**KQ4 To what extent did the ideas about the causes of illness change 1900-present, and how did they impact on approaches to treatment and prevention?**

|  |
| --- |
|  |

**Key Enquiries**

1 What factors help us to understand change and continuity in Medical developments 1900-2000?

2 Were people now living longer in the period 1900-2000?

3 How far did the development of science and technology impact on developments in Medicine 1900-2000?

4 How far did ideas about the causes of illness change 1900-2000?

5 How far did approaches to treatment and prevention of illness change 1900-2000?

6 How far did public health provision change 1900-2000?

**Language and Literacy**

**Key Terms and their meanings in Medicine 1900-present**

|  |  |
| --- | --- |
| **Alexander Fleming** | **Scientist who discovered Penicillin** |
| **British Medical Association** | **Organisation representing the interests of the medical profession.** |
| **Central government** | **National government organisations with responsibility for the whole country.** |
| **Crick and Watson** | **Scientists who discovered DNA.** |
| **Cure** | **An action designed to bring a disease under control.** |
| **DNA** | **A self replicating material present in all living organisms which carries genetic information.** |
| **Ehrlich** | **Scientist who discovered how to make stains of bacteria which also killed the bacteria.** |
| **Florey and Chain** | **Scientists who further investigated the use of penicillin.** |
| **Gene therapy** | **Using healthy genetic material to treat certain illnesses.** |
| **Genetic Engineering** | **Creating new varieties of living material by combining genetic information.** |
| **Genetics** | **The study of inherited characteristics inside the human body.** |
| **Immunisation** | **A programme of vaccination to control epidemics of certain diseases** |
| **Infant mortality** | **Statistics on the numbers of babies that die.** |
| **Koch** | **Scientist who discovered how to stain bacteria so as to identify the bacteria that causes disease.** |
| **Local government** | **Local government organisations with responsibility for cities, counties or areas of the country.** |
| **Louis Pasteur** | **Scientist who discovered the germ theory of disease.** |
| **Magic bullets** | **Chemicals designed to kill certain bacteria in the human body.** |
| **Marie Curie** | **Scientist who discovered radium and how it could be used in medicine.** |
| **Microbes** | **Small bacteria that can cause disease** |
| National Health Insurance Act 1911 | **Act of Parliament introducing insurance scheme for health care.** |
| **National Health Service** | **A system of heath care organised centrally, administered locally and funded from taxes so that the service is free.** |
| **Non contagious diseases** | **Diseases which can not be transmitted through contact, but can be the result of inherited characteristics.** |
| **Opposition** | **People or groups that do not approve of an action or development.** |
| **Penicillin** | **A chemical designed to kill a range of bacteria in the human body.** |
| **Prevention** | **An action designed to reduce the possibility of something occurring.** |
| **Radium** | **An element used to improve the image from X Rays.** |
| **Vaccination** | **An injection designed to prevent certain diseases occurring.** |
| **X Ray** | **An image made of the inside of the human body.** |
|  |  |

**What factors help us to understand change and continuity in Medical developments 1900-present?**

**Focus : Factors of change and continuity in Medical developments 1900-present.**

# **Activity 1: Why was there still such a lot of ill health by 1900?**

Using DC SHP Medicine text p144, complete the following paragraph.

Despite all the changes in ideas, causes of illness, preventions of illness, cures and further developments in public health, by 1900 there was still a great deal of ill health. The main reasons which help to explain this include..

# **Activity 2: Why have medicine and health improved so rapidly since 1900?**

Using DC SHP Medicine text p144 and the mind map on factors of change, complete the following paragraph.

Since 1900 there have been great improvements and rapid progress in medicine and health. The main reasons which help to explain this are

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**Activity 3: Factors that help us to understand why change took place in Medicine 1900-present.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Role of Individuals**  Individuals such as Marie Curie (radiotherapy), Alexander Fleming (Penicillin) and Crick and Watson (DNA) continued to investigate and make breakthrough discoveries to further medical thinking in causes, preventions and cures for illness. |  | **New Ideas**  Ideas about causes and cures of illness (such as hereditary and life cycle factors) have further developed with the discovery of antibiotics such as penicillin and continued research into methods such as gene therapy. |  | **Role of Government**  Government involvement in health care has continued to grow in the 20th Century especially as a result of the introduction of the National Health service (NHS) in 1948 and its continued expansion of health care services. |  |
|  |  | **FACTORS OF CHANGE 1900-present** |  |  |  |
| **Science and Technology**  Rapid advances in science enabled scientists to discover the building blocks of human life, DNA, and technological developments (such as computerisation) and new techniques made new techniques possible. |  | **War**  The First World War 1914-18 and the Second World War 1939-45 encouraged governments to increase spending, research and experiment as new and better ways to treat casualties of war were sought. |  | **Communication and Education**  There was a huge increase in the education of General Practitioners and Hospital Doctors and surgeons, and greater training and communication within the medical profession and with government. |  |

**How far did the changing ideas impact on medicine 1900-present?**

**Focus: From Germ theory to genetics: X rays, Hi Tech medicine and surgery, implications of DNA discovery**

**Activity 1: Science, technology and changing ideas about causes and cures.**

Using WB SHP Medicine text p52-53, complete the following table.

|  |  |
| --- | --- |
| **The benefits of science since 1900** | **The benefits of technology since 1900** |
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| 4 | 4 |
| 5 | 5 |
| Limitations of impact | Limitations of impact |

**Activity 2: The story of X Rays**

Complete the following timeline which shows the story of X Rays using DC SHP Medicine txt p146

|  |  |  |  |
| --- | --- | --- | --- |
| 1850 | 1896 | 1914-18 | 1950’s |
| By 1850 | By 1900 | By 1945 | By 2000 |
| 1895 | 1900 | 1918-19 | 2000 |

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**Activity 3: Impact of X Rays.**

**Describe and explain the impact of X Rays on medicine by completing the following thinking matrix using SHP Medicine text p146-147.**

|  |  |  |
| --- | --- | --- |
| **Rontgen and X-rays** |  | **Curie and radiotherapy** |
| **It was discovered..** | **Discovery** | **It was discovered..** |
| **The discovery happened as a result of..** | **How** | **The discovery happened as a result of..** |
| **The discovery was put to use in..** | **Uses** | **The discovery was put to use in..** |
| **The discovery led to..** | **Impact** | **The discovery led to..** |

**Activity 4: What is DNA?**

|  |  |
| --- | --- |
|  | **1 Stick the “What is DNA” diagram into your book.**    **2 Underline five key points which explain what DNA is.**    **3 Memorise the five key points by linking them together in a story.** |

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**Activity 5: How did our understanding of DNA develop? Two crucial turning points.**

**Describe how DNA was discovered by completing the following thinking matrix using SHP Medicine text p148.**

|  |  |  |
| --- | --- | --- |
| **TP1: Discovering the structure** | **Stage** | **TP2: Mapping the human genome** |
| **In 1953..** | **1** | **In 1990..** |
| **Crick and Watson discovered that..** | **2** | **This involved research teams in..** |
| **They also proved that..** | **3** | **Money came from..** |
| **This was a launch pad because..** | **4** | **Computerisation was vital because..** |

**Activity 6: Why 1953?**

**Explain why the structure of DNA was discovered in 1953 by completing the following concept map using SHP Medicine text p149.**

|  |  |
| --- | --- |
| **The role of Key individuals** | **Earlier research and discoveries** |
| **Teamwork** | **Science, technology and money** |

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**Activity 7: The implications of DNA’s discovery.**

**Explain what the discovery of DNA could lead to in terms of medical treatments by completing the following concept map using SHP Medicine text p151.**

|  |  |
| --- | --- |
| **Gene therapy** | **Genetic engineering** |
| **Customised drugs** | **Genetic screening or testing** |

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**Activity 8: From Germ theory to genetics: Understanding 20th Century development in medical knowledge**

#### **Complete the following paragraph in conclusion to your work**

**In the 19th century Louis \* discovery of the Germ theory led to the development of \* and antibiotics to treat diseases. Scientific and technological developments in the 20th century have led to \* in medical knowledge about \* diseaeses inside the human body. Both X Rays and the discovery of \* provide doctors with information on which they can make diagnosis and possible treatments that were previously \*.**

**vaccinations non-contagious DNA breakthroughs impossible Pasteurs**

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**Activity 9: How far did science and technology impact on medicine in the period 1900-2000?**

**On a copy of the graph below plot a line to show the extent of change and continuity in the way in which developments in science and technology has led to new ways of thinking about medicine during the 20th century and label significant events (Rontgen, Curie, X Rays, discovery of DNA, Human Geome Project, implications of DNA discovery) on the graph.**

|  |
| --- |
|  |

|  |  |  |
| --- | --- | --- |
| In 1895 Rontgen was experimenting with cathode rays and discovered that their light could pass through wood, rubber and human flesh but not metal or bones. | The DNA revolution is still at the beginning and every day new discoveries are made, but there is yet to be a complete breakthrough in Gene therapy. | In the 1930’s the harmful effects of gamma radiation were increasingly realised and measured doses started to be used. |
| In 1990 the Human Genome Project set out to identify the role of each of the 100,000 genes in a human DNA molecule to compile a full map of human DNA. | In the 1920’s Marie Curie discovered radium which began to be used in radiography to detect cancers and radiotherapy to remove cancerous growths. | In 1953 |

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**Activity 10: How far did the changing context impact on medicine between 1900-2000?**

Using WB SHP Medicine text p14-15, work through the activities 1-9. Then organise your thoughts and answer the following question using either of the thinking frames below.

**Thinking frame 1**

**Intro: Whilst there were some changes in medicine during the period 1350-1750 because of the changing context, there were many ideas that remained the same.**

**Part 1: There were some significant changes in the context for medical developments during the period 1350-1750. For example…**

**Part 2: However many ideas and practices within medicine remained the same in the period 1350-1750. For example….**

**Thinking frame 2**

**Intro: Whilst there were some ideas that continued in the context for medical developments during the period 1350-1750, there were many significant changes.**

**Part 1: There were some ideas that continued in the context of Medical developments during the period 1350-1750. For example…**

**Part 2: However there were many significant changes in the context of medical developments in the period 1350-1750. For example….**

**How far did ideas about the causes of illness change 1900-present?**

**Focus : Changing ideas about the Causes of illness.**

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**Activity 1:The significance of the Germ theory 1861 in understanding the causes of disease.**

Use DC SHP Medicine text p150 and your previous work on Louis Pasteur and the Germ Theory of disease to help you write a paragraph which explains why the Germ theory was an important breakthrough in understanding the causes of disease.

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**Activity 2: The limitations of the Germ theory in understanding the causes of disease.**

Use DC SHP Medicine text p150 to help you write a paragraph which explains why the Germ theory did not result in a complete understanding of the causes of disease.

**Activity 3: The significance of the discovery of DNA 1953 and the Human Genome Project, in helping understand the cause of disease.**

Using DC SHP Medicine text p148-151 write a paragraph which explains how the discovery of DNA is further helping our understanding of the causes of disease.

|  |
| --- |
| **Top 5 ways in which the discovery of DNA is helping scientists to gain further undertsanding of the causes of disease** |
| **1** |
| **2** |
| **3** |
| **4** |
| **5** |

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**Activity 4: Ongoing war with microbes. A never ending story?**

Scientists have not finally won the battle against deadly microbes either! Read sources 1 and 2 and stick them in your books. Underline the parts which show that human activities such as mutation of bacteria, communication and war have assisted the growth of deadly microbes.

**Activity 5: How far did ideas about the causes of disease change in the period 1900-2000?**

|  |
| --- |
|  |

|  |  |  |
| --- | --- | --- |
| **1 Louis Pasteur’s Germ theory continued to be the most significant explanation of the causes of disease from 1861-1953. However it only considered contagious disease.** | **2 Since 1953 genetic research has discovered the abnormal genes that cause cystic fibrosis, sickle cell anaemia and muscular dystrophy.** | **3 In 1990 the Human Genome Project started to identify every gene in the human DNA. This is helping further to identify hereditary illnesses like cancer.** |
| **4 In the 1930’s the bacteria that caused scarlet fever, meningitis and pneumonia were identified and Sulphonamides developed as a cure.** | **5 The discovery of DNA in 1953 led to new explanations of diseases not caused by bacteria.** | **6 In 1932 the bacteria that caused blood poisoning was identified and Prontosil was developed as a cure.** |

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**Activity 6: How far did ideas about the causes of illness change 1900 and 2000?**

**Organise your thoughts and answer the following question using either of the suggested thinking frames below.**

**How far did ideas about the causes of illness change between 1900-2000?**

**Thinking frame 1**

**Intro: Whilst there were some changes in explanations of the causes of illness during the period 1900-2000, there were many ideas that remained the same.**

**Part 1: There were some significant changes in identifying the causes of illness during the period 1900-2000. For example…**

**Part 2: However many ideas and practices in identifying the causes of illness remained the same in the period 1900-2000. For example….**

**Thinking frame 2**

**Intro: Whilst there were some ideas that continued in explanations of the causes of illness during the period 1900-2000, there were many significant changes.**

**Part 1: There were some ideas that continued in explaining the causes of illness during the period 1900-2000. For example…**

**Part 2: However there were many significant changes in explaining the causes of illness in the period 1900-2000. For example….**

**How far did approaches to treatment of illness change 1900-present?**

**Focus Change in treatments and preventions.**

# **Activity 1: Research in prevention and cure.**

**During the late 19th and early 20th Century doctors and scientists discovered the causes of many illnesses and infectious diseases. They identified the bacteria and started two lines of research in the hope that they would eventually be able to prevent and cure those diseases. Stick the copy of the Prevention and Cure poster in your books and underline the key points, one colour for prevention and another for cure.**

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**Activity 2: The search for magic bullets. Describe and explain the development of magic bullets by completing the following thinking matrix using SHP Medicine text p157.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Magic bullets** | **Scientists** | **Cures** | **Discovery story explained.** |
| **First** **Salversan 606** |  |  |  |
| **Second** **Prontosil** |  |  |  |
| **Third** **Sulphonamides** |  |  |  |

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**Activity 3: Cures. The story of Penicillin.**

**Complete the following data collection sheet, by ticking the small space provided, in order to show the development of Penicillin from 1928-1944 using SHP Medicine text p158-60. Label each of the main stages 1-7 and then record which factors made a significant contribution at each stage by ticking the small space provided.**

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**Activity 4: The story of Penecillin in more detail. Describe and explain how Penecillin was developed by completing the following thinking matrix using SHP Medicine text p158-60 and the information you collected in Activity 3.**

|  |  |  |
| --- | --- | --- |
| **Stage** | **Factors** | **Explain the development** |
| **1 1928**  **Fleming’s discovery.** |  |  |
| **2 1929**  **Fleming’s writing.** |  |  |
| **3 1937**  **Florey and Chain’s research** |  |  |
| **4 1940**  **Experiment with mice** |  |  |
| **5 1941**  **Penecillin tested on human** |  |  |
| **6 1942**  **America and British fund research** |  |  |
| **7 1944**  **Penecillin mass produced** |  |  |

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**Activity 5: Why 1942-45? Answer the following question using the knowledge and understanding you have developed in Activity 3 and 4 and the information in source 6 SHP Medicine text p160.**

**“Explain why Penicillin was mass produced in 1942-45, and not before”**

The developments necessary for the mass production of Penecillin were not sufficient prior to 1942-45. For example...

However by 1942-45 the necessary developments for the mass production of Penicillin were in place. For example..

# **Activity 6:** **Drugs and treatments since 1945.**

**Explain how drugs and treatments have developed since 1945 by completing the following concept map using SHP Medicine text p161.**

|  |  |
| --- | --- |
| **Evidence of progress**  **The work of Drug companies** | **Lack of progress**  **Problems of drugs and treatments** |
| **Evidence of progress**  **Genetic based treatments** | **Lack of progress**  **Conditions that drugs can not help with yet** |

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**Activity 7: The training of doctors in the 20th Century.** Describe and explain how the training and role of doctors has changed 1860-2001 by completing the following thinking matrix using SHP Medicine text p172-173.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Doctors** | **1860** | **1930** | **2001** | **Extent of Change?** |
| **Training** |  |  |  |  |
| **Causes** |  |  |  |  |
| **Equipment** |  |  |  |  |
| **Respect** |  |  |  |  |
| **Female doctors** |  |  |  |  |
| **How paid** |  |  |  |  |
| **Refer to specialists** |  |  |  |  |
| **Treating the poor** |  |  |  |  |

**Activity 8: Hospitals and the care of the sick 1900-48.**Using WB SHP Medicine text p44-45

|  |  |
| --- | --- |
| **Time** |  |
| **Early 20th Century** |  |
| **Charitable Hospitals** |  |
| **Increasing role of government** |  |
| **1919 Ministry of Health** |  |

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**Activity 9: The Training of Nurses in the 20th Century.**

**Using WB SHP Medicine text p45 and 49 complete the following thinking matrix.**

|  |  |
| --- | --- |
| **Time** | **Training of Nurses** |
| **Before 1848 p45** | **1**  **2**  **3** |
| **After 1948 p49** | **1**  **2**  **3** |

**Activity 10: A summary of how methods of treatment changed during the 20th Century.**

**Using DC SHP Medicine text p145, stick a copy of the diagram into your books and write a paragraph to summarise what it shows**

|  |
| --- |
|  |

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**Activity 11: Extent of change in methods of doctors.** On a copy of the graph below plot a line to show the extent of change and continuity in the methods which doctors have fought against disease during the 20th century and label significant events on the graph.

|  |
| --- |
|  |

|  |  |  |
| --- | --- | --- |
| **1** Old treatments continue such as herbal remedies, acupuncture and faith healing, and vaccinations have continued to develop since the 19th Century. | **2** In 1913 Behring discovered and developed a vaccine to prevent diphtheria. | **3** In 1928 Alexander Fleming discovered Penicillin which could kill a variety of bacteria inside the human body. It was not mass produced until 1944. |
| **4** In 1953 Crick and Watson discovered DNA, and ther is an ongoing revolution in gene therapy and genetic engineering which is still in its infancy. | **5** Since 1945 thousands of antibiotics have been developed to kill a range of different bacteria inside the human body. | **6** In 1905 Paul Ehrlich discovered a chemical that could kill syphilis bacteria, Salversan 606. This was the first magic bullet chemical cure or antibiotic. |

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**Activity 12: Why did things begin to change in approaches o treatment and prevention of illness by 2000?** Explain why treatment and prevention of illness began to change 1900-2000 by completing the following mind map using the sorting activity below.

|  |  |  |
| --- | --- | --- |
| **1 Individuals**  Marie Curie led research in radiography in the 1920’s and Alexander Fleming discovered Penicillin in 1928.  Crick and watson were two scientists who discovered the structure of DNA in 1953. | **2 New ideas**  In 1953 the discovery of DNA began a revolution in thinking about the causes and treatments of illness and disease.  The discovery of DNA in 1953 began a change in ideas in searching for causes and treatments based on gene therapy and genetic engineering. | **3 Government**  In 1911 the Liberal Government introduced The National Health Insurance Act which insured those who paid were covered for basic medical treatments.  In 1948 under a Labour Government the role of Government increased massively in Health Care with th formation of the NHS. |
|  | **Reasons why approaches to** |  |
| **4 Science and technology**  Scientific research led to the development of chemical treatment, antibiotics, new vaccines and genetic based diagnosis and treatment.  Technological developments became an aid to research, diagnosis and treatment eg X Rays, endoscopes, computers and specialist machines. | **5 War**  High numbers of casualties in the FWW 1914-18 created a climate for greater government involvement in health, with a Ministry for Health being established in 1919.  High proportions of civilians and military casualties brought about by the SWW 1939-45 established a demand for greater government involvement in Health care services. | **6 Communication/Education**  Medical information is shared between all active participants including universities, government, drug companies and centres of specialist research.  The education of GPs has increased rapidly since 1945 with upto date referencing and a doctors surgery intent on educating patients too. |

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**Activity 13: How far did approaches to the treatment and prevention of illness change 1900 and 2000?**

**Organise your thoughts and answer the following question using either of the suggested thinking frames below.**

**How far did approaches to the treatment and prevention of illness change between 1900-2000?**

**Thinking frame 1**

**Intro: Whilst there were some changes in treatments and prevention of illness during the period 1900-2000, there were many approaches that remained the same.**

**Part 1: There were some significant changes in identifying the treatment and prevention of illness during the period 1900-2000. For example…**

**Part 2: However many practices in treatment and prevention of illness remained the same in the period 1900-2000. For example….**

**Thinking frame 2**

**Intro: Whilst there were some continuity in treatment and prevention of illness during the period 1900-2000, there were many significant changes.**

**Part 1: There was some continuity in treatment and prevention of illness during the period 1900-2000. For example…**

**Part 2: However there were many significant changes in treatment and prevention of illness in the period 1900-2000. For example….**

**How far did public health provision change 1900-present?**

**Focus. Changing role of central and local government and the NHS**

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**Activity 1: Healthier housing and cleaner air!**

**Explain the stages in which healthier housing and cleaner air quality improved during the 20th Century by completing the following thinking matrix using SHP Medicine text p162-163.**

|  |  |  |
| --- | --- | --- |
| **Stage** | **Healthier Housing** | **Cleaner Air** |
| **1** | **Back to Backs banned** | **In 1952** |
| **2** | **Homes for heroes** | **In 1956** |
| **3** | **Slum clearance** | **By 1971** |

# **Activity 2: Public Health care systems 1900-45.**

**Describe the development of the health care provision for people in the period 1900-1945 by completing the following concept map using SHP Medicine text p164-166.**

|  |  |
| --- | --- |
| **1911 National Health Insurance.** | **Problems by the 1930’s.** |
| **Health care available to most people** | **Why the national Health Service was introduced.** |

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**Activity 3: National Health Service begins in July 1948.**

**Stick a copy of the diagram showing the services provided by the National Health Service 1948 in your book and write a paragraph to explain how Aneurin Bevan was able to introduce it using SHP Medicine text p168.**

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**Activity 4: Opposition to the introduction of the NHS.**

**Explain the opposition to the introduction of the National Health Service by completing the following concept map using SHP Medicine text p168.**

|  |  |
| --- | --- |
| **Local authorities and voluntary organisations.** | **The cost.** |
| **The British Medical Association (BMA).** | **Other possible reasons.** |

# **Activity 5: Achievements and problems of the NHS.**

**Explain the five main achievements and the five main problems faced by the NHS by completing the following thinking matrix using SHP Medicine text p169.**

|  |  |  |
| --- | --- | --- |
| **Achievements of the NHS** |  | **Problems of the NHS** |
| **a** | **1** | **a** |
| **b** | **2** | **b** |
| **c** | **3** | **c** |
| **d** | **4** | **d** |
| **e** | **5** | **e** |

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**Activity 6: Graph of infant mortality.**

**Stick a copy of the diagram showing the decline in infant mortality in your book and write a paragraph to explain what it shows using SHP Medicine text p170.**

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**Activity 7: Why has infant mortality declined?**

**Explain why there was a decline in infant mortality 1840-1980 by completing the following thinking matrix using SHP Medicine text p170-171.**

|  |  |
| --- | --- |
| **Reason for decline in infant mortality** | **Explanation of Reason** |
| 1 1904 Report |  |
| 2 Measures taken by government. |  |
| 3 Discovery of vaccines |  |
| 4 Healthier housing |  |
| 5 SWW and introduction of NHS |  |

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**Activity 8: Extent of change in Public Health systems 1900-2000.**

**During the 20th Century Public Health has improved in terms of Housing, Health care provision and infant mortality. In this activity you will need to identify some evidence of the factors shown in the concept map contributing to this improvement. You should identify one further factor contributing to improvement from your own research.**

|  |  |  |
| --- | --- | --- |
| **Government** **Housing**        **Health care**      **Infant mortality** | **Individuals** **Housing**        **Health care**      **Infant mortality** | **War** **Housing**        **Health care**      **Infant mortality** |
|  | **Evidence of Factors contributing to Public Health improvements 1900-2000.** |  |
| **Science and Technology** **Housing**        **Health care**      **Infant mortality** | **Money** **Housing**        **Health care**      **Infant mortality** | **?**  **Housing**        **Health care**      **Infant mortality** |

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**Activity 9: Why was there so much improvement in Public Health by 2000?**

**Explain why there was improvement in public health provision by 2000 by completing the following mind map using DC SHP Medicine text p89.**

|  |  |  |
| --- | --- | --- |
| **1 Individuals**  Aneuran Bevan was appointed the Labour Minister of Health and it was his considerable organisational skill and determination which resulted in the formation of the NHS in 1948. | **2 New ideas**  During this period of time the ideas of the major political parties and the public began to change with regard to the extent of Government involvement in Public Health. The result was that the role of Government began to change in all aspects. | **3 Government**  In 1911 the Liberal Government introduced a compulsory National Health Insurance scheme which was further enhanced by the introduction of the NHS in 1948 with a system of GP’s and hospitals in every Health Authority. |
|  | **Why had public Health improved so rapidly by 2000?** |  |
| **4 Science and technology**  The technology available to the Health professionals has undergone a radical transformation. These include comprehensive progammes of health screening through all layers of the NHS. X rays to genetic research and technology is a considerable aid to the NHS public health care system. | **5 War**  The FWW resulted in the introduction of a Ministry of Health in 1919. The aftermath of the SWW resulted in the establishment of the NHS in 1948. | **6 Communication/Education**  The education of all layers of Health Care professionals is comprehensive and regulated at the end of the 20th Century. Further attention is given to programmes for highlighting public awareness of public health issues through Local health Authorities. |

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**Activity 10: Extent of change in Public Health systems 1900-2000.**

|  |
| --- |
|  |

|  |  |  |
| --- | --- | --- |
| **1** In 1909 the Government introduced building standards regulations for all new homes. In 1919 a Housing Act to encourage Homes fit for Heroes, and from 1930-35 there was a large scale program of slum clearance. All of these actions led to improvements in housing. | **2** In 1911 The Government introduced a compulsory scheme of National Health Insurance to pay for medical care and unemployment benefits. | **3** By 1971 the amount of smoke pollution had been reduced by 65% as a consequence of the Clean Air Act of 1956. |
| **4** In 1948 a comprehensive National Health Service was introduced with a system of GP’s and hospital services available in every Health Authority. | **5** By 1980 the number of deaths of children under one year of age had fallen, from nearly 15% in 1900, to under 5%. | **6** There remains some people living in sub standard accomodation and considerable concern over diet, smoking and alcohol consumption in the population by 2000. |

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**Activity 11: How far did the provision of public health change 1900 and 2000?**

**Organise your thoughts and answer the following question using either of the suggested thinking frames below.**

**How far did the provision of public health change between 1900-2000?**

**Thinking frame 1**

**Intro: Whilst there were some changes in public health during the period 1900-2000, there were many approaches that remained the same.**

**Part 1: There were some significant changes in the provision of public health during the period 190-2000. For example…**

**Part 2: However many practices in treatment and provision of public health remained the same in the period 1900-2000. For example….**

**Thinking frame 2**

**Intro: Whilst there were some continuity in provision of public health during the period 1900-2000, there were many significant changes.**

**Part 1: There was some continuity in provision of public health during the period 1900-2000. For example…**

**Part 2: However there were many significant changes in provision of public health in the period 1900-2000. For example….**

**Trigger Memory Activity for Medicine and Public Health 1900-present**

|  |  |  |
| --- | --- | --- |
| **Trigger Words** | **Trigger Picture** | **Add Trigger**  **Points from your notes** |
| **No NHS** |  |  |
| **X Rays** |  |  |
| **Hi Tech medicine** |  |  |
| **Research teams** |  |  |
| **Curie and Flemming** |  |  |
| **Penicillin** |  |  |
| **NHS (public health)** |  |  |
| **Immunisation post 45** |  |  |
| **DNA** |  |  |
| **Now and the future** |  |  |

**Trigger Memory Story Medicine 1900-present**

**The story must be very imaginative. It must involve you seeing, talking and doing things. It must link the ten trigger words together in the form of a continuous story. You should then rehearse the story and commit it too your long term memory to be recalled when necessary. This will take some effort but will be very useful! Use different colours to write the trigger words in your story.**

I was...

**Assessment for Learning**

**Puzzle practise : Medicine and Public Health 1900-present**

**In the puzzle there will be three compulsory questions and two optional questions covering the core content of Medicine and public health 50-2000. The content will come from either one or a combination of the key themes (ideas, causes, treatments and public health) covered in each of the key questions;**

**· The impact of changing ideas on the development of Medicine 50-2000.**

**· The understanding of the causes of disease 50-2000.**

**· The understanding of the methods of treatment and prevention 50-2000.**

**· The development of public health provision 50-2000.**

**The following examples are focussed on content from the second key question medicine 1350-1750.**

**Exam Practise 1**

**Answer Question 1, 2 and 3**

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**Q1** Knowledge recall and selection, analysis of change in a historical context, inference from sources. 8 marks 12 mins. One page approx.

What do Sources A and B show about changes in the way doctors in Britain find out about a patient’s health? Explain your answer, using Sources A and B and your own knowledge.

**Q2** Knowledge recall and selection, analysis of change in a historical context, inference from sources. 6 marks.. 9 mins. 1 page approx

The boxes below show two different periods. Choose one and describe the key features of the care that was available to patients in English hospitals during that period.

|  |  |
| --- | --- |
| The discoveries of Alexander Fleming | The discoveries of Marie Curie |

**Q3** Knowledge recall and selection, key features and characteristics of periods studied, evaluation of source utility. 8 marks, 12 mins 1 page approx

How useful is this cartoon to a historian who is investigating public health problems in the mid-twentieth century? Use Source C and your own knowledge to explain your answer.

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**Either Q4 OR 5** Knowledge recall and selection, factors relevant to continuity and change in a historical context 12 marks 18 mins. 1 and half pages approx

**Q4** Why did it take so long for penicillin to be produced on a large scale? You may use the following in your answer.

Alexander Fleming

Florey and Chain

You must also include information of your own.

**OR**

**Q5** Why did it take so long for public health to improve in the twentieth century? You may use the following in your answer.

National Health Insurance Act 1911

Problems in health care in the 1930’s

The National Health Service Act 1948

You must also include information of your own.

**Either Q6 OR Q7**. Knowledge recall/ analysis of key features and evaluation of progress. 16 marks + 3 SPAG..24 mins. 2 pages.

**Q6** How far was the progress made in Medicine made in England in the Twentieth Century. Explain your answer.

You may use the following in your answer.

• Public health

• Medical training

You must also include information of your own.

**OR**

**Q7** How far was the progress made in treatments of disease and illness in England in the Twentieth Century. Explain your answer.

You may use the following in your answer.

• Magic Bullets

• Penicillin

* DNA inspired treatments.

You must also include information of your own.