

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS
GCSE**

A951/14

HISTORY A

(SCHOOLS HISTORY PROJECT)

Study in Development with Germany,

c.1919–1945 Depth Study

FRIDAY 18 JANUARY 2013: Morning

DURATION: 2 hours

plus your additional time allowance

MODIFIED ENLARGED 24pt

Candidates answer on the Answer Booklet.

OCR SUPPLIED MATERIALS:

8 page Answer Booklet

(sent with general stationery)

OTHER MATERIALS REQUIRED:

None

READ INSTRUCTIONS OVERLEAF

INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the spaces provided on the Answer Booklet. Please write clearly and in capital letters.
- Use black ink.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- There are two sections in this paper.

SECTION A (STUDY IN DEVELOPMENT)

Choose ONE of these options:

EITHER (a) Medicine Through Time
(pages 5–15);

OR (b) Crime and Punishment
Through Time (pages
16–25).

Then answer QUESTION 1 and ONE other question from the option you have chosen.

SECTION B (DEPTH STUDY)

Answer QUESTION 5 and ONE other question.

- Write the numbers of the questions you have answered in the box on the front of the answer booklet.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 81.
- You will be awarded marks for quality of written communication in the following questions:

Development Study: 2c, 3c, 4c
Depth Study: 6c, 7c.

- Questions marked with a pencil () will carry 6 additional marks for spelling, punctuation and grammar.

SECTION A: DEVELOPMENT STUDY

CHOOSE EITHER (A) MEDICINE THROUGH TIME OR (B) CRIME AND PUNISHMENT THROUGH TIME

(A) MEDICINE THROUGH TIME

SOME OF THE QUESTIONS REQUIRE YOU TO USE SOURCES. IN THESE QUESTIONS, YOU WILL NEED TO USE YOUR KNOWLEDGE OF THE TOPIC TO INTERPRET AND EVALUATE THE SOURCES. WHEN YOU ARE ASKED TO USE SPECIFIC SOURCES YOU MUST DO SO, BUT YOU MAY ALSO USE ANY OF THE OTHER SOURCES WITHIN THE QUESTION IF THEY ARE RELEVANT.

You should spend about 1 hour on this section.

ANSWER QUESTION 1 AND ONE OTHER QUESTION.

- 1 Study the sources carefully and then answer the questions which follow.

SOURCE A



A drawing of an operation. The patient is shown sitting in a chair while a man wearing ordinary clothing is cutting off his leg with a saw. A tub is below the cut and is catching blood. A young man is holding the patient's ankle to support the leg. Another man is standing to the side holding a book and gently resting his hand on the patient's head. Sponges, bandages, cord and knives can be seen on the floor beside the patient.

SOURCE B



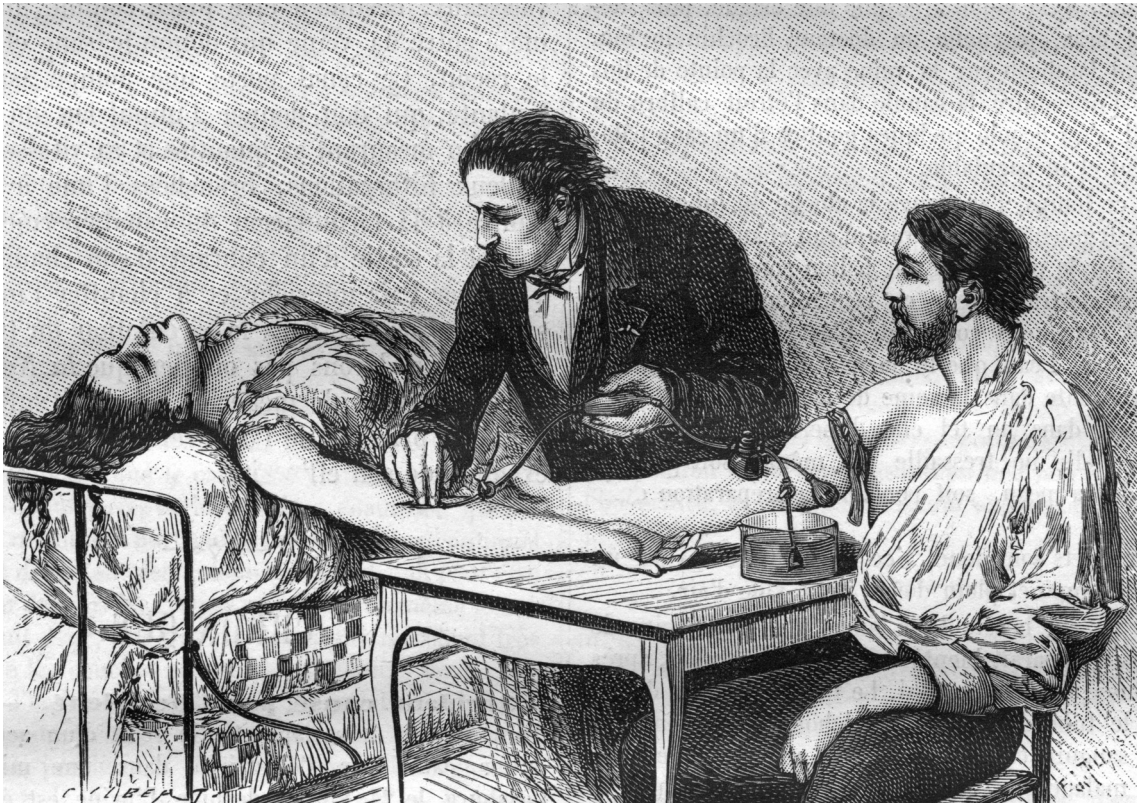
A photograph of an operation. It shows a group of men gathered around an operating table. They are all wearing white aprons over their shirts and trousers. They have rolled up the sleeves of their shirts. Hospital assistants and nurses in uniform are standing by and watching. Young men are sitting on tiered seating watching the operation. At the side of the room, bowls of water have been placed on a table which is covered by a white cloth.

SOURCE C



A drawing from a manual for surgeons called 'Field-book of wound surgery', published in 1530. A man is shown pressing the flat end of a long iron rod on a man's thigh. Another iron implement is resting in a tub of burning coals. A range of iron implements can be seen above their heads. Both men are wearing ordinary clothing.

SOURCE D



A drawing published in 1882. It shows a direct blood transfusion from a man to a woman. The man is sitting with his arm lying across a table. A tube leads from his arm across to that of a woman who is lying unconscious on a bed. The doctor is holding the tube into the woman's arm and supervising the flow of blood.

1 (a) Study Sources A and B.

Use medical reasons to explain which of these two sources came first. Use the sources and your knowledge to explain your answer.

[5]

(b) Study Source C.

Would sixteenth-century surgeons have accepted the treatment shown in Source C? Use the source and your knowledge to explain your answer. [5]

(c) Study Source D.

How important in the improvement of surgery was the development shown in Source D? Use the source and your knowledge to explain your answer. [5]

**CHOOSE ONE OF THE FOLLOWING
THREE QUESTIONS.**


**YOU MUST ANSWER ALL PARTS OF THE
QUESTION YOU CHOOSE.**


**REMEMBER TO EXPLAIN YOUR ANSWER
AS FULLY AS POSSIBLE AND SUPPORT IT
WITH SPECIFIC DETAIL.**

**2 In ancient times the Egyptians, the
Greeks and the Romans all contributed
to the development of medicine.**

**(a) Briefly describe the Greek idea of a
healthy lifestyle. [5]**

**(b) Explain why the Romans gave so
much attention to public health. [7]**

 **(c) ‘Religion hindered medical progress
during the time of the Ancient
Egyptians and Greeks.’ How far
do you agree with this statement?
Explain your answer. [8]**

 **Spelling, punctuation and grammar
[6]**

3 Important improvements were made for hospital patients in the nineteenth century.

(a) Briefly describe attempts at using anaesthetics in the nineteenth century before Simpson discovered chloroform. [5]

(b) Explain why some people in the nineteenth century opposed the use of anaesthetics. [7]



(c) ‘Florence Nightingale was more important than James Simpson in the history of medicine.’ How far do you agree with this statement? Explain your answer. [8]



Spelling, punctuation and grammar [6]

4 Important improvements were made in public health in the nineteenth and twentieth centuries.

(a) Briefly describe the impact of living conditions on the health of working-class people around 1800. [5]

(b) Explain why the work of John Snow was important. [7]



(c) Which was more important in the history of public health, the work of Louis Pasteur or the reforms of the Liberal governments (1906–1914)? Explain your answer. [8]



Spelling, punctuation and grammar [6]

SECTION A: DEVELOPMENT STUDY

(B) CRIME AND PUNISHMENT THROUGH TIME

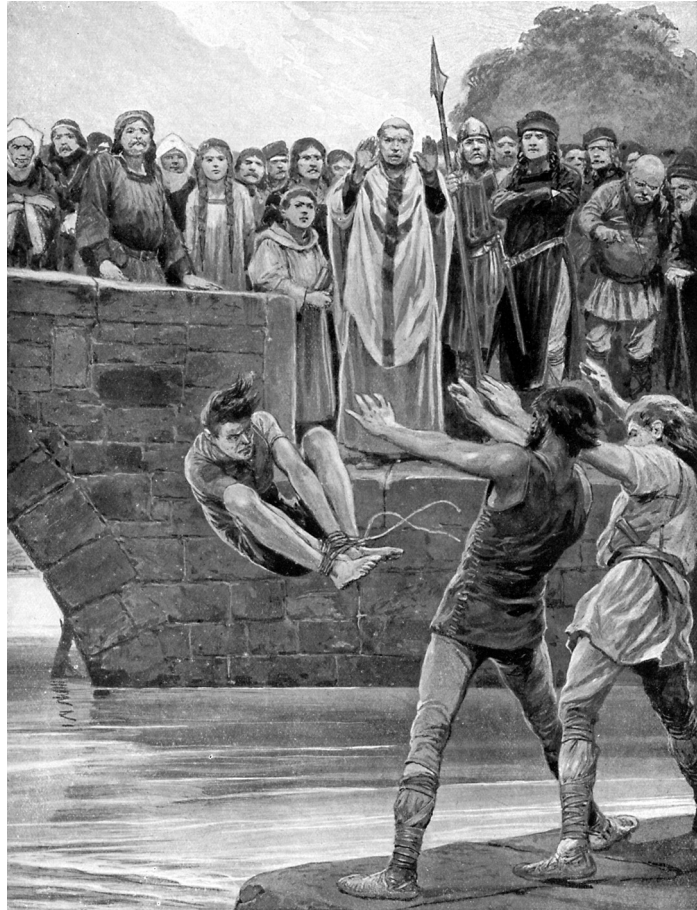
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You should spend about 1 hour on this section.

**ANSWER QUESTION 1
AND ONE OTHER QUESTION.**

- 1 Study the sources carefully and then answer the questions which follow.

SOURCE A



A drawing of the medieval ordeal of cold water. A man is shown with his hands and ankles tied together. He is being thrown into a river. A priest is praying as he stands in front of a crowd of people who are watching the ordeal.

SOURCE B



A drawing from the eighteenth century of the highwayman Jack Shepherd on his journey to be publicly executed at Tyburn in 1724. The drawing has the title 'St Giles's Bowl'. Soldiers are shown escorting a cart which is carrying Shepherd and a priest. The cart has stopped in front of the Crown Inn. Shepherd is smiling as he holds up a large bowl in front of the watching crowd. A woman is waving at Shepherd. The driver of the cart is smoking and talking to Shepherd.

SOURCE C

Elizabeth Fry found about 300 women with their numerous children crowded together, without any employment of any kind, in the custody of one man. They cooked, washed and slept on the floor. When any stranger appeared they begged and fought for money, with which they purchased beer and gin from a tap. The screaming and terrible language, the fighting and lawlessness, were such that the Prison Governor only entered with great reluctance.

A description of what Elizabeth Fry saw when she visited women prisoners in Newgate Prison in 1817.

SOURCE D



A drawing of female convicts at work during the Silent Hour in Brixton Prison in 1860. Long lines of convict women, all dressed in clean white caps, and dark gowns, can be seen sewing. They are sitting on chairs on the different floors all looking into the central area. Other women are standing in the centre watching the convicts.

1 (a) Study Source A.

Are you surprised by what is happening in this source? Use the source and your knowledge to explain your answer. [5]

(b) Study Source B.

In what ways would this source be useful to an historian studying crime and punishment in the eighteenth century? Use the source and your knowledge to explain your answer. [5]

(c) Study Sources C and D.

Why do these two sources give such different impressions of women prisoners in the nineteenth century? Use the sources and your knowledge to explain your answer. [5]

CHOOSE ONE OF THE FOLLOWING TWO QUESTIONS.

YOU MUST ANSWER ALL PARTS OF THE QUESTION YOU CHOOSE.

REMEMBER TO EXPLAIN YOUR ANSWER AS FULLY AS POSSIBLE AND SUPPORT IT WITH SPECIFIC DETAIL.

- 2 People in the sixteenth and seventeenth centuries were worried by witches, vagrants and heretics.**
- (a) Briefly describe what kind of person was usually accused of being a witch in the sixteenth and seventeenth centuries. [5]**
- (b) Explain why there were witch-hunts in the sixteenth and seventeenth centuries. [7]**



(c) Who were sixteenth and seventeenth century governments more worried about, vagrants or religious heretics? Explain your answer. [8]



Spelling, punctuation and grammar [6]

3 Police forces were not set up in Britain until the nineteenth century.

(a) Briefly describe attempts at law enforcement around 1800. [5]

(b) Explain why Robert Peel was able to set up a police force in 1829. [7]



(c) 'Between 1830 and 1900 the police were a success.' How far do you agree with this statement? Explain your answer. [8]



Spelling, punctuation and grammar [6]

4 A number of different factors have influenced crime and punishment.

(a) Briefly describe the impact of popular protests on crime and punishment in the nineteenth century. [5]

(b) Explain how industrialisation had an impact on crime and punishment

in the eighteenth and nineteenth centuries. [7]



(c) 'Religion has been more important than government in the history of crime and punishment.' How far do you agree with this statement? Explain your answer. [8]



Spelling, punctuation and grammar [6]

SECTION B: DEPTH STUDY

GERMANY C.1919–1945

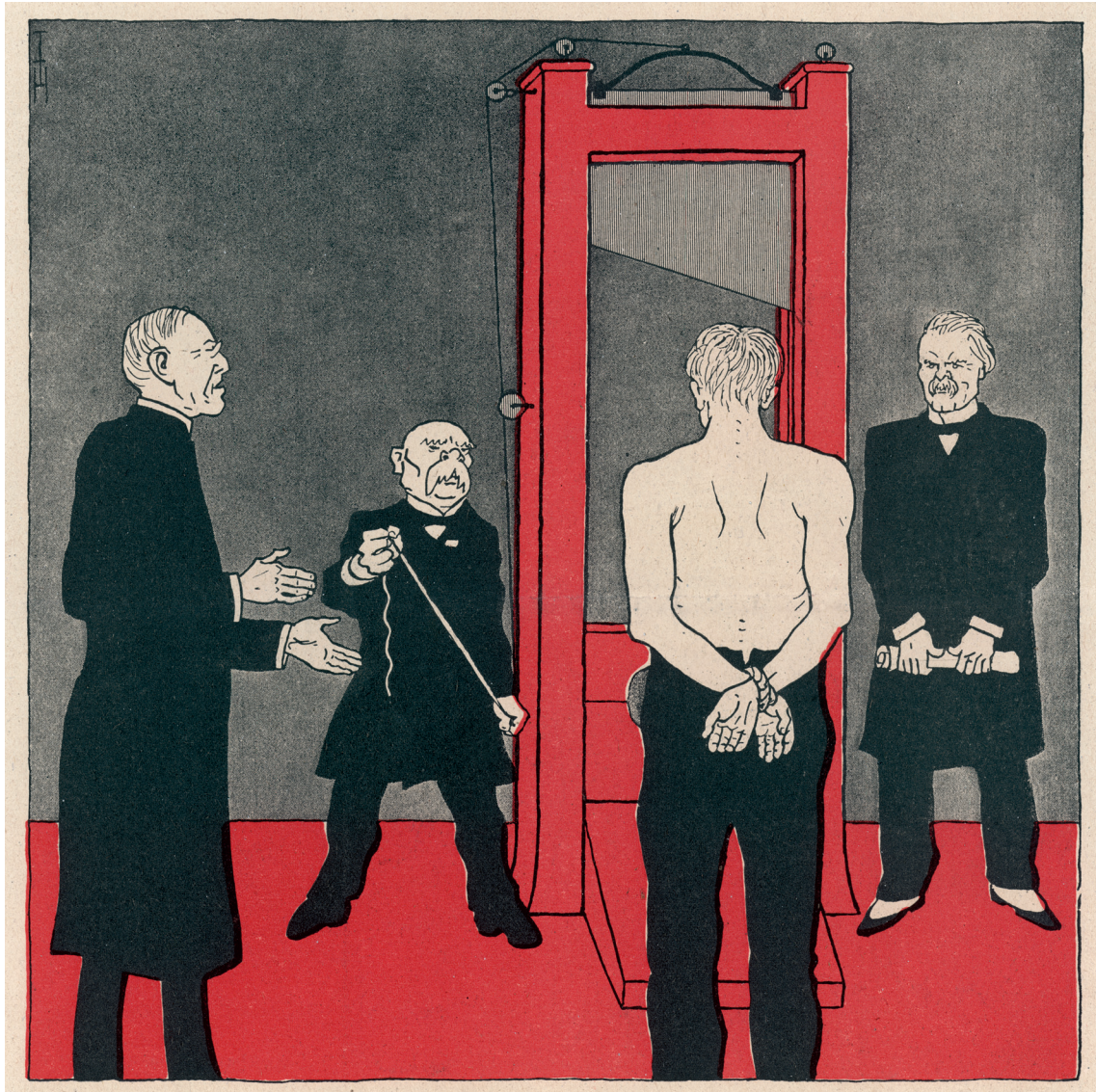
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ANSWER QUESTION 5 AND ONE OTHER QUESTION.

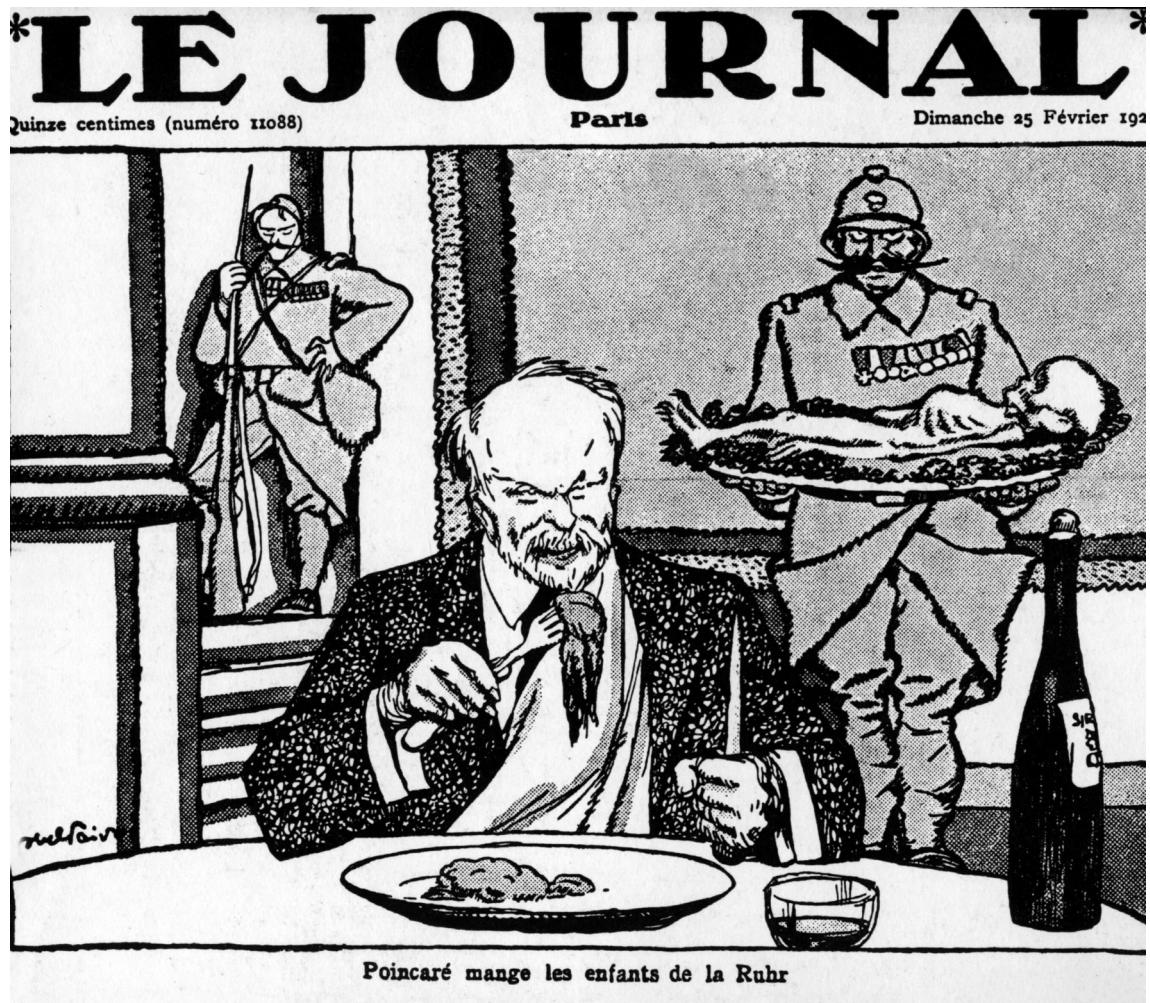
- 5 Study the sources carefully and then answer the questions which follow.**

SOURCE A



A cartoon published in Germany in 1919. It shows US President Wilson, French Prime Minister Clemenceau and British Prime Minister David Lloyd George wearing black and standing around a guillotine. There is a man standing in front of the guillotine with his arms tied behind his bare back. Clemenceau holds the rope which will release the blade.

SOURCE B



A German cartoon pretending to show the front page of a French newspaper in 1923. The caption reads 'Poincare eats the children of the Ruhr.' Poincare is shown sitting at a table eating and drinking wine. A soldier behind Poincare is holding a large serving plate which contains a dead child which looks as if it has starved to death. Poincare was the French President.

SOURCE C



A photograph of Nazis in 1935 celebrating the Munich Putsch of 1923. Men in Nazi uniform are shown walking beside carriages which are carrying coffins draped in the Nazi flag. Along the side of the street are lines of Nazis carrying Nazi flags.

5 (a) Study Source A.

**What is the cartoonist's message?
Use the source and your knowledge
to explain your answer. [7]**

(b) Study Source B.

**Why was this cartoon published
in 1923? Use the source and your
knowledge to explain your answer.
[7]**

(c) Study Source C.

**Are you surprised by this source?
Use the source and your knowledge
to explain your answer. [6]**

CHOOSE ONE OF THE FOLLOWING TWO QUESTIONS.

YOU MUST ANSWER ALL PARTS OF THE QUESTION YOU CHOOSE.

REMEMBER TO EXPLAIN YOUR ANSWER AS FULLY AS POSSIBLE AND SUPPORT IT WITH SPECIFIC DETAIL.

- 6 The Nazi Party made very unsteady progress for most of the Weimar period.**
- (a) Briefly describe the aims and beliefs of the Nazi Party in the early 1920s. [5]**
- (b) Explain why Weimar Germany recovered under the leadership of Stresemann. [7]**
- (c) ‘Hitler’s decision to work within the political system was the most important reason for the growing popularity of the Nazis between 1924 and 1933.’ How far do you agree with this statement? Explain your answer. [8]**

- 7 Nazi policies had a great impact on the lives of the German people.**
- (a) Briefly describe Nazi ideas in the 1930s about the role of women in society. [5]**
- (b) Explain how the lives of the German people changed after the start of war in 1939. [7]**
- (c) ‘There was very little opposition to the Nazi regime throughout the period 1933 to 1945.’ How far do you agree with this statement? Explain your answer. [8]**

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