interpretation from a relevant source’.
   Use all of the sources and your own knowledge to explain why you agree or disagree with this interpretation. (15 marks)

Example answers

The Greeks believed that the god would cure them while they slept. He was assisted by his daughters. They built special temples for the worship of Asklepios.

OR

The cult was successful and important because they built temples specially for healing the sick.

Commentary

There are two ways to get top marks on this type of question. The first example selects three details (in bold) from the source. There is one mark for each detail. The second way is to make a simple inference (deduction) using the key word because.

Example answer

Clearly Source E shows us that religion was important in Ancient Greece because it tells us about the god Asklepios and how it was believed he cured patients with his daughters – Hygeia and Panacea – and his snakes, and how temples were built for the cult. There were many temples but the main one was at Epidaurus. As well as being temples to the god they were also like health farms with theatres and sports facilities. The priests were skilled in practical cures as well but they always credited the cure to the god. Patients left stone tablets called iamata to record their cures. Religion is usually called a ‘supernatural’ explanation for the cause and cure of illness.
However the Greeks also developed ‘natural’ explanations for the cause and cure of illness. Hippocrates developed the idea of clinical diagnosis, which involved carefully observing and recording what happened to the patient so that he could tell what would happen in the future to other patients. Later Aristotle developed the Theory of the Four Humours, which said that health and illness was related to four ‘humours’ in the body – blood, phlegm, yellow bile and black bile. Therefore if a person was ill it was because the humours were out of balance and the patient could be made better by restoring the balance e.g. by letting blood.

It is difficult to say which explanation, religion (supernatural) or natural, is the most important explanation because they both existed side by side. Greeks believed in both. Both beliefs lasted a very long time; the Romans worshipped Asklepios up to the fifth century AD and doctors throughout Europe used the Four Humours until the seventeenth century! Therefore I would say that both explanations were equally important because they were both part of Greek medical ideas throughout the Greek world.

**Advice**

The highest marks for this question are given for developed answers that explain the importance of religion and other factors. Your answer must also include a clearly supported judgement. A developed answer is one that takes an idea and then moves it forward by adding more knowledge and explanation. Words like because, therefore, so, thus, then, also and as well as all help to show where an answer has been developed.

The first paragraph is a developed answer explaining the importance of religion (a supernatural explanation). The second paragraph is a developed answer explaining the importance of natural explanations. The third paragraph is the supported judgement – in this case that they are both equally important.

---

**Example answers**

When Paré ran out of oil while treating wounded soldiers he made up a treatment using what he had available. It worked better so he suggested that boiling oil should no longer be used to treat wounds.

OR

Paré was a kind man because when he realised the less painful treatment was better he decided that boiling oil should never be used to treat wounds again.

**Commentary**

There are two ways to get the top marks. The first example shows that three details from the source (in bold) have been selected; there is one mark for each detail. The second way is to make a simple inference (deduction) using the key word because.
Example answer

New ideas were very important during the Renaissance because it was a time when old ideas were being overturned. For example, doctors followed the anatomical ideas of Claudius Galen for over a thousand years because he was approved by the Catholic church. However, Andreas Vesalius proved that Galen had made mistakes, for example about the structure of the human jawbone and the liver. Galen had dissected animals whereas Vesalius used only human bodies, because by this time the church had lost some of its power to forbid human dissection. William Harvey proved that the heart was a pump and the blood circulated around the body, this indicated that bloodletting – a common practice at the time – was useless, and doctors didn’t change their methods for another two-hundred years.

However old ideas were still important too. Aristotle’s Theory of the Four Humours was the basis of medical treatments and so doctors still used bleeding as a major cure even though Harvey’s work showed that it was pointless. They still used the Four Humours because there was no other explanation of disease and doctors were reluctant to change.

Overall I would say that new ideas were more important because they led to more scientific studies in medicine and, even though they didn’t change medicine immediately, they did lead to developments later, such as better surgery, the use of ligatures to stop bleeding and ideas on how to replace lost blood – transfusions.

Commentary

The highest marks for this question are awarded for developed answers that explain the importance of religion and its relation to medical ideas, and other factors. Your answer must also have a clearly supported judgement. A developed answer is one that takes an idea and then moves it forward by adding specific knowledge and explanation. Words like ‘because’, ‘therefore’, ‘so’, ‘thus’, ‘then’, ‘also’ and ‘as well’ as all help to show where an answer has been developed.

The first paragraph is a developed answer explaining the importance of religion in relation to medical ideas. The second paragraph is a developed answer explaining the importance of natural explanations. The third paragraph is the supported judgement – in this case that new ideas were more important.

Section C Example answers and advice

| Question 4(a) | What can you learn from Source G about public health provision in Roman Britain? Explain your answer using Source G and your own knowledge. (5 marks) |

Example answer

Source G shows that the Romans built baths in Britain just like they had in Rome. I also know that they built large public toilets and aqueducts like the eight mile long aqueduct at Dorchester. Another aqueduct brought water into Wroxeter.

Commentary

A simple way to get the highest marks is to make sure that you use information from the source (mention it by its letter, for example Source A, Source E) and add two or more pieces of information from your own knowledge.
Remember that Section C is about public health in Britain so ensure that your own knowledge is taken from Britain – i.e. do not use examples like the Cloaca Maxima or the Pont du Gard.

Example answers

The Romans taxed the people of Britain, so they had the money to afford large public health projects, such as sewers and bath-houses.

OR

The Roman government was very strong from the Emperor in Rome to the governor of Britain, so if they wanted something done, like public health provision, they made sure that it did happen.

OR

There were powerful units of the Roman Army in Britain. They provided the engineers and the soldiers provided labour so that public health works could be designed and built.

Commentary

As in most of the questions, the highest marks require you to produce a developed answer. The first sample answer shows this clearly. The first point is that the Romans taxed people. This leads on to the second point which is that (because of the taxes) the Romans had the money to afford public health projects. The third point shows us what the public health projects were i.e. sewers and bath-houses. So three points lead on from each other using the linking words ‘so’ and ‘such as’ – that is what makes it a developed answer!

Sometimes you don’t need to use a linking word. In the third sample answer ‘powerful units of the Roman Army’ doesn’t have a linking word with ‘they provided engineers’ but everybody who reads it understands that the two points are linked.

In Section C of the exam paper, the ‘b’ sub-questions asks you to explain two reasons; each reason is therefore marked separately so you must give two reasons to get the maximum mark.

Example answer

The end of Roman rule can be said to have been a turning point in British public health because the country was overrun by Barbarian tribes. They were frightened of Roman towns and stone buildings so abandoned them and lived in villages of wooden huts. The Roman towns, including the public health facilities likes baths, aqueducts, water pipes, toilets and sewers fell into ruin, which meant that the tribes of Saxons, who now ruled Britain, lived in unhygienic conditions with no piped water or sewage disposal. Therefore the turning point was the change from a good Roman public health system to no public health system.
However, we can also argue that the end of Roman rule in Britain was not a turning point for the development of public health. A turning point means when things are never the same again. This is not true in the case of public health, for although the public health system did get worse when the Romans left, it improved again many centuries later in the late nineteenth century. This was because of the 1872 Public Health Act; this ensured that public health returned to a quality that equalled and then became even better than Roman standards. This was because of the legal requirement for councils to provide running water to houses, flushable toilets and connections to main sewers. The law had also been prompted by the great cholera outbreaks of 1832 and the fact that working men could now vote and wanted to live in better conditions.

Overall, the end of Roman rule was not a turning point in the development of public health. However, it did lead to a long period of regression (when the public health system became worse) before progress was made again at a later period, when the government of Britain realised that public health was an important issue.

Commentary
To achieve the highest marks your answer needs to be balanced – it should present arguments that agree and disagree with the question. It then also requires a supported judgement to be made. The answer above shows how to achieve this. The first paragraph supports the idea that the end of Roman rule was a turning point; it is a developed explanation supported by own knowledge. The second paragraph disagrees with the idea that the end of Roman rule in Britain was a turning point for the development of public health; this is also a developed explanation and is supported by own knowledge. The third paragraph provides the overall judgement supported by the reason why progress in public health was made again.

This question carries a maximum of 12 marks; heavily weighted questions such as this one need longer answers which include development and own knowledge.

In Section C of the exam paper, the ‘c’ sub-questions are usually concerned with knowledge and understanding. The questions can take a variety of forms but you can’t go wrong if you remember to use own knowledge, development, balance and a supported judgement.

Question 5(a) What can you learn from Source H about the problems of public health in the Middle Ages? Explain your answer using Source H and your own knowledge.

(5 marks)

Example answer
Source H shows that York was smelly and the streets were very dirty. It tells us that King Edward III ordered that the streets were to be cleaned up. It doesn’t tell us that conditions were much the same in every town because there was no clean water supply so people got their water from wells that were often polluted or water sellers in the street. It doesn’t say how the streets were blocked – because of waste thrown out into the streets or simply dropped through holes in the floors of rooms overhanging the street.

Commentary
A simple way to get the highest marks is to make sure that you use information from the source (mention it by its letter, in this case Source H) and add two or more pieces of information from your own knowledge.
Question 5(b) Explain two ideas that people at the time thought were causes of the Black Death in the fourteenth century. (4+4 marks)

Example answers
Some people in the Middle Ages thought that the Black Death was caused because there was an evil conjunction of the stars and planets. This was because they believed in astrology and other supernatural causes of disease and so they tried to avoid illness with spells and predictions.

OR

Some people in the Middle Ages thought that the Black Death was caused as a punishment from God for people’s wickedness. This was because they were very religious. Because of this a group called the Flagellants roamed around beating themselves in public because they thought God would take away the Black Death if He saw that they were punishing themselves.

OR

Some people in the Middle Ages thought that the Black Death was caused by Jews poisoning the wells so they started to kill Jews. They thought that if they massacred the Jews then the poisoning would stop, although this was often an excuse to avoid paying back money they had borrowed from Jewish money-lenders.

Commentary
As in most of the questions, the highest marks require you to produce a developed answer. The first sample answer shows this clearly. The first idea is that there was an evil conjunction (connection) of the stars and planets. This leads on to the second idea which is that they believed in astrology and supernatural explanations for disease. Note how this first sample answer does not have a linking word between ‘stars and planets’ and ‘This was because’. Sometimes you don’t need to use a linking word but we can still see that there are two ideas in the answer. This also applies to the third sample answer, ‘they started to kill Jews’ doesn’t have a linking word with ‘They thought that if they massacred the Jews the poisoning would stop’ but everybody who reads it understands that the two ideas are linked.

Remember that in Section C, ‘b’. sub-questions ask you to explain two reasons each reason is therefore marked separately so you must give two reasons to get the maximum mark.

Question 5 (c) Why was public health in monasteries in the Middle Ages much better than in towns and cities? Explain your answer. (12 marks)

Example answer
There are a number of reasons why, in the Middle Ages, public health in monasteries was better than in the towns. The rules monks lived by stated that cleanliness was next to godliness so they had to wash daily in special buildings called lavers. Monasteries were wealthy so they could afford to build drains to carry away waste, for example at Tintern Abbey. They built toilets, called reredorters, either over rivers such as at Muchelney Abbey or over constantly-flowing channels of water like at Glastonbury Abbey. Monasteries also had hospitals for the sick called infirmaries.
However, although public health in monasteries was undoubtedly better than in towns, illness could be a big problem. One of the monks’ duties was to care for the sick. This meant that when an infectious disease like the Black Death struck, the monks were sometimes infected by their contact with the sick. As monasteries were closed societies the infection often spread very quickly among the monks so that their death rate from the Black Death was actually higher than for ordinary people.

Overall, the monasteries had better public health because they were better organized and richer than the Medieval towns. Like the Romans they thought cleanliness was important, they wanted to have cleanliness and they had the money and the will to achieve it.

Commentary
To achieve the highest marks the answer needs to explain why conditions in monasteries were so good. The first paragraph does this and the points are supported with relevant own knowledge. The answer also needs to be balanced and so the second paragraph compares the monasteries with other contexts – in this case the Black Death. The highest marks are awarded for answers which reach a clearly expressed, supported judgement, which is what the third paragraph provides.

This question carries a maximum of 12 marks, so such a heavily weighted question needs a longer answer with own knowledge and development.

In Section C, the ‘c’ sub-questions are concerned with knowledge and understanding. The questions can take a variety of forms but you can’t go wrong if you remember to use own knowledge, development, balance and a supported judgement.
The Examination Paper:

Edexcel Specification C

There are two written papers for this specification and Medicine is assessed in both papers, so ensure that you know exactly which questions you have to answer and what will be covered in each paper.

**Paper 1 (45%)**

Medicine is covered in Section B of this paper. You will be required to answer two questions: a compulsory source-based question set on the core content, and one out of three essay questions set on the core content and extension units. The essay questions will be supported by information designed to stimulate ideas.

**Paper 2 (30%)**

This paper will be an extended source-based investigation. There will be a series of connected questions based on a set of unseen sources. The area of enquiry for these sources will change each year and will come from within the overall study of medicine. You will have been taught the Nominated Topic in advance of the examination.

Details of the Nominated Topics for 2004 to 2007 are to be found on page 14 of the Specification.

They are:

- **2004:** public health; problems and approaches to their solution c1800-c1930.
- **2005:** Medicine and public health c1550-c1700
- **2006:** Key influences in the history of medicine and surgery c1750-c1900
- **2007:** Changes in approaches to treatment c1850-c2000

The front cover of the exam paper carries the instructions. Read them carefully to ensure that you do exactly what is required. Every year candidates lose time and marks by answering the wrong questions and missing out those that they needed to answer.

**Paper 1**

For this paper sample questions have been provided along with example answers and a commentary for each answer showing what was good about the answer and what might have been added to improve it.

Remember that you will be required to answer questions about your chosen Depth Study in Section A of this paper, therefore the Medicine questions start with Question 17.
1328/01
Option ...

Edexcel GCSE
History C
Schools History Project
Paper 1 Option ... and Medicine
Time: 2 hours

Materials required for examination
Answer Book (AB08) × 2

Items included with question papers
Sources booklet

Instructions to Candidates

Use separate books for Sections A & B. For each answer booklet write the title of the section you are answering. In both answer books write the name of the Examining Body (Edexcel), your centre number, candidate number, surname and initials, the paper reference and your signature in the boxes. The paper reference is shown above.

Remove the Sources Booklet from your question paper. Look through the question paper and the Sources Booklet to see how they relate to each other. You are advised to spend at least 15 minutes on reading.

Section A: Enquiry in Depth
Answer Question 5 and ONE other question from your chosen topic.

Section B: Study in Development
Answer Question 17 and ONE other question from your chosen topic.

Information for candidates

The marks for various parts of questions are shown in round brackets: e.g. (5). You will be awarded marks for accurate spelling, punctuation and grammar. This paper has 14 questions. All blank pages are indicated.

Advice to candidates

You are reminded of the importance of clear and orderly presentation in your answers.
Section B: Study in Development

Topic B1: Medicine

USE A SECOND ANSWER BOOKLET FOR THIS SECTION

Answer Question 17 and either Question 18 or 19 or 20.

17. (a) Study Sources 13,15 and 16.
    In what ways do these sources show changes in peoples’ beliefs about the causes of disease?
    Explain your answer.

(b) Use your own knowledge.
    In what ways did the Liberal Social Reforms (1906–1914) lead to improvements in peoples’ health?

(c) Study Sources 14 and 16.
    Choose either Chadwick or Fleming. How important was his contribution to the fight against infectious diseases? Explain your answer using the sources and your own knowledge.

B1 – MEDICINE

SOURCES 13 TO 16 FOR QUESTION 17

SOURCE 13:

A Trephined skull


Before the work of Edwin Chadwick politicians and the rich could argue that they had no real knowledge of the problems facing the poor. Chadwick’s Report gave detailed explanations and examples of the horrific conditions in which many poor people lived and forced the British government to take action. The 1848 Public Health Act was a direct result of Chadwick’s work.
Answer one of the following questions.

EITHER

Extension Unit 1: Medicine from the Ancient World to the present day

18. (a) Describe the key features of public health under the Romans. (7)

(b) ‘Religion continued to play a major role in medicine from the Ancient World to the end of the nineteenth century.’ Do you agree?
   Explain your answer using your own knowledge. You may use the list below to help you.
   - The use of embalming in Ancient Egypt
   - Asklepios and temple medicine in Ancient Greece
   - The Church’s ban on dissection in the Middle Ages
   - Religious objections to the introduction of anaesthetics in the nineteenth century. (8)

(Total: 15 marks)

OR

Extension Unit 2: Hospitals and Training, c.1350 to the present day

19. (a) Compare the role of women in hospital care in the Middle Ages and in the nineteenth century to show the main changes. (6)

(b) ‘The work of Elizabeth Garrett Anderson made it possible for women to enter the medical profession.’ Do you agree?
   Explain your answer using your own knowledge. (9)

(Total: 15 marks)

OR
Extension Unit 3: Changes in Surgery

20. (a) Choose two of the options below. Use each of them to explain how surgery developed as a result.

| Work of Paré | Work of Simpson | Work of Pasteur | Work of Lister |

(b) Why was the period after the discovery of anaesthetics known as the ‘Black Period’ in surgery?

(Total: 15 marks)

How to answer the questions

Question 17

17. (a) Study Sources 13, 15 and 16.

In what ways do these sources show changes in peoples’ beliefs about the causes of disease?

Explain your answer.

Example answer

The sources show a progression in peoples’ beliefs. The earliest source, Source 13 (showing the trephined skull) suggests that people at that time believed that illness was caused by the spirits and therefore they carried out an operation to cut a hole in the skull to release the spirits causing the illness. By the time of the Black Death in the fourteenth century (source 15) people had realised that disease was a natural part of life and had begun to look for natural explanations. They had not yet discovered that germs caused disease – this was discovered by Pasteur in the 1860s – so they were forced to make guesses. They had noticed that the disease was passed by contact with the sick but could not explain why. By the twentieth century people knew that germs caused disease and were trying to find ways of destroying these germs. Fleming’s discovery of penicillin was a major breakthrough in the conquest of disease.

Commentary

This answer is good because rather than just stating what each source shows, the student has tried to see a connection between the sources and has noticed a progression. The rest of the answer explains this progression. The student has made sure that they used all of the sources by actually referring to them all in the answer. The answer begins by stating that the sources show a progression about peoples’ beliefs; this shows that the student has understood the changes that are evident in the sources.

The answer is also good because the student has attempted to interpret the sources rather than simply taking information from them. Without this interpretation the answer would simply repeat what is being stated in the sources and the following example shows how not to answer this question: ‘Source 13 shows that Prehistoric people drilled holes in their heads to solve illness. Source 15 explains that they knew that the Black Death could be passed from person to person and Source 16 shows how Fleming discovered penicillin’. This type of answer makes no effort to link what the sources show.
Therefore, the key to success in this type of question is to make a link between the sources and interpret them.

17. (b) Use your own knowledge.

In what ways did the Liberal Social Reforms (1906 – 1914) lead to improvements in peoples’ health?

Example answer

The Liberals believed that in order to improve the health of the people the government needed to look at the conditions in which people lived, especially because people living on poor diets and without the means to pay for food or medicine could not be expected to be in good health. To do this they passed a series of Acts, such as the provision of school meals for poor children in 1906, medical inspections for school children in 1907, the introduction of Old Age Pensions in 1908 and the National Insurance Act in 1911. They also provided Labour Exchanges so that people could find jobs. Together these measures did a lot to make people healthier. The Labour Exchanges made it easier for people to find jobs and therefore earn a wage to buy food. Poor children could also get good food at school making them healthier and less likely to become ill. The National Insurance Act (1911) meant that working people could put money aside to pay for doctors when they were ill. Before this many people did not visit the doctor – no matter how ill they were – because they could not afford to. Together these acts did a great deal to improve the health of ordinary people in Britain.

Commentary

Always be absolutely sure that you read the question properly and make sure that you provide the information the question requires, rather than what you think it requires. This question asks you to consider the ways in which the Liberal Social Reforms led to improvements in public health and not just to describe what the Reforms actually did.

This student has stayed focused on the question, firstly by looking at why the Reforms were needed – because the way in which many people lived actually harmed their health. The question requires the use of own knowledge and the student has then shown this by giving the names and dates of the important acts. This is a good example of specific own knowledge being used effectively to answer the question. This enabled the student to then talk about how each of the acts helped to improve public health. Simply listing the acts together with their dates would not be enough because this would not actually answer the question fully.

17. (c) Study Sources 14 and 16.

Choose either Chadwick or Fleming. How important was his contribution to the fight against infectious diseases? Explain your answer using the sources and your own knowledge.

Example answer

Edwin Chadwick produced his report called A Report of the Sanitary Condition of the Labouring Population of Great Britain in 1842. The report was thoroughly researched and contained evidence from all over the country. The information that it contained appalled the wealthier classes who had previously been ignorant of the conditions
and convinced them that something had to be done, as Source 14 states. The result was the 1848 Public Health Act. Sadly the Act only led to limited improvements because towns did not have to establish local health boards, as recommended in the Act. 182 towns did establish the boards but the rest did not and in 1854 the Central Board of Health was closed down and Chadwick sacked. It was not until the 1867 Parliamentary Reform Act and Pasteur’s discovery of the Germ Theory that the government was again forced to act, leading to the creation of the 1875 Public Health Act. Therefore, Chadwick was important because he did make people aware of the conditions of the poor but his impact was very limited since the 1848 Act was not compulsory and many other factors led to further action.

Commentary

This question requires the use of sources and own knowledge, and these are clearly used in the answer. To ensure that the examiner knows that the source has been used the candidate has made specific reference to it. The question does not simply ask what Chadwick (or Fleming) did but requires a judgement to be made about how important that contribution was. This student has begun the answer by stating what Chadwick did and the impact of his work – the passing of the 1848 Public Health Act. The candidate has commented on Chadwick’s dismissal in 1854 and has then also made reference to the other factors which led to the creation of the 1875 Public Health Act.

This has set the scene for the student’s conclusion, which is well balanced because it comments on the fact that Chadwick made the rich people aware of the problems of the poor but that the resulting Act had very limited impact. Therefore the overall judgement is that although Chadwick did contribute to the fight against infectious diseases, his contribution had little effect. A little more could have been mentioned about the other factors leading to the 1875 Public Health Act, but this is still a good answer.

Extension Unit 1: Medicine from the Ancient World to the present day

18. (a) Describe the key features of public health under the Romans. (7)

Example answer

The Romans had an extensive public health provision. They believed that everyone had a right to clean water, drainage and baths. To achieve this they brought fresh water into their towns through aqueducts, like the Pont du Gard in Nimes, France. There were even aqueducts in this country, for example at Dorchester. The Romans also provided drains and public toilets to take waste away from the places where they lived. The toilets were communal and flushed with fresh water. Roman forts also had their own toilets like those at Housesteads fort on Hadrian’s Wall. The Romans provided public baths, such as those at Bath for everyone to use for very little money. There were different rooms like the cold room, warm room, hot room and cold plunge. Many Romans believed that Greek doctors were causing deaths in their attempts to continually develop new treatments.

Commentary

This answer is clearly focused and very well supported with precise own knowledge. The student has started by explaining what the Romans were trying to achieve with their public health facilities; then follows a description of the different types of public
Health facilities provided by the Romans and each one is supported with a clear example. The student could have added a little more to have made the point that the Romans placed great emphasis on public health because of their distrust of Greek doctors. Many Romans believed that Greek doctors were causing deaths in their attempts to continually develop new treatments.

Example answer
Religion has played an important role in medicine throughout the period from Ancient Greece to the present day but the role has changed from a positive to a more negative one. The Ancient Egyptians believed that when they died they passed to the afterlife and therefore it was important to preserve their bodies for the afterlife. Embalmers would remove the organs to preserve the bodies and during this process they learned a great deal about human anatomy, which was a great benefit to medicine. Many Greeks believed in Asklepios and attended temples dedicated to him, in order to be healed. These temples combined religious beliefs with a combination of good diet, rest and exercise, which again benefited medicine. As peoples’ knowledge and understanding of the cause and cure of disease increased religion began to impede progress rather than contribute to it, for example the ban on dissection in the Middle Ages meant that doctors still depended on the work of Claudius Galen because no one knew research had been carried out. Similarly when anaesthetics like chloroform were developed some religious leaders suggested that the Bible argued that pain – particularly in childbirth – was an important part of the process and it was not until Queen Victoria agreed to have chloroform in the birth of Prince Leopold that the use of anaesthetics became widely acceptable.

Commentary
In this answer the student has chosen to use all of the examples given in the question. This can be risky because there is a danger that the answer will not provide enough evidence of own knowledge. Providing additional examples to illustrate the answer is an easier way to demonstrate own knowledge. However, this student has shown sufficient use of own knowledge by providing a great deal of extra detail to illustrate each point, for example the reliance on the work of Galen because of the ban of dissection in the Middle Ages and the reference to Queen Victoria’s use of chloroform for the birth of Prince Leopold. The student has also pointed out that the role played by religion over this specific period has changed from a positive to a negative one; this shows good knowledge and understanding of the topic, making this a focused
and well-supported answer. However, the student has made one mistake in the opening sentence where the wrong period in time is mentioned; the exam question refers to the end of the nineteenth century but the answer wrongly refers to the present day. Because of the way the student has chosen to answer this question (by referring to all of the examples provided in the list) this error has not led to problems but it could easily have done so.

**Extension Unit 2: Hospitals and Training, c.1350 to the present day**

19. (a) Compare the role of women in hospital care in the Middle Ages and in the nineteenth century to show the main changes.

(6)

**Example answer**

Women played a very small role in medicine in the Middle Ages. There were few hospitals and it was regarded as inappropriate for women to be involved in anything but the most menial tasks. Nuns saw it as their duty to look after the sick (from which we get the title ‘sister’ still in use today) and other women were restricted to being midwives, although the textbooks they used were written by men and there were male doctors on hand to take over if needed. Things had not changed much by the nineteenth century until the work of Florence Nightingale. During the Crimean War Nightingale worked hard to cleanse the hospitals and change the attitudes of men towards women nurses. When the war ended Nightingale returned to Britain and set up a College for training nurses, which showed just how far attitudes to women in hospital care had changed.

**Commentary**

This answer starts well with a clear statement about what women were able to do and why their roles were so limited. This is supported with precise and relevant facts. The candidate then makes the point that little had changed by the nineteenth century until the time of Florence Nightingale. However the information about Nightingale is less accurate but it is still relevant. The reference to the Crimean War is acceptable although dates would be useful. The student does not provide enough information about what Nightingale exactly did and the effects of her work. There is reference to the Nursing College Nightingale set up but no real evaluation of the changes it made. This answer starts well but does not finish with enough detail. More information about Nightingale and the role of women nineteenth century hospital care would be needed to gain maximum marks.

19. (b) ‘The work of Elizabeth Garrett Anderson made it possible for women to enter the medical profession.’ Do you agree? Explain your answer using your own knowledge.

(9)

**Example answer**

Elizabeth Garrett Anderson wanted to become Britain’s first female doctor but found it very difficult to get admitted to any university. She tried to attend courses for male doctors but was refused and then had to take her exams through the Society of
Apothecaries instead. She eventually obtained a degree through the University of Paris and in 1883 ran the London School of Medicine for Women and a women’s hospital. The London School of Medicine for Women did make it easier for women to become doctors but Sophia Jex-Blake actually campaigned to Parliament when she was refused education as a doctor. Also, in 1875 a law was passed allowing women to get degrees so in many ways Jex-Blake was more important in getting women into medicine than Garrett Anderson.

Commentary
It is often easy to misinterpret questions like these. In this case the question could be interpreted as an opportunity to describe the process by which Garrett Anderson entered the medical profession, ignoring the specific requirements of the question to consider whether her work actually made it possible for women to enter the medical profession. The answer starts with a good introductory statement but the student then describes Garrett Anderson’s struggle for recognition without further comment or analysis. The answer notes that Garrett Anderson ‘ran’ the London School of Medicine for Women but does not comment on her role in setting it up or the impact that it might have had on women’s training. Although it is implied that Garrett Anderson was influential this is not obvious. The reference to Sophia Jex-Blake is valid and is used effectively but not enough information is provided about her. There is also no clear link made between Jex-Blake’s appeal to Parliament and the legislation passed in 1875. Overall, this answer starts off well; it is also good because of the reference to another individual (Jex Blake) to illustrate the belief that Garrett Anderson was not necessarily the main reason for women being admitted to medicine. But there is a lack of focus and analysis in the rest of the answer, and this reduces the effect and validity of the argument.

Extension Unit 3: Changes in Surgery

20. (a) Choose two of the options below. Use each of them to explain how surgery developed as a result.

<table>
<thead>
<tr>
<th>Work of Paré</th>
<th>Work of Simpson</th>
<th>Work of Pasteur</th>
<th>Work of Lister</th>
</tr>
</thead>
</table>

Example answer
The work of Louis Pasteur was very important to the development of surgery although he was a chemist, not a surgeon. Pasteur discovered that germs caused infection (The Germ Theory) and this allowed Robert Koch to identify some of the germs that caused specific diseases. This provided the explanation for why so many patients died after apparently routine and successful surgery. Once this was known people could start to look for ways of killing the germs and therefore preventing infection. This led to the work of Lister. Lister had heard that carbolic acid was being used in the sewers of Carlisle to kill the smell and reduce the number of microorganisms. He reasoned that since the smell of a sewer was very similar to the smell of an operating theatre the same principle would work and therefore introduced the carbolic spray into his operating theatres. A thin mist of weak carbolic acid was sprayed over the patient, the area of the operation and the surgeon’s hands. Although many doctors objected to the inconvenience of the carbolic spray the death rates from surgery plummeted allowing more complex operations to be performed.
Commentary

By repeating part of the question in the introductory sentence of this answer the candidate has remained focused on the demands of the question throughout. The work of Pasteur is accurately described and the developments arising from the Germ Theory clearly related to the development of surgery. This is then linked effectively to the work of Lister who introduced the first practical antiseptic in the operating theatres. Not only is the development accurately described but a comment is also made about the impact that the carbolic spray had on the further development of surgery. A well structured and focused answer.

Example answer

The development of an effective anaesthetic – chloroform – by James Simpson meant that surgeons were able to take much longer over operations than they ever had before. Previously patients would go to the surgeon with the reputation for being the fastest but anaesthetics gave them the opportunity to take longer and probe further into the body. As a result surgeons were beginning to undertake much longer and more complex operations which meant that the body was open to the air for much longer but surgeons remained ignorant of the need for cleanliness. As a result a huge number of patients died of ‘hospital fever’. The mortality rates for some types of operation were as high as 90% and remained so until the introduction of antiseptics. The period between the introduction of anaesthetics and the introduction of antiseptics is known as the ‘Black Period’ because so many operations were carried out which should not have been and so many patients died as result.

Commentary

Questions beginning with the word ‘why’ require an explanation but are often misinterpreted as ‘describe’, so instead of analyzing the reasons for the Black Period the answer instead becomes an account of it. By using terms like ‘As a result...’ this answer has avoided becoming too descriptive and has correctly remained analytical, giving explanations for why the period after the discovery of anaesthetics was known as the Black Period. If you find yourself using terms like ‘and then...’ you are probably telling a story rather than explaining the reasons for something. This analytical approach, together with a summary at the end, means that the answer remains clearly focused and gives a precise explanation of the term ‘Why’.
Paper 2
Because the nominated topic for this paper changes every year it is impossible to provide a valid mock examination. However, although the focus changes annually the actual nature of the questions will not change substantially. Where changes are likely to occur they should be flagged up in the Chief Examiner’s Report annually.

1328/02A
Edexcel GCSE
History C
Schools History Project
Paper 2A – Medicine
Date ..........
Time: 1 hour 45 minutes

Materials required for examination
Answer Book (AB16)

Items included with question papers
Sources booklet

Instructions to Candidates
In the boxes on the answer book, write the name of the Examining Body (Edexcel), your centre number, candidate number, surname and initials, the paper reference and your signature. The paper reference is shown above.
Answer ALL the questions.
Write your answers in the answer book. Additional answer sheets may be used.

Information for candidates
The marks for various parts of questions are shown in round brackets: e.g. (6).
You will be awarded marks for accurate spelling, punctuation and grammar.
This paper has 8 questions. All blank pages are indicated.

Advice to candidates
You are reminded of the importance of clear and orderly presentation in your answers.
Typical questions

1. Study Sources X and Y.
   What can you learn from these two sources about ............? (6)

2. Study Sources X and Y.
   Do you think that we can rely on .........? Explain your answer using Sources X and Y. (7)

3. Study Source V and use your own knowledge.
   Explain why .................... (8)

4. Study Source T.
   How did the author of source T get their message across? (6)

5. Study Source U and your own knowledge.
   Explain how ...............? (7)

6. Study Sources R and S.
   Compare the usefulness of these two sources to a historian studying........ (8)

7. Study Sources X and T.
   Do these sources suggest that......................? Explain your answer, using sources X and T. (7)

8. Study Sources R and S and use your own knowledge.
   Do you agree that...............................? Explain your answer, using sources R and S and your own knowledge. You may also use any other sources you find helpful. (11)

How to answer the questions

Own knowledge is anything you include in your answer which is not taken from the sources provided. This can be undeveloped (for example, ‘Simpson discovered anaesthetics’) or developed (for example, ‘Simpson discovered the anaesthetic properties of chloroform in 1847’).

1. Study Sources X and Y.
   What can you learn from these two sources about ............? (6)

Commentary

The temptation with questions like this is to simply take a few details from the sources (or worse from just one of them) and assume that that will provide the answer. However, to gain the highest marks you will need to use both of the sources together to interpret them both. To do this you need to form an opinion about the subject of the question. Are they both positive or negative sources? For example, you could say ‘the sources show that ........was a good thing because they show that.......’ or alternatively ‘the sources suggest that this was not really progress because…….’ Develop your answers and make an inference from the sources to get the highest marks.
Commentary

Questions like this may be phrased in lots of different ways. For example, they could ask you to compare the value of two sources. In all cases however, you are being asked to evaluate the sources. Be sure that you know exactly what is being asked of you. You are not being asked to compare what the sources say but how useful and/or reliable that information might be. If you are asked whether or not you can rely on the information in the sources, the question is really asking if you can trust the sources. You need to make a judgement about both sources, taking into consideration such things as who produced the sources, when they were produced, why they were produced and for what audience they are aimed at. For the top marks, each point that you make needs to be supported by referring to the content of the sources.

2. Study Sources X and Y.
Do you think that we can rely on ……….? Explain your answer using Sources X and Y. (7)

Commentary

For this type of question, you need to be aware of the difference between a description and an explanation. An explanation requires you to say how or why something happens and not simply what happens (which is a description!). You also need to use your own knowledge to support your answer and if you do not, this will mean that you cannot gain more than half of the available marks. You need to combine information from the source with facts from your own knowledge in your explanation. If you are asked to explain how something contributed to a discovery or development then you will also need to make a judgement on how important that particular thing was, for example, ‘the experiment in source V was very important in the development of…because it helped the scientists to overcome the problems of…… and without this they would have been unable to …’.

3. Study Source V and use your own knowledge.
Explain why ………………. (8)

Commentary

This question is asking you to look at the way that the source has been written or drawn in order to understand what techniques the author has used to put over their message. If the source is a picture, this might be through the way in which it has been drawn – often dark and sinister images show negative messages and so on. In a written source the author’s message might be communicated through the language that they have used. Remember that the question is asking you to consider the ways in which the author has got their message across and not what the message is. Do not get distracted by trying to explain what the message is!

4. Study Source T.
How did the author of Source T get their message across? (6)
Commentary
This type of question is very similar to question 3 (above) except that the emphasis is on how and not why. It still requires an explanation rather than a description and again the answer will need to be supported with your own knowledge. Remember that each point you make using information from the source should be supported with a piece of your own knowledge, for example a date, name or other detail which is not provided in the source itself.

6. Study Sources R and S.
   Compare the usefulness of these two sources to a historian studying…….  (8)

Commentary
The above question is asking you to compare the usefulness of two sources, however this type of question may also alternatively be written so that it asks you to comment on the ways in which the two sources may differ on a point. When answering this type of question do not simply compare or contrast what the sources say. Usually, the sources will agree on some points and differ on others. If comparing the usefulness of the sources you will need to consider how the information in them might be used and what this might reveal.

If you are comparing the differences between the sources you need to consider why those differences might have occurred. Remember that you are being asked to compare so make sure that you do not treat the sources as completely independent. A weak answer might suggest that ‘Source R is useful because it tells us that…and Source S is useful because it tells us that…….’ In this type of answer there is no comparison. Instead, a better answer might suggest that ‘Both Sources R and S are useful to show that……. however Source S also states that…….which is not shown in Source R. Therefore Source S is more useful to someone trying to find out what happened.’

7. Study Sources X and T.
   Do these sources suggest that………….? Explain your answer, using Sources X and T.  (7)

Commentary
Questions like this are asking you to evaluate an interpretation. The question sets up a statement or view (for example, that without Andreas Vesalius the study of anatomy would still be dependent on the writings of Claudius Galen) and asks you to state whether or not that is a true interpretation of what the sources have said. In most cases the sources will support the interpretation in some ways but other aspects of the sources will differ. You will need to consider what the sources say but also what they might not say. A source about Fleming’s role in the development of penicillin may be accurate to a point but will hardly be fair if it does not also acknowledge the work done by Florey and Chain for example. Therefore, the best answers will also point out
important information that the sources do not mention. Better answers will also consider the tone of the sources as well as the content.

8. Study Sources R and S and use your own knowledge.
   Do you agree that…………………………..? Explain your answer, using Sources R and S and your own knowledge. You may also use any other sources you find helpful. (11)

Commentary
This question carries the largest number of marks and therefore requires the most from you. You have to use the sources to find information that agrees or disagrees with the interpretation set out in the question, but you also have to use your own knowledge to support the points you are making in your answer. You then have to use the information from the sources and your own knowledge to reach a judgement about whether you agree or disagree with the interpretation.

Such questions may ask you whether or not you agree that an individual might have played a major or minor role in a certain development. For example the question might ask ‘Do you agree that the work of Louis Pasteur was the single greatest contribution in the battle against infectious diseases?’ The interpretation (within the question) will always have some type of value attached (for example, ‘greatest contribution’, ‘most important factor’, ‘little effect’ and so on) and it is important that you make a judgement about the extent to which you agree or disagree with that value. The easiest way to do this, while also including your own knowledge, is to consider other relevant factors or individuals. For example, if the question is about the importance of Pasteur in the fight against infectious diseases it would be important to also consider the role played by Robert Koch. You might then decide that although Pasteur discovered the Germ Theory it was Koch who applied the Theory to the fight against specific diseases and therefore made the breakthrough necessary for Pasteur to discover vaccines. You might then argue that they are both as important as one another. Either way you have made a judgement and used your own knowledge.
The Examination Paper:

OCR Specification A

There are two written papers for this specification. The front cover of the exam paper carries the instructions. Read it carefully to ensure that you do exactly what is required. Every year candidates lose time and marks by answering the wrong questions and missing out those that they needed to answer.

PAPER 1

This paper is from Section A. Question 1 is always a compulsory source-based question with a range of sources covering a broad time-span. The questions will not specifically ask you to evaluate the individual sources but this will be expected as part of your use of the sources. The paper guidance suggests ‘some of the questions require you to use sources. Where this is the case, you will need to use your knowledge of the topic to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you can also use any of the others sources within the question if they are relevant’.

The sources used, and the focus of the questions, will change annually but the type of questions will remain much the same.

Oxford Cambridge and RSA Examinations
General Certificate of Secondary Education

HISTORY A (SCHOOLS HISTORY PROJECT) 1935/xx

PAPER 1 (DEVELOPMENT STUDY WITH ………………)

Additional materials
Answer booklet

TIME 2 hours

INSTRUCTIONS TO CANDIDATES

• Write your name, Centre Number and Candidate Number on the answer booklet provided.
• This paper consists of two sections.
  In **Section A**, you must choose one of these options:
  **EITHER (a) Medicine Through Time (Pages 2-7)**;
  **OR (b) Crime and Punishment Through Time (Pages 8-12)**

Then answer **Question 1** and **one** other question from **that** option.

In **Section B**, answer **Question 1** and **one** other question.
• Write your answers, in blue or black ink, in the answer booklet provided.
• Read each question carefully and make sure that you know what to do before starting your answer.

INFORMATION FOR CANDIDATES

• The number of marks is given in brackets at the end of each question or part question
• The total number of marks for the paper is 75.
• You will be awarded marks for the Quality of Written Communication in part (c) of the following questions: Development Study, questions 2, 3 and 4; Depth Study, questions 2 and 3.
Example sources and exam questions

SOURCE A

A surgeon treating gunshot wounds in the sixteenth century.

SOURCE B

A cartoon showing an operation taking place in 1793

SOURCE C

An operation taking place in the 1880s
1. Study Sources A and C.
   What do these sources tell you about how surgical methods had changed?
   Use the sources and your own knowledge to explain your answer. [4]

2. Study Source B.
   What do you think the cartoonist thinks about surgeons and surgery?
   Use the source and your own knowledge to explain your answer. [5]

3. Study Sources C and D.
   Do these sources fully explain how surgery had improved since 1800?
   Use the sources and your own knowledge to explain your answer. [6]

How to answer the questions

Own knowledge is anything you include in your answer which is not taken from the sources provided. This can be undeveloped (for example, ‘Simpson discovered anaesthetics’) or developed (for example, ‘Simpson discovered the anaesthetic properties of chloroform in 1847’).

Example answer

Source A shows that the operation was carried out on the patient without any anaesthetic. The surgeon did not attempt to go into the body but was simply concerned with stopping the bleeding. By the 1880s the surgeons felt able to investigate inside the body. They had been able to anaesthetise the patient with chloroform and had begun to look into the problems of infection by using the antiseptic spray (which is shown in the foreground of the picture – Source C). This spray was first used by Lister who had noticed that the smell of an operating theatre was similar to the smell of a sewer. In the Carlisle sewage works they used carbolic
acid to kill the bacteria and reduce the smell so Lister introduced its use into the operating theatre as well.

Commentary
It is always important to ensure that you do exactly what the questions ask. Here the question asks for the use of the sources and own knowledge. In this answer the student has made reference to the sources making clear that they have been used. The student has also supported certain points with detail from their own knowledge. Although the caption doesn’t mention it, the source actually shows one of Lister’s operations. The candidate has not mentioned this specifically but has made the connection and given lots of detail to support this. It never does any harm to use phrases like ‘as the source shows…’ or ‘from my own knowledge I know that…’.

Example answer
The cartoonist has drawn the figures in a way which suggests that he does not like them much. They are almost all large and fat suggesting that they are rich and eat too much. The patient looks as if he is in a lot of pain but the people with the surgeon seem to be watching him or holding him rather than trying to do anything to help him. The surgeon himself has climbed onto the patient and is trying to cut off his leg with a large saw. The surgeon does not appear to worry about his tools and how clean they are because they are thrown together in a bag under the patient’s leg. This is because the Germ Theory had not been discovered therefore surgeons did not realise the need for cleanliness. These images suggest that the cartoonist is trying to show the surgeons as uncaring.

Commentary
The danger with questions like this is the temptation to answer the question by describing what the artist has drawn rather than what that might say about what the artist feels about the subject. In this answer the candidate has made a good effort to stay focused on what the question is asking. The first sentence makes the statement that ‘The cartoonist has drawn the figures in a way which suggests that he does not like them much.’ The candidate then goes on to develop this point by looking at specific parts of the picture – the way the figures are portrayed and the position of the surgeon’s tools. The final sentence again makes the point that the surgeons are shown to be ‘uncaring’. The one weakness with this answer is the lack of own knowledge. The only example is the reference to the Germ Theory and while this is specific more should have been added about it.

Example answer
Source C shows a surgeon using the carbolic acid spray (designed by Joseph Lister) to kill germs on the surgeon’s hands, tools and on the actual patient. The patient is also
anaesthetised showing the development of chloroform by James Simpson. Source D shows a modern operation. There is no antiseptic spray because surgery during this period has changed from antiseptic to aseptic although this is not made clear in the sources. The sources also do not mention the breakthrough in blood loss. In the 1880s when source C was produced there was no way to stop a patient bleeding to death. This breakthrough was made in 1900 when the different blood groups were identified. In 1914 it was also discovered that adding sodium citrate to blood stopped it from clotting so blood transfusions were possible. The surgeons in Source C are not wearing gloves yet those in Source D are – this was due to the work of William Halsted, who first introduced them. These sources show many of the reasons why surgery had improved but not all of them.

Commentary
This answer avoids the trap of simply describing what the sources show and clearly refers to both the sources and the candidate’s own knowledge. The answer is specific about what each source shows and the examples of own knowledge are precise (giving dates and names) and clearly related to the question. The concluding sentence summarises the answer – ‘the sources show many of the reasons why surgery had improved but not all of them’. The reference to blood loss is a clear example of something not shown in the sources. The use of rubber gloves links with the transition from antiseptic to aseptic surgery although this link is not specifically made in the answer.

Questions 2 to 4:
Choose ONE of the following three questions. You MUST answer all parts of the question which you choose.
Remember that you should always explain your answer as fully as possible and support it with specific detail.

The guidance given on the paper is very specific and important. All questions require an explanation and you will be unable to achieve high marks without supporting the answer with very precise own knowledge.

The focus of the questions can be drawn from any of the content studied but the format of the questions – and the demands of each sub-question – will be the same whichever question you choose. The number of marks available for each sub-question gives you a clue to what the question demands.

There are three sub-questions (parts) to each question. Each has a different number of marks available according to what is required.

• The 5 mark question requires you to explain how or why something happened. For example to explain how the Egyptian ‘New’ Theory explained illness or why a particular individual (or their contribution) was important to the development of medicine, such as explaining why Pasteur, or his Germ Theory, was so important to the development of medicine;

• The 7 mark question requires you to explain why something happened, for example asking you to explain whether Simpson’s ideas about the use of chloroform were welcomed by everyone. To answer this question successfully you would need to look at both sides – some people (like women in childbirth and even Queen Victoria) did welcome its introduction whereas others (like the military and the church) did not. If the question asked you to explain why the Greeks made more progress in medicine than the Egyptians you would need to explain the contributions of both and then consider the reasons why.
The 8 mark question requires you to make a judgment either between two given things or between one given factor and others that you need to think about yourself. For example, you might be asked to explain who made the bigger contribution to the development of medicine – Louis Pasteur or Robert Koch? To answer this you would need to consider what each one did and then evaluate the importance of their work to reach a conclusion. On the other hand you might be asked whether luck was the most important factor in Fleming’s discovery of penicillin. To answer this you would have to explain the importance of luck and then consider the other factors that were also involved – for example science and technology. Having explained the role that each played you would need to make a judgment as to whether luck was more important than the other factors.
**INSTRUCTIONS TO CANDIDATES**

• Write your name, Centre Number and Candidate Number in the spaces on the answer booklet.

• Study the Background Information and the Sources carefully. You are advised to spend at least 10 minutes doing this. Be clear about what you are expected to do and which questions you have to answer.

  Answer all questions.

• Write your answers in blue or black ink in the answer book provided.

• Read each question carefully and make sure that you know what to do before starting your answer.

**INFORMATION FOR CANDIDATES**

• The number of marks is given in brackets at the end of each question or part question.

• The total number of marks for the paper is 50.

The paper begins with specific guidance (shown below) about how to answer the questions. This information is very important and you will lose marks if you choose not to follow the guidance provided.

Study the background information and all the sources carefully. You are advised to spend at least ten minutes doing this and then answer ALL the questions.

In answering the questions, you will need to use your knowledge of the topic to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you can also use any of the other sources if they are relevant.

The topic for this paper will change each year. You will be given a little background information. This is not a source but the information is important and should be read along with the sources and anything relevant may be used when answering individual questions.

There will generally be six sources – a mixture of written and illustrative. Remember that the information given about the sources (written in smaller font underneath the source box) is as important as the source itself since it will give you a context for the source – telling you who wrote or produced it, when it was produced and explaining any unusual terms or captions.

Although the sources will change each year the nature of the questions will not change substantially (although they will not be exactly the same). The types of questions you might get will include:
How to answer the questions

• **Why do you think…?**
  Use your knowledge to help answer this question.

• **Do you think these sources give an accurate interpretation of…?**
  Explain your answer. Use your knowledge to help answer this question.

• **‘The source shows that…’**
  Explain whether you agree with this statement. Use your knowledge to help answer this question.

• **This source is obviously biased. Does that mean that the source is of no use to a historian?**
  Explain whether you agree with this statement. Use your knowledge to help answer this question.

• **Do these two sources agree that…?**
  Explain your answer.

• **Study all the sources.**
  ‘You will be given a potentially controversial statement’
  How far do these sources support this interpretation? Explain your answer using the sources and your own knowledge.

Commentary

This question is asking you to use evidence from the source to explain a point. You are being asked to interpret the source and show that you are able to understand what it is saying and then select information from the source to answer a specific question. You are also asked to support your explanation with information from your own knowledge. It is therefore a useful guide to try to back up every point taken from the source with something from your own knowledge. You may refer to any of the other sources if they are relevant.

• **Do you think these sources give an accurate interpretation of…?**
  Explain your answer. Use your knowledge to help answer this question.

Commentary

Questions like this require you to consider both the contents of the sources and where they came from and who produced them. You will need to see what evidence there is in the sources to support the interpretation but you will also need to consider whether the information in the sources is reliable. This may depend on who wrote or produced the source, also when and why it was produced. Did the author have any obvious bias and if so why? You may use information from any of the other sources if they help you to make your point effectively.
Commentary
The best answers to this kind of question review the evidence which agrees and disagrees in order to reach a balanced judgment. Often, the examiners will choose to focus on a source which gives a particular view expecting you to use your own knowledge to challenge that view. Usually there will be some truth in the source but it will only give part of the story. It is important to identify the parts of the source you agree with (and why) as well as using specific own knowledge to explain which parts you disagree with or feel that the source does not mention. You may refer to any of the other sources if they help you to answer the question.

Commentary
It is almost impossible for anyone to be completely unbiased – even historians will be biased according to the evidence they have available to them. The source will have a clear bias and you need to show that you understand the ways in which this bias might influence the usefulness of the source. The source will still be useful in many ways, for example it can be used to show the views of the author and perhaps the audience it was produced for. You will need to use your own knowledge to help explain your answer.

Commentary
It is often tempting to answer this type of question either by agreeing or disagreeing with the focus of the question. In reality the sources will tend to agree in parts but disagree in other areas. It is important to produce a balanced answer to this question, you should identify those areas which agree and disagree in order to reach a judgment. It may be that the sources appear to either agree or disagree but in reality are focusing on two different things, if that is the case then it is appropriate to say that the sources cannot agree or disagree because they are talking about different things. You can also refer to any of the other sources if they help you answer the question.

Commentary
• ‘The source shows that…’
  Explain whether you agree with this statement. Use your knowledge to help answer this question.

• ‘This source is obviously biased. Does that mean that the source is of no use to a historian?’
  Explain whether you agree with this statement. Use your knowledge to help answer this question.

• Do these two sources agree that…?
  Explain your answer.

• Study all the sources.
  ‘You will be given a potentially controversial statement’
  How far do these sources support this interpretation? Explain your answer using the sources and your own knowledge.
Commentary
The phrase ‘how far’ tells you that you need to produce a balanced answer. To do this you will have to consider the content of all of the sources (remember to mention them by their letters rather than by vague references); evaluate the individual sources and support your points with own knowledge. When you have reviewed the evidence you must reach a conclusion. As with the previous question (above) the statement you will be given will be valid and can be supported by the sources, but the best answers will recognize that there are other perspectives as well – this is where own knowledge is useful.