



**P2 Section A: Health and the People (CROSSOVER P1 Section B) MEDIUM**  
**Q1. How useful is source A to a historian studying ...? (8 marks)**

**Guidance**

- ❖ Use your own contextual knowledge to explain why the content of the source is useful.
- ❖ Look at the provenance (TAPTAP / NOP / W questions) to assess reliability.
- ❖ Conclude about how useful you think the source is, including limitations.

5%  
(CROSSOVER)

12 mins

8 marks

**Thinking (the hard bit)**

**CONTENT-** Start by analysing the source itself. What does it tell/show you? What overall viewpoint does it give? What does it tell us about the question topic? What do you know about the topic that supports or contradicts the view given in the source? (CK)

**PROVENANCE** - Now consider where the source comes from. Who produced it? Where? For what purpose? How does this affect the value of what the source tells/ shows us?

**CONTEXT** – Don't forget to put the source into the historical context throughout your answer! What is the source in reference to? Author's likely situation?



**Mark Scheme**

Marks	Description
<b>Band 2 Simple</b> 3-4 marks	The response offers some <u>simple comments on the source</u> based on either content (what the source says) <u>OR</u> provenance (when it was written or what it is). The answer <u>explains how the source is useful</u> , with some <u>simple comments to back up the points</u> .
<b>Band 3 Developed</b> 5-6 marks	The response gives <u>some developed comments</u> on how the source is useful which consider the content of the source <u>AND/OR</u> its provenance. The answer focuses on <u>specific areas of the source</u> , with <u>own knowledge and understanding to back up the points</u> . The respondent <u>puts the source into context and explains</u> what was happening at the time to show how useful the source is.
<b>Band 4 Complex</b> 7-8 marks	The response gives <u>developed comments on both sources</u> which focus on both the <u>content AND provenance</u> of the sources. It evaluates the sources to a high standard, with <u>precise knowledge to back up points</u> . This leads to a <u>clear judgement</u> about how useful the source is.

**Structure: 1x COPP and Overall conc**

**C+O**  
Content

"Source \_\_ is useful because it shows/says..." (quote/paraphrase)  
 "This is useful to a Historian studying \_\_ **TOQ** because..."  
 "At this time..."(use your own CK to explain the situation at the time the source is referring to and/or details of the source using specific knowledge)

**P+P**  
Provenance + Purpose

"This source was produced by ... in..."  
 "The author published this because..."  
 "I think this makes source \_\_ more/less reliable as evidence because..."  
 (explain, in your own words, how the provenance and purpose impacts reliability and, therefore, usefulness)

**O** - Overall conclusion:

"Overall, I think that source B is useful because... However..." (limitations about provenance)

The examiner does not need you use CK to explain things the source doesn't show. Limitations should be about provenance!

When writing...

- C - Content
- O - Own knowledge
- P - Provenance
- P - Purpose
- O - Overall conclusion





# P2 Section A: Health and the People

## Q2. Explain the significance of... (8 marks)

**MEDIUM**

### Guidance

- ❖ Explain how the individual / event / discovery is significant
- ❖ Explain this over time (ST/LT)
- ❖ The use of precise historical evidence.
- ❖ Two or three brief paragraphs.
- ❖ Try and link to other key individuals

5%



### Thinking (the hard bit)

**SIGNIFICANCE** - Think about significance in terms of Size, Quantity, Underlying causes, Impact, Duration. Try and include aspects of this in your explanations

**EXPLAIN** - Think about the range of developments the stated subject of the question led to. This could be the work of other people, government investment etc.



### Structure: 2x PEEL

**P**

Point

PEE1: "An reason why SOQ was significant at the time is..."  
 PEE2: "A further way that SOQ was significant in the long-term is"

**Ev**

Evidence

Describe the events using precise contextual knowledge, either with any of the sentences below or your own

"I know that..."  
 "This discovery was made when..."  
 "In..."  
 "The way this occurred was..."

**Ex**

Explain

"This was significant in relation to theme because..."  
 "This was significant to people at the time because..."  
 "This was significant in the long-term because it led to further breakthroughs such as..."  
 (use CK to explain significance in as many ways as you can within the time allowed. Try and show significance over time in both paragraphs )

### Mark Scheme

Marks	Description
<b>Band 2 Simple</b> 3-4 marks	The response shows simple analysis of significance and explains <b>one</b> reason. The answer shows <b>some relevant knowledge</b> and understanding. Response may describe multiple reasons, but leave them undeveloped
<b>Band 3 Developed</b> 5-6 marks	The response shows developed analysis of significance and explains <b>two or more</b> reasons. The answer shows <b>good contextual knowledge</b> and understanding. Both reasons must be developed for upper banding.
<b>Band 4 Complex</b> 7-8 marks	The response shows complex analysis of significance over time. The answer is presented in a logical way which demonstrates a <b>range of accurate and detailed knowledge</b> and understanding that is <b>relevant</b> to the question.

- You need to use precise **SPED (Statistics, People, Events and Dates)** in the evidence section.
- You need to consider **how much each person / event / discovery contributed** to developing the specific theme or medicine in general (marginally, largely, partially etc)
- Decide **how significant** the further developments were and build this within your explanation.
- **Short-term or long-term** significance? Why?
- Don't forget the **SQUID (Size, Quantity, Underlying cause, Impact, Duration)** or any other way of breaking down significance!

**SOQ – Subject of the question**





## P2 Section A: Health and the People

Q3. Explain two ways that X and Y are similar/different (8 marks) **MEDIUM**

### Guidance

- ❖ Think hard about what the two key people share OR the two themes in different time frames
- ❖ Describe the similarity/difference in each time frame
- ❖ Explain why there were similarities in both
- ❖ Two detailed paragraphs with specific CK

5%

12 mins

8 marks

### Structure: 2x PEEEL (Double Evidence)

**P**

Point

**PEE1:** "One way that X and Y are similar/different is..."

**PEE2:** "Another way in which x and y can be considered similar/different is..."

**Ev**

Evidence

**DOUBLE EVIDENCE ALERT:** Describe what BOTH people did / themes in the specified time frames, either with any of the sentences below or your own;

"I know that..."

"With X..."

"In the case of Y..."

"This happened in... when..."

"In..."

(You may find that using your own sentence fits better for this bit)

**Ex**

Explain

"These were similar/different because..."

"One of the main reasons they were similar/different is..."

"They differed because..."

"They were fairly similar due to..."

(make sure to focus on explaining the reason(s) WHY they differ or were similar ie) Vesalius and John Hunter both robbed graves to get bodies to dissect. Reason: There was a shortage of bodies to dissect and in the times they both lived, the Church and most of the public disapproved of dissections).

### Mark Scheme

Marks	Description
<b>Band 2 Simple</b> 3-4 marks	The response <b>briefly explains one</b> similarity/difference <b>OR</b> identifies 2 or more similarities with some supporting details. <b>Some</b> contextual knowledge used about <b>x and y</b> .
<b>Band 3 Developed</b> 5-6 marks	The response <b>identifies and describes two</b> or more similarities/differences. The answer has <b>good use of contextual knowledge</b> about <b>x and y</b> . <b>Simple explanations</b> about <b>WHY</b> there is similarity or difference
<b>Band 4 Complex</b> 7-8 marks	The response <b>clearly describes two</b> similarities/differences. The answer has precise <b>use of contextual knowledge</b> about <b>x and y</b> . There is developed explanation about <b>WHY</b> there is similarity or difference in both paragraphs, <b>perhaps exploring more than one factor</b> .

### Thinking (the hard bit)

These questions are quite tricky because, as with anything, if you haven't revised the two specific things it mentions, then you could really struggle to have the CK to put together a decent argument.



Consider it like a **classic Venn diagram**. Depending on what the key word is (**similarities / differences**) you may want to draw a rough one of these out and bullet point ideas.

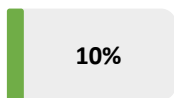
When you reach the **explanation** you need to be as clear as you can about **WHY these things were similar or different**. This could be down to one of the **7 key factors**. Really consider the explanation before diving in.



Q4. 'Has \_\_FFS\_\_ been the main factor in the development of \_\_THEME\_\_' (16 marks)

Guidance

- ❖ Demonstrate knowledge and understanding.
- ❖ Explain how different factors contributed to the development of the theme.
- ❖ Develop a sustained line of reasoning throughout.
- ❖ Come to a judgement which matches your introduction.



Structure: Intro + 3x PEELs + judgement

INTRODUCTION: You need to either AGREE, DISAGREE or SIT ON THE FENCE in your opening statement, but it must match your conclusion. Here is one example;

SIT ON THE FENCE: "Although I believe that \_\_\_\_\_ played a vital role in \_\_\_\_\_, it still wouldn't have been possible without a range of reasons including..."

P

Point

PEEL1: "One \* factor which contributed to developing \_\_THEME\_\_ is \_\_FFS\_\_."

PEEL2/3: "Another \* factor which contributed to causing \_\_THEME\_\_ is..."

(Another / A further / An additional / A more significant / A less significant / equally important / partially responsible / minor reason)

Ev

Evidence

"I know that..."

"This happened in... when..."

"For example..."

"Events began to escalate when..."

"These events started/progressed when..."

Describe the events using precise contextual knowledge, either with any of the sentences below or your own. Use precise SPED (Statistics, People, Events and Dates)

Ex

Explain

"This contributed towards progressing \_\_THEME\_\_ because..."

"This played a \* part in developing \_\_THEME\_\_ because..."

"This was \* responsible for causing \_\_THEME\_\_ to develop because..."

(use CK to explain significance further and demonstrate your knowledge that events may be connected to each other and have different strands to them)

JUDGEMENT:

"Overall, I think \_\_agree with/repeat introduction\_\_."

"This is because..."

"\_\_FFS\_\_ is more significant/less significant/equally as significant as \_\_PEE2 and/or 3\_\_ because..."

The more thoroughly you argue your chosen judgement the better. If you have been arguing this from the start then your conclusion must agree to provide a consistent argument.

Mark Scheme

Marks	Description
Band 2 Simple 5-8 marks	The response has a <u>simple explanation</u> of stated factor <u>or</u> other factor(s). The answer demonstrates <u>specific knowledge</u> and understanding that is <u>relevant to the question</u> . There is a <u>simple sustained line of reasoning</u> which is coherent and relevant.
Band 3 Developed 9-12 marks	The response has a <u>developed explanation</u> of the stated factor <u>and</u> other factor(s). The answer demonstrates a <u>range of accurate knowledge</u> and understanding that is <u>relevant to the question</u> . The response must demonstrate a <u>developed, sustained line of reasoning</u> which has coherence and <u>logical structure</u> .
Band 4 Complex 13-16 marks	The response has a <u>complex explanation</u> of stated factor <u>and other factor(s)</u> leading to a <u>sharply-focused sustained judgement</u> . The answer demonstrates a <u>range of accurate and detailed knowledge</u> and understanding that is <u>relevant to the question</u> . The explanation must maintain a <u>logical structure</u> that is <u>fully substantiated</u> .

\* - indicates where you might want to consider including a quantifying word to show how significant or insignificant you think the reason is, ST/LT and/or PERMS related words to build layers into your explanation



FFS – FACTOR FROM STATEMENT  
THEME – ONE OF THE 4 THEMES FROM H&P.



Thinking (the hard bit)

**FACTORS** - Think about the events in medicine and public health in the date range of the question given. Bullet point your ideas in relation to the FFS (War, Government, Chance, Individual genius, Superstition and Religion, Communication and Science and Technology). Choose two other factor(s) relevant to the question focus and write down a few examples which link to each.

**SIGNIFICANCE** – Now consider how significant each example is and why. Consider this from multiple angles, using the **significance SQUID**.

**JUDGEMENT** - Which factor do you think is most significant and why? Think about the impact it had on medical development / public health.