**INTRODUCTION**

*Medicine Man* is one of our two permanent exhibitions at Wellcome Collection displaying items from the extraordinary collection of Henry Wellcome (1853-1936).

Born in the American mid-west, Henry Wellcome moved to London in 1880 and together with a college friend, Silas Burroughs, set up a pharmaceutical company: Burroughs, Wellcome and Co. The company was the first in Britain to manufacture medicine in tablet form, which they trademarked as ‘Tabloid’ medicines. The fortune Henry amassed allowed him to pursue his interests, which included philanthropy, aerial photography, anthropology and collecting. His will provided for the establishment of a medical research charity to support “scientific research which may conduce to the improvement of the physical conditions of mankind”. Today the Wellcome Trust is a global charitable foundation dedicated to improving health.

Henry Wellcome amassed a vast collection of over one million objects, most of which are held by the Science Museum in South Kensington. Approximately 300 items are displayed in our *Medicine Man* gallery, providing evidence for our universal interest in health, medicine and the body. Several objects are grouped into broad cross-cultural themes: ‘Beginning of Life’, ‘Understanding the Body’, ‘Seeking Help’, ‘Treating Yourself’ and ‘End of Life’. Other displays and cases focus on one single type of object, whilst seven objects are displayed individually. Objects are displayed with brief, factual labels; additional information can be found in adjacent wall cupboards.

Find out more about Henry Wellcome at: [wellcomecollection.org/about-us/introducing-henry-wellcome](http://wellcomecollection.org/about-us/introducing-henry-wellcome)
USING THIS RESOURCE

This resource is intended to support teachers and students on a self-guided visit to the Medicine Man exhibition. Please be aware that Wellcome Collection is primarily aimed at an audience aged 14 and above. The Medicine Man gallery includes human remains and some objects related to sex and reproductive organs. We strongly advise that you make a pre-visit, both to familiarise yourself with the layout and content of the gallery, and to ensure that it is suitable for your group.

GALLERY TRAILS

The gallery trails are intended to enable students to explore the gallery, focussing on a few key objects and themes. Whilst there are elements in the exhibition relating to a number of different curriculum areas and disciplines, the trails are primarily designed to offer an enrichment opportunity and to promote discussion, reflection and critical thinking.

TRAIL 1: THE COLLECTOR

This short cross-curricular trail is designed for upper KS3 students and for KS4 SEN and EAL learners. It is intended to be printed or photocopied double-sided, then folded in half to make a booklet; we recommend photocopying onto A3 paper, sized to fit, in order to make the font size easier to read.

TRAIL 2: MEDICAL INVESTIGATION

This longer cross-curricular trail is designed primarily for KS4 students studying History or Science. The trail consists of four single-sided A4 activity sheets. Any key terms will be defined at the bottom of a page. We suggest that all students complete Activity Sheet 1: The Medicine Man and his Collection and that you then divide the group into three; each of the smaller groups can complete one of the other activity sheets. Art and Design students could complete Activity Sheet 1 before choosing objects to sketch in the gallery.

TRAIL 3: MEDICAL PERSPECTIVES

This extension trail is designed primarily for KS5 students studying Art and Design, History or Science. It also has links to other subjects including General Studies, Religious Education and Anthropology. We suggest that you allocate two or three different themes to each pair or small group of students. You may like to direct students towards completing either the written activities or the art-based ones. Any key terms will be defined at the bottom of a page.

We recommend that you photocopy sufficient copies of the trail(s) you are using so that every student can have his or her own copy. You must do this before your visit.

All students will need to bring pencils to complete the trails and you may also wish to bring clipboards. Students completing Trail 3 will also need to bring notebooks or sketchbooks.
**PRE-VISIT ACTIVITIES**

**A PASSION FOR COLLECTING**
Talk to students about objects that they collect, or collected in the past. Were the objects all different examples of the same type (e.g. erasers) or were they linked by a theme (e.g. sports memorabilia)? Introduce the topic of collecting in the past using the Wellcome Collection website (link below). Ask students to research one of the factors that led to the explosion of interest in collecting in the Victorian age (e.g. public exhibitions, archaeological discoveries, the British Empire, the transport revolution, increased interest in natural history and advances in scientific knowledge). Students could share their findings in the form of a short presentation to their group or the whole class.

**Extra:** Digital interactive that tells the story of six famous collectors including Henry Wellcome.

**MEDICAL ENHANCEMENT**
Ask students to think about ways in which they have been ‘enhanced’ through medical treatments (e.g. vaccinations, drugs to treat certain illnesses and surgery). Which of these would not have been available to people living 100 years ago? Working in groups, ask students to make a list of all the ways in which they have been medically enhanced. These could be written on post-it notes and grouped thematically on wall charts.

**MEDICAL PRACTITIONERS**
Ask students to research the role of a health professional today (e.g. surgeon, doctor, nurse, midwife). What training and qualifications are needed to do this job? Ask students to compare and contrast the work and training today with that of someone in a similar role in the past. Were some roles gender stereotyped? Can the students suggest any reasons for this? The links below provide useful starting points for research into the gender stereotyping of medical roles in the past.

**Extra:** Story of a woman who disguised herself as a man in order to train and serve as an army surgeon.

**Post:** Information about the rise of male midwives in Britain in the 1700s.

**POST-VISIT ACTIVITIES**

**AMAZING JOURNEY**
Ask students to choose one of the objects that they saw in the gallery that Henry Wellcome collected from overseas. Students should research more about the object’s country of origin, how it was used and how it could have entered the collection. The link below provides a useful starting point for research. Ask students to use what they have found out as the basis for a piece of creative writing, a storyboard or an artwork describing all, or part of, the journey from the object’s viewpoint.

**Extra:** Information about how Henry Wellcome acquired objects.

**POST-COLONIAL CONCERNS**
Henry Wellcome was collecting at the height of the British Empire. Some of the objects in the collection could therefore be seen as examples of colonial plunder. Should they be returned to their country of origin? Or do we have a duty to preserve them? You may like to use a video showing the CT scanning of the Peruvian mummies in the collection (link below) as an example of the ongoing analysis of artefacts and to initiate discussion about the value of this. Ask students to find out more about the arguments for and against the repatriation of artefacts then either to debate or write a response to the proposal: Historical artefacts should be repatriated to their country of origin.

**Extra:** Blog post on Wellcome Collection’s mummy being CT scanned

**DANGEROUS REMEDIES**
Discuss some of the medical equipment students saw in the exhibition that we would consider harmful to use today. Students could also explore a blog related to one of these (link below). Ask students to research a substance that was used to treat medical problems in the past that we would no longer consider safe to use (e.g. hemlock, arsenic, strychnine, opium, mercury, tobacco). They can use the research to write their own blog post explaining what the substance was used to treat and why we no longer use it.

**Extra:** Blog post explaining the theory of the four humours and how this links to the tobacco resuscitator kit in the collection.
Find the 'TREATING YOURSELF' case. Find this metal corset. This was probably worn by someone who had a problem with their back. Do you think it would have been comfortable to wear?

Circle **YES** or **NO**

Why did some women in the past wear fabric corsets? Write your answer below.

Discuss with your partner or group why you think the owner wore them.

**QUIRKY** **WEIRD** **WONDERFUL** **STRANGE** **FASCINATING** **EDUCATIONAL** **ENTERTAINING**

Own words:

*I HOPE YOU’VE ENJOYED LOOKING AT SOME OF MY OBJECTS! WHAT WORDS WOULD YOU USE TO DESCRIBE MY COLLECTION? CIRCLE THE ONES YOU WOULD CHOOSE IN THE BOX BELOW AND ADD SOME OF YOUR OWN.*

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**HELLO! MY NAME IS HENRY WELLCOME. I COLLECTED ALL THE AMAZING OBJECTS IN THIS GALLERY. FIND THE OBJECTS ON THIS TRAIL AND EXPLORE THE STRANGE STORIES THEY HAVE TO TELL.**

**TRAIL 1: THE COLLECTOR**

1. **FIND THE THREE CHAIRS IN A CASE NEAR THE START OF THE GALLERY**

These chairs show how ordinary objects can be changed into extraordinary ones. Talk about them with your partner or group, then open the cupboard in the wall labelled CHAIRS to find out if you are right.

Choose one of the chairs. Describe one thing that makes it special.

Now open the wall cupboard labelled CHAIRS to find out if you are right.

2. **FIND THE CASE OF MASKS**

Henry collected these masks from different countries around the world. Find the masks in the case. Circle the number in the box that matches up the mask with the person that you think would have worn it. Why do you think they were uncomfortable to wear?

1. an actor 2. an executioner 3. a nagging wife 4. a dead person

Henry collected these masks from different countries around the world. Find the masks in the case. Circle the number in the box that matches up the mask with the person that you think would have worn it. Why do you think they were uncomfortable to wear?

1. an actor 2. an executioner 3. a nagging wife 4. a dead person

Now open the wall cupboard labelled MASKS to see if you are right.

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**All: Science Museum, London/Wellcome Images**
3. FIND THE ‘ARTIFICIAL LIMBS’ CASE

Henry collected many objects connected with health, medicine and the body. These artificial limbs were made in the past for people who had lost theirs. Today we call them ‘prosthetics’.

What materials are they made out of? Circle the correct answers below.

RUBBER  PLASTIC  CLAY  WOOD  FABRIC  GLASS  METAL  LEATHER

Which artificial limb do you think is the best design? Why? Write about it below.

I think the LEG/ARM/HAND (circle one) made out of:

is the best design because:

4. LOOK AT THE WALL OF PAINTINGS

Find the painting with this skeleton in it. The painting shows students learning about the human body in a lesson called ‘anatomy’. Use the words below to label the parts of the skeleton. Ask a teacher for help if you are not sure.

OBJECTION  WHO USED IT  WHAT THEY USED IT FOR

To measure the distance that a patient could see

A spiritual healer

5. FIND THE ‘SEEKING HELP’ CASE

The objects below were used by healers in the past. Find the objects, then complete the chart. Use the information in the wall cupboard to help you.

OBJECT  WHO USED IT  WHAT THEY USED IT FOR

To measure the distance that a patient could see

A spiritual healer

6. FIND THE ‘BEGINNING OF LIFE’ CASE

Find four containers in the shape of turtles. These were fastened to babies’ cradles. It was believed they would protect the baby throughout her life.

Write the name of the country that they came from in the space below.
ACTIVITY SHEET 1: THE MEDICINE MAN AND HIS COLLECTION

Find out more about Henry Wellcome. Read the information boards and look at the photographs at the start of the gallery. Then complete the fact file below.

Full name

Date and place of birth

Hobbies and interests

Purpose of the Wellcome Trust set up in Henry’s will

WHERE?

IN THE 'UNDERSTANDING THE BODY' CASE

This skull is probably the oldest object in Henry’s collection.

How old is it?

What is the surgery called that has been performed on it?

What evidence is there that the surgery wasn’t fatal in this case?

WHERE?

IN THE 'TREATING YOURSELF' CASE.

Which country have these shoes come from?

What practice are they related to?

Do you think they are similar to any fashion items today?

WHERE?

IN THE 'END OF LIFE' CASE.

Where has this shrunken head come from?

Why did the Shuar people shrink the heads of their dead enemies?

Talk about why you think Henry included objects connected to death in his collection.

Pharmaceutical: relating to medicinal drugs.
Find the objects below then complete the chart. Use the information in the wall cupboards to help you. Give each object a score from 1 to 4 for how useful you think it was as a source of medical knowledge (1=not much use; 4=very useful).

<table>
<thead>
<tr>
<th>OBJECT IMAGE</th>
<th>TYPE OF OBJECT</th>
<th>WHAT IT WAS USED FOR</th>
<th>USEFULNESS SCORE</th>
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<tbody>
<tr>
<td><img src="image1.jpg" alt="Image" /></td>
<td>Anatomical model</td>
<td>Used to educate people about energy (or ‘chi’) within the body so that they could practise acupuncture.</td>
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**Look at the wall of paintings**

Many medical advances have been driven by warfare. Find one painting that illustrates this and write about it below.

**Title and date of painting**

**What it shows**

**Find this object in the ‘End of Life’ case**

What was this kit used for?

The kits stopped being used in the 1800s after the discovery that nicotine was poisonous. Make a list in the space below of any other drugs that you know were given to patients before scientists discovered them to be poisonous or to have harmful side effects.

**Acupuncture** A traditional Chinese medical practice in which needles are inserted at specific points in the body to treat a wide variety of illnesses and medical conditions.

**Anatomical** relating to the physical structure of a plant or animal, including the human body.
TRAIL 2: 
MEDICAL INVESTIGATION

ACTIVITY SHEET 3: MEDICAL TREATMENTS

Find painting 13: Interior with a surgeon attending a wound in a man’s side. Look closely at the setting and surgical tools. Then look at the amputation saws in the ‘Metalware’ case behind you. Using the painting and the saws as evidence, list one similarity and one difference between surgery today and surgery in the past.

Similarity: .....................................................................................................................................................................................

Difference: .....................................................................................................................................................................................

Look at the metal instruments behind the saws. What are these called? Circle the correct answer.

SCALPELS
FORCEPS
TONGS
CLAMPS
CALIPERS

Talk about what these were used for and whether similar instruments are used today.

Find this tool. What is it called?

..............................................................................................................................................................................................

What do you think it was used for? Put a tick beside one of the answers below then look at the information in the wall cupboard to find out if you are correct.

A) SHAVING A MAN’S CHIN       B) BLOODLETTING       C) SCRAPING OFF BOILS

Talk about why doctors in the past used this tool.

Make a list below of medical treatments today (e.g. for cancer patients) that people in the future might think were ridiculous or dangerous.

................................................................................................................................................................................................

Tick the boxes when you have found: Object used in the past: Modern object:

☐ A RAZOR
☐ A SET OF DENTURES
☐ A TOOTHBRUSH
☐ EYE BATHS
☐ SPECTACLES

CHOOSE ONE OF THE OBJECTS AND SKETCH IT IN THE BOX BELOW. BESIDE IT DRAW A PICTURE OF A SIMILAR OBJECT WE USE TODAY. LABEL THE PICTURES TO SHOW THE SIMILARITIES AND DIFFERENCES.

SINCE PREHISTORIC TIMES HUMANS HAVE SOUGHT HELP AND TREATMENT FOR DISEASES AND MEDICAL PROBLEMS. SOMETIMES THESE TREATMENTS DID MORE HARM THAN GOOD! EXPLORE SOME OF THE OBJECTS IN MY COLLECTION THAT SHOW CONTINUITY AND CHANGE IN MEDICAL TREATMENTS.
SOME OF THE OBJECTS IN MY COLLECTION ARE EVIDENCE OF THE ROLE MAGIC, SUPERSTITION AND RELIGION HAVE PLAYED IN MEDICINE, HEALING AND HEALTH AT DIFFERENT TIMES AND IN DIFFERENT CULTURES. PERHAPS THESE STILL PLAY A ROLE IN YOUR LIVES TODAY!

**LOOK AT THE CASE OF MASKS**

Read the information in the wall cupboard to find out which country each of these masks came from and how they were used. Write the name of each country in the boxes underneath the masks.

What types of ceremonies were the masks used in?

Who would have worn them?

Talk about whether you think there are any similarities between these ceremonies and some practices today.

**FIND THE VOTIVE OFFERINGS’ CASE**

Read the information in the wall cupboard to find out what these are and where they came from. What are they laid out in the shape of?

Choose one of the votives and draw it in the box. Label it to explain what part of the human body it represents and why you think the person left it.

Have you ever left an item at a holy place such as a temple, church or shrine? If so, make a note in the space below of what you left and why you left it.

**FIND THIS PAINTING ON THE WALL OF PAINTINGS**

This is an example of an ex-voto painting. These are usually painted to give thanks to a god or saint for their help or protection. What accident did the man who painted this picture survive?

Who is he giving thanks to?

Now find the case of amulets in the wall near to the ‘Understanding the Body’ case. Find out what these were believed to protect the wearer against or to cure. Talk about which religions some are connected to.

Do you wear or own any religious items or lucky charms that you believe protect you or bring you luck? If so, make a note of them in the space below.
WHO WAS THE MEDICINE MAN?

Find out about the man behind Wellcome Collection by looking at the photographs and reading the information boards at the start of the gallery. The objects in his collection provide a fascinating insight into beliefs and practices associated with health, medicine and the body in the past whilst also raising questions about modern perspectives.

Now find the objects associated with each theme. These are displayed with brief, factual labels. Make a note of the object numbers then find additional information in the wall cupboards adjacent to each display case. Discuss the questions with your partner or group. Record your responses in a notebook or sketchbook.

TRAIL 3: MEDICAL PERSPECTIVES

Curious Practices

WHAT? Chinese shoes (L15)  WHERE? In the ‘Understanding the Body’ case  WHAT? Scarificator (M10)  WHERE? In the ‘Seeking Help’ case  WHAT? Tobacco resuscitator kit (K18)  WHERE? In the ‘End of Life’ case

- Discuss the practice that the shoes relate to. In what ways can this be seen as a form of female mutilation and oppression? Do you think there are any similarities between this practice and FGM (female genital mutilation) practised in some cultures today?
- Consider how the scarificator and the tobacco resuscitator were used. What do they tell you about how medical thinking in the past was hindered by limited scientific knowledge and processes?
- Which scientific discoveries since 1800 do you think have been of the most benefit to medicine?

Either: Make notes about one of the objects and what it tells you about medical and scientific knowledge or social and cultural attitudes at the time when it was used.

Or: Make a quick 5-minute sketch of each object.

Faith

WHAT? Masks (B4, B6, B7, B8)  WHERE? In the ‘Masks’ wall case  WHAT? Votive offerings  WHERE? In the ‘Votive Offerings’ case  WHAT? Amulets  WHERE? In the wall case near the ‘Understanding the Body’ case  WHAT? Buddhist shrine (M1); statue of St. John (M8); wooden figure (M12)  WHERE? In the ‘Seeking Help’ case

- Discuss the beliefs and practices associated with the different objects. Can you observe any continuity between those connected with major world religions and ones relating to older pagan practices? Are there differences?
- What is your opinion of these beliefs and practices? Do you think any served a useful purpose in contributing to physical or mental health? If so, how?
- Can you give any examples of when religious beliefs can come into conflict with modern medical treatments or practices? Should these beliefs always be respected?

Either: Record your ideas about the evidence the objects provide for a universal connection between faith and the history of health and medicine.

Or: Choose one of the objects that represents a traditional artwork from Asia or Africa. Draw it and make notes on the material(s) it is made out of, the country it has come from and how it was used.
TRAIL 3: MEDICAL PERSPECTIVES

SEX AND SEXUALITY

WHAT? Male anti-masturbation devices (J10-12)
WHAT? Dildo (J8)
WHAT? Still life with concealed erotic scenes (J7)
■ What contradictory attitudes towards masturbation do the anti-masturbation devices and the dildo show? Can you suggest any social, cultural or religious reasons for these?
■ Why are the erotic scenes in the painting concealed? Why do you think there have been so many sexual taboos in the past? Do you think these have applied equally to both men and women?
■ What role do you think scientific developments (e.g. the oral contraceptive pill) have played in changing attitudes towards sex in Britain since the 1950s? Do you think there are still some sexual taboos?
EITHER: Make notes about some of the different attitudes towards sex and sexuality illustrated by these objects and others in the case.
OR: Start making a sketch of one of the objects in the case. After 5 minutes, swap your sketchbook with a partner and finish each other’s drawings.

LIFESTYLE AND HEALTH

WHAT? Portrait of Daniel Lambert (3)
WHERE? On the wall of paintings
■ Read Daniel Lambert’s story in the Paintings Leaflet. What does it show about how attitudes towards obesity have changed? What different factors could have contributed to this?
■ Modern scientists have speculated that Lambert may have been suffering from a metabolic disorder. Can you give an example of a metabolic disorder and the effect it has on the body?
■ What are some of the more common causes of obesity? What health problems, and medical conditions, are associated with it?
EITHER: Imagine that you are Daniel Lambert’s doctor. Write down the advice you would give him about making changes to his diet and lifestyle in order in order to reduce his risk of obesity-related diseases.
OR: Henry Wellcome collected paintings on the basis of their subject matter rather than artistic merit. Choose one painting on the wall that you think does have artistic merit. Draw a detail from it. Write down the artist, title, medium and date.

HUMAN REMAINS

WHAT? Mummified body
WHERE? In the wall case next to the ‘End of Life’ case
■ Suggest the soil and climate conditions that led to the natural mummification of this body.
■ How do the objects it was buried with provide evidence for a belief in an afterlife? What different views do different individuals, societies and religions hold about death?
■ Why do you think the display of human remains in a museum is controversial? What are your own views?

ACTIVITY

IMAGINE THAT YOU ARE RESPONSIBLE FOR CURATING AN EXHIBITION ON THE THEME OF DEATH AND BURIAL PRACTICES. NOTE DOWN WHY YOU WILL OR WILL NOT BE INCLUDING HUMAN REMAINS IN THE EXHIBITION.
**MEDICINE MAN: CURRICULUM LINKS**

**KS3 ART AND DESIGN**

**PUPILS SHOULD BE TAUGHT:**
- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

**KS3 HISTORY**

**SUBJECT CONTENT:**
- Ideas, political power, industry and empire: Britain, 1745-1901 Examples (non-statutory) could include the development of the British Empire
- The study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066

**KS3 SCIENCE**

**EXPERIMENTAL SKILLS AND INVESTIGATIONS:**
- ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience
- understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas

**SCIENTIFIC ATTITUDES:**
- Structure and function of living organisms
- The skeletal and muscular systems
- the structure and functions of the human skeleton

**KS4 ART AND DESIGN**

**AQA GCSE IN ART AND DESIGN**
Art, craft and design (ARTA1)
Fine art (ARTB1)
Three-dimensional design (ARTE1)
Photography: lens-based and light-based media (ARTF1)

**EDXCEL GCSE IN ART AND DESIGN**
Art, craft and design (8/9AD01)
Fine art (8/9FA01)
Three-dimensional design (8/9TD01)
Photography: lens and light-based media (8/9PY01)
Critical and contextual studies (8/9CC01)

**OCR GCSE IN ART AND DESIGN**
Art and design (H160/560)
Fine art (H161/561)
Photography: lens and light-based media (H163/563)
Three-dimensional design (H165/565)
Critical and contextual studies (H166/566)

**KS4 HISTORY**

**AQA GCSE HISTORY A (9140)**
Unit 1A Medicine through time

**EDXCEL GCSE HISTORY B (2HB01)**
Option 1A: Medicine and public health in Britain c.50AD to the present day
Option 3A: The transformation of surgery c.1845-1890

**OCR GCSE HISTORY A (J415)**
Unit 3.2.2 Study in development: medicine through time

**KS4 SCIENCE**

**AQA GCSE BIOLOGY (4401); SCIENCE A (4405)**
Unit 1: Biology 1
B1.1 Keeping healthy
B1.1.2 How our bodies defend themselves against infectious diseases
B1.3 The use and abuse of drugs
B1.3.1 Drugs

**EDXCEL GCSE BIOLOGY (2BI01); SCIENCE (2SC01)**
Unit B1: Influences on life
Topic 2: Responses to a changing environment

**OCR GCSE BIOLOGY A (J243)**
Module B2: Keeping healthy
Module B4: The processes of life

**OCR GCSE BIOLOGY B (J262)**
Module B1: Understanding organisms
Module B3: Living and growing
Module B5: The living body

Links to other curriculum areas: Design and Technology, Geography, PSHE

Links to other curriculum areas and exam board subjects:
**GCSE:** Ancient History, Classical Civilisations, General Studies, Human Health and Physiology, Psychology, Religious Education, Sociology
**National Curriculum (non-statutory):** PSHE
## MEDICINE MAN: CURRICULUM LINKS

### KS5 ART AND DESIGN

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<td>11. Immunity</td>
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<td>CAMBRIDGE INTERNATIONAL AS/A LEVEL BIOLGY</td>
<td>2. The origin and evolution of life</td>
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<td>3. Animal physiology</td>
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<tr>
<td>OCR AS/A LEVEL</td>
<td>Topic 1: Lifestyle, health and risk</td>
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<td>Topic 6: Immunity, infection and forensics</td>
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<td>Topic 7: Run for your life</td>
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<td>Topic 8: Grey matter</td>
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<tr>
<td>OCR AS/A LEVEL</td>
<td>Module 4: Biodiversity, evolution and disease</td>
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<td>Module 3: Cell division, development and disease control</td>
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<td>Module 4: Energy, reproduction and populations</td>
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<td>Module 5: Genetics, control and homeostasis</td>
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Links to other exam board subjects:

- **GCE:** Ancient History, Anthropology, Archaeology, Classical Civilisations, General Studies, History, Human Health and Physiology, Media Studies, Psychology, Religious Education, Sociology
- **BTEC:** Applied Science, Health and Social Care, Media, Sport
- **International Baccalaureate:** Ways of Knowing (Reasoning, Intuition, Imagination, Faith); Areas of Knowledge (Human Sciences, Arts, Ethics, History, Religious Knowledge Systems, Indigenous Knowledge Systems)

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