

Contents

1 Selecting key features		5 Selecting and using supporting evidence	
Get started	1	Get started	41
Injuries and treatment on the Western Front	3	Medicine and the government c1800–present	43
1 How do I identify a feature?	5	1 How do I select information to answer the question?	45
2 How do I select supporting detail?	6	2 How do I ensure that information is relevant to the concept focus?	46
3 How do I ensure I do not include too much supporting detail?	7	3 How do I use my own information?	47
Sample response	8	Sample response	48
Your turn!	9	Your turn!	49
Review your skills	10	Review your skills	50
2 Source provenance, usefulness and reliability		6 Analysing causation	
Get started	11	Get started	51
Medical treatment on the frontline	13	Medicine in medieval England	53
1 How do I select criteria for evaluating a source?	15	1 How do I build a causal argument?	55
2 How do I evaluate the usefulness of a source for a specific enquiry?	16	2 How do I support my causal argument with my own knowledge?	56
3 How do I evaluate the usefulness of a source from what I already know?	17	3 How do I link my causal argument back to the question?	57
Sample response	18	Sample response	58
Your turn!	19	Your turn!	59
Review your skills	20	Review your skills	60
3 Source enquiry		7 Understanding change and continuity	
Get started	21	Get started	61
The trenches, transport and treatment on the Western Front	23	Spreading ideas and preventing disease	63
1 How do I decide on a source enquiry?	25	1 How do I identify change?	65
2 How do I plan a source enquiry?	26	2 How do I evaluate whether something is a turning point?	66
3 How can I ensure my source supports the question?	27	3 How can I evaluate the extent of change?	67
Sample response	28	Sample response	68
Your turn!	29	Your turn!	69
Review your skills	30	Review your skills	70
4 Answering relevantly		8 Making a judgement	
Get started	31	Get started	71
Surgery and approaches to the prevention of disease	33	Diagnosis and anatomy	73
1 How do I read the question?	35	1 How do I organise information to reach a judgement?	75
2 How do I select relevant information?	36	2 How do I deal with conflicting evidence?	76
3 How do I plan my answer to ensure it answers the question?	37	3 How do I make a convincing judgement?	77
Sample response	38	Sample response	78
Your turn!	39	Your turn!	79
Review your skills	40	Review your skills	80
		Answers	81

5 Selecting and using supporting evidence

This unit will help you to select and use information precisely in answers focused on causation. The skills you will build are to:

- select information about different aspects of the topic in the question
- check that the information selected can be focused on the concept in the question
- use your own information to show understanding of the characteristics of the period in the question.

In the exam, you need to select and use information precisely. This helps to demonstrate that you have a wide-ranging knowledge of the topic from which you can pick and choose. This unit will help you to prepare your own response to this type of question.

Exam-style question

Explain why there were changes in the quality of hospital care during the period c1900 to the present day.

You may use the following in your answer:

- high-tech medical treatment
- the NHS

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

(12 marks)

Exam-style question

Explain why government involvement in the prevention of disease changed quickly during the period c1800–c1900.

You may use the following in your answer:

- smallpox vaccination
- cholera epidemics

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

(12 marks)

The three key questions in the **skills boosts** will help you to improve your ability to select and use information.

1

How do I select information to answer the question?

2

How do I ensure that information is relevant to the concept focus?

3

How do I use my own information?

To write a strong answer, you need to demonstrate wide-ranging knowledge and understanding. The information you select should be as specific as possible.

- 1 Link  the general information about government involvement in the prevention of disease between c1800 and c1900 to specific information.

General information

- A There was a serious smallpox epidemic in the 1800s.
- B The government made people have the vaccine.
- C Some doctors had the job of vaccinating the public.
- D Lots of powerful people and groups resisted the smallpox vaccination.
- E New sewers were built in London.
- F The government passed a law to clean up the water supply.
- G An expert advised the government on the prevention of cholera.

Specific information

- a John Snow spoke to a parliamentary committee about the cause of cholera.
- b Between 1837 and 1840, a smallpox epidemic killed 35,000 people.
- c The Public Health Act of 1875 was passed to provide clean water and sanitation.
- d Public vaccinators were appointed in 1871.
- e In 1852, the government passed a law making the vaccination compulsory.
- f The Royal Society and Church spoke out against the smallpox vaccine.
- g A new sewer system for London was designed by Joseph Bazalgette.

- 2 Identify some examples of specific information from 1 and write them  in the table below.

A date: a year that an event, development or individual action took place in.	
An individual or group: a named person, group or institution.	
A named development: a new idea, discovery or law.	
A statistic: a number of deaths, those treated or the cost of something.	

- 3 The student answer below has used general information, explaining why government involvement changed quickly. Using specific information shows more knowledge and understanding. Cross out  any general information and replace  it with specific information.

One reason government involvement changed quickly was that there were now actions the government could take to stop disease. There had been some serious epidemics in the 19th century. Some could have been prevented by new vaccinations. This led to rapid change because the government could give its support to vaccination programmes.

Medicine and the government c1800–present

This unit uses the theme of medicine and the role of the government to build your skills in selecting and using supporting evidence. If you need to review your knowledge of this theme, work through these pages.

- 1 Draw  lines to link the events or developments below to their impact on beliefs about the causes of disease or illness.

Event/development

Impact on beliefs

A John Snow proved that cholera was waterborne in 1854–55.

B The rise in the number of skin cancer cases in the late 20th century.

C In 1950, the British Medical Research Council proved the link between smoking and lung cancer.

D Pasteur began work on germ theory in 1861, publishing his ideas in 1878.

a People rejected the idea of miasma and spontaneous generation.

b People accepted that lifestyle factors could increase the risk of developing illness.

- 2 Were the impacts on beliefs above gradual or rapid changes? Explain why. 

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- 3 Tick  whether these statements about advances in diagnosis and medicine are true or false. Cross out  and correct  the false statements.

true false

a Blood tests, the ability to measure blood pressure and blood sugar monitors were all developed in the 20th century.

b MRI scans use magnets, CT scans use sound and ultrasound scans use advanced X-rays to build up a picture of the body.

c Salvarsan 606 was discovered by Hata, Prontosil by Domagk and M&B 693 by British scientists.

d Streptomycin was the first true antibiotic because it was created using microorganisms.

e Florey and Chain developed penicillin into a usable treatment in 1940.

f The provision of drugs was improved in the 19th century through mass production of pills, hypodermic needles and the use of insulin pumps.

Remember this?

4 Decide whether each of the following is a method of prevention or treatment for disease and illness. Write  P or T in each box.

- a The ban on tobacco advertising in 2005.
- b The use of X-rays in radiotherapy during the 20th century.
- c Machines to replace the functions of the kidney or heart used during the 20th and 21st centuries.
- d The second Public Health Act in 1875, improving water supply and drainage.
- e The use of microsurgery techniques in kidney transplants (1956) and liver and heart transplants (1967).
- f The use of robots during brain surgery in the 20th and 21st centuries.
- g The Clean Air Acts of 1956 and 1968 in response to London smog.
- h The provision of chemotherapy drug treatments for lung cancer patients.
- i The Change4Life campaign in the early 21st century to encourage healthy eating and exercise.
- j Mass vaccination campaigns for diphtheria, polio, tetanus, rubella and measles in the 20th century.

5 Number  the following events about government involvement in the prevention of disease, placing them in chronological order.

- | | |
|---|---|
| <p>A The government launches the NHS. <input type="checkbox"/></p> <p>B The government introduces a mass vaccination campaign for diphtheria. <input type="checkbox"/></p> <p>C A parliamentary committee listens to John Snow's evidence about cholera. <input type="checkbox"/></p> <p>D A cholera epidemic, leading to 20,097 deaths between 1853 and 1854, encourages John Snow to investigate its cause. <input type="checkbox"/></p> <p>E The government makes inoculation for smallpox a crime. <input type="checkbox"/></p> | <p>F The Ministry of Health is set up by the government. <input type="checkbox"/></p> <p>G The government bans smoking in all public places. <input type="checkbox"/></p> <p>H Work on the London sewer system, planned by Joseph Bazalgette, finishes. <input type="checkbox"/></p> <p>I The government introduces the Change4Life campaign. <input type="checkbox"/></p> <p>J The smallpox vaccination is made compulsory by the government. <input type="checkbox"/></p> |
|---|---|

1 How do I select information to answer the question?

To plan a strong answer, you need to select and write about information from at least three aspects of the topic which demonstrate a wide-ranging knowledge of the topic.

Exam-style question

Explain why there were changes in the quality of hospital care during the period c1900 to the present day.

You may use the following in your answer:

- high-tech medical treatment
- the NHS

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

(12 marks)

- 1 Underline (A) the topic focus in the exam-style question above and circle (A) the timeframe.
- 2 To get a wide range of information, you need to explore different aspects of the topic. Complete (A) the second column in the table below for the other two aspects. One has been done for you.

Generic category	Topic aspect that links to this	Specific information about this aspect
Institutions (Hint: look at the bullet points)	<i>The NHS</i>	<ul style="list-style-type: none"> • NHS introduced in 1948 • Government ran 1,143 voluntary hospitals • Managed hospitals through regional hospital boards
Technology (Hint: look at the bullet points)		
Science (Hint: what else do people receive in hospital?)		

- 3 Add (A) two or three pieces of specific information into the final column of the table.
- 4 Highlight (A) one specific piece of information in each row, ensuring the three you choose come from different points in the timeframe. This is the evidence you could structure each of your paragraphs around.

2 How do I ensure that information is relevant to the concept focus?

An 'Explain why...' question focuses on the concept of *causation*. This means that the information you select must be able to explain *why* something happened, like change/continuity or slow/rapid change.

Below is a student's plan containing five pieces of information they would like to include in their answer to the exam-style question that you saw on page 46.

- 1 Read the following statements and using the letters T (technology), I (institutions), S (science), annotate  one statement from each of the following aspects of the topic: technology, institutions and science.

- A In the late 20th century, surgeons began to use robotics to perform operations on the brain.
- B In 1919, the government set up the Ministry of Health.
- C In the 1940s, hospital doctors began to prescribe penicillin to treat patients.
- D In 1956, the first successful kidney transplant was performed using microsurgery.
- E The government set up the NHS in 1948, establishing regional hospital boards to run hospitals.

Try to cover most of the timeframe with your choices.

- 2 To check that the information you choose is relevant to the concept focus:
- a Underline  the concept in the exam-style question: this will always be 'why' for question 4 on paper 1.
 - b Tick  what you are being asked to explain from the list.

Criteria	
Why a change occurred	
Why there was rapid/quick change	
Why there was slow/little change	
Why a factor decreased or increased in importance	

Now you know the concept focus, you can check if the information can address it. The student has tried to do this with aspect C in three different ways.

- 3 Circle  the sentence of explanation that addresses the concept focus you ticked.

Answer 1: This led to rapid change as it could be used on a national scale.

Answer 2: This resulted in hospitals becoming more important places in the medical care-giving process.

Answer 3: This meant patients could receive care for a greater range of illnesses.

- 4 Create  your own explanation, like the one you circled above, for another piece of information you selected in the list A–E in the student plan.

Remember: If it cannot be explained in relation to the question, then it is not relevant to the concept focus.

3 How do I use my own information?

To write a high-quality answer, you need to use information of your own about a different aspect of the topic to those suggested by the stimulus bullet points in the exam question.

Exam-style question

Explain why there were changes in the quality of hospital care during the period c1900 to the present day.

You may use the following in your answer:

- high-tech medical treatment
- the NHS

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

(12 marks)

- Underline **A** the topic focus and circle **A** the timeframe in the exam-style question.
- Write **B** the bullet points from the exam-style question into the table below alongside the appropriate generic category.

Generic category	Aspect of topic in the exam-style question
Individuals	
Institutions	
Science	
Technology	
Attitudes in society	

- Add **C** another aspect of the topic to one of the generic categories in the table.
- You need to ensure that information about your chosen aspect will support your argument. A student has written two examples for the bullet points in the exam-style question. Try **C** it with the aspect you added in **3**.

<i>The NHS</i>	<i>The NHS used government money to improve the quality of care.</i>
<i>High-tech medical treatment</i>	<i>Hospitals were able to provide more effective treatments.</i>

- Now select precisely, from your own knowledge, some specific information to support each point. One has been done for you. **C**

Cause (Point)	Information (Evidence)
<i>The NHS used government money to improve the quality of care in hospitals.</i>	<i>The NHS was set up in 1948, using taxpayers' money to provide hospital care that was free at the point of use and so available to a wider range of people, especially women.</i>

Sample response

A well-written paragraph in a causation essay will use information that has been selected precisely from a wide range of knowledge. Studying the differences between a strong and weak student answer will help you to write your own.

Exam-style question

Explain why government involvement in the prevention of disease changed quickly during the period c1800–c1900.

You may use the following in your answer:

- smallpox vaccination
- cholera epidemics

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

(12 marks)

- 1 Read the table below describing features of a strong and weak student answer.

Features of a strong student answer	Features of a weak student answer
Information selected is precise: it is relevant to the point.	Information selected is imprecise: it is only partly relevant to the point.
The concept is focused on: it gives a reason for quick change.	The concept is not focused on: it shows what the changes were, rather than explain why they happened quickly.

- a Underline A the precise information and annotate where the concept is focused on in the strong answer.
- b Underline A the imprecise information and double underline A where the concept is not focused on in the weak answer.

Student A

One reason government involvement in the prevention of disease changed quickly was the number of serious cholera epidemics. In 1853–54, there was an epidemic that led to over 20,000 deaths in England and Wales. This prompted an investigation by John Snow, who demonstrated that the spread of cholera was to do with the contaminated water supply. This meant that the water supplies would have to be cleaned up in order to prevent another epidemic. As a result the resistance to the idea of government taking action was reduced and this led to the passing of the Public Health Act in 1875. This was a quick change in government involvement, because the epidemic created pressure on the government to force local councils to clean up the water supply.

Student B

One reason government involvement in the prevention of disease changed was that there were serious cholera epidemics. There were several outbreaks of cholera in the 19th century and scientists had begun to prove they were either due to miasma or a problem with the water supply. This shows that there were more serious disease problems in British cities in the 19th century. This led the government role in the prevention of disease to change quickly.

- c Using your answers to a and b, explain which student answer is the strongest and why.

.....

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Your turn!

This unit has focused on planning an answer. Now it's your turn to try to plan an answer to an exam-style question.

Exam-style question

Explain why government involvement in the prevention of disease changed quickly during the period c1800–c1900.

You may use the following in your answer:

- smallpox epidemic
- the work of John Snow.

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

(12 marks)

- 1 a To help start the planning process, one of the bullet points from the exam-style question above has added to the table below. Write  the remaining bullet point in the appropriate place in the second column, then add  a topic aspect of your own alongside the relevant generic category.

Generic category	Aspect of topic in the question	Specific information
Individuals		
Institutions		
Science		
Technology		
Attitudes in society	<i>Smallpox epidemic</i>	

- b Add  one piece of specific information to each of your topic aspects.
- c Check  your specific information meets each of the criteria in the checklist below. Add  more detail to the table in a if it does not.

Checklist	
They each cover a different aspect of the topic in the question.	
They are specific details, such as dates, individuals, named developments or statistics.	
They each come from a different point in the timeframe.	

- d Identify the concept in the exam-style question. In the list below, tick  what you are being asked to explain. Then tick  each of your three pieces of specific information in the table in a to confirm they focus on this.

Why a change occurred	<input type="checkbox"/>	Why there was slow/little change	<input type="checkbox"/>
Why there was rapid/quick change	<input type="checkbox"/>	Why a factor decreased or increased in importance	<input type="checkbox"/>

- 2 Turn your information into a plan. Write  three causes (points) in answer to the exam-style question that each piece of information in your table could support.

Cause (Point)	Information (Evidence)

Review your skills

Check up

Review your response to the exam-style question on page 49. Tick the column to show how well you think you have done each of the following.

	Had a go <input checked="" type="checkbox"/>	Nearly there <input checked="" type="checkbox"/>	Got it! <input checked="" type="checkbox"/>
selected information precisely to support the points I have made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ensured that the information is used to explain why something happened	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
used my own information to enhance my explanation, showing I understand the characteristics of the period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Look over all of your work in this unit. Note down three things you have learned that you will apply when selecting and using supporting evidence.

- 1
- 2
- 3

Need more practice?

On separate paper, try the exam-style question below.

Exam-style question

Explain why government involvement in the prevention of disease changed quickly during the period c1900 to the present day.

You may use the following in your answer:

- the NHS
- government lifestyle campaigns

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

(12 marks)

How confident do you feel about each of these **skills**? Colour in the bars.

1 How do I select information to answer the question?

2 How do I ensure that information is relevant to the concept focus?

3 How do I use my own information?