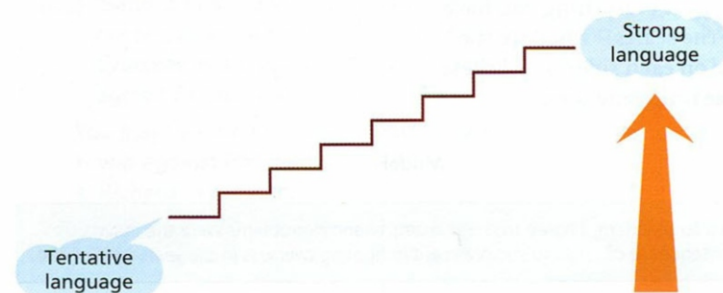


# PAGE KP4-a

## What are the key ingredients of effective writing in GCSE history?

The language you use to express your ideas is very important. One of the ways to get better at history is to be more precise with your use of language. For example rather than simply saying that you **agree** or **disagree** with a statement you can use language that shows whether you agree to **a large extent** or only **to some extent**. Look at the different shades of argument below and experiment with using some of the phrases. Use them when you are debating or discussing in class.

### Thinking carefully about the language you use



| Varying your language to show how far you agree with a statement:                                                                                                                                                                                                                                                     | Varying your language to show how important a factor/cause is:                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I totally/entirely/completely/absolutely agree with ...<br>I substantially/fundamentally/strongly agree with ...<br>I agree to a large extent with ...<br>I mainly/mostly agree with ...<br>I agree to some extent with ...<br>I partially/partly agree with ...<br>I only agree with ... to a limited/slight extent. | ... was by far the most important reason why ...<br>The key/crucial/essential factor was ...<br>... was the main cause of ...<br>The most influential cause was ...<br>... played a significant/important/major role in ...<br>... was of some importance in ...                                                      |
| Varying your language to show the significance or importance of an individual, discovery, event or development:                                                                                                                                                                                                       | Varying your language to show the extent of change:                                                                                                                                                                                                                                                                   |
| ... made the most important/significant contribution to ...<br>... had a crucial/major/highly significant impact on ...<br>... had an important/influential impact on ...<br>... was of some importance/significance<br>... only made a limited/partial/slight/minimal contribution to ...                            | ... was revolutionised in ...<br>... totally changed during ...<br>... was transformed during ...<br>... there was fundamental change in ...<br>The period saw significant/important progress in ...<br>... saw some changes in ...<br>... saw some progress in ...<br>... saw limited/slight/minimal progress in ... |

# PAGE KP4-b

| Helpful phrases and sentence starters                                                                                                                                                                                                  |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>When you want to explore the other side of an argument:</b><br>On the other hand ...<br>However ...<br>Alternatively, it could be argued that ...                                                                                   | <b>When you want to highlight similarities:</b><br>In the same way ...<br>Similarly ... This is similar to the way that ...<br>Likewise ...                                                                     | <b>When you want to make an additional point to support an argument:</b><br>Also ... Additionally ... In addition ...<br>Moreover ...<br>Furthermore ...                                                                                                                                                                                                                                                 |
| <b>When you want to link points or show that one thing led to another:</b><br>Therefore ... Due to ...<br>Consequently ... One consequence of this was ...<br>This caused ... This led to ... This resulted in ... This meant that ... | <b>When you want to give examples to support a point:</b><br>For example ... For instance ...<br>This can be seen when ...<br>This is clearly shown by ...<br>This is supported by ...<br>This is proven by ... | <b>When you want to show that an individual, event or discovery was important:</b><br>... was a crucial turning point in ...<br>... acted as an important catalyst for ...<br>Without this event/development/discovery ... would not have happened.<br>This had an immediate impact on ...<br>In the short term this transformed/revolutionised ...<br>In the long term this had a lasting impact on ... |

You can use the **progression grid** below to get an idea of what getting better at history looks like. This is designed to give you a general idea of what you need to do to produce good answers in the exam. It focuses on the four key things in the white squares on the bingo card on page 122.

|                                                                                                          | Question focus                                        | Organisation                                                                      | Line of argument                                                                       | Supporting information                                                                                 |
|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>High level</b><br> | The answer is consistently focused on the question.   | The answer is structured very carefully and explanations are coherent throughout. | The line of argument is very clear and convincing. It flows throughout the answer.     | Supporting information has been precisely selected and shows wide-ranging knowledge and understanding. |
|                                                                                                          | The answer is mainly focused on the question.         | The answer is well organised but some parts of the answer lack coherence.         | The line of argument is clear, convincing and generally maintained through the answer. | Support information is accurate and relevant and shows good knowledge and understanding.               |
|                                                                                                          | The answer has weak or limited links to the question. | Some statements are developed and there is some attempt to organise the material. | The line of argument is partly convincing but not maintained through the answer.       | Supporting information is mainly accurate and relevant and shows some knowledge and understanding.     |
|                                                                                                          | The answer has no real links to the question.         | The answer lacks organisation.                                                    | The line of argument is unclear or missing.                                            | Supporting information is limited or not relevant.                                                     |



## How to Argue About Change

100% accurate, trustworthy, highly reliable, apt

75% mostly reliable, mainly, broadly, quite, partially

25% with reservation, of low reliability, weakly, hardly, little

0% negligible, none

## How to Write Great History

When you want to use... When you need to highlight... When you want to give... When you need to explain... When you need to add... When you need to link things... When you need to link things... When you need to link things...

## How to Write About Reliability

100% accurate, trustworthy, highly reliable, apt

75% mostly reliable, mainly, broadly, quite, partially

25% with reservation, of low reliability, weakly, hardly, little

0% negligible, none

## How to Write Conclusions

How to Write an Effective Conclusion

Things to Avoid

How to Structure a Conclusion

## How to Write a Paragraph

Making the Middle Section Even

Startling each paragraph should be...

Think of your opening statement as a...

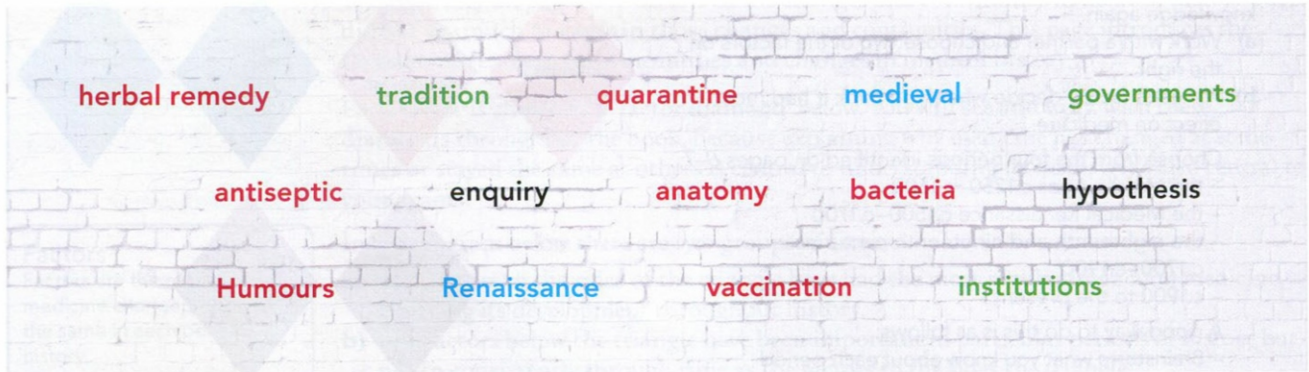
Paragraphs make your writing look organized and easier for the reader to follow.

## Punctuation

Used to indicate possession of something... Used to mark an omission of one or more letters... Used to introduce an example or a list... Used to separate items in a list or clauses in a sentence (extra information)... Used at the end of full sentences that are not exclamations or questions... They can also be used for abbreviations... Used after every question... Used to separate parts of a sentence which require a more distinct break than a comma but are too closely connected to be broken by a full stop... Used at the beginning of a sentence... Used for the names of people or places... Used for the word 'I'... Used for the days of the week and the months of the year.

# PAGE KP4-d

## 1.5 Language is power!



These are not the only words for your word wall. You will find more later in the book and more explanation about using these words effectively.

### Glossary words

When you see a box like this on a page it contains an explanation of what a word means. You can also look up words shown in red in the glossary on pages 163–64.

Lots of classrooms have word walls. So what's the idea? Why have history teachers been filling their walls with words?

There are three good reasons:

1. To help you understand the meaning of technical words and phrases that are part of the History of Medicine.
2. To help you communicate clearly and precisely so you say exactly what you mean. This definitely helps you do well in your exams.
3. To help you spell these important words correctly. Marks are lost in exams for poor spelling.

Do not leave all the work to your teacher! You have a much better chance of doing well in your exams if you take responsibility for your own learning. You need to identify words:

- whose meaning you are not sure of
- you can't spell correctly every time

and make sure you find out their meaning and spelling. One way to do this is to create your own word wall, maybe on a large piece of A3 paper, and add new words to it as you go through your course. Enjoy learning new words and create a sense of achievement for yourself by showing them off and using them correctly!

### THE WORD WALL CHALLENGE

1. There are four groups of words on the wall, each in a different colour. What are the four groups?
2. You need to be able to use the words in the word wall in sentences and paragraphs as well as knowing their meaning. Here is a challenge that will develop your ability to use these words effectively:

**Write a paragraph of about 100 words using as many of the words in the wall above as you can – and use words in at least three of the colour groups. Underline the words from the wall that you use in your paragraph. Here's a sentence to get you started:**

When I began my enquiry into the History of Medicine I discovered that herbal remedies have been used for many centuries. Another long-lasting idea ...



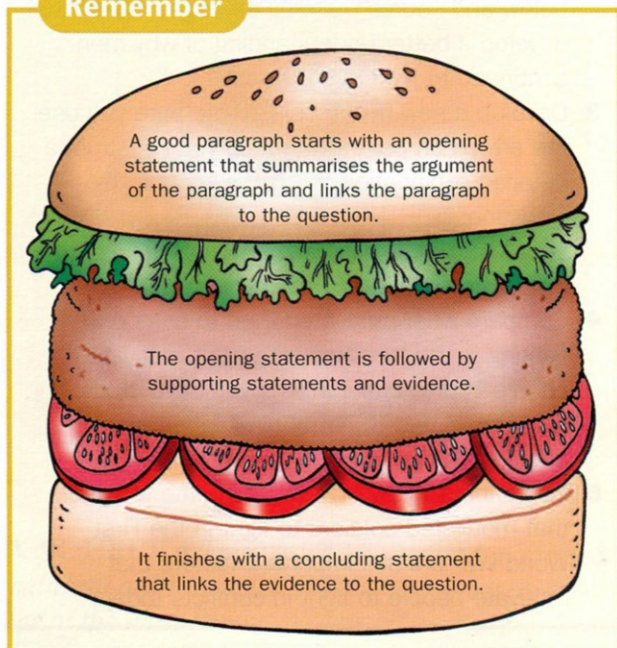
# PAGE KP5-a



## DOING HISTORY: Causation – building substantiated explanations

In Years 7 and 8 you may have used a **Hamburger Paragraph** to help you explain why things happen in history.

### Remember



You can use this approach to help you answer the Big Question of this enquiry:

**What motivated British soldiers to continue fighting in the trenches?**

### STAGE 1

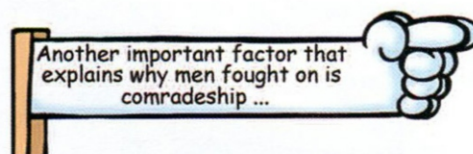
### Planning your answer

### STAGE 2

### Writing each paragraph

#### (a) Signposting

Starting each paragraph should be straightforward. Make sure that you make it clear which factor you will be writing about. Think of your opening statement as a signpost for the rest of the paragraph.



#### (b) Making the middle section even tastier!

You can make the middle section of your hamburger paragraph stronger by adding: *quotes from source material* and *specific examples* to support your opening argument and its supporting statements. This is called building a *substantiated explanation*. An example is given below.

One of the key factors that motivated soldiers to fight was that they were well cared for.  
(opening statement)

The army aimed to keep morale as high as possible. A rotation system made sure that soldiers did not spend too long in the front line.  
(supporting statement)

For example, a battalion spent about ten days a month in the trenches. Most soldiers spent more than 60 per cent of their time behind the front lines.  
(specific supporting example)

In addition, the army tried to ensure that soldiers were well fed and that they received supplies of everything they needed.  
(supporting statement)

An extract from a letter, written in 1916 by Private Bowles supports this. He states that at times soldiers 'lived like lords. Eggs and bacon for breakfast, Welsh rarebit and tea for supper, tinned fruit and cream for tea.'  
(supporting source material)



# PAGE KP5-b

## Revisiting the word wall

It is time to return to the word wall (introduced on page 10) because you need a strong command of the words on the wall to develop a good answer to the Enquiry Question.

These words are not only useful for writing your answer. They are just as important when you are thinking and talking about your answer. They help you use exactly the right words and so explain your ideas more precisely.

On the word wall at the bottom of the page are some more words and phrases to add to your own wall. We have used the same colour coding that we used on page 10 – one colour for each group of words as follows:

**Red – words related to the history of medicine.**

**Green – the factors that explain change and continuity.**

**Black – words that make your arguments and ideas answers clear to a reader.**

And what about the words on the **golden background**?

They are the **golden words** – the words that really help you think, talk and write effectively when you are answering questions. You use them to:

- Link your answer strongly to the question
- Make your argument clear, for example when writing about which factors were most important or explaining how factors were linked together
- Show that there is evidence to prove your argument.

### Visible learning

**This meant that ... using connectives to tie in what you know to the question**



When talking or writing about a factor, you cannot just say that it affected medicine. You have to **prove** that the factor affected medicine. You can do this effectively by using some of the **golden words** and phrases below such as 'this meant that ...', 'this led to' and 'this resulted in ...'

We call these words and phrases **connectives** because they connect what you know to the question and prove they are strongly linked. Look out for examples on pages 26–28.

### Visible learning

**How does talking help?**

Some people think that students are only working effectively if the classroom is quiet. This is wrong. Experience shows that students write better answers if they have first talked through their answer with other people. Talking helps us organise ideas in our minds, choose the right words and decide what evidence we need to prove a point.

### Visible learning

**What is an argument?**

The black words on the word wall help you make your argument clear. An argument in History is not a punch up! Argument is another word for hypothesis. It's what you believe the answer is – supported by evidence to show why you think this.

physician  
miasma

bad air  
pestilence

pilgrimages  
flagellants

rakers  
sewers

The Church

respect for tradition

attitudes

influential  
hindered  
progress

continuity  
challenge  
reason

inhibit  
most significant  
change

also important  
argument  
explanation

this led to ...

this meant that ...

this resulted in ...



# PAGE KP5-c

## Spotting icebergs

**exam**  
**BUSTERS**

### meet the examiner

*Examine that question*

Look at this iceberg question.

'The Wall Street Crash was the main reason Hitler got into power.' Do you agree?  
(12 marks)

You need to be careful with this type of question. Like an iceberg, there is more to it than meets the eye! Many students think that a question such as this requires them to write *only* about the Wall Street Crash. This would be very dangerous. Look at the question closely. You have to explore if the Wall Street Crash was 'the main reason' that Hitler got into power. To do this properly you must **look at the role played by other factors** as well. Follow the steps below to safely negotiate this iceberg question!



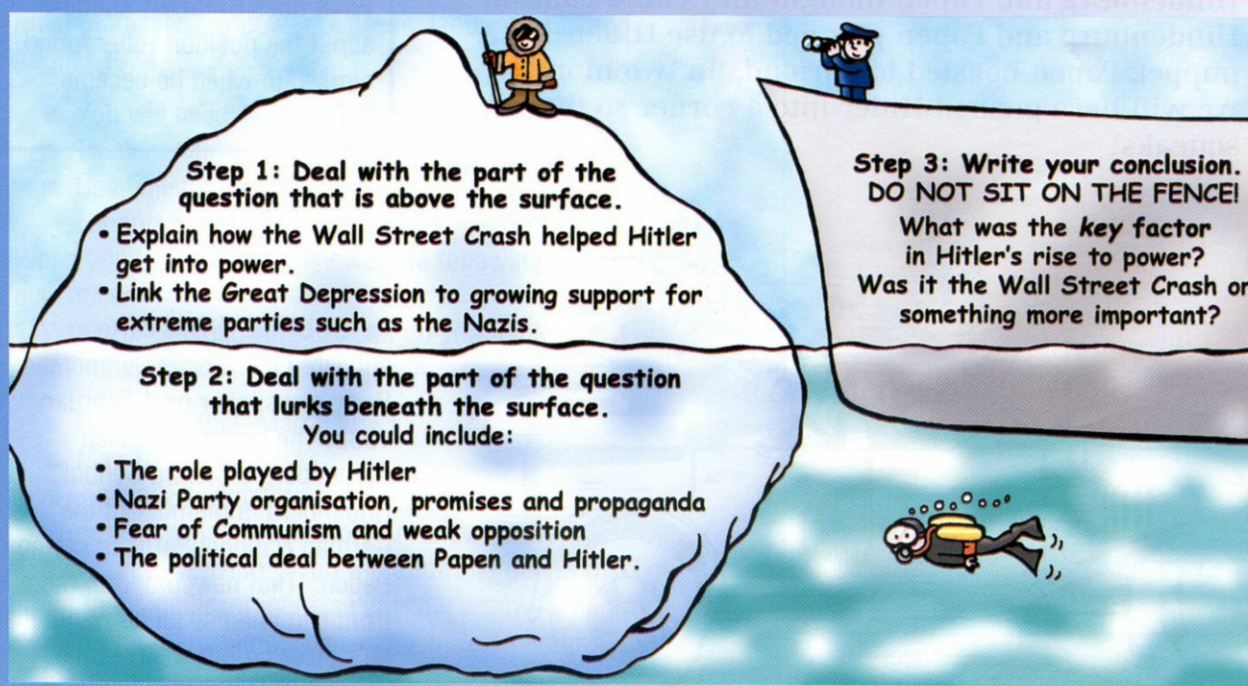
### DISCUSS

Look at the following questions carefully.

- Describe Hitler's role in the rise to power of the Nazi Party. (6 marks)
- How important was Hitler's role in the rise to power of the Nazi Party? (12 marks)

Can you spot the difference between the two questions? The second is an iceberg question. You need to do more than just describe Hitler's role. You must assess **how important** his role was compared with **other factors**.

Discuss with a partner how you would approach this question. Use a spider diagram or a table to plan your answer.



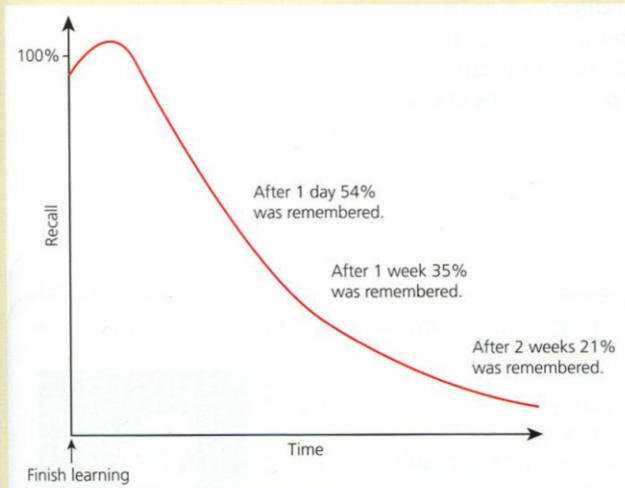


# PAGE KP6-a

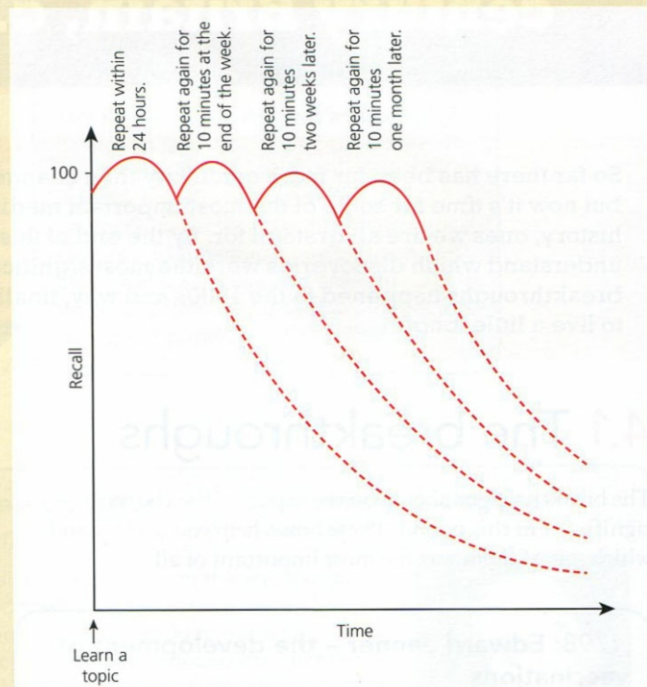
## Making your brain stickier

'I don't need to worry about revision. There'll be plenty of time for that before the exams.'

You might agree with the thought above – but before you turn over and ignore this revision page take a look at the graphs below. They should convince you that leaving revision until just before your exam is not the way to success!



▲ Graph 1 The Ebbinghaus Curve of Forgetting. That sounds impressive but the graph is alarming. We forget the detail of what we study very quickly.



▲ Graph 2 How do you stop yourself forgetting?

### 1 Test yourself!

The more you think about what you have learned and **especially what you're not sure about**, the more chance you have of succeeding in your exam. So answer these questions and don't be surprised if we ask you these questions again.

|                                                                                                   |                                                                                                                |                                                                                                                              |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| 1. What were the four Humours?                                                                    | 2. What discovery did Harvey make and in which century did he make it?                                         | 3. Name four different kinds of medieval healers.                                                                            |
| 4. List three ideas people had about the cause of disease in the Middle Ages and the Renaissance. | 5. List three kinds of treatment used between 1500 and 1700.                                                   | 6. Why was Vesalius important in the history of medicine and in which century did he do his work?                            |
| 7. Give two reasons used to try to prevent plague spreading in 1665.                              | 8. Why was Thomas Sydenham's work important?                                                                   | 9. List three reasons why some doctors still believed the ideas of Hippocrates and Galen in the 1600s.                       |
| 10. Name three reasons why some changes were taking place in medicine by 1700.                    | 11. What did you find hardest to understand in this chapter? How are you going to help yourself understand it? | 12. Name one thing that you learned in this chapter that surprised you or that you now think differently about. Explain why. |

### 2 Set questions yourself!

Work in a group of three. Each of you set four revision questions on Renaissance medicine. Use the style of questions on page 11. Then ask each other the questions – and make sure you know the answers!

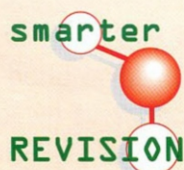
### 3 Revise the Big Story

It's important to keep the whole picture of the history of medicine clear in your mind. Revise the story you told on pages 6–7, making sure that you bring it up to date with what you have learned about medicine c.1500–c.1700.



## PAGE KP7-a

# Acronyms and memory maps



For your GCSE you need to develop your recall skills. It is no good going into the exam knowing how to structure a good answer if you cannot remember any important information!

How do you normally revise? You probably make revision notes or simply read through your folder. Throughout this book you will be provided with some different strategies. Experiment and find out which method works best for you.

SMARTER REVISION can save you time and improve your grades!

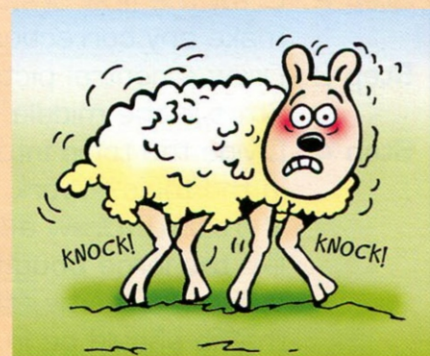
### TIP 1 Acronyms

#### ■ How can a lamb help you to remember the terms of the Treaty of Versailles?

Revision does not have to be boring! Inventing your own acronyms can help you remember key pieces of information. The odder it is the more likely you are to remember it.

Take, for example, the Treaty of Versailles. You need to remember the four key terms of the Treaty. Think of the Germans being like LAMBS to the slaughter. A LAMB can help you to remember the key terms.

- L** = **Land** (Germany lost 13 per cent of its land.)
- A** = **Army** (The German army was cut to just 100,000.)
- M** = **Money** (Germany was made to pay reparations.)
- B** = **Blame** (Germany was blamed for starting the war.)



### ■ ACTIVITY

Invent an acronym to help you remember the five problems faced by the Weimar Republic (see page 16).

\* A good opening but the student needs to **explain why** many Germans were angered by the new government's decision to sign the armistice. The student needs to explain that many Germans believed that they had been 'stabbed in the back'.

\*\* The student could have provided more **specific** information to support this argument. For example, '13 per cent of Germany's land was taken away'. Also, the Treaty of Versailles could be linked to other problems. Using phrases such as 'this meant that ...' or 'this led to ...' the student should aim to explain how the Treaty of Versailles created serious problems.

2 Now write your *own* answer to the exam question. Swap your work with a partner. Once again imagine you are an examiner. Highlight anything that you think could be improved upon and explain how it could be improved.



## PAGE KP7-b

### Smarter Revision: Photo revision

Revision can be fun. You probably don't believe this but here's how to enjoy revision by thinking hard and being creative. This class wanted to sum up why Galen was so important so they created this picture.

- 1 They investigated Galen's work. Then they started thinking creatively – how could they turn this information into a picture they could revise from? In this photo each feature they have included in the photo tells you something important about Galen's work.
- 2 The class took the picture and annotated it – writing in a short explanation of what each object tells us about Galen.
- 3 They added two think bubbles to sum up Galen's thoughts – but we've taken off those notes and thought bubbles!

#### Activities

##### Either

Annotate your own copy of this picture. All the information is on pages 28–33.

##### Or

You could even produce your own summary picture of Galen's work. Have fun!





# PAGE KP7-c

## Visible learning: Using a summary circle to identify and remember key events

We have divided Chapter 7 into three sections:

- 7.1 The barons' rebellion of 1215
- 7.2 Negotiations at Runnymede and the issuing of Magna Carta
- 7.3 The First Barons' War, the invasion of Prince Louis and the problem of the succession.

With so many important events happening in a short space of time, it is important to identify the key turning points and to find a way to remember them in sequence. You can use a summary circle to help you remember the key turning points.

### 1215-1217: THE KEY EVENTS

As you work through the three sections of Chapter 7 you will decide on the ten most significant events that occurred between 1215 and 1217.

You will then summarise each of these events in a picture and a phrase in a summary circle – using no more than five words per event. You can use the cartoons on pages 93–94 to help you or you can produce your own visual cues.

We have filled in the fourth segment of your summary circle for you. Magna Carta is seen as one of the most important documents in history and it was certainly a key turning point in John's reign. You need to decide on the three key events that led to Magna Carta and the six events that should go after it.

