**GCSE History (Unit 3) Transformation of Surgery**

**Unit 3: Introduction assignment to unit 3: Schools History Project Source Enquiry \*Unit code 5HB03**

**Assignment**

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| Student Name: | Teacher: |
| Date assignment issued: | Date assignment due: |

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Welcome to your first assignment for Unit 3 History. In order to make sure that you complete the unit on time and meet all your deadlines, you will find that the assignment is broken down into key tasks.

Each task will start with the part of the grading criteria that the task relates to, example A\*, A, B, C. It will finish with a deadline for the task to be completed.

**Introduction**

**Nowadays we think of surgeons as respected, skilled and clever people who save lives. They are the stars of hospital dramas on TV and everyone looks up to them. Two hundred years ago the story was very different. Some people would say that the really big changes happened in the period 1845–1918 when surgery was transformed from a painful, bloody experience for the patient into something professional and scientific and much more likely to save a patient’s life. In this enquiry you will investigate the developments that made this transformation possible.**

This unit is about:

* An understanding of the way surgery was perceived before anaesthetics were available.

* Developments in dealing with the three main problems in surgery: pain, infection and blood loss.
* An understanding of the main factors influencing these changes.

**Dealing with pain**

Developments in anaesthetics; the work of Simpson. The use of nitrous oxide, ether and chloroform; the importance of Simpson’s work; opposition to anaesthetics and why improvements in anaesthetics led to the ‘Black Period’ of surgery.

**Dealing with infection**

Battle against infection, developments in antiseptics; the work of Lister. The battle against infection, the importance of Lister’s work, opposition to Lister’s ideas, the move from antiseptic to aseptic surgery.

**Dealing with blood loss**

Blood types, blood banks, transfusions. The problem of blood loss and ‘shock’, the work of Landsteiner in establishing blood types and the development of techniques to store blood.

**Factors influencing these developments**

The role of science and technology; war; communications. Science and technology: the impact of Pasteur’s Germ Theory (although questions will not be set directly on Pasteur’s work), the discovery of x-rays and improvements in knowledge and the development of equipment. The effects of war on injuries and as a catalyst for developments. Communications: reporting and sharing advances, the influence of reports on medical and public opinion.

Focus of the paper is on the skills involved in using sources, separately and in combination, in their context, rather than on simple recall of the historical content of the unit.

After completing this unit you should be able to achieve the following outcomes:

1. To identify the main changes in surgery that took place between 1845 and 1918.
2. To identify the main factors contributing to these changes.
3. To understand the key criteria involved in analysing historical sources.

**Assessment overview**

This unit is assessed through a 1-hour and 15-minute examination. The paper will have six to eight sources and students must answer five questions. There are 50 marks available for this paper.

You will have plenty of opportunities to get feedback on the quality of your work and whether it meets the grading criteria, but it is really important that you stick to the given deadlines for each task otherwise it makes giving feedback difficult!

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**Your assignment brief:**

**Task 1: Inference Question**

o These are usually the early questions. They are meant to be easy.

They carry the lowest marks.

o You have to answer what the source shows about a situation.

o The source could be of any number of types.

o Write down everything you can find.

o Keep your mind on the question.

o Look beyond the obvious to what you can **infer** from the source.

**INFER = TO WORK SOMETHING OUT FROM WHAT YOU HAVE READ OR SEEN. \*\*\*\*SQUEEZE THE EVIDENCE FOR MEANING\*\*\*\* THERE IS NO SUCH THING AS A COMPLETELY BIASED OR USELESS SOURCE. YOU CAN FIND OUT A LOT OF INTERESTING THINGS FROM A BIASED SOURCE.**

**Task 1 What can you learn from Source A about surgery in the 19th Century?**



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| Working towards a C  surgery2.jpg | **Level 2 (2-3 marks) Unsupported inference.**  Valid inference(s) are offered, but without support from sources.  E.g. Surgery was not very safe, Surgeons did not know about germs. |
| Working towards a B  surgery.bmp | **Level 3 (4-6 Marks) Supported inferences.**  Valid inference(s) are made and supported from the source.  *E.g.* Surgeon pictured c.1882, wearing an apron, but without surgical gloves or face mask showed some knowledge of germ theory but knowledge was not fully complete. |
| Working Towards an A  surgery3.jpg | **Level 3 (4-6 Marks) Supported inferences.**  Valid inference(s) are made and supported from the source.  **3 points needed with supporting detail** |

**Task 2: Cross Referencing. due**

This kind of question requires all the same skills, comprehension, inference, reliability, usefulness, limits to usefulness, but comparing one source with others. Your answer must be a comparison.

**COMPARE = LOOK FOR SIMILARITIES AND DIFFERENCES I N**

**WHAT DIFFERENT SOURCES OFFER TO ANSWER A QUESTION.**

**MAKE SURE YOU ARE ANSWERING THE QUESTION – MAK E**

**SURE YOU ACHIEVE A PROPERLY BALANCED ANSWER**

To what extent does source B agree with source C about the work of Florence Nightingale?

SOURCE B: An account of Florence Nightingale’s work from a school text book written by John Robottom in 1991.

By 1856 most people knew of Florence Nightingale’s work from the many pictures of the ‘Lady of the Lamp’. The pictures of the gentle lady with the lamp were only part of the truth, but they touched people’s imaginations. They sent the huge sum of £40 000 to the Nightingale Fund for training nurses. Back in England, Florence Nightingale spent three years advising the government on changes in army hospitals. Then in 1860 she chose St Thomas’ Hospital for the first nurse-training school.

SOURCE C: An account of Florence Nightingale’s work in the Crimea, from the Oxford Children’s Encyclopaedia’, 1991.

Florence Nightingale set sail in 1854 with 38 nurses. Within a month they had 5000 men to look after. Florence worked 20 hours a day to improve the nursing of ordinary soldiers. Every night she visited all the wards, and the soldiers loved her as ‘the lady with the lamp’. Her story was published in newspapers back home and she became a national heroine. £45 000 was collected from the public for her to spend as she saw fit. In 1860 she spent it on the Nightingale training school for nurses at St Thomas’s hospital, London.

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| Working towards a C  surgery4.jpg | **Level 2 (3-6 Marks) Supported answer**  **Identifies elements of support and/or challenge based on matching details of source (s) content.** E.g. Soldiers called Florence the ‘Lady with the Lamp  OR  **Concept of support/challenge is approached as a reliability issue and comments are offered based on the nature of the source(s).** E*.g. Both sources were written in 1991* |
| Working towards a B  surgery5.jpg | **Level 3 (7 – 10 Marks)**  **Balanced Judgement**  EITHER  Cross referencing focuses on content: considers elements of both support and challenge to arrive at an overall judgement on the extent of support. *e.g. Both sources suggest the spending of charitable donations on nursing at St Thomas’ was significant however, Source C focuses more on her work in the Crimea.*  OR  Cross referencing focuses on source: considers the nature of the sources in order to judge the strength/quality of support/challenge provided by the content. *e.g. Both sources were written in 1991 and so historians were able to reflect on sources over a long period of time to give an accurate description.* |
| Working Towards an A  surgery6.bmp | **Level 3 (7 – 10 Marks)**  **Balanced Judgement**  **As above**  Reserve top level (10) for those able to combine both these elements of extent and nature of support in coming to an overall judgement. |

**Task3 Usefulness of sources: due**

**SOME SOURCES MIGHT BE MORE USEFUL THAN OTHERS, BUT SOURCES ARE NOT SIMPLY USEFUL OR NOT USEFUL IN THEIR OWN RIGHT, THEY ARE USEFUL OR NOT USEFUL DEPENDING ON WHAT YOU WISH TO FIND OUT FROM THEM, THAT IS DEPENDING ON THE QUESTION BEING ASKED OF THEM.**

When judging the usefulness of a source ask questions like:

o where does the source come from?

o who created it?

o why was it created?

o is it reliable in what it says about

o even if it is biased what does it still reveal that is relevant to the question?

Start of with what it can be used for - then discuss the problems of using the source.

**RELIABLE = CAN BE TRUSTED OR MADE USE OF AT FACE VALUE.**

**REMEMBER - JUST BECAUSE A SOURCE IS UNRELIABLE, THIS DOES NOT MAKE IT TOTALLY USELESS.**

If you want to discuss the bias of a source then what reveals its bias?

- its content?

- its attribution? (provenance)

- your knowledge of the period?

**ATTRIBUTION / PROVENANCE = THE CIRCUMSTANCES IN**

**WHICH A SOURCE WAS PRODUCED**

**REMEMBER - INACCURATE OR UNRELIABLE SOURCES DO**

**NOT MEAN USELESS SOURCES**

**REMEMBER - USEFULNESS CAN ONLY BE JUDGED WITH**

**REFERENCE TO THE QUESTION BEING ASKED.**

Which of Sources D or E is more useful to the historian who is investigating the success of Joseph Lister? Explain your answer, using Sources D and E.

Source D

He became Surgeon to the Queen in Scotland and used the antiseptic technique on Queen Victoria when he drained an abscess at Balmoral. The successful outcome may also have been aided by the use of a rubber drainage tube, the first recorded use of this in the country.

***Iain Macintyre* profiles the life of Joseph Lister 2006 Fathers of Modern Surgery**

Source E

Many of the most successful surgeons have given Mr Lister’s plan a trial and then given it up. They have returned to using previous methods. The use of the antiseptic system is certainly not more successful than the use of ordinary methods. It is said to be less successful.

**From *The Lancet*, a medical magazine. This article is reporting ideas held by some surgeons in 1875.**

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| Working towards a C  surgery7.jpg | **Level 2 (3-6 Marks)**  **Judgement is based on the usefulness of the sources’ information**  **Answer focuses on what the sources can or cannot tell us. *e.g. Source D tells us about success of Lister’s methods; Source E only tells us about opposition to it.***  **OR**  **Judgement is based on evaluation of nature or authorship of sources. Answer focuses on how reliable/how representative /authoritative the source is. *e.g. Source D is written more recently than source E so may be based on more information.***  **Maximum 5 marks if L2 criteria are met for only one source.** |
| Working towards a B  surgery8.bmp | **Level 3 (7 – 10 Marks)**  **Judgement combines both elements of L2 to assess the contribution the sources can make to the specific enquiry. Answer considers the value of information, taking into account an aspect of its nature (i.e. how representative /authoritative /comprehensive it is.**  ***e.g. Source D provides a wider context of attitudes and the way Lister’s work was seen at the time from a historian who has***  ***researched the topic; Source E provides direct evidence from a medical journal from the time and was in a position to make a balanced judgement.***  **Maximum 9 marks if level 3 criteria are met for one source only.** |
| Working Towards an A  surgery0.jpg | **Level 3 (7 – 10 Marks)**  **Balanced Judgement**  **As above**  Level 3 criteria needs to be shown for both sources |

**Task4 Portrayal of sources: due**

**Portrayal is the way someone is shown usually in a positive or negative light. You need to look at the motives behind someone portraying someone or something in a certain way.**

**Source F**

The plaque dedicated to James Simpson in Westminster Abbey reads:

*"To whose genius and benevolence  
The world owes the blessings derived  
From the use of chloroform for   
The relief of suffering  
Laus Deo"*

What impression of James Simpson has been shown in source F? Explain your answer, using Source F

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| Working towards a C  compound_microscope.jpg | **Level 2 (3-6 Marks) Supported Statement**  **Valid comment about message is offered and linked to content or nature of the source.** *e.g. the plaques is complimenting Simpson on his discovery because it is wrong to speak ill of the dead.* |
| Working towards a B  surgery12.bmp | **Level 3 (6 – 8 Marks) Explained message**  **Analysis of the treatment or selection of the source content is used to explain message.** *e.g. the plaque is written praising Simpson because the impact of his discovery meant that…*  Therefore people wish to celebrate his name by… |
| Working Towards an A  surgery11.jpg | **Level 3**  **Balanced Judgement**  **As above**  Level 3 criteria needs to be shown in at least 2 well-made PEER statements. |

**Task 5 Using sources to create a Judgement: due w/b 13/12/2010**

This requires you to assess how valid judgements about the past are.

**INTERPRETATION = AN ATTEMPT TO DESCRIBE / EXPLAIN / MAKE A JUDGEMENT ABOUT THE PAST.**

These are the higher mark questions - You must use both the sources and your **knowledge** to answer the question. Try to fix in your mind the judgement or interpretation that you are assessing the validity or truthfulness of by:

o **Reading the sources carefully**

o **Reading the question carefully**

o **Making your answer well-structured with an**

- Opening paragraph

- supporting the judgement or evaluation

- arguing against the judgement

- making your conclusion well balanced about how valid the judgement in the question is

o **Make your first and last lines focus firmly on the question.**

**Antiseptics were the most important discovery for making surgery safer do you agree? Use sources A,D,E,F and G**

**Source G** Statistics about operations involving amputations performed by Joseph Lister between 1864 and 1870.

|  |  |  |  |
| --- | --- | --- | --- |
| **Years** | **Operations** | **Patients Recovered** | **Patients Died** |
| 1864 – 66 | 35 without Carbolic Acid | 19 | 16 |
| 1867 – 70 | 40 Using Carbolic Acid | 34 | 6 |

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| Working towards a C | **Level 2 (3-6 Marks)**  **Answer offers a judgment on the hypothesis and links to relevant details from sources and/or own knowledge. *e.g .G shows a dramatic difference in survival rates with the use of the carbolic spray;***  **Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.** |
| Working towards a B | **Level 3 (9 – 12 Marks)**  **Response focuses on the issue of whether Lister’s methods changed surgery or someone else did more. Answer offers reasons to explain whether Lister’s new ideas and methods were / were not quickly accepted *e.g. Source F shows the dedication people give to Simpson for relieving pain whereas Lister’s methods were not always used Source E.***  **Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found. At this level the answer will be unbalanced and only points of agreement or disagreement will be convincingly explored. Reserve 11-12 marks for answers which use sources and own knowledge. NB No access to this level for responses which do not use the sources.** |
| Working Towards an A | **Level 4 (13-16 Marks) Sustained argument, exploring the evidence for and against the hypothesis.**  **Answer considers the discovery and the speed with which it was adapted in the context of surgery during the period. Own knowledge and material from the sources is precisely selected to support the points made. *e.g. Weighs the effectiveness of Lister’s methods against the continuing opposition from some surgeons with that of other discoveries such as Blood groups.***  **Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found Reserve 15-16 for those responses which also take into account the strength of the evidence from the provided sources when coming to an overall conclusion. NB No access to this level for responses which do not include additional recalled knowledge.** |

**Final things:**

* Page number your answers (make sure it is all in the correct order);
* Make sure you create your own front cover with your name, the paper details and the unit details plus your teacher’s name.

**Most of all ENJOY the assignment and the course.**

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