

## Teacher Notes

### EVENTS

#### Activity 1

The Boer Wars	The Vietnam War	WWI	Crimean War
When: 1899-1902 Where: South Africa Who: UK and South Africa	When: 1955-1975 Where: Vietnam Who: USA and Vietnam	When: 1914-18 Where: Europe Who: Allies v Central Powers	When: 1853-1856 Where: Balkans and Who: Russia v Allies
Gandhi worked as a stretcher-bearer in this war. 600 Australians died during this war.	War was never actually declared so this was actually a 'conflict'. 2/3 of the armies were made up of volunteers.	Journalists were banned - if found they could face death penalty. This war sparked invention of plastic surgery. Youngest soldier was 12 years old.	Over 300,000 people died in this war. The last survivor of the war - a tortoise called Timothy - died in 2004.

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### Activity 1

Thinking starter – class hypothesise which is most likely. Correct sequence is as shown.

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#### Activity 2

This is a letter from a 'Special Correspondent' for The Times (about the Crimean War)

Not only are the men kept, in some cases, for a week without the hand of a medical man coming near their wounds; not only are they left to expire in agony, unheeded and shaken off, though catching desperately at the surgeon whenever he makes his rounds through the fetid ship; but now, when they are placed in the spacious building, where we were led to believe that everything was ready which could ease their pain or facilitate their recovery, it is found that the commonest appliances of a workhouse sick-ward are wanting, and that the men must die through the medical staff of the British army having forgotten that old rags are necessary for the dressing of wounds. If Parliament were sitting, some notice would probably be taken of these facts, which are notorious and have excited much concern; as it is, it rests with the Government to make inquiries into the conduct of those who have so greatly neglected their duty.

Find a word which means: famous or well known (in a bad way)



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### Activity 2

19th century text – based on letter to The Times. Starter activity – find the word which means...

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#### Activity 3

Why are 19th Century texts more difficult? As you've seen some of the vocabulary is more difficult. The other reason is because of sentences often contain lots of embedded clauses. This makes sentences more complex to read.

Not only are the men kept, in some cases, for a week without the hand of a medical man coming near their wounds; not only are they left to expire in agony, unheeded and shaken off, though catching desperately at the surgeon whenever he makes his rounds through the fetid ship; but now, when they are placed in the spacious building, where we were led to believe that everything was ready which could ease their pain or facilitate their recovery, it is found that the commonest appliances of a workhouse sick-ward are wanting, and that the men must die through the medical staff of the British army having forgotten that old rags are necessary for the dressing of wounds. If Parliament were sitting, some notice would probably be taken of these facts, which are notorious and have excited much concern; as it is, it rests with the Government to make inquiries into the conduct of those who have so greatly neglected their duty.

Reveal the embedded clauses

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### Activity 3

This introduces the difficulties of reading embedded clauses (a common feature of 19th century writing). Clicking on the magnifier helps to explain what an embedded clause is. Class then try to spot them in the text below. Once highlighted it is worth explaining that this is a way of making their own writing more 'complex'.

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**EVENTS** Activity 4

**Simplify the passage below by taking out all the embedded sentences:**

A field-officer, of the celebrated Loomis Battery, who did such service in that engagement, whose name I have forgotten, being shot from his horse, requested to be lifted back into the saddle, and died shortly afterward. Captain McDougal, of Newark, Ohio, commanding a company in the 3d Ohio, who, with sword upraised, and cheering on his noble boys, received a fatal shot, actually stepped some eight or ten paces before falling. Colonel Loomis, of the celebrated Loomis Battery, who did such service in that engagement, says he saw no dead about him; yet there they lay, within a few feet of his battery. Loomis at one time sighted one of his favorite pieces, taking what he called a "fair, square, deliberate aim," and, sure enough, he knocked over the rebel gun, throwing it some feet in the air;

**Remove**

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### Activity 4

Ask class to try to reduce the passage on this screen by removing the embedded clauses. How much can they 'shrink' it so that the necessary information is needed. This might even be reduced further by reducing to text speak. Pressing the remove button gives an example of how it might be shortened. How does this alter our reading?

**EVENTS** Activity 5

**Create your own embedded clauses from the information cards below. Try to capture all the information in one sentence:**

Useful pronouns to use: which, whose, who, that

<p><b>Crimean War</b></p> 	<p>The Crimean war lasted for three years. It happened in the Baltic sea area. More than 300,000 soldiers were killed in the war.</p>	<p>The Crimean war, which occurred in the Baltic sea area and led to 300,000 deaths, lasted for three years.</p>
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**Next**

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### Activity 5

This builds on the previous tasks by encouraging students to build their own embedded clauses. Each task gives a piece of text where they can try to extend the level of complexity by embedding clauses – useful relative pronouns are given to assist with this.

**EVENTS** Activity 6

**Read the extracts from Florence Nightingale's letters home. What is her viewpoint of the conditions at the hospital?**

**Letter 1** **Letter 2**

The wounded are now lying up to our very door, and we are landing 540 more from the Andes. I take rank in the Army as Brigadier General, because 40 British females, whom I have with me, are more difficult to manage than 4000 men. Let no lady come out here who is not used to fatigue and privation.... Every ten minutes an Orderly runs, and we have to go and cram lint into the wound till a Surgeon can be sent for, and stop the Bleeding as well as we can. In all our corridor, I think we have not an average of three Limbs per man. And there are two Ships more "loading" at the Crimea with wounded – (this is our Phraseology). Then come the operations, and a melancholy, not an encouraging List is this. They are all performed in the wards – no time to move them; one poor fellow exhausted with hæmorrhage, has his leg amputated as a last hope, and dies ten minutes after the Surgeon has left him. Almost before the breath has left his body it is sewn up in its blanket, and carried away and buried the same day. We have no room for Corpses in the Wards. The Surgeons pass on to the next, an excision of the shoulder-joint, beautifully performed and going on well. Ball lodged just in the head of the joint and fracture starred all round. The next poor fellow has two Stumps for arms, and the next has lost an arm and a leg. As for the Balls they go in where they like and come out where they like and do as much harm as they can in passing.

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### Activity 6

Letter appears on screen – focus of question is viewpoint. Class can take some preparatory notes at this stage.

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## Activity 7

What is her viewpoint of the conditions at the hospital?  
Which extract has the greatest range of points?

Text 1

The hospital conditions are very bad according to Florence. There are lots of horrible injuries to cope with and she has written the letter to show the people in England how bad the hospital conditions are. She has to deal with 540 men arriving last minute and has very little time to prepare for their arrival. 'No time to move them'. Florence gives a sense of how horrible it is as she talks about all the injuries in a very graphic way 'an average of three limbs per man' and she also describes a man who has 'stumps for arms'.

Text 2

Florence had little notice ('half an hour') to prepare for the wounded. She also had little time for herself 'wish I had time'. It is also horrific there 'horror and misery'. The numbers of wounded are very high - '250 more'. Also the other British nurses are very 'difficult to manage'. It is also extremely busy: 'every 10 minutes...they have to cram lint' into wounds. There is 'no room for the Corpses'. They also have to deal with the cruelties of war - the balls 'go in where they like', and see a range of awful injuries 'leg amputated'.

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## Activity 7

2 model answers appear on this text. Class assess which answer has the greatest RANGE of points. Magnifier icon reveals additional screens where class can link to a bullet point mark scheme and identify how many of them are mentioned. This is useful during the feedback from students.

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## Activity 8

Name 5 things nurses can do to relax.

Stressed? Then read our expert guide to dealing with stress in nursing. A nursing day involves a lot of stress. Whether working with gravely ill patients or helping families cope with the loss of a loved one after death, nurses have to be there for almost every imaginable situation. It is a job that requires energy on many levels. Physically, the job can be demanding with high levels of physical exertion, culminating in many aches and pains. Mentally, you are required to be 'on the ball', making crucial decisions and answering questions from patients and relatives. Emotionally, the impact is felt when you empathise and help people in an environment where there is pain and sadness. Additionally, the work situation may be characterised by resource limits, poor staffing and organisational change, which all add to the energy expended.

Work or Life?

Maintain a healthy work/life balance. Ask yourself 'Do you live to work or work to live?' Use your free time to recharge your batteries. Remember to plan regular holidays and take them. Small treats like visits to the cinema or a meal at a restaurant will help you switch off and relax.

Being aware

Be aware of negative thinking when stressed. Instead of thinking 'I must never make a mistake' think more realistically, for example 'I am doing the best I can in tough situations'. Challenge the internal pressures by turning the musts into preferences, from 'I must complete this today' to 'I'd like to complete it today and will do what I can'. If you

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## Activity 8

21st century text – Guide to Reducing Stress in Nursing. Opening question is location – Magnifier gives advice and a simpler task – using skimming and scanning skills.

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## Activity 9

Compare both texts. What do they say about the difficulties of nursing? Click once if false or twice if true.

A message came to me to prepare for 510 wounded on our side of the Hospital who were arriving from the dreadful affair of the 5th November from Balaklava, in which battle were 1763 wounded and 442 killed, besides 96 officers wounded and 38 killed. I always expected to end my Days as Hospital Matron, but I never expected to be Barrack Mistress. We had but half an hour's notice before they began landing the wounded. Between one and 9 o'clock we had the mattresses stuffed, sewn up, laid down – alas! only upon matting on the floor – the men washed and put to bed, and all their wounds dressed. I wish I had time. I would write you a letter dear to a surgeon's heart. I am as good as a Medical Times! But oh! you Gentlemen of England who sit at Home in all the well-earned satisfaction of your successful cases, can have little idea from reading the newspapers of the Horror and Misery (in a Military Hospital) of operating upon these dying, exhausted men. A London Hospital is a Garden of Flowers to it.

There is not enough money to help

Conditions are horrific and miserable

They have to deal with too many casualties

The nurses aren't well-trained enough

There is not enough time

The wounded are disrespectful to nurses

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## Activity 9

Comparison question – what do both texts say about the difficulties of nursing? Magnifier expands on tips for dealing with this question – particularly focusing on 'overview' and 'detail'. The main page asks students to sum up which statements are correct – class should identify the parts of the text that provide evidence. Class then answer this question for both texts. In their responses they should try to organise points appropriately – using overview as starting point and then linked details.

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Activity 10

A friend or relative is considering taking up a new career in nursing. Write a letter giving your views on the situation? The letter below is to a cousin thinking of taking up teaching. Spot the key elements.

Hi Arthur,

I have just heard from Aunt Margaret that you are taking up teaching.

All I'd say is to think about this very carefully. I know you like to order people around (like the time when you led us up the wrong mountain on our last family holiday), but sometimes you get a bit impatient when people don't agree with you. You might well be faced with 30 teenagers who don't quite agree with your methods. What will you do then?

You were a bit of a tearaway yourself when you were at school so I'm sure you will be able to relate to some of the naughty kids. However you've still got that famous temper of yours. I still remember that time when you broke your wrist thumping the wall after I beat you at Monopoly. You'll have to learn to control your emotions a little better if you're in the classroom!

Refresh page to start again.

Exclamative

Abbreviation

Chatty language

Question

Parenthesis (brackets)

Anecdote

Shared experience

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### Activity 10

Model writing task – class highlight the typical features of an informal letter. Once complete – highlighted points can be revealed. Using the ideas in both texts students should write their own response to this question.