



Organising knowledge

Study the advances in surgery during the First World War on pages 36 and 38. Make a copy of the table below. Complete it to show the progress made as a result of the war.

Factor	Before First World War	During First World War
War wounds		
Infection		
X-rays		
Blood transfusions		
Plastic surgery		



Organising knowledge

Study the different types of sources available to a historian when enquiring into the Western Front in the table below. Complete the table. For each type of source explain what aspects of injuries, treatment and the trenches covered in this book it would be useful for and explain the advantages of using it. For example, hospital records would be useful in providing the number of soldiers treated during an offensive. This information would not have been produced for propaganda and so would give the historian reliable, accurate figures.

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

Exam focus

Your History GCSE is made up of three exams:

- For Paper 1 you have one hour and 15 minutes to answer questions on a thematic study and historic environment, in your case Medicine through time, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatments and the trenches.
- In Paper 2 you have one hour and 45 minutes to answer questions on a period study and a British depth study.
- In Paper 3 you have one hour and 20 minutes to answer questions on a modern depth study.

For Paper 1 you have to answer the following types of questions. Each requires you to demonstrate different historical skills:

- **Question 1** is a key features question in which you have to describe two features and characteristics of the period.
- **Question 2** includes two sub-questions on a source enquiry which test your source analysis skills as well as your ability to frame a historical question.
- **Question 3** is a key features question in which you have to describe the similarity or difference in medicine between two time periods.
- **Question 4** is a causation question which asks you to explain why something happened.
- **Questions 5 and 6** are analytical questions that ask you to evaluate change, continuity and significance in medicine.

The table below gives a summary of the question types for Paper 1 and what you need to do.

Question number	Marks	Key words	You need to ...
1	4	Describe two features of ...	<ul style="list-style-type: none"> • Identify two features • Add supporting information for each feature
2(a)	8	How useful are Sources A and B for an enquiry into ... ? Explain your answer, using Sources A and B and your knowledge of the historical context	<ul style="list-style-type: none"> • Ensure that you explain the value of the contents of each of the sources • Explain how the provenance of each source affects the value of the contents • You need to support your answer with your knowledge of the given topic
2(b)	4	How could you follow up Source B to find out more about ... In your answer you must give the question you would ask and the type of source you could use	<ul style="list-style-type: none"> • Select a detail from Source B that could form the basis of a follow-up enquiry • Write a question that is linked to this detail and enquiry • Identify an appropriate source for the enquiry • Explain how the source might help answer your follow-up question
3	4	Explain one way in which ... were similar/different in the ... and ... centuries	<ul style="list-style-type: none"> • Identify a similarity or difference • Support the comparison with specific detail from both periods
4	12	Explain why ... You may use the following in your answer: [two given points]. You must also use information of your own	<ul style="list-style-type: none"> • Explain at least three causes – you can use the points in the question but must also use at least one point of your own • Ensure that you focus the causes on the question
5/6	20	'Statement'. How far do you agree? Explain your answer. You may use the following in your answer: [two given points]. You must also use information of your own	<ul style="list-style-type: none"> • Ensure you agree and disagree with the statement • Use the given points and your own knowledge • Ensure you write a conclusion giving your final judgement on the question • There are up to 4 marks for spelling, punctuation, grammar and the use of specialist terminology

Question 1: Key features

Below is an example of a key features question which is worth 4 marks.

Describe two features of the weapons used on the Western Front.

Feature 1: _____

Feature 2: _____

How to answer

You have to identify two features and add supporting information for each. For each of the two features you are given space to write. Remember you need to identify **two** different features.

Below is a sample answer to this key features question with comments around it.

Feature 1:

Machine guns were used by soldiers on the Western Front. Machine guns could fire 500 rounds a minute and devastated the attacking forces.

The first feature is identified.

Supporting information is added.

Feature 2:

Artillery was also used by armies on the Western Front. This included cannons, such as the British howitzer which could send 900-kilogram shells.

The second feature is identified.

Supporting information is added.



Complete the answer

Describe two features of the evacuation route on the Western Front.

Here is the first part of an answer to this question.

Feature 1:

The wounded were first collected by a stretcher bearer. Each battalion had sixteen stretcher bearers and it took four men to carry a stretcher.

1 Highlight the following:

- Where the feature has been identified.
- Where supporting information has been added.

2 Now add a second feature.

Feature 2: _____

Question 2: Source analysis

Question 2 is divided into two parts.

- Question 2(a) is a utility question on two sources. You have to explain how useful each source is to a historical enquiry.
- Question 2(b) is an analysis question that asks you to use sources – you have to explain a follow-up enquiry and the source that you would use.

Question 2(a): Utility

Below is an example of a utility question which is worth 8 marks. The sources will be labelled Source A and Source B.

Study Sources A and B. How useful are Sources A and B for an enquiry into the impact of the terrain on the transport of the wounded on the Western Front?

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

SOURCE A

No Man's Land on the Western Front, 1917.



SOURCE B

From the recorded memories of William Easton, East Anglian Field Ambulance. He was eighteen years old in 1916. Here he described conditions near Ypres in 1917.

Up at Ypres we used to go up the line and we'd be waist deep in mud. We were carrying the wounded down near a place called Hooze, where had been a terrible amount of fighting. One trip down a trench in those conditions and you would all be all in – exhausted. If you got two or three wounded men down in a day, that was all you could expect to do. We had to carry men in fours there and we had to be very careful because you could do more damage to a man than the shell if you jolted him too much or he fell off the stretcher. To make carrying easier we had slings which we put round our shoulders and over the stretcher's handles.

How to answer

- Explain the value and limitations of the contents of each source and try to add some contextual knowledge when you make a point.
- Explain the value and limitations of the **provenance** of each source and try to add some contextual knowledge when you make a point.
- In your conclusion give a final judgement on the relative value of each source. For example, one source might provide one view of an event, the other source a different view.

Key term

Provenance Who wrote or created the source, when, and for what purpose. This can have a big impact on what the source tells us.

Below is part of a sample Level 3 answer to this question in which is explained the utility of Source A. Read it and the comments around it.

Source A is useful because it suggests that the shell holes throughout No Man's Land caused an obstacle to the stretcher bearers who were collecting the dead and wounded. This was the case because stretcher bearers would often go into No Man's Land at night or during a break in the fighting. At these times it would have been difficult for them to see the shell holes. The usefulness of Source A is further enhanced by its provenance. It is a photograph taken in 1917 and so it shows exactly what No Man's Land would have looked like at this point in time and could not have been altered. However, a historian must be careful because it may not be typical of No Man's Land throughout the Western Front and may not have looked the same at all locations along the line of the trenches.

A judgement is made on the value of the content of the source.

Own knowledge is used to support this judgement.

The provenance of the source is taken into account when making a judgement on its utility.



Analysing provenance

Now write your own Level 3 answer on Source B. Remember to take into account how the provenance affects the usefulness of the source content.

Question 2(b): Framing a historical question

Below is an example of a source question requiring you to frame an enquiry. This is worth 4 marks.

How could you follow up Source B to find out more about the impact of the terrain on the transport of the wounded on the Western Front? In your answer, you must give the question you would ask and the type of source you could use.

How to answer

You have to identify a follow-up enquiry and explain how you would carry this out. For each of the questions you are given space to write. Below is a sample answer to this question with comments around it.

Detail in Source B that I would follow up:

I would follow up on what Easton says about the further damage that stretcher bearers and the conditions could cause wounded men.

The follow-up enquiry is identified.

Question I would ask:

What wounds were made worse by jolts whilst on the stretcher?

The linked question is asked.

What type of source I could use:

Hospital records.

An appropriate source is identified.

How this might help answer my question:

Hospital records could detail the nature of wounds that soldiers arrived with and whether they were caused by the fighting or the conditions while on the stretcher.

An explanation of how the source would help with the follow-up enquiry.

Question 3: Similarity or difference

Below is an example of a key features question which is worth 4 marks.

Explain one way in which understanding of the causes of illness was different in the late nineteenth and twentieth centuries.

How to answer

- Explain the difference between the two time periods.
- Use specific information from both time periods to support the comparison, showing good knowledge and understanding.

Below is a sample answer to this with comments around it.

In the late nineteenth century, disease and illness was explained by germs. Louis Pasteur had published his Germ Theory in 1861 to prove this. His theory was further developed by Robert Koch, who went on to identify the specific bacteria that caused tuberculosis and anthrax. However, by the twenty-first century it was also understood that disease could also be hereditary and not caused by bacteria. DNA was discovered in 1953 by Crick and Watson. Since DNA was first discovered, scientists have been able to show that specific genes pass on disease such as Down's syndrome and cystic fibrosis.

The belief about the cause of disease in the nineteenth century is identified.

Own knowledge is used to support this.

The change in belief about the cause of disease in the twentieth century is identified.

Own knowledge is used to support this.



Develop the detail

Below is a question and part of an answer. Read the answer and develop the detail.

Explain one way in which ideas about the cause of disease were different in the seventeenth and nineteenth centuries.

In the seventeenth century it was believed that miasma (bad air) was the cause of disease. However, by the nineteenth century scientists had discovered that germs were the cause of disease.

Question 4: Causation

Below is an example of a causation question which is worth 12 marks.

Explain why there was so much opposition to Jenner's vaccination against smallpox.

You may use the following in your answer.

- Inoculation
- The Royal Society

You must also include information of your own.

How to answer

- You need to explain at least three causes. This could be the two mentioned in the question and one of your own. You don't have to use the points given in the question, you could decide to make more points of your own instead.
- You need to fully explain each cause and support your explanation with precise knowledge, ensuring that each cause is fully focused on the question.

Below is part of an answer to the question.

There was a lot of opposition to Jenner's smallpox vaccination at the beginning of the nineteenth century. Doctors were used to giving inoculations and did not want to change their approach. The Royal Society did not help when they said that Jenner's idea was too revolutionary and refused to publish his book. The Anti-Vaccine Society was set up to oppose the vaccination. They did this by publishing cartoons that made fun of the vaccine and tried to scare people into not trusting and therefore not having the vaccination. One such cartoon showed people who had the vaccine turning into cows. Many religious believers thought it was against God's law to give people an animal disease.

Opposition is described. However, there is no explicit focus on the question.

The supporting evidence is not precise enough.

The answer is losing focus on the question.



Make an improvement

Try improving the answer. An example of a better answer to this question is on page 45 for you to check your own answer against.

Your point is a short answer to the question. You then back this up with lots of examples to demonstrate all the knowledge you have learned during your studies: this is the section that proves you have studied and revised, rather than just guessing. Finally, you will link that knowledge to the question by explaining it in a final sentence.

- Point: passing my GCSE History exam will be very helpful in the future.
- Example: for example, it will help me to continue my studies next year.
- Explain: this will help me to get the job I want in the future.

Exam tip

Writing a good paragraph to explain an answer to something is as easy as PEEing: Point, Example, Explain.

Below is a sample Level 4 answer to the causation question on page 44 with comments around it.

There was a lot of opposition to Jenner's smallpox vaccination at the beginning of the nineteenth century. One cause of the opposition was a lack of acceptance from the medical profession. Doctors were used to giving inoculations and did not want to change their approach. The Royal Society did not help when they said that Jenner's idea was too revolutionary and refused to publish his book.

The first cause is introduced and immediately focuses on the question.

The supporting evidence is precise and relevant to the question.

There was also opposition from the religious community. The Anti-Vaccine Society was set up to oppose the vaccination. They did this by publishing cartoons that made fun of the vaccine and tried to scare people into not trusting and therefore not having the vaccination. One such cartoon showed people who had the vaccine turning into cows. The Anti-Vaccine Society was set up in 1866. Many religious believers thought it was against God's law to give people an animal disease. It was believed that smallpox was sent as a punishment for sin and that only prayer and living a godly life could cure the disease.

The second cause is introduced and linked to the first cause and immediately focuses on the question.

The supporting evidence is precise and relevant to the question.

Jenner's inability to explain how his smallpox vaccine worked did not help to reduce the opposition. Pasteur did not publish his Germ Theory until 1861, so Jenner did not know that bacteria caused disease. This meant that he did not know exactly how vaccination worked and Jenner wasn't able to explain it to others. The longer term consequence of this was that it was not possible to learn from this discovery how to prevent the spread of other diseases. Without a clear explanation, the opposition to the smallpox vaccine continued.

The third cause is introduced and linked to the second cause and immediately focuses on the question. Notice that this is a cause not mentioned in the question.

The supporting evidence is precise and relevant to the question.



Now have a go

Explain why some changes took place in medical knowledge during the period c.1500–c.1700.

You may use the following in your answer:

- The Royal Society
 - Vesalius
- You **must** also use information of your own.

Question 5 and 6: A judgement about change, continuity and significance

Below is an example of question 5 and 6, which asks you to make a judgement about how far you agree with the statement. It is worth 20 marks (4 of these are for spelling, punctuation, grammar and the use of specialist terminology).

You may use the following in your answer.

- 1848 Public Health Act
- John Snow

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

'Edwin Chadwick's Report was the main reason why public health in towns improved during the nineteenth century.' Do you agree? Explain your answer.

How to answer

You need to give a balanced answer which agrees and disagrees with the statement using evidence from the bullet points as well as your own knowledge. Here is one way you could approach this:

- agree with the view with evidence from a bullet point and your own knowledge
- disagree with the view with evidence, possibly from the other bullet point and your own knowledge
- agree/disagree with the view (depending on statement) with another point from your own knowledge
- make a final judgement on whether you agree or disagree with the statement.

Below is part of an answer to this question which agrees with the view given in the statement.

The public health in towns did improve during the nineteenth century and one reason for this was due to Edwin Chadwick's report. In 1842, Edwin Chadwick wrote his 'Report on the Sanitary Conditions of the Labouring Classes'. In this report, Chadwick showed that the poor lived in dirty, overcrowded conditions which caused a huge amount of illness. Due to this, many people were too sick to work and so became poorer still. This had an effect on the richer people because they had to pay more taxes to help the poor. Chadwick suggested that taxes should be cut and money should be saved in the long run by improving drainage and sewers, removing refuse from streets and houses, providing clean water supplies and appointing medical officers in each area to check on these reforms. Initially, there was opposition to Chadwick's ideas due to the initial need to increase taxes and for the government to get involved in local matters. However, after an outbreak of cholera in 1848, the government passed the 1848 Public Health Act which led to many towns improving their public health. This shows that Chadwick was important because he pushed the government to act in 1848 for the first time.

The answer immediately focuses on the question.

Support is provided from own knowledge.

Explanation is provided using the first bullet point.



Now have a go

- 1 Have a go at another paragraph by disagreeing with the view given in the statement and using the second bullet point.
- 2 Write another paragraph that disagrees or agrees with the statement using another point from your own knowledge.
- 3 Write a conclusion giving your final judgement on the question.