# GCSE History homework Year 10 terms 5 and 6



Due Date	Topic focus
Tuesday 16 <sup>th</sup> April 2024	USA: Developments in the Civil Rights Movement
Tuesday 23 <sup>rd</sup> April 2024	USA: Post war society in the 1960s and 70s
Tuesday 30 <sup>th</sup> April 2024	USA: Kennedy's New Frontier
Tuesday 7 <sup>th</sup> May 2024	USA: Johnson's Great Society
Tuesday 14 <sup>th</sup> May 2024	USA: Feminist Movement
Tuesday 21st May 2024	USA: 12 mark essay practice- 60s/70s
Tuesday 4 <sup>th</sup> June 2024	Health: John Hunter
Tuesday 11 <sup>th</sup> June 2024	Health: Penicillin
Tuesday 18 <sup>th</sup> June 2024	Health: Vaccination
Tuesday 25 <sup>th</sup> June 2024	Health: Black Death and Great Plague comparison
Tuesday 2 <sup>nd</sup> July 2024	Health: Liberal Reforms
Tuesday 9 <sup>th</sup> July 2024	Health: Twentieth century public health
Tuesday 16 <sup>th</sup> July 2024	Health: Monasteries and hospitals comparison

Due Date:	Tuesday 16 <sup>th</sup> April 2024	
Student Number:		
Name:		A G



# <u>Key Knowledge – Developments in the Civil Rights Movement</u>

Martin Luther King Jr: Martin Luther King, Jr. was a social activist and Baptist minister who played a key role in the American civil rights movement from the mid-1950s until he was killed in 1968. King sought equality and human rights for African Americans through peaceful protest. He did not believe in violence. He was the driving force behind important events such as the Montgomery Bus Boycott and the 1963 March on Washington, which helped bring about legal changes such as the Civil Rights Act and the Voting Rights Act. King was awarded the Nobel Peace Prize in 1964.

#### **Black Power**

By the mid-1960s, some African Americans were not happy with the nonviolent policies of Martin Luther King. They felt that African Americans still suffered from poor housing, poor health, poor wages and crime problems. They felt that the Civil Rights campaign had done little to change the lives of African Americans, despite the changes to the law. These radical movements tended to come from the Northern States and they believed that black people had to be more violent to get equality and power in America.

Nation of Islam: The Nation of Islam, founded by Elijah Muhammad, rejected Christianity as a white man's religion. They urged black Americans to follow Islam. Malcolm X, a well-known black Muslim, argued that as a descendent of slaves his real surname had been lost. The Black Muslims claimed that white society was racist and corrupt. Malcolm X urged black Americans to reject white society and form a better society of their own

Black Panthers: The Black Panthers were a militant organisation, which totally rejected K ideals. They argued that black Americans continued to face potential and actual violence whites. In their view, the police were racist. They allegedly killed two police officers in 19 had 5000 members by 1968. They believed that Black Americans needed to protect ther violence if necessary. The Black Panthers saw their role as defending black Americans from	at the hands of 967 and 1968. They nselves, by using
GCSE-Style Question:	HowdoI
Explain the impact of the Black Power movement on the lives of Black Americans (8 marks)	answer?
	SPEND facts needed.
	P: Point (L1)
	E: Evidence using SPEND (L2)
	E: Explain (L3
	Double explanation needed!

Extra space:	

Question Explain the impact of the E lives of Black Americans (8	Black Power movement on the marks)  Mark (out of 8)	
www	EBI	
L1: You have correctly identified a ccurate points using SPEND facts	L1: Make answer specific using SPEND	
L2: You have developed your points with a few SPEND facts	L2: Support each identified point with a clear double explanation.	
L3: You have supported two points with a clear explanation.	L3: Complexity e.g. wider focus, short/long term, different groups etc.	
L4: As L3 but with complex thinking and comparative judgement	Grade 8/9 focus: can you cut down your answer to make it more concise?	

- 1) What does an MRI scan do?
- 2) What was the name of the report into welfare published in 1942?
- 3) When was the NHS set up?
- 4) What was important about a medieval monastery?
- 5) Name a similarity between the Black Death and the Great Plague.

Due Date:	Tuesday 23rd April 2024
Student Number:	
Name:	



# Key Knowledge – Post War Society, 1960s and 1970s



# **Civil Rights Movement**

- MLK: Martin Luther King, Jr. was a social activist and Baptist minister who played a key role in the American civil rights movement from the mid-1950s until he was killed in 1968. King sought equality and human rights for African Americans through peaceful protest.
- The 1964 Civil Rights Act: Under the Civil Rights Act of 1964, segregation on the grounds of race, religion or national origin was banned at all places of public accommodation such as courts, parks, restaurants and theatres.
- The 1965 Voting Rights Act: President Johnson declared that would change the voting system to make it fair for all American people. Johnson signed the Voting Rights Act into law on August 6, 1965, with Martin Luther King Jr. and other civil rights leaders present at the ceremony.
- Black Power Movement: Believed they should form their own communities, run their own businesses, choose their own leaders, and, if they had to, be ready to use violence to defend themselves.

#### Feminist Movement:

GCSE-Style Question

Following the Second World War women began to demand equal rights. Groups like the National Organisation for Women (NOW) organised protests across America. Important legal cases such Roe Vs Wade shone a light on women's issues. In 1972, The Equal Rights Amendment was approved by congress which states that equality should not be denied based on gender. Not all women were supportive of changes and many preferred the traditional gender roles.

(4 Marks)
One way was
Another way was

Describe two ways people fought for Civil Rights during the 1960's

How do I answer?

SPEND facts needed.

P: Point (L1)

E: Evidence using SPEND (L2)

E: Explain (L3)

Double explanation needed!

Extra space:	

Question	Describe two ways people fought for Civil Rights during the 1960's (4 Marks)		Mark (out of 4)	
	WWW			
	u have correctly identified ate points using SPEND facts		L1: Make answer specifi	c using SPEND
L2: Yo	u have developed one of your s.	L2: Support each identified point with a clear double explanation.		•
	u have supported both points clear explanation.		Grade 8/9 focus: can you answer to make it more	·

- 1) What was Vesalius's book called?
- 2) What did Harold Gillies do?
- 3) Which Islamic city was a medieval centre of learning?
- 4) What is cauterisation?
- 5) What is aseptic surgery?

Due Date:	Tuesday 30th April 2024
Student Number:	
Name:	



## Key Knowledge - Kennedy's New Frontier

In 1960 John F Kennedy became President. His policy was The New Frontier (this was of describing his goals and policies). His aim was to eliminate poverty, inequality and deprivation. The USA's problems during the 1960s included the decline of towns due to unemployment, poverty and increased crime, civil rights matters and the USA's involvement in the Vietnam War.

## **Success of Kennedy**

The Economy

- JFK cut taxes to give people more money to spend.
- He made \$900 million available to business to create new jobs.

Healthcare and Poverty

- Minimum hourly wage increased from \$1.00 an hour (1960) to \$1.25 an hour (1963).
- \$4.9 billion given to improve housing and the Social Security Act increased the benefits for the elderly and unemployed.
- The Peace Corp was set up to help people in poorer countries.

<ul> <li>Failures of Kennedy</li> <li>By 1963, Unemployment was still at 4.5 million – only 1 million less than when he becan</li> <li>The minimum wage was only useful to those who were in work.</li> <li>JFK failed to provide extra funding for schools.</li> <li>The Commission on Equal Employment Opportunity (CEEO) did not help find jobs for mill Americans. The black unemployment rate was twice that of white Americans.</li> </ul>	
GCSE-Style Question Describe two ways that the lives of Americans changed because of	How do I answer?
President Kennedy's policies. (4 marks)	SPEND facts needed.
One change was	
	P: Point (L1)
	E: Evidence using SPEND (L2)
	E: Explain (L3)
Another change was	Double explanation needed!

Extra space:					
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Quest	ion	Describe two ways that the because of President Kenne		Mark (out of 4)
	ī	WWW	EBI	
		nave correctly identified points using SPEND facts	L1: Make answer specifi	c using SPEND
	L2: You h	nave developed one of your	L2: Support each identif clear double explanation	•
		nave supported both points ear explanation.	Grade 8/9 focus: can you answer to make it more	•

- 1) Who developed the Four Humours Theory?
- 2) Who expanded this theory?
- 3) Name an Islamic medieval doctor.
- 4) What did Islamic hospitals do in the medieval period?
- 5) List 2 facts about medieval public health.
- 6) Which organisation opposed Galen's theories?
- 7) Define miasma.
- 8) What did flagellants do?
- 9) Which minority group were blamed for the Black Death?
- 10) Name something towns did to improve medieval public health:

Due Date:	Tuesday 7th May 2024
Student Number:	
Name:	



# **Key Knowledge – Johnson's Great Society**

Lyndon B Johnson was the new President following the assassination of JFK. LBJ continued to develop JFK's ideas. Johnson wanted to create a Great Society. He won the 1964 election by stating that he wanted to end poverty. He created the Office of Economic Opportunities. Operation Headstart gave money to schools in cities to provide a better education for the poor. In 1966 Johnson persuaded Congress to agree to an act that would provide free medical care for the elderly. In 1964 the Civil Rights Act was passed.

# Success of Johnson's Great Society

- The Economy The minimum wage rose again from \$1.25 to \$1.40 an hour.
- Healthcare and Poverty Medicare was created in 1966 (originally an idea of JFK's) which funded healthcare for the elderly and low-income families.
- Education Operation Headstart (1965) gave money to poor schools in cities.
- Society The 1964 Civil Rights act was passed which barred race and gender discrimination by employers. The 1965 Voting Rights act was passed.

#### Failures of Johnson's Great Society

The cost of the Vietnam War was taking money away from these reforms. The war cost \$141

billion over 14 years.	
• By 1968, unemployment was rising and riots were breaking out in poorer areas of	of society.
• 30% of African Americans still lived in poverty.	
GCSE-Style Question	How do I answer?
Describe ways that Johnson's reforms impacted society (4 marks)	SPEND facts needed.
One impact was	
	P: Point (L1)
	E: Evidence using SPEND (L2)
	E: Explain (L3)
Another impact was	Double explanation needed!

Extra space:			
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Question	Describe ways that Johnso (4 marks)	n's reforr	ns impacted society	Mark (out of 4)
	WWW		EBI	
I I	u have correctly identified ate points using SPEND facts		L1: Make answer specifi	c using SPEND
L2: Yo	u have developed one of your		L2: Support each identif clear double explanation	'
	u have supported both points clear explanation.		Grade 8/9 focus: can you answer to make it more	· · · · · · · · · · · · · · · · · · ·

- 1) Today doctors take an oath to protect people: who is it named after?
- 2) What was blood letting?
- 3) Name an Islamic medical text.
- 4) What did Christians believe about the cause of illness?
- 5) How were monks important to medieval health?

Due Date:	Tuesday 14th May 2024	
Student Number:		Trir
Name:		Acad Gram



#### Key Knowledge – Feminist Movement

In 1963 Betty Friedan published The Feminine Mystique. Friedan said that women should have equal rights with men in every way and that women should be able to pursue a good career. In June 1963, Congress passed the Equal Pay Act, making it illegal for men and women to be paid differently for doing the same job. In 1966 Friedan and others established the **National Organisation for Women** - they demanded equal rights for women in US law and a woman's right to make her own decisions with regards to reproduction (at the time abortion was illegal in all US states). Women held protests and strikes in order to gain these rights.

#### Women's Liberation

Groups of younger, more extreme women used different approaches to have their voices heard. 200 representatives disrupted the 1968 Miss World Beauty contest with a protest. Collectively, these groups pushed for change for the lives of women and for greater equality.

#### ERA, 1972

Despite the change to the law in 1963, women's average pay remained much lower than men's. In 1972, The Equal Rights Amendment was approved by congress which states that equality should not be denied based on gender. However, a 'Stop ERA' campaign was launched by Phyllis Schlafly as he thought it would promote 'homosexual marriages' and greater abortion rates. The campaign was successful and the Equal Rights Amendment did not become part of American law.

#### The Roe v Wade case. 1973

The campaign to legalise abortion was an important part of the feminist movement. Women over whether they should have a child. During the famous 'Roe v Wade' case, lawyers arg Jane Roe (She had a different name for the trial) should be allowed to have an abortion as previous children had been put up for adoption.	wanted a choice jued that 21 year old s two of her
In June 1973, the Supreme Court ruled that women in all states had the right to safe and lega religious views and attitudes towards abortion did not change so many women could not	l abortion but have one.
GCSE-Style Question	How do I answer?
Describe two developments in American society linked to the Feminist Movement (4 marks)	SPEND facts needed.
One development was	
	P: Point (L1)
	E: Evidence using SPEND (L2)
	E: Explain (L3)
Another development was	Double explanation needed!

Extra space:			

Question	Describe two development the Feminist Movement (4	rican society linked to	Mark (out of 4)
	WWW	EBI	
	have correctly identified e points using SPEND facts	L1: Make answer specifi	c using SPEND
L2: You points.	have developed one of your	L2: Support each identif	'
	have supported both points lear explanation.	Grade 8/9 focus: can you answer to make it more	·

- 1) What is astrology and how does this link to medieval medical beliefs?
- 2) What is anatomy the study of?
- 3) How did Galen improve his understanding of anatomy?
- 4) Which two key individuals' ideas were most prominent in the medieval period?
- 5) How did towns improve hygiene?
- 6) Why was public health better in monasteries?
- 7) Define Renaissance.
- 8) What Renaissance invention improved education?
- 9) What Renaissance invention furthered discoveries?
- 10) What did the Renaissance challenge?

Due Date:	Tuesday 21st May 2024	
Student Number:		
Name:		



# GCSE-Style Question

Which of the following had a bigger impact on the lives of Americans in the post war period:

- The actions of the feminist movement
- The policies of Kennedy and Johnson

12 marks

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- You need a PEE paragraph on each bullet point.
- Each paragraph needs at least two ro three relevant SPEND facts.
- You need to explain these facts by linking them back to the questions so that each paragraph explains, in detail, how the lives of Americans were impacted in the post war period.
- You then need a conclusion. You need to decide which you think is more important but you need to compare the two to show WHY the bullet point you have chosen is more important that the other and link this very clearly to the impact on people's lives.

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Extra space:		
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		Mark (out of 12)
Question	12 mark essay mark scheme	

Question	12 mark essay mark schem	Mark (out of 12)
	WWW	EBI
	nave correctly identified points using SPEND facts	L1: Make answer specific using SPEND
L2: You have developed your points with a few SPEND facts		L2: Support each identified point with a clear double explanation.
	nave supported two points lear explanation.	L3: Complexity e.g. wider focus, short/long term, different groups etc.
	B but with complex thinking parative judgement	Grade 8/9 focus: can you cut down your answer to make it more concise?

Due date:	Tuesday 4th June 2024
Student number:	
Name:	



#### The work of John Hunter

- John Hunter was born in Scotland in 1728.
- He moved to London and trained as a surgeon at St Bartholomew's Hospital.
- His collection of human and animal body parts is now in the Hunterian Museum at the *Royal College of Surgeons*.

## Hunter's key work

Hunter was keen to develop more scientific methods in researching medicine. For example, he carried out an experiment to prove his belief that syphilis and gonorrhoea - infections caused by two different types of *bacteria* - were caused by the same disease. To do this, Hunter deliberately infected a patient with pus from a gonorrhoea patient, but he ended up infecting them with syphilis as well. Hunter believed that the most effective treatment for the diseases was to give the patient mercury - a chemical element that is highly poisonous.

Some historians believe that Hunter actually experimented on himself, not a patient. Many years later this theory was proved to be false and it is thought that the needle was already infected with syphilis from another source. Hunter had a particular interest in *anatomy*. Over his career, he amassed a huge collection of animal and human skeletons, bones and body parts. He had over 14,000 items from more than 500 different species. Hunter encouraged other doctors to learn and study the anatomy of humans and animals, to increase their understanding of how the body works.

In his time working with the army, Hunter disproved the idea that a gunshot injury poisoned the area around the wound. This had led to unnecessary treatments - for example, cutting out the area around a wound. Hunter's army work and observations also led him to argue that *amputation* should only be carried out as a last resort. He experimented with various ways to try to save wounded limbs.

# Why was Hunter significant?

Taken from BBC Bitesize

Hunter held high-profile positions. He was the surgeon to George III and was also surgeon general to the British army. As a prominent doctor and leading member of the *Royal Society*, Hunter was responsible for the training of other doctors. These included Edward Jenner, who went on to discover the *smallpox vaccine*. Hunter was keen to encourage other surgeons to follow careful scientific methods when developing their practice. He argued that this would help surgeons to improve their methods and lead to better outcomes for patients. Hunter wrote several books, including *The Natural History of the Human Teeth, A Treatise on the Venereal Disease* and *A Treatise on the Blood, Inflammation, and Gunshot Wounds*. These helped other doctors to learn from Hunter's scientific method.

The Hunterian museum is owned and operated by the Royal College of Surgeons. It displays the collection Hunter built up throughout his career.

GCSE-Style Question				
Explain the significance of the work of John Hunter. (8 marks)				

How do I answer?

SPEND facts needed.

P: Point (L1)

E: Evidence using SPEND (L2)

E: Explain (L3)

Double explanation needed!

Question	Explain the significance of marks	the work of John Hunter. (8	Mark (out of 8)
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Question Explain the significance of t marks		the work	of John Hunter. (8	Mark (out of 8)	
www		EBI			
L1: You have correctly identified accurate points using SPEND facts			L1: Make answer specific using SPEND		
	L2: You have developed your points with a few SPEND facts			L2: Support each identified point with a clear double explanation.	
	L3: You have supported two points with a clear explanation.			L3: Complexity e.g. wide term, different groups e	
	L4: As L3 but with complex thinking and comparative judgement			Grade 8/9 focus: can yo answer to make it more	•

Due Date:	Tuesday 11th June 2024
Student Number:	
Name:	



# The development of penicillin

1928 Fleming discovered that penicillin killed the staphylococcus bacteria but did not realise its antibiotic capabilities at the time.

In the 1930s, scientists Howard Florey and Ernst Chain successfully tested penicillin on eight mice. Their next move was to test it on humans. When the patient was injected with penicillin, the infection began to clear up. However, the patient died when the penicillin ran out. This was an important event in the discovery of penicillin. It was the first time penicillin was successfully tested on a human being. The next step was to try to work out how to produce masses of it. The British government only provided Florey and Chain with £25 to work on their research of penicillin. This was not nearly enough. However, they chose to continue working on the project.

The Second World War was a major factor in transforming the supply of penicillin because a steady supply was vital for treating infected soldiers. The US government had realised how stopping the soldiers from dying from disease could help them win the war. In June 1941, Florey met with the US government who agreed to fund its production. The funding allowed Florey and Chain to mass produce penicillin. It could now be used to cure a large number of people. By the end of 1945, Britain and the USA were working closely together and 250,000 soldiers were being treated.

The discovery of penicillin led to huge government sponsored programmes to develop and produce it. This led to the financing of the pharmaceutical industry. Penicillin was the first antibiotic. An antibiotic is a medicine that can be injected into the body and kills certain germs.

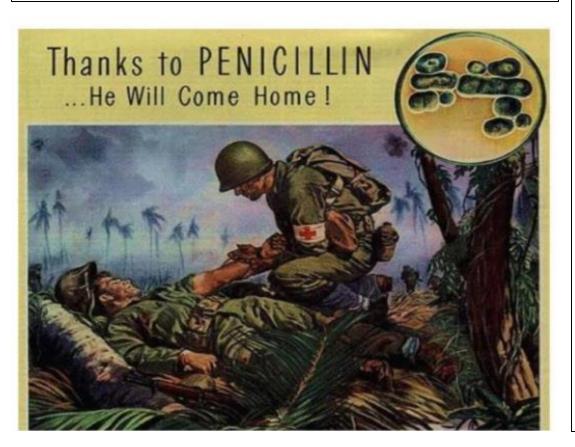
Source A: A poster from the Second World War. This was printed in Life magazine in August 1944.

How do I answer?

L1: Describing what the source shows.

L2: Applying SPEND to source.

L3: Explaining what this shows.



low useful is Source A to an historian studying the impact of penicillin in the 20th Century? xplain your answer using Source A and your contextual knowledge. (8 marks)		
	·	
	_	
	Mark (out of 8)	
Question Source question (8 marks)	Walk (out of 8)	
WWW	EBI	
L1: You have correctly identified a ccurate points using SPEND facts	L1: Make answer specific using SPEND	
L2: You have developed your points	L2: Support each identified point with a	
with a few SPEND facts	clear double explanation.	
L3: You have supported two points with a clear explanation.		
With a clear explanation.	L3: Provenance of the source as well	
with a clear explanation.	L3: Provenance of the source as well  Grade 8/9 focus: can you cut down your	

Due Date:	Tuesday 18th June 2024		
Student Number:			Trinity
Name:			// Academy Grammar
blown disease whe develop immunity. Jenner proved that 'vaccination' after to smallpox, there was that disease was see people an animal dogrow horns. Jenner vaccine worked. Jenner vaccine worked. Jenner vaccine worked. Jenner's work also Pasteur discovered In 1861 Pasteur publication was the first time to bacteria was crucia Pasteur and Koch upother diseases, succession was also contact the province of the prov	cowpox gave people protection against smallpox. He called this he Latin word for 'cow', vacca. Despite its effectiveness in protect is significant opposition to Jenner's vaccine - Some members of the ty God, so the vaccine interfered with God's will. The vaccine isease. Some people felt that this was not safe and that vaccinate did not know about germs. Because of this, he could not fully expenser's vaccine meant people could be protected against a deadly making it compulsory for all newborn babies to be vaccinated a calth Organisation launched a plan to try to eradicate smallpox. It gir goal had been achieved.  Sencouraged research to find other vaccines. This became possible germ theory in 1853.  Dished his work on germ theory. This was a hugely significant most take place in vaccines, surgery and antibiotics.  German doctor. He used industrial dyes to stain bacteria. This may be acteria responsible for a specific disease had been identified in being able to develop effective treatments and vaccines. Inderstood why their vaccines had worked, so they could replicate has anthrax, TB and rabies.	procecting   the C work ed pe xplain y dise gains n 198 le afte omen ade th ses ar l. Ider	dure people against hurch believed ed by giving ople would how his ase. In 1853, a t smallpox. In 0, they er Louis t. It allowed nem easier to otherax. This
GCSE-Style Questic Explain the signific	ance of vaccination in the development of medicine.		How do I answer?
			SPEND facts needed.
			P: Point (L1)
			E: Evidence using SPEND (L2)
			: Explain (L3)

Double explanation needed!

Explain the significance of v	vaccination in the development Mark (out of 8)	
of medicine		
WWW L1: You have correctly identified	EBI	
a ccurate points using SPEND facts  L2: You have developed your points with a few SPEND facts	L1: Make answer specific using SPEND  L2: Support each identified point with a clear double explanation.	
L3: You have supported two points with a clear explanation.	L3: Complexity e.g. wider focus, short/long term, different groups etc.	
L4: As L3 but with complex thinking and comparative judgement	Grade 8/9 focus: can you cut down your answer to make it more concise?	

Due Date:	Tuesday 25th June 2024	
Student Number:		Trinit
Name:		Acade Gramr



#### The Black Death:

In 1348-1349, a pandemic swept across Europe. It later came to be called the Black Death. Historians believe the Black Death was probably two diseases, the bubonic and the pneumonic plagues. The mortality rate of pneumonic plague was almost 100 per cent. In medieval Britain, people did not know about germs. This meant that they came up with a range of ideas about the possible causes of the Black Death:

- Miasma was believed to be a cause. This was the theory that bad air spread disease.
- four humours was the cause. This idea was based on the work of Galen.
- witchcraft was believed to be a cause.
- People were very religious and thought the disease could be a punishment from God. People tried various ways of preventing and curing the Black Death.

#### Treatments included:

Flagellants whipped themselves, believing this would show God they were punishing themselves for their sins Prayer for others who were ill, hoping God would cure them. Doctors would try to balance the four humours, so bloodletting was a common treatment. People to carrying herbs or flower petals, so they could avoid the smell of the streets. Physicians used a range of herbal remedies to try to treat people.

The Black Death had a devastating impact. Up to half of the population of Europe was killed. The focus of medicine was finding effective cures and treatments for the disease

#### The Great Plaque:

This outbreak returned in 1665 and became known as the Great Plague. It again had a devastating impact, killing 100,000 people in London. The <u>cause</u> of the spread was poor sanitation. This resulted in a significant increase in the population of black rats, which carried the bubonic plague bacteria. There was a more organised and coordinated response to the plague outbreak in 1665-1666 than there had been in 1348-1349.

- A Quarantine for all ships coming into London.
- If a household contained someone infected with the plague, the people were locked inside and a red cross was painted on their door.
- Searchers were employed to walk the streets, enter plague houses and identify the cause of death.
- Stray Cats and dogs were killed in London as there was a belief that animals spread the disease.
- Belief in miasma meant people were ordered to light fires in the streets to create smoke.

Germs still had not been discovered, and this was the biggest problem in taking effective action to deal with the plague.

The cures in 1665-1666 were similar to those used in the 1348-1349 Black Death outbreak. The <b>four humours</b> were still believed to cause disease showing no greater understanding than that in 1349.		
Compare the Black Death in the 14 <sup>th</sup> century with the Great Plague in the 17 <sup>th</sup>	How do I answer?	
century. In what ways were they similar? Explain your answer with reference to both periods	SPEND facts needed.	
	P: Similarity	
	E: Fact from Black Death to support AND fact from Great Plague to support	
	E: Explain how similar	

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	in the 14 <sup>th</sup> century with the Mark (out of 8)	
Question similar? Explain your answ	ntury. In what ways were they ver with reference to both	
periods		
WWW	EBI	
L1: You have correctly identified a ccurate points using SPEND facts	L1: Make answer specific using SPEND	
L2: You have developed your points with a few SPEND facts	L2: Support each identified point with a clear double explanation.	
L3: You have supported two points with a clear explanation.	L3: Complexity e.g. wider focus, short/long term, different groups etc.	
	Grade 8/9 focus: can you cut down your	

and comparative judgement

Due Date:	Tuesday 2nd July 2024
Student Number:	
Name:	



# The Liberal reforms

Some politicians, including many from the Liberal Party, believed that direct action from the government was the way to improve the public health, welfare and productivity of the nation. In 1906, the Liberal Party won the general election and took action.

Between 1906 and 1914 the Liberal Government passed a number of reforms to try to reduce poverty. The reforms aimed to help the following people: *the young, the old, the sick, the unemployed, the working class.* 

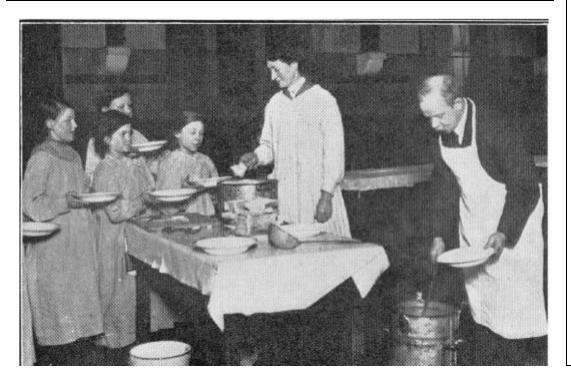
1906 Free School Meals Act provided free school meal for poor children. By 1914 over 158,000 children were having a free school meal every day, however lack of food was only part of the problem.

In 1907 School medical service was set up, paid for by the government to provide free treatment.

In 1908 the Children and Young Person's Act was introduced, making children 'protected persons' This imposed severe punishments for neglecting or treating children cruelly. It was made illegal to sell cigarettes to children or send them out begging.

After helping children the government moved onto other sections of society and introduced reforms such as the Old Age Pensions Act in 1908 and the National Insurance Act in 1911. Over the next 30 years successive governments continued to take measures to improve the welfare of Britain's citizens.

Source A: An image from a national newspaper showing children to receiving free schools meals. The photograph was taken in Bradford and was printed in 1907.



How do I answer?

L1: Describing what the source shows.

L2: Applying SPEND to source.

L3: Explaining what this shows.

How useful is Source A to an historian studying the impact of the Liberal reforms? Explain your answer using Source A and your contextual knowledge.	
	Manle /a.t.af
Question Source question (8 mark	Mark (out of 8
WWW	EBI
L1: You have correctly identified a ccurate points using SPEND facts	L1: Make answer specific using SPEND
L2: You have developed your points with a few SPEND facts	L2: Support each identified point with a clear double explanation.
L3: You have supported two points with a clear explanation.	L3: Provenance of the source as well
	Grade 8/9 focus: can you cut down your

Due Date:	Tuesday 9th July 2024	
Student Number:		Trin
Name:		/ Acade Gram



# Impact of the two world wars on public health.

The death and destruction of the two world wars didn't just have an impact on people's lives - it had an impact on attitudes. People felt they had made sacrifices during the war so that their future life could be better. The evacuation system had allowed the middle classes who lived in the countryside to see the shocking state that children lived in the big cities in the UK. A fairer healthcare system was part of their expectation of a better future.

Sir William Beveridge wrote the Beveridge Report in 1942. The report suggested ways to improve

quality of life in Britain. It said the government should take charge of social security <b>grave.'</b> The report sold 100,000 copies. After the war ended, the Labour Party were promised to follow Beveridge's recommendations.	
After the war, Winston Churchill refused to promise to follow Beveridge's advice. The by Clement Attlee, won the election by promising to follow Beveridge's advice in 194 welfare state to look after the sick, the unemployed and children.  The welfare state:  • The National Health Service (NHS) began in 1948 to provide free health treatment.  • A weekly family allowance payment helped with childcare costs.  • The very poor received financial help or 'benefits'.  • More slums were demolished and new houses built.  Aneurin Bevan introduced the NHS in 1948. Until 1948 8 million people had not see everyone could get treatment and medicine for free. Life expectancy has risen in the years old to 83 years old for women and 64 years old to 79 years old for men.	at for everyone.
Explain the significance of the two world wars in the development of public health (8 marks)	How do I answer?
	SPEND facts needed.
	P: Point (L1)
	E: Evidence using SPEND (L2)
	E: Explain (L3)
	Double explanation needed!
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Explain the significance of	f the two world wars in the Mark (out of 8)
Question Explain the significance of development of public hea	
development of public hea  WWW  L1: You have correctly identified	alth (8 marks)
WWW  L1: You have correctly identified a ccurate points using SPEND facts	EBI  L1: Make answer specific using SPEND
development of public hea  WWW  L1: You have correctly identified	EBI  L1: Make answer specific using SPEND  L2: Support each identified point with a
development of public heat  WWW  L1: You have correctly identified a ccurate points using SPEND facts  L2: You have developed your points with a few SPEND facts	EBI  L1: Make answer specific using SPEND  L2: Support each identified point with a clear double explanation.
development of public heat  WWW  L1: You have correctly identified a ccurate points using SPEND facts  L2: You have developed your points	EBI  L1: Make answer specific using SPEND  L2: Support each identified point with a
WWW  L1: You have correctly identified accurate points using SPEND facts  L2: You have developed your points with a few SPEND facts  L3: You have supported two points	EBI  L1: Make answer specific using SPEND  L2: Support each identified point with a clear double explanation.  L3: Complexity e.g. wider focus, short/long

Due Date:	Tuesday 16th July	
Student Number:		
Name:		



**Medieval - Monasteries** provided care for people in their local area. Treatments were based on prayer and herbal remedies. The Church and its hospitals were the only source of help for many people who were sick. The care provided by monasteries was free. Many treatments were based on the belief that God caused disease and that prayer could provide a cure for any illness. The number of hospitals increased during the medieval period. Most of the hospitals in England were owned and run by the Church. Some were paid for by wealthy people when they died - often in exchange for a promise that their **soul** would go the heaven. Hospitals did not always treat the sick but cared for them through prayer and by providing an environment where they could rest and recover. The patients were cared for by monks and nuns.

There was an increasing number of hospitals in the 17th and 18th centuries. The **monasteries** had been closed down by Henry VIII in the 1530s, so towns needed to open hospitals to take their place. St Bartholomew's Hospital in London had been a monastery. Treatment in hospitals was usually based on the **four humours**, so **bloodletting** and **purging** were common. Hospitals received money from wealthy donors or royal endowments, so they could provide care for people who could not afford a **physician**. Physicians were doctors who had trained at university. They were considered to offer the best medical care. Most of the diagnoses and treatments they suggested were based on the works of **Hippocrates** and **Galen**, and the theory of the four humours. Physicians were expensive and therefore tended to treat richer people or royalty.

Compare hospitals in the medieval period and the 18<sup>th</sup> century. In what ways were they similar? Explain your answer with reference to both periods.

How do I answer?

SPEND facts needed.

P: Similarity

E: At least one fact from medieval and eighteenth century to support. Two facts if you can.

E: Explain how similar they were.

Compare hospitals in the medieval period and the 18 <sup>th</sup> century.  Question  In what ways were they similar?  Explain your answer with reference to both periods.		
WWW	EBI	
L1: You have correctly identified a ccurate points using SPEND facts	L1: Make answer specific using SPEND	
L2: You have developed your points with a few SPEND facts	L2: Support each identified point with a clear double explanation.	
L3: You have supported two points with a clear explanation.	L3: Complexity e.g. wider focus, short/long term, different groups etc.	
L4: As L3 but with complex thinking and comparative judgement	Grade 8/9 focus: can you cut down your answer to make it more concise?	