**Focus 2: Dealing with infection-The development of Antiseptic and Aseptic surgery.**

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**Activity 1 –gaining an insight-videoclip**

Watch *The History of Surgery episode 5, part 5 and Last part* . Record key developments and keep a note of the factors which contributed to each development. Also record information about attitudes to the developments

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**Activity 2-Developments in Antiseptics and Aseptic Surgery.** Describe, explain and analyse each development in the path to dealing with the problem of infection. Complete the following table using DC SHP Medicine p119-121 and/or WB SHP Medicine p117-121.

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| **Anaesthetic** | **Description** | **Explain and analyse the effectiveness** |
| **Washing hands in chlorinated water 1846 Ignaz Semmelweiss** |  | **+ve**    **-ve** |
| **Carbolic Spray**  **1865 Joseph Lister** |  | **+ve**    **-ve** |
| **Antiseptic Surgery**  **1894 William Halsted** | **From 1887 all instruments were sterilised. Surgical gowns and masks were worn. In 1894 Halsted paid the Goodyear rubber company to develop sterilised rubber gloves, after one of his theatre nurses developed a bad reaction to the chemical used on their hands. They married a year later** | **+ve**    **-ve** |

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**Activity 3: Opposition to Antiseptics**

Describe the arguments against the introduction of antiseptics, using DC SHP Medicine p121 and/or WB SHP Medicine p120.

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| **Opposition to Antiseptics** | **Explanations for opposition** |
| **Medical Arguments of surgeons** | **1**  **2**  **3**  **4**  **5** |
| **Medical Arguments of nurses** | **1**  **2** |

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# **Activity 4: The development of Aseptic surgery**

Using DC SHP Medicine p119-121 and WB SHP Medicine p117-120, identify why antiseptics were commonly used by 1880 and aseptic surgery was routine by 1895. You should consider the causal factors of; individuals, science and technology, communications and attitudes and beliefs. You could present this as a mind map, or under causal factor headings. Once you have identified examples and explanation of each causal factor, examine how the factors interrelate and which factor you believe played the most significant role. Be prepared to justify your judgement.

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**Activity 5: How far did the development of Antiseptics impact on surgery in the period 1845-1918?** Analyse how far the development of Antiseptics impacted on surgery by plotting your own living graph and labelling some of the significant points related to changing ideas.

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**Activity 6: How far did Antiseptics impact on surgery between 1845 and 1918?**

**Using Activities 1-5 organise your thoughts and answer the question using either of the suggested thinking frames below.**

**Thinking frame 1**

**Intro: Whilst there were some changes in surgery as a result of the development of Antiseptics during the period 1845-1918, there were many practises that remained the same.**

**Part 1: There were some significant changes in the practise of surgery during the period 1845-1918 as a result of the development of Antiseptics. For example…**

**Part 2: However many ideas and practices within surgery remained the same in the period 1845-1918 despite the introduction of Antiseptics. For example….**

**Thinking frame 2**

**Intro: Whilst there were some ideas that continued in surgery as a result of the introduction of Antiseptics during the period 1845-1918, there were many significant changes.**

**Part 1: There were some ideas that continued in surgery despite the introduction of Antiseptics during the period 1845-1918. For example…**

**Part 2: However there were many significant changes in the development of surgery as a result of the introduction of Antiseptics in the period 1845-1918. For example….**

**Assessment for Learning**

**Here’s what the students do for their GCSE Paper for Historical Enquiry**

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**Question Number 1. Explore, investigate and develop technique.**

**What can you learn from Source A about what it was like to XXX? Explain your answer using the sources and your own knowledge.**

**Target Source comprehension: inference (AO3A)**

From Source A I can learn that…because it shows…Furthermore I can infer that…because it shows..

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| **Level** | **Mark** | **Descriptor** |
| 1 Comprehension. | 1 | Answer selects relevant detail(s) from the source. |
| 2 Unsupported inference. | 2–3 | Valid inference(s) are offered, but without support from the source. |
| 3 Supported inference | 4–6 | Valid inference(s) are made and supported from the source.  One well-developed point may score a maximum of 5. |

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**Question 2. Explore, investigate and develop technique.**

**What was the purpose of this representation? Explain your answer, using Source …. and your own knowledge.**

**Target : knowledge recall & selection, key features & characteristics of periods studied, analysis of representations of history (AO1/AO2/AO3).**

There are several ways in which the author/artist Source B creates an impression of X

* Firstly the author/artist mentions /shows X. This creates the impression…...by...
* Secondly, the author uses language/symbols such as Y. This creates the impression…...by..
* Finally, the author uses language/symbols such as Z. This creates the impression…...by..

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| **Level** | **Mark** | **Descriptor** |
| 1 Simple statement about the representation. | 1–2 | EITHER Valid comment is offered about the representation but without support from the source.  OR Answer identifies detail(s) or information from the presentation, but relevance to the intended purpose is not identified. |
| 2 Supported statement, comprehending the representation. | 3–5 | Valid comment about the purpose of the representation is offered and linked to details in the content of the source.  Award top of level to candidates who identify the purpose of the representation using detail from both content AND own knowledge of the historical context. |
| 3 Explained purpose, analysing the representation. | 6–8 | Analysis of the treatment or selection of the content of the representation is used to explain its purpose. Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context. |

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**Question 3 Explore, investigate and develop technique.**

**Why …….?**

**Explain your answer, using Source C and your own knowledge.**

**Target: knowledge recall & selection, key features & causation in a historical context, source comprehension (AO1/AO2/AO3).**

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| **Level** | **Mark** | **Descriptor** |
| 1 Simple statements. | 1–3 | EITHER Answer consists of simple statements from the source.  OR Answer consists of simple statements based on additional knowledge without reference to the source. |
| 2 Supported statements. | 4–7 | Statements are supported by information from the source and/or additional knowledge. Maximum 5 marks for answers, which do not use both source and additional knowledge. |
| 3 Developed explanation. | 8–10 | Answer uses the source and precise own knowledge. NB: No access to Level 3 for answers that do not include additional knowledge. |

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**Question 4 Explore, investigate and develop technique.**

**How reliable are Sources X and Y as evidence of……..? Explain your answer, using Sources… and…and your own knowledge.**

**Target : knowledge recall and selection, key features and characteristics of period studied, evaluation of sources for reliability (AO1/AO2/AO3).**

Introduction

* To some extent, sources X and Y are reliable both as information and as evidence for an historian studying Z. For example (Use CTK and NOP)
* However sources and X and Y have limitations to their reliability as information and as evidence for an historian studying Z. For example (Use CTK and NOP)

Conclusion. A summary of the extent of reliability of both sources

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Descriptor** |
| 1 Judgement based on simple valid criteria. | 1–3 | Comments based on subject/amount of detail, or assumed reliability because of time/nature /origins of the source. Maximum 2 marks for use of one source only |
| 2 Judgement is based on the reliability of sources’ information or an evaluation of the nature or authorship of sources. | 4–7 | EITHER Answer focuses on details which can be corroborated or challenged.  OR Answer focuses on how reliable/representative/authoritative the source.  Maximum 5 marks if Level 2 criteria are met for only one source.  Maximum 6 marks if answer does not use own knowledge of the context. |
| 3 Judgement combines both elements of Level 2 to assess the reliability of the sources for the specific enquiry | 8–10 | Answer considers the reliability of the information, taking into account an aspect of its nature (ie how reliable/representative/ authoritative/comprehensive it is).  Maximum 8 marks if own knowledge of the historical context is not explicitly used, or if Level 3 criteria are met for one source only. |

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**Question Number \*5. Explore, investigate and develop technique.**

**Putting the analytical thinking together to reach a conclusion using the sources and your own knowledge.**

**‘Quote giving a viewpoint’ How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources…., …and…., and any other sources you find helpful.**

**Target : knowledge recall and selection, analysis of causation and key features of historical periods, reaching a judgement on representations and interpretations of history (AO1/AO2/AO3).**

**Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC, must be met.**

|  |  |  |  |
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| **Totally agree** with some minor qualifications regarding the XXX. | **Mostly agree** with some major qualifications regarding the XXX. | **Mostly disagree** with some major qualifications regarding XXX. | **Totally disagree** with some minor qualifications regarding XXX. |

Introduction

I totally agree/disagree, mostly agree/disagree with this comment because..

· XXX can be extremely useful to historians who wish to find out about YYY. For example..**.**(Use CTK and NOP)

· However the historian should be cautious before totally accepting what these XXX offer as evidence because they could be extremely misleading. For example..(Use CTK and NOP)

In conclusion

I think...

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Descriptor** |
| 1 Generalised answer. | 1–4 | EITHER Answer offers valid undeveloped comment to support or counter the interpretation, without direct support from sources or additional knowledge.  OR Selects details from the sources which support or counter the interpretation, but without direct linkage to the question.  QWC Writing communicates ideas using everyday language and shows some selection of material but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy. |
| 2 Supported answer, linking the interpretation to relevant detail. | 5–8 | Answer offers a judgement which agrees with or counters the interpretation and links to relevant details from sources and/or additional knowledge.  QWC 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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy. |
| 3 Developed evaluation, agreeing or disagreeing with the  interpretation. | 9–12 | Answer reasons from the evidence to consider support and challenge of the claim. At this level the answer will be unbalanced and only points of agreement or disagreement with the interpretation will be convincingly explored.  Maximum 10 marks for answers which do not include additional knowledge to support their argument.  NB: No access to Level 3 for answers which do not use the sources.  QWC  Writing communicates ideas using historical terms accurately. Shows some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells & punctuates with considerable accuracy, although some spelling errors may still be found. |
| 4 Sustained argument and evaluation, reviewing  alternative views before giving a balanced judgement on  the interpretation | 13–16 | Answer considers the evidence which supports the Interpretation and also considers evidence which suggests the other viewpoint. The evaluation of the interpretation is supported by precisely-selected evidence from the sources and additional knowledge.  Reserve 15–16 marks for answers which also take into account the strength of the evidence from the provided sources when coming to an overall conclusion.  NB: No access to Level 4 for answers which do not include additional knowledge.  QWCWriting communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found. |