Q1. HOW USEFUL IS SOURCE A TO AN HISTORIAN STUDYING…

KEY QUESTION 1: WHAT DO I NEED TO DO IN THIS QUESTION?

Historians use sources to learn about the past. Sources can take any form (e.g., books, pictures, films, diary entries) and can be either primary (first- hand accounts from the time, e.g. diary entries) or secondary (created using primary sources, e.g. graphs containing data). When studying sources, historians examine the content of the source (e.g., the words of a diary entry, or what a picture is showing) as well as its provenance (what it is, when it was made, who made it and what it was made for). **All sources are useful to historians as they can all teach us something about the past.**

This question requires you to explain why a source is useful due to its content and provenance. To explain why a source's content is useful we must first infer what it is trying to suggest about the time- period, person or event in question, then link that inference to our own knowledge. In addition, we must work out what the provenance can teach us about the topic in question.

Level/ Mark	What do you need to do?	Marking codes present and structure
L1 (1-2)	Provide own knowledge linked to the source or make basic inferences about the source	I or K
L2 (3-4)	(Simple) Explain why the source is useful based on its content **and/or** provenance, using specific knowledge Shortcut- Provide 1 explanation: e.g. pick out one thing it can teach based on content or provenance	S + I/ Ex + K OR P + K + Ex
L3 (5-6)	(Developed) Explain why the source is useful based on its content **and/or** provenance, using specific knowledge Shortcut- Provide 2 explanations: e.g. pick out two things it can teach based on content or provenance	As above **twice**
L4 (7-8)	(Complex) Explain why the source is useful based on its content **and** provenance using specific knowledge	P1: S + I/Ex + K P2: P + K + Ex

Structure/ Sentence starters:

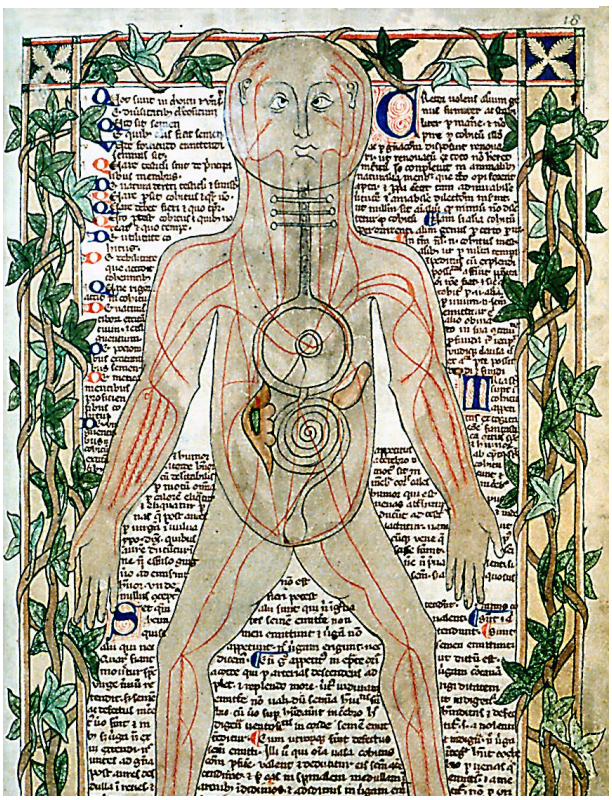
The source shows [say what you can see]…. This makes the source useful as it highlights/ can teach us [infer what it is getting at]… I know that… [add knowledge that links to what you've said].

This source is a…from…and was created to… This makes the source useful as it highlights/ can teach us…. I know that…

KEY QUESTION 2: WHAT DOES A FULL MARK ANSWER LOOK LIKE?

HOW USEFUL IS SOURCE A TO AN HISTORIAN STUDYING MEDIEVAL ANATOMY?

Source A: An anatomical drawing taking from a medical textbook in the 12th century. The textbook was used in university studies.



The source shows a human body with basic organs and veins; however, these are clearly inaccurate. This makes it useful as it highlights the lack of detail and accuracy of the period. I know that one reason for the inaccuracy in the medieval period was that dissection was banned by the all-powerful Christian Church, who believed that the body had to remain hole to go to heaven. This banning of dissection severely limited anatomical knowledge. This is clearly seen in the source and makes it useful.

The source is a drawing from a university textbook and was therefore likely created to help university pupils develop their understanding of anatomy. This makes the source useful as it highlights why anatomical knowledge was so limited. I know that university pupils would not take part in dissections themselves as part of their studies. Instead, they would learn through studying books, such as this one, and the most common person they studied would be Galen. Galen's teachings were accepted by the Church as he agreed with them that humans were most likely created by a God. As a result of this, Galen became the authority of anatomical knowledge in the period. This limited knowledge because Galen himself did not dissect humans, and made his discovers through dissection of animals, leading to many mistakes, such as that blood was burned up in the liver.

Q2. EXPLAIN THE SIGNIFICANCE OF…

KEY QUESTION 1: WHAT DO I NEED TO DO IN THIS QUESTION?

When studying the History of Medicine, we generally say that something is **significant** if it had a big impact on people at the time or after. This can be obvious and immediate, for example, a person can be significant if they develop a new treatment which saves lives, or it can be more subtle, for example, if a person's work promotes the development of the scientific method which lays a foundation for future knowledge. Significance is not always positive, and things can be significant if they stagnate medicine (prevent it progressing) or regress it (make it worse). This question is testing your knowledge or events, people or factors, and how they have impacted medicine.

Level/ Mark	What do you need to do?	Marking codes present and structure
L1 (1-2)	Provide relevant information relating to the question but no direct answer.	ID or K
L2 (3-4)	Explain one way X was significant, using specific own knowledge.	P1: ID + K + Ex
L3 (5-6)	Explain more than one way X was significant, using specific own knowledge.	P1: ID + K + Ex P2: ID + K + Ex
L4 (7-8)	As with Level 3 but include an element of complexity. This can include: time scale (short/ long term), impact on groups (poor/ rich, urban/ rural), historical categories (economic, social, religious), wider context (link to medicine through history), factors (e.g. communication, war)	P1: ID + K + Ex P2: ID + K + Ex With some complexity present- this can be in a conclusion or throughout

STRUCTURE/ SENTENCE STARTERS:

Code	What it means	Example
ID	IDentify what the paragraph is about (say clearly what you are going to write about)	One way Hippocratic and Galenic medicine was significant was it helped to progress medicine.
K	Provide knowledge- make sure it is as specific as possible.	I know that their approaches were rational and early scientific
Ex	Directly answer the question.	This makes them significant because they were better than the approaches used by the Church.

KEY QUESTION 2: WHAT DOES A FULL MARK ANSWER LOOK LIKE?

Paper 2 Section A/A:

Friday 8 June 2018

0 2 Explain the significance of Hippocratic and Galenic medicine after c1000 AD. **[8 marks]**

One way Hippocratic and Galenic medicine were significant is they helped to progress medicine after 1000AD. In the medieval period supernatural approaches to medicine were dominant, with the Christian world believing that illness was a punishment of test sent from God. As a result, treatments were effectively non-existent, with monastery hospitals offering care and prayer by monks and nuns, with no intention of curing illness. In contrast, Hippocratic and Galenic approaches were based on observation, and formed an early rational and scientific approach to illness. Their most famous approach to understanding and treating illness was the Four Humours, which stated that body was made blood, phlegm, black and yellow bile, and that an imbalance of these created illness. As a result, treatment involved balancing these. Although this theory later turned out to be untrue, it was significant because it focussed on observation of the patient which built a solid foundation upon which later more accurate theories of medicine could be built, making it far better than the supernatural alternative it helped to replace.

Another way Hippocratic and Galenic medicine was significant was in stagnating medical development. Galen was favoured by the all- powerful Christian Church in the medieval period as he agreed with some of their views, for example that humans were made by God. The promotion of Galen's work and the banning of others held back surgery and anatomy. This is because his work contained many faults, but it could not be challenged as the Church banned dissection and only Galen's work was allowed to be taught. This was significant because where Galen's work was proven to be incorrect by scholars, they were often ignored, and their more accurate discoveries were not believed. For example, the Islamic surgeon Ibn- al Nafis disproved Galen's theory that blood was burned up around the body and provided a more accurate understanding of the circulatory system, but faith in Galen meant many did not believe him and his theories were not accepted until 400 years later when William Harvey found a similar proof in 1628. Similarly, Al- Razi, through careful observation and experimentation also disproved many of Galen's theories, most notably the Four Humours, and published them in *Doubts About Galen*, but was not believed in the medieval period. Galen's work therefore was significant, as the faith the medieval Church placed in it seriously held it back.

This is complex as it mentions 'progress' and 'stagnation', and explains impact over a long period of time.

Q3. EXPLAIN TWO WAYS THAT X AND Y ARE SIMILAR.

KEY QUESTION 1: WHAT DO I NEED TO DO IN THIS QUESTION?

This question asks you to explain two ways that two events or people from different time periods of the course are similar or different. The question requires you to make close comparisons between different time periods to identify commonalities or important differences. To score well in this question you *must* ensure that you provide specific knowledge for each time period, rather than make general statements.

Level/ Mark	What do you need to do?	Marking codes present and structure
L1 (1-2)	Identify similarities or provide knowledge for one of the periods	ID or K
L2 (3-4)	Explain one way that the time periods/ events/ people are similar/ different. **You must make sure that you provide different specific knowledge for each.**	ID + K (X) + K (Y)
L3 (5-6)	Explain two ways	P1: ID + K (X) + K (Y) P2: ID + K (X) + K (Y)
L4 (7-8)	As above with a third paragraph showing complexity. Examples of complexity. Give an overall reason why they are similar or different OR give a clearly opposing view (e.g., if you are stating in P1 and P2 that medicine was bad in both periods, you can add explain why it was good in P3).	P1: ID + K (X) + K (Y) P2: ID + K (X) + K (Y) P3: ID + K (X) + K (Y) (complex) **OR** P1: ID + K (X) + K (Y) P2: ID + K (X) + K (Y) P3: Ex

Structure/ Sentence starters:

One way they were similar was... In the medieval period [specific knowledge] ... In the renaissance period [specific knowledge]

KEY QUESTION 2: WHAT DOES A FULL MARK ANSWER LOOK LIKE?

EXPLAIN TWO WAYS IN WHICH SURGERY IN THE MIDDLE AGES AND SURGERY DURING THE MEDICAL RENAISSANCE WERE SIMILAR.

One way surgery in the medieval and renaissance periods were similar was the importance of war for advancements. During the medieval period John Bradmore successfully removed an arrow from the head of the future King Henry V on a battlefield, using new forceps, and he was able to successfully tend to the wound after. During the renaissance, Ambroise Pare ran out of cauterising oil on the battlefield so improvised the use of an ointment made of rose oil, turpentine and egg white. This ointment advanced medicine because it was a less painful way of treating wounds. In both these periods therefore, surgery has been advanced due to war.

Another way surgery was similar in the period was that progressive voices were often criticised. In the medieval period medical knowledge was restricted and controlled by the church, including a ban on dissection. This led to a reliance on Galen and the belief that Galen's work was the Truth. Mondino de Luzzi for example carried out some dissection in the period and attempted to publish a guidebook called *Anathomia*, with more detailed and accurate knowledge than Galen, however he was ignored for being a dissenting voice. In the Renaissance, although dissection laws were much looser, those who went against Galen were still open to severe criticism. Andreas Vesalius for example published *On the Fabric* in 1543 highlighting a number of Galen's mistakes; after this, despite being correct, he was forced to leave his job at Padua University. Even later, William Harvey, after proving Galen's theory of blood flow was wrong, was criticised as a conman and told his proves were 'mere tricks'.

Overall, the two time periods were similar in that very little genuine progress was made. Although some anatomical principles had been developed in the Renaissance, the day-to-day experience of surgery was essentially the same. The key issues of pain, blood loss and infection had still not been overcome, and any existing progress was severely limited.

Q4. HAS [FACTOR] BEEN THE MAIN FACTOR IN THE DEVELOPMENT OF [AREA] SINCE THE MEDIEVAL TIMES?

Explain your answer with reference to [factor] and other factors.

Use a range of examples from across your study of Health and the people: c1000- Present Day.

Key Questions	R	A	G
1. What do I need to do in this question?			
2. What does model paragraph look like?			

KEY QUESTION 1: WHAT DO I NEED TO DO IN THIS QUESTION?

This question is asking you to explain *why* an area of medicine has improved since the year 1000, with reference to the 7 factors of study.

The 'areas of medicine' are:

1. Understanding the causes of disease
2. Treatment of disease (also referred to simply as 'medicine')
3. Surgery and anatomy
4. Public Health

The 'factors' that have led to the improvement in these areas are:

1. Individuals
2. Religion/ superstition
3. Government
4. War
5. Communication
6. Science/ technology
7. Chance

To secure a Level 3 or above answer, you must reference medicine from a wide timespan, ideally, this means you should include examples of progression from all 4 time periods:

1. Medieval (c. 1000- 1500)
2. Renaissance & Early Modern (c. 1500- 1799)
3. 19th century/ Industrial (c. 1800- 1899)
4. 20th century/ Modern (c. 1900- Present)

The following are example questions:

Has the role of the individual been the main factor in understanding the cause of disease since medieval times?

Has government been the main factor in the development of public health since medieval times?

Has war been the main reason for the development of surgery and anatomy since the medieval times?

STRUCTURE / SENTENCE STARTERS:

Code	What it means	Example
ID	IDentify what the paragraph is about (say clearly what you are going to write about)	Science and technology has played a key role in progressing understanding the causes of disease
K	Provide knowledge- make sure it is as specific as possible.	In the Renaissance period Anthony van Leuwenhoek used a microscope of his own design to study plague scraped from teeth
Ex	Directly answer the question.	This progressed the understanding of the cause of disease as it provided a more accurate understanding of life and disease

Top Tip:

- State clearly which time period you are talking about- e.g., "In the **Renaissance**, Ambroise Pare…." "In the **medieval** period, Galen…"

Q4. HAS [FACTOR] BEEN THE MAIN FACTOR IN THE DEVELOPMENT OF [AREA] SINCE THE MEDIEVAL TIMES?
Explain your answer with reference to [factor] and other factors.
Use a range of examples from across your study of Health and the people: c1000- Present Day.

KEY QUESTION 2: WHAT DOES A MODEL PARAGRPAH LOOK LIKE?

HAS THE SCIENCE AND TECHNOLOGY BEEN THE MAIN FACTOR IN UNDERSTANDING THE CAUSE OF DISEASE SINCE MEDIEVAL TIMES?

Historically, disease has been 'understood' and explained by religion. In the medieval period, the Christian Church kept firm control over all knowledge, including knowledge of disease. This led most people to explain away disease in Western Europe as a punishment of test from God, which held understanding of disease back. In contrast, the Islamic world taught that 'for every disease, Allah has created a cure'. This resulted in a different approach to medicine within the Islamic world, that was better than the Christian world. It was better because Islam set itself up for a more rational and early-scientific approach, which was seen in the fact they adopted more progressive hospitals that in the west, with wards, and doctors who attempted to research illness; this research was then held in hospital libraries, and medical knowledge in general was available in Arabic in public libraries like the House of Wisdom. Islam therefore was important because it was better than the predominant Christian view in Europe.

Another factor which progressed understanding of disease was individuals. In the medieval and renaissance period, the most predominant medical thinker was Galen. Galen built on Hippocratic thought and promoted the Four Humour theory to understand disease. This theory stated that disease was caused when one of the humours (black bile, yellow bile, blood and phlegm) were out of balance, and that treatment involved rebalancing these. Although we now know this theory is inaccurate, it represented progress in the medieval (and in large parts of the renaissance) as it was better than the other predominant theories, in particular, supernatural ones promoted by the Christian church. In particular, Galen progressed medicine because he supported a rational, observation- based approach to understanding disease; this approach is still the one that is dominant today and is a foundation of the scientific method. In the renaissance, Thomas Sydenham also made progress to ideas about disease by arguing that illness was external. Although this was not widely accepted at the time, it was more accurate than the ideas of the time and contributed to a longer shift towards a more scientific approach to medicine. The most important period of progress was in the 19th century. In 1861 Louis Pasteur proved that germs caused decay by experimenting with open and closed vessels of broth. Pasteur's proof was then used by Koch, who proved that germs caused disease by experimenting with isolated anthrax and mice. This was a turning point in the progress of medicine as through their own hard work and experimentation, Pasteur and Koch were able to prove that disease was not caused by miasma, spontaneous generation or anything supernatural, but by germs. This proof progressed medicine as it is still used today, and has allowed numerous viable treatments to be developed, and disease outbreak to be managed. Pasteur and Koch also prove the importance of the individual as they faced huge criticism, most famously from Charlton Bastian, a famous doctor and proponent of spontaneous generation, but persevered against the established medical knowledge to provide an accurate theory of illness. Both men however, also relied on science and technology.

Science and technology has played a key role in progressing understanding the causes of disease. In the Renaissance period Anthony van Leuwenhoek used a microscope of his own design to study plague scraped from teeth. Doing this van Leuwenhoek discovered what he called *animalcules;* today we would call these microorganisms. Although at the time this did not massively progress medicine it helped understanding as it provided a more accurate understanding of life and disease, in particular, the existence of microscopic life. Science and technology also helped in the 19th century. Both Pasteur and Koch of these scientists adopted and utilised the scientific method, which helped to progress medicine as it provided an accurate method for testing ideas and acquiring knowledge. It also created a common language through which scientists could share ideas, trust one another, and build on each others work. This progressed the understanding of the cause of disease as it allowed Koch to develop Pasteur's ideas that germs cause decay and prove that specific bacteria caused specific illnesses in humans. Also, Koch proves the importance of technology. Koch was not only reliant on microscopes to study bacteria, but he used technological advancements such as photographing and staining bacteria, to help identify specific bacteria, and to help other scientists identify them also. This progressed medicine as Koch was ultimately able to link 21 different illnesses to bacteria, including TB. Science and technology held progress medicine therefore as it provides the means through which individuals can accurately study and understand causes of disease.

Overall, science and technology has been the main reason for the development of understanding of disease, because it provides a way for brilliant individuals to communicate with each other, and also to prove their ideas. Although Sydenham and Leuwenhoek made important discoveries in the renaissance, they couldn't prove their ideas because they lacked the technology to do so, and also the wider medical community lacked the scientific reasoning to understand what they were saying/ had proven. By the 19th century however, the scientific method had been developed so much that Pasteur and Koch were able to use effective experiments to prove their theories, and because the scientific method had been adopted and was seen as trustworthy, their ideas and proofs were believed. Ultimately, what science and technology provide are believability, which is vital. It is highly unlikely, for example, that if Pasteur and Koch had proven their theories in the medieval period, they would have been believed, because the wider world was not ready for their scientific theories and lacked the scientific understanding to believe them.

In your books, plan and complete the following exam question:

Has war been the main factor in the development of surgery and anatomy since the medieval period?