



Edexcel 9-1 Medicine c1250 – Present + Environment Study: British Trenches, Surgery & Treatment



Name: _____ Class: _____ Teacher: _____ Exam Date: _____

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Ancient World (Background)				
Greek: Four Humours				Body made up of 4 humours, sick when humours out of balance
Hippocrates				Logic and observation
Supernatural & Logical				Greeks began challenging supernatural / Logical ideas
Galen				Brain controlling body, Anatomical knowledge – supported by the church
Theory of the Opposites				Galen's adaptation to Hippocrates Four Humours
c.1250-c.1500: Medieval England				
What changed from Rome				Galen's continued influence through the Church, examples of regression
Context of Medieval England				Feudal System, Social status, key members of society / medicine
Cause & treatment of disease				Four Humours continues (Purging, Bleeding etc), Astrology, Punishment from God, Miasma
Black Death 1483				Causes, prevention and treatment - Religion, Rational, Desperation
Hospitals / Training				What did a Medieval Hospital do? Who cared for patients?
Key positions				Physician (for the rich), Apothecary, Barber Surgeon, Women (at home)
c.1500-c.1700: Medical Renaissance in England				
Context of Tudor England				Society in Tudor England, Hierarchy, Trade, Peasants, Living conditions etc...
Henry VIII – Church of England				How has Henry VIII's new church of England impacted on the churches' influence with medicine?
The Renaissance world				"Rebirth" - Technology advances – Printing Press, Warfare etc...
The Church's influence +/-				How has the church's influence changed and / or stayed the same?
Thomas Sydenham				Species of disease to improve observation
Vesalius				Anatomical Knowledge
William Harvey				Circulation of blood and Heart being a pump
The Great Plague 1665				Causes, prevention and treatment. What has changed or continued from the Black Death?
Docs training				Scientific training (standards) reduced Church influence, dissections increasing
Hospitals				Compare Renaissance hospitals to Medieval, ran by physicians now, not monks
Royal Society				Group to share ideas and experiments, importance of sharing ideas and spreading them (communication)
Improvements in treatment?				New knowledge, limited changes to treatment due to lack of understanding of causes
Continuity of treatment				What treatments have remained since c.1250 – Blood letting, purging etc...
c.1700- c.1900: Medicine in the 18th / 19th Century (Industrial Revolution)				
Context of Industrial England				Society, Living conditions, jobs, Hierarchy etc...
Cause & treatment of illness				Miasma continues at the start of this period, scientific reasoning
Training & Hospitals				Florence Nightingale – professionalising the nursing prof. training, hospital design
Jenner & Smallpox				Discovery of vaccination, problems, impact – Short & Long term
Opposition to vaccines				Jenner Couldn't prove his work, people scared, doctors worried about losing pay
Pasteur & Germ Theory 1861				Discovery of Germs in the air, challenge to Spontaneous Generation, turning point in medicine
Koch on microbes				Identifying specific microbes (TB, Cholera)



Development of vaccines			Pasteur's Chicken Cholera / Sheep Anthrax experiments – working on creating vaccines
Anaesthetics			James Simpson, different types and their issues (Chloroform, Nitrous Oxide, Ether)
Antiseptics			Joseph Lister, Carbolic Acid (Aseptic Surgery)
Cholera 1854 / John Snow			Case Study on 1854 outbreak and John Snow
Public Health Act 1875			Government attempts to improve the poor conditions (end of Laissez Faire)
Importance of Sci & Tech			Microscopes supporting new Scientific research, ideas shared in Royal Society
c.1900-Present day : Modern Medicine			
Context of modern England			Society, Living conditions, Government's role in health etc...
Causes & treatments			Encouraging people to take control of their own health (blood pressure etc)
DNA			Importance of DNA structure discovery...
Improved Technology			Better diagnosis available (X-Rays, Scans, Blood Tests etc) enabling earlier intervention.
Magic Bullets			What are the developments in the fight against disease (Chemical medicine)
Penicillin (Antibiotics)			Impact and importance of penicillin, problems getting it produced
Fleming, Chain and Florey			Individual roles in development of penicillin
The NHS			Provision of health care and access to the health care opportunities for more people
Government Campaigns			Mass vaccinations and lifestyle campaigns eg (stop smoking and diet etc)
Hi-Tech treatments			MRI, CT Scanner, Radiotherapy etc...
Factors & Key skills			
War			
Science & Technology			
Attitudes			
Communication			
Institutions: Government			
Institutions: The Church			
Individuals			
Environmental Study: British Trenches in WWI – Surgery and Treatment			
Context of WWI & Trench Warfare			Attrition, stalemate, trench conditions
Ypres Salient			The use of mines at Hill 60
The Somme			
Arras			Tunnels, caves and quarries
Cambrai			Blood banks
Trench Systems			Construction and organisation
Terrain			Impact of terrain on medical treatment, movement and communication
Injuries			Conditions requiring treatment on the Western Front from the Trench environment
Medical teams			RAMC, FANY, Stretcher bearers, horse and motor ambulances
Treatment areas			Aid post, field ambulance, dressing station, base hospital, underground hospital at Arras
New technology & Treatment			Thomas Splint, Mobile X-Ray, Blood banks, new techniques
Historical context of 20 th Century			Understanding infection, aseptic surgery, transfusions, storage of blood etc..



Unit 1A Exam Question Styles	Marks	Typical Question types / examples:
Section A: Environment Study: Trenches		
Q1: Describe	4	Describe two features of...
Q2a: (Source Utility)	8	How useful are Sources A&B for an inquiry into [x]...Use A&B and own contextual knowledge
Q2b: (Source) Following up a source	4	How could you follow up source B to find out more...? <i>Detail in source B I would follow up...</i> <i>Question I would ask...</i> <i>What type of source I could use...</i> <i>How this might help answer MY question...</i>
Section B: Medicine c1250-Present		
Q3: Explain	4	Explain one way in which... [x] were similar in [time periods]...
Q4: Explain (Change / Progress)	12	Explain why there was [x] in the [y] during [time period] (give 3 separate examples / paragraphs)
Q5 or Q6: Statement (Argument)	16+4Sp	"Statement"... How far do you agree? – (give 3 separate examples / paragraphs)

Notes / Questions to ask my teacher or to research:

Look carefully at your Paper 1: Medicine exam mat (Mark Schemes) at www.stchistory.com if you've lost your one

Remember you have your class notes, resources online Facebook.com/stchistory, Twitter @StCHistory and www.stchistory.com where there are facilities to ask your teacher questions. Also, read your assessments and take on board your feedback.

When the question offers you 2 suggested examples to discuss, you can use them or your own, BUT you must ALWAYS talk about a 3rd example of your own. Make them 3 separate paragraphs too, so the examiner can clearly identify your 3 examples.

Remember to PEE(L) – When explaining, you must always **PEE(L)** in your paragraphs –

Point: Make your **Point**; [x] was more important than [y]

Evidence: Evidence your point with some factual knowledge; She was more important because her actions led to a reduction in death rates from 42% to 3%.

Explain: Explain how your point helps you **Link** back to the question; as a result, this impact was far greater on the live discovery of [x] therefore supports why I disagree with the statement in the question that...

Also, so help you get extra marks in an explanation based essay question – You **MUST** use connectives.

