



# Exam Technique Booklet

## Medicine in Britain and the Western Front

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_



# Paper 1 Exam Breakdown



CLASSROOM 42

Section A:  
Historic  
environment

1a&b

Describe one feature of...

How confident  
do you feel?

Targets: AO1

Skills: Describing features

2 marks

2a

How useful are sources A&B for an enquiry into...

How confident  
do you feel?

Targets: AO3

Skills: Assessing usefulness of  
sources for a specified enquiry

8 marks

2b

How could you follow up Source A/B to find out  
more about...

How confident  
do you feel?

Targets: AO3

Skills: Suggesting a follow-up enquiry

4 marks

Section B:  
Thematic study

3

Explain one way in which X was similar/different  
to Y

How confident  
do you feel?

Targets: AO1/AO2

Skills: Explaining similarity/  
difference over a long period

4 marks

4

Explain why...

You may use the following in your answer: (2 prompts)

How confident  
do you feel?

Targets: AO1/AO2

Skills: Analysing the process  
of change over a long period

12 marks

5/6

[Statement] How far do you agree?

You may use the following in your answer: (2 prompts)

How confident  
do you feel?

Targets: AO1/AO2

Skills: Making judgments about  
nature, extent, patterns,  
process or impact of change

16 marks  
+4 SPaG

You have 1 hour 20 mins for this paper

# How to answer...

## Paper 1 Question 1a & b

2  
Marks

### Describe one feature of...

To achieve full marks on this question you need to:

- Identify one valid feature (+1 mark)
- Give supporting evidence (+1 mark)

Keep it brief - remember this question is only worth 2 marks

For example:

One feature of new techniques in the treatment of wounds at the Western Front was the Thomas Splint, used to keep limbs still during surgery. (1) This helped reduce blood loss and infection, which reduced death rates. (1)

There are two 'describe one feature of' questions - these will be on separate topics and will be marked separately



**Question:**

**Describe one stage of the transport in the chain of evacuation on the British Sector of the Western Front. (2 marks)**

**Answer:**

**One feature of the chain of evacuation on the Western Front was the stretcher bearers. They recovered the dead and wounded from No Man's Land and carried basic medical supplies.**

**Feedback:**

**This answer would get 2/2 marks because it recognises one stage of the chain of evacuation (stretcher bearers), and then describes the stage using additional information.**

# How to answer...

## Paper 1 Question 2a

8  
Marks

### How useful are Sources A & B for an enquiry into...

For this question you should write 2 paragraphs:

- **1st paragraph:** assess the usefulness of Source A
- **2nd paragraph:** assess the usefulness of Source B

You could structure each paragraph as follows:

**Content** - what information does the source give you that is relevant to the enquiry topic?

**Historical knowledge** - is this accurate? Use your own knowledge to convince your reader of your judgement

**Provenance** - how does the source's provenance affect its accuracy and usefulness? Think about:

- The author's **background**, **beliefs** and **experiences**
- The context of **when** and **where** they are writing, and the information available to them
- The **purpose** and intended **audience**

**Usefulness** - make a clear overall judgement on the usefulness of the source **for the enquiry**: 'Therefore, this source is extremely/somewhat/not useful for an enquiry into X because...'

# Grade 9 Answer

## Source Utility Question

8/8  
Marks

### Question:

How useful are Sources A and B for an enquiry into shell shock experienced by soldiers on the Western Front?

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

### Answer:

Source A is useful for an enquiry into shell shock on the Western Front as it provides visual evidence of how soldiers might appear when affected by the condition. The photograph captures a soldier with a crazy look in his eyes, with an unsettling grin, which reflects how shell shock could affect a soldier's behavior and mental state. This portrayal aligns with historical knowledge of shell shock symptoms, which included confusion, anxiety, and physical tremors. In addition, the source shows other soldiers being treated for physical conditions, demonstrating that shell shock was beginning to be considered as an illness that needed to be treated with medical help. However, while Source A gives a sense of the outward appearance of shell shock, it is limited in its detail. The photograph does not show the full range of symptoms or indicate the severity or causes of the condition. Additionally, its provenance as a photograph could mean it was intended to illustrate specific behaviors or shock the viewer, potentially affecting how representative it is of typical cases of shell shock. Nonetheless, it offers a valuable, immediate glimpse into the suffering of soldiers.

Source B is also useful, as it provides a first-hand account from Corporal Henry Gregory, who describes the visible and audible symptoms of shell shock. His description of a shell-shocked soldier who "screamed and raved," "fought to get away," and experienced uncontrollable physical reactions highlights the intense mental and physical toll shell shock took on soldiers. Gregory's account also emphasizes the terror and helplessness felt by those around shell-shocked soldiers, illustrating how misunderstood and uncontrollable this condition could be. This aligns with historical records showing that shell shock was often feared by fellow soldiers and frequently misunderstood by military authorities, who sometimes saw it as a sign of cowardice. Since Source B is a retrospective account, however, it might contain exaggerated or selective memories due to the emotional impact of the experience. Despite this, it provides detailed insights into the behavioral and physical symptoms of shell shock that might not be captured in a single photograph.

### Feedback:

This answer would get 8/8 marks because the pupil has explained and analysed the utility of both source A and B. They have explained each point in depth using historical information, linked back to the question and evaluated the utility of both sources.





## Source A

**Source A: A photograph of medical orderlies tending to the wounded in a trench, 1916. The man on the left is suffering from Shell Shock.**



[<https://rarehistoricalphotos.com/shell-shocked-soldier-1916/>]

## Source B

**Source B: Corporal Henry Gregory served with the 119 Machine Gun Company describes the first case of shell shock he witnesses.**

**It was while I was in this Field Hospital that I saw the first case of shell-shock. The enemy opened fire about dinner time, as usual, with his big guns. As soon as the first shell came over, the shell-shock case nearly went mad. He screamed and raved, and it took eight men to hold him down on the stretcher. With every shell he would go into a fit of screaming and fight to get away. It is heartbreaking to watch a shell-shock case. The terror is indescribable. The flesh on their faces shakes in fear, and their teeth continually chatter.**



# How to answer...

## Paper 1 Question 2b

4  
Marks

How could you follow up Source A/B to find out more about...

This question is structured in 4 parts:

Detail in Source A/B that I would follow up (1 mark)

- Select a detail from the source's **content** that could be followed up

Question I would ask (+1 mark)

- Think of a question **based on the detail** you have selected from the source
- Remember to select a question **relevant to the topic area** specified - if you do not propose a valid question, you cannot achieve marks for the next two parts

What type of source I could use (+1 mark)

- Identify an **appropriate source** that will enable you to answer your question
- This should be **as specific as possible** - vague answers such as 'newspaper' or 'diary' are not often awarded marks

How this might help answer my question (+1 mark)

- Identify the sort of **information** you could find in your proposed source and **explain** how this would help you answer your question

# Grade 9 Answer

## Follow Up Source

4/4  
Marks

### Question:

How could you follow up Source B to find out more about shell shock experienced by soldiers on the Western Front?

In your answer, you must give the question you would ask and the type of source you could use. (4 marks)

### Answer:

#### 1. Detail in Source B that I would follow up:

The description of the intense symptoms of shell shock, including uncontrollable screaming and physical reactions.

#### 2. Question I would ask:

What treatments or responses did military hospitals provide to soldiers suffering from shell shock on the Western Front?

#### 3. What type of source I would look for:

Medical records or reports from field hospitals on the Western Front.

#### 4. How this might help answer my question:

This would provide insight into the approaches used by medical staff to treat shell shock and whether treatments were effective or compassionate. It would also reveal how well-understood shell shock was at the time.

### Feedback:

This answer would get 4/4 marks because the pupil has given a detail of the source, a question they would ask, the type of source they would look for and how this would help them answer their question.

# How to answer...

## Paper 1 Question 3

4  
Marks

Explain one way in which X was similar/different to Y

This question will ask you to identify a similarity OR difference regarding a particular topic between two distinct time periods

This question is only worth 4 marks, so you need 1 clear and concise paragraph

You could structure your answer as follows:

**Argument:** 'One way in which X is similar/different to Y is...'

**Explain your first time period:**

- Identify the relevant feature/characteristic
- Explain using precise historical evidence

**Explain your second time period:**

- 'In Y, this was similar/different because...'
- Identify the relevant feature/characteristic
- Explain using precise historical evidence

**Remember to refer back to similarity/difference throughout your response**

## Grade 9 Answer

# Explain Difference/Similarity

4/4  
Marks

### Question:

**Explain one way in which ideas about the prevention of illness in the period c1500-c1700 were different to ideas about the prevention of illness in the period c1700-c1900. (4 marks)**

### Answer:

**One way in which ideas about the prevention of illness in the period c1500-c1700 were different to ideas about the prevention of illness in the period c1700-c1900 was the discovery of Germ Theory. In the earlier period, miasma was still a popular belief, which stated illness was caused by bad smells, which led to many incorrect beliefs about the cause of illness. However, Louis Pasteur published his Germ Theory in 1861, which argued that bacteria was the cause of disease, not bad smells in the air, which improved beliefs about illness. Although this theory was not immediately accepted, it went on to be widely accepted.**

### Feedback:

**This answer would get 4/4 marks because the pupil has identified a difference in the periods (shift from belief in miasma to Germ Theory), and explained how this changed between the periods, using historical evidence to back up the explanation.**

# How to answer...

## Paper 1 Question 4

12  
Marks

### Explain why...

You may use the following in your answer (2 prompts)

This question asks you to explain why a particular event occurred. It calls for 3 PEEL paragraphs, one on each prompt given and another on your own idea

**P - Point**

**E - Evidence**

**E - Explain**

**L - Link**

**Point:** 'One reason for [wording of question] is...

**Evidence:** provide relevant precise historical evidence (stats, places, names, events, dates, etc)

**Explain:** using the evidence, explain why this factor led to the event in question

**Link:** always link back to the question and the other factors you are writing about - you may find it useful to write in order of significance to make this easier

**Tip:** for top marks you should maintain a consistent line of reasoning - keep linking back to the question and have a clear argument



# Grade 9 Answer

## 12 Mark Essay Question

12/12  
Marks

### Question:

Explain why there were changes in approaches to prevention and treatment of disease in the years c1500-c1700.

You may use the following in your answer:

- Work of Vesalius
- The Great Plague

You must also use information of your own.

(12 marks)

### Answer:

Firstly, the work of Vesalius played a crucial role in transforming medical practices during this period. His publication, *On the Fabric of the Human Body* in 1543, challenged longstanding medical teachings that were based primarily on the works of Galen, which often contained inaccuracies due to Galen's reliance on animal dissection. Vesalius emphasised the importance of direct observation and dissection of human bodies, leading to more accurate knowledge of human anatomy. This newfound understanding shifted medical treatment from relying heavily on traditional humoral theory to a more anatomical and physiological approach, allowing for improved surgical techniques and treatments. For instance, surgeons began to gain more respect in the medical community as they applied anatomical knowledge to their practices, such as in operations that required greater precision than before.

Secondly, the Great Plague of 1665 significantly impacted public health responses and treatment approaches. This epidemic highlighted the inadequacies of existing medical knowledge and practices, as traditional methods such as bloodletting and herbal remedies proved largely ineffective against the highly contagious disease. In response to the plague, authorities began implementing more systematic approaches to prevention, such as quarantine measures and the establishment of pesthouses for the sick. The idea of miasma—the belief that diseases were caused by "bad air"—led to efforts to improve sanitation in cities and the belief that purifying the air could prevent disease.

Moreover, changes in the approach to hospitals during this period also significantly influenced treatment and prevention strategies. In the early 16th century, hospitals were primarily places for the care of the poor and the sick, often run by religious organizations. However, the Renaissance and subsequent periods prompted a transformation in hospital functions, driven by an increasing understanding of disease and a growing commitment to public health. For instance, hospitals began to adopt more organized medical practices, with some employing trained physicians and surgeons who could apply the latest anatomical knowledge to patient care.

### Feedback:

This answer would get 12/12 marks because the pupil has identified 3 reasons why prevention and treatment of disease changed (Vesalius, Great Plague and hospitals). They have explained each point in depth using historical information, and directly linked to the question throughout.





# How to answer...

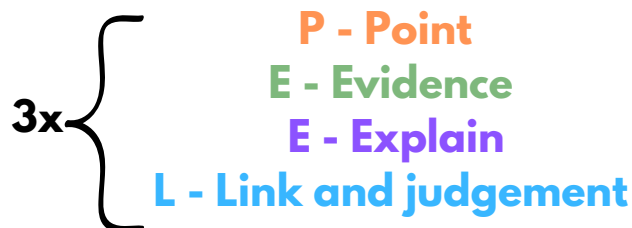
## Paper 1 Question 5/6

16 Marks  
+4 SPaG

### [Statement] How far do you agree?

You may use the following in your answer (2 prompts)

In this question you are again writing 3 PEEL paragraphs, one on each prompt given and another on your own idea. You should also make a judgement on each factor and the overall statement.



#### Conclusion

**Point:** 'Firstly, I agree/disagree that [statement] because...'  
'However, a historian may argue...' 'Finally, it can be argued that...'

**Evidence:** provide relevant precise historical evidence (stats, places, names, events, dates, etc.)

**Explain:** using the evidence, explain why this factor supports the statement or does not

**Link:** always link back to the question and the other factors you are writing about and add a mini judgement - 'Therefore I agree/disagree with the statement because...'

**Conclusion:** briefly explain how far you agree with the statement and why

To get top marks, you must write about a point of your own that has not been given in the question



# Grade 9 Answer

## How Far Do You Agree

16/16  
Marks

### Question:

'The influence of Galen was the most significant factor in shaping medical knowledge in England in the years c1250–c1500.' How far do you agree?

You may use the following in your answer:

- The Theory of the Four Humours
- Religious explanations

You must also use information of your own.

(16 marks)

### Answer:

Firstly, the Theory of the Four Humours was foundational to medieval medical practice and greatly influenced ideas about disease. Originating from the work of ancient Greek physician Hippocrates and later developed by Galen, this theory posited that the body consisted of four humours—blood, phlegm, yellow bile, and black bile. Illness was thought to arise when these humours were imbalanced, so treatments were designed to restore balance, often through bloodletting, purging, and the use of specific diets. Physicians tailored treatments to the patient's "temperament" or unique balance of humours, which made the theory adaptable and widely accepted. This emphasis on humoral balance shaped both prevention and treatment, reinforcing the idea that illness was a physical, bodily imbalance rather than caused by outside contagions.

Secondly, religious explanations were also significant in shaping medieval beliefs about disease. Many people believed that illness was a form of divine punishment or a test from God, especially for sins or moral failings. This belief was particularly prominent during epidemics, such as the Black Death in 1348–49, when people sought forgiveness through prayers, confessions, and other acts of piety. The church played a dominant role in public health, and religious institutions often controlled hospitals, where spiritual care was as important as physical care. Religious explanations also influenced treatments, such as the use of pilgrimages, charms, or prayers to seek divine intervention. While some of these methods were ineffective, they provided comfort and a framework for understanding suffering in a deeply religious society.

In addition to the Four Humours and religious beliefs, the miasma theory also played a significant role in medieval ideas about disease. Miasma theory posited that diseases were spread by "bad air" or poisonous vapors, especially in dirty or decaying environments. This theory led to preventive measures, such as purifying the air with herbs, lighting fires to disperse "bad smells," and cleaning the streets to reduce miasmas. During outbreaks like the Black Death, people carried posies of herbs or flowers to avoid the foul smells thought to cause illness. Although the miasma theory was incorrect in its understanding of contagion, it prompted practical public health efforts, such as street cleaning and sanitation improvements, which would later prove beneficial in disease prevention.

In conclusion, the Theory of the Four Humours was the most significant factor in shaping medical knowledge in the years c1250–c1500. Although other factors such as religious beliefs and the theory of miasma were both prevalent, the Theory of the Four Humours was extremely influential throughout the entire period, and was an important step forward in the belief in physical causes of illness.

### Feedback:

This answer would get 16/16 marks because the pupil has explained three points (Theory of Four Humours, religious belief and miasma). They have explained each point in depth using historical information, and directly linked to the question throughout. They have also made a judgement and justified it in their conclusion.