

# Scripted drama 16 mark essay question for Edexcel:

**'Jenner's vaccination against smallpox was a major breakthrough in the prevention of disease during the period 1700 to 1900.'**

**How far do you agree? Explain your answer.** (16 marks)

Class	Room	Date	Lesson content
<b>Student info / differentiation</b> (SEN/G&T) N.b. Character cards are differentiated.			Edexcel GCSE History Paper 1 Thematic Study:
<b>PLTS</b>			Medicine in Britain c1250 - present

## Learning outcomes

- › Detailed analysis of a 16 mark Edexcel exam essay question
- › Exam technique
- › The horrors of smallpox
- › The risks of inoculation
- › The impact of Jenner's vaccination against smallpox
- › The reaction of contemporary governments and world leaders
- › The 1840 and 1873 Vaccination Acts
- › A balanced discussion and judgement on the significance of vaccination

## Key concepts

- › Causation, consequence, continuity, change and significance over a 200 year time span
- › Key features and characteristics of the period
- › How aspects of the past have been interpreted and represented in different ways

## Properties

Laminated cut-out Character Cards  
School desk and chairs to act as dinner table  
Plastic wine glass, knives and forks, napkin

Lesson structure	Points arising	Timing
<p><b>Starter:</b></p> <ol style="list-style-type: none"> <li>1. Have copies of the script: <b>'The Significance of Jenner's vaccination against Smallpox'</b> on the desks.</li> <li>2. Discuss what students already know about Jenner and vaccination.</li> <li>3. Explain that 13 members of the class will act out a short scripted drama that revises this topic and models an Edexcel style exam question.</li> <li>4. Use prior data to allocate parts according to literacy levels.</li> </ol> <p>Hand out laminated Character Cards for students to read, as you take the register.</p>	<p>Every member of the class needs a copy of the script to refer to later, when they start work on the essay.</p> <p>Asterisks on each Character Card indicate how much each character has to say, so the teacher can allocate parts appropriate to literacy levels - the more asterisks, the more complex the part.</p>	<p><b>10 mins approx</b></p>

<p><b>Scripted drama role play</b></p> <ol style="list-style-type: none"> <li>1. Move all actors from their seats.</li> <li>2. Appoint two <b>Scene Shifters</b> to clear an area at the front of the classroom (push back the front row desks and redistribute displaced students into spare seats/onto desks).</li> <li>3. Put <b>Power Point Operator</b> at the teacher's desk. Set up PowerPoint Slide 1.</li> <li>4. Sit <b>Director</b> and <b>Stage Manager</b> on desks, where they can oversee the action 'on stage'. They can be among the 'audience' to avoid cluttering the acting area.</li> <li>5. Position the <b>3 Narrators</b> at an angle to the right of the whiteboard.</li> <li>6. Position <b>Mary Holmes</b> to the left of the whiteboard.</li> <li>7. Have <b>Thomas Sowden, John Oddy and James Wilson</b> standing by to enter on Page 2</li> </ol> <p>Act our pages 1 to 4</p>		<p><b>10 mins approx</b></p> <p><b>5 mins approx</b></p>
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<p>8. Send the first group of characters back to their seats.</p> <p>9. <b>Scene Shifters</b> create a dining room at the front of the classroom, using 3 chairs and a school desk, pulled from the front row.</p> <p>10. Bring on characters for <b>Scene 1</b>:  <b>Rev Holdforth</b> positions himself at the head of the dining table.  <b>Mary Holmes, Alice Finch</b> and <b>Mrs Ingham</b> stand at the side of the classroom to wait for their cue.</p> <p>11. Have <b>Thomas Sowden, John Oddy</b> and <b>James Wilson</b> standing by to enter on Page 8</p> <p>Act out pages 5 to 9</p> <p>Clear up and rebuild classroom, return students to their desks.</p>		<p><b>7 - 10 mins approx</b></p> <p><b>5 mins approx</b></p>
<p><b>Plenary/ future learning</b></p> <p>Discuss matters arising from the script, particularly any relevant arguments which could have been included in the discussion and were not.</p> <p>Suggestions for follow up work:</p> <p>Ask students to use the <b>script</b> and their <b>own knowledge</b> to plan and write an essay on the title:</p> <p><b>'Jenner's vaccination against smallpox was a major breakthrough in the prevention of disease during the period 1700 to 1900.'</b></p> <p><b>How far do you agree? Explain your answer. (16 marks)</b></p> <p>EITHER: for homework</p> <p>OR: in a timed test the following lesson.</p>	<p>Timings will vary depending on the class.</p>	<p><b>10 mins approx</b></p>