

**Paper 1: Medicine Through Time (including Western Front)**

<b><u>Question No.</u></b>	<b><u>Question wording</u></b>	<b><u>How to answer</u></b>	<b><u>Structure / sentence starter examples</u></b>	<b><u>Top Tip(s)</u></b>
<b><u>Part 1: Western Front</u></b>				
1	Describe one feature of X  (You will get two of these questions, each worth 2 marks)	Identify a valid feature of what the question is asking for in a sentence.  Then follow it up with precise supporting information about your identified feature.	<i>One feature of X is... (FULL STOP)</i>  <i>This was / it was etc.</i>	Make sure your supporting knowledge is actually linked to the feature.
2a	Study Sources A and B in the Sources Booklet. How useful are Sources A and B for an enquiry into X  Explain your answer, using Sources A and B and your knowledge of the historical context  (8 marks)	You need to write this question following SCOOP.  Your answers need to include:  SC - Source Content - what can you see in the picture / quotes from the source  O - Own Knowledge - what do you know about the question area?  O - Origin - who made the source and why does that make it useful?  P - Purpose - why was it made? How does this make it useful?	<i>Source A is useful for an enquiry into X as it shows... (insert quotes or describe details of the picture). This makes it useful for the enquiry because... (how do these details or quotes help finding out about the event). I know that... (insert your own knowledge about the enquiry area).</i>  <i>The source is a (what type of source is it; diary, picture etc) created by (who made it) which makes it useful because... It was made for the purpose of... This makes it useful because</i>  Repeat the above for source B	You can get marks in this question for just talking about the sources and why they are useful without using any historical knowledge (EASY MARKS)  Keep linking your answer back to how useful the source is - keep using the wording of the question.  For diary sources you could say "As the source is a diary it was not made for public viewing so therefore it is useful because it is the authors' true thoughts at the time"  For photos, if no one in the picture is looking at the camera you could say that it is useful as "it is not obviously staged therefore making it more useful because it is an accurate image of the event"

<p>2b</p>	<p>How could you follow up Source X to find out more about X</p> <p>(4 marks)</p>	<p>You will be given 4 short questions to answer on how a Historian could find out more about the question area.</p>	<p>1.Detail in source X that I could follow up</p> <p>Pick a quote or detail in the picture that you could look into further to find out more about your question area.</p> <p>2.Question I would ask</p> <p><b><i>Was this typical of X (you will need to fill in the rest of this sentence starter to apply it to the overall question area)</i></b></p> <p>3.What type of source could I use</p> <p>Pick one of the following types of sources where the information could be</p> <ul style="list-style-type: none"> <li>● National army records for individual soldiers</li> <li>● National newspaper reports</li> <li>● Government reports on ....</li> <li>● Medical articles by doctors who took part in the war/who worked at ....</li> <li>● Personal accounts about medical treatments by doctors or nurses or soldiers e.g. diaries and letters</li> <li>● Photographs of ...</li> <li>● Records from base hospitals or casualty clearing stations or RAP listing admissions and types of operations and injuries</li> <li>● Army statistics e.g. of types of injuries and operations or deaths</li> </ul> <p>4.How this would help answer my question <i>The records / photo / diary / personal account (etc) would show ...</i></p>	<p>1- The detail or quote needs to be linked to the enquiry, something that when looked into can actually give more information about it.</p> <p>2- If you can think of a better question on the spot when you have your sources, use that - just make sure that the question is linked to the overall enquiry.</p> <p>3- Do not use the same type of source as the one you have been given in the exam i.e if source A is a diary of a doctor, do not use another diary, pick something else.</p> <p>4- Make sure that this links back to the overall enquiry.</p>
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Part 2: Medicine in Britain

3	<p>Explain one way in which X in the (historical period 1) was similar / different to ideas about X in the (historical period 2)</p> <p>(4 marks).</p>	<p>Identify a valid similarity or difference in your opening sentence and end the sentence - do not go into detail about it yet.</p> <p>Give accurate and specific detail about the similarity / difference from historical period 1.</p> <p>Give accurate and specific detail about the similarity / difference from historical period 2.</p>	<p><i>One way in which X was different / similar was</i> <b>(identify a similarity or difference).</b></p> <p><i>In the ... (historical period 1) was</i> <b>(give specific and accurate information about the question area).</b></p> <p><i>Whereas / similarly in the ... (historical period 2) X was</i> <b>(give specific and relevant information about the question area)</b></p>	<p>Your answer should clearly have 3 distinct sections in it, do not just jump into the detail of the periods - identify the similarity or difference first.</p> <p>To ensure you get the 4 marks, after explaining both historical period, add some final analysis stating how the evidence provided shows it was similar / different.</p>
4	<p>Explain why .... You may use the following in your answer</p> <p>- -</p> <p>(12 marks)</p>	<p>3 PEA paragraphs</p>	<p>(P) -<i>One reason why...</i> <b>(identify a feature)</b></p> <p>(E) -Sentence starters here vary, just start to give specific information about the factor</p> <p>(A) - <i>This meant that / This led to / This was important because ...</i></p>	<p>Don't just describe the information, actually explain what it is.</p> <p>The stimulus points given are just to help, you do not need to use them - the higher marks are only given for those that write about something not given in the points.</p> <p>The analysis has to clearly link back to the question of why something happened - be detailed in this section, this is where you actually tell the examiner the answer.</p> <p>Make sure your analysis is actually connected to the evidence you provided.</p>

<p>5 / 6</p>	<p>“Statement”</p> <p>How far do you agree? Explain your answer.</p> <p>You may use the following in your answer</p> <p>-</p> <p>-</p> <p>(16 marks)</p>	<p>3 PEA paragraphs AND a conclusion.</p> <p>You will be given the choice of two questions, pick which one you feel the most confident with.</p> <p>You are being asked “how far do you agree” so the higher mark answers will include any reasons why you disagree with the statement.</p>	<p><u>Paragraph 1</u> (P) -<i>To and extent I agree that...</i> <b>(use words from the statement given)</b></p> <p>(E) - Sentence starters here vary, just start to give specific information about the factor</p> <p>(A)- <i>This meant that / This led to / This was important because...</i></p> <p>Higher marks</p> <p>(C)- <i>However...</i></p> <p><u>Paragraph 2</u> (P) -<i>However I can disagree with the statement because ...</i> <b>(identify the factor of why you disagree - use words from the statement given)</b></p> <p>Repeat the rest of the paragraph as in paragraph 1.</p> <p><u>Paragraph 3</u> (P) -<i>Furthermore, I agree / disagree with the statement because ...</i> <b>(identify the factor of why you disagree)</b></p> <p>Repeat the rest of the paragraph as in paragraph 1.</p> <p><u>Paragraph 4</u></p> <p>Conclusion / judgement <i>Overall I agree / partially agree / disagree with the statement because...</i></p>	<p>Don't just describe the information, actually explain what it is.</p> <p>You do not need to use the information in the stimulus points but if you want more marks, you must go beyond them.</p> <p>The analysis has to clearly link back to the question and statement of why you agree or disagree - be detailed in this section, this is where you actually tell the examiner the answer.</p> <p>Make sure your analysis is actually connected to the evidence you provided.</p> <p>You need to have at least one paragraph agreeing and a paragraph disagreeing.</p> <p>Your conclusion needs to be supported with a reason.</p>
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