

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
GCSE

A951/14

HISTORY A (SCHOOLS HISTORY PROJECT)

**Study in Development with Germany,
c. 1919–1945 Depth Study**

TUESDAY 12 JUNE 2012: Afternoon

**DURATION: 2 hours
plus your additional time allowance**

MODIFIED ENLARGED

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 4–10);

OR (b) Crime and Punishment Through Time
(pages 11–17).

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 75.
- You will be awarded marks for quality of written communication in the following questions:

Development Study: 2c, 3c, 4c

Depth Study: 6c, 7c.

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

For elfsickness, take fennel and lupin, and lichen and a holy crucifix, put a handful of each of the herbs, tie them up in a cloth, dip in holy water three times. Lay the herbs on hot coals, then write a Christ's cross on every limb, and take a little handful of the consecrated herbs and boil in milk. Drip holy water on them three times and let the patient eat them before his meal.

An Anglo-Saxon remedy from about 850. Elfsickness was probably chicken pox. They thought the spots were caused by arrows fired by elves.

SOURCE B

From which places should blood be drawn? For complaints of the head, blood should be taken from two arteries at the back of the head down to the bone, four fingers' breadths from the ear; for toothache, from two arteries on the little finger of the left hand if teeth on the right side ache.

From an Anglo-Saxon book of treatments from about 850.

SOURCE C



A drawing from the time of the plague in the 1660s. A person is shown wearing a long gown and thick gloves. The person has a hood covering head and face with a long beak. The person has a hat on top of the hood and is carrying a stick in the left hand.

SOURCE D



A cartoon published in 1866. The caption reads 'Death's Dispensary. Open to the Poor, Gratis, By Permission of the Parish.' A dispensary was a place where medicines were given out. Gratis = free.

The cartoon shows a hooded skeleton, which is wearing a crown and working the handle of a water pump. A child is filling a jug and other people are standing around the pump with jugs ready to collect water. A man is drinking the water from a cup.

1 (a) Study Sources A and B.

Are you surprised that these treatments were used at that time? Use the sources and your knowledge to explain your answer. [5]

(b) Study Source C.

Explain how this source is useful to a historian studying seventeenth-century medicine. Use the source and your knowledge to explain your answer. [5]

(c) Study Source D.

Why was this source published at that time? 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 Many different factors have helped medicine to progress.**
- (a) Briefly describe important medical developments brought about by great individuals during the time of the Ancient Greeks. [5]**
 - (b) Explain how chance has helped developments in medicine. [7]**
 - (c) ‘Governments have hindered rather than helped developments in medicine.’ How far do you agree with this statement? Explain your answer. [8]**
- 3 Much progress was made during the Medical Renaissance.**
- (a) Briefly describe the treatments used by medieval doctors. [5]**
 - (b) Explain why developments in the Medical Renaissance had little impact on the methods used by doctors at that time. [7]**
 - (c) ‘The main reason why there was much progress in medicine during the Renaissance was the existence of great men like Paré and Vesalius.’ How far do you agree with this statement? Explain your answer. [8]**

- 4 There were many important developments in medicine during the nineteenth century.**
- (a) Briefly describe what was done in the nineteenth century to improve public health. [5]**
 - (b) Explain why Florence Nightingale is important in the history of medicine. [7]**
 - (c) ‘There was no major progress in surgery in the nineteenth century until the work of Lister.’ How far do you agree with this statement? Explain your answer. [8]**

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

If someone's servant kills a man of noble birth, whose wergeld is nine hundred shillings, his master shall give up the killer to the family and shall also pay them the value of three ordinary men.

If someone's servant kills a freeman, whose wergeld is three hundred shillings, his master shall give up the killer and pay also to the family the value of a second man.

From the laws of King Alfred in the ninth century.

SOURCE B

When robbers or murderers are seized, the sheriff shall take them before the King's judges. The sheriff will take two lawful men from the hundred or the township where the robbers or murderers were seized, to bring an account of why they were seized.

No one shall have power or authority over the proceedings except for the King and his judges in his court. And the King shall have all their possessions.

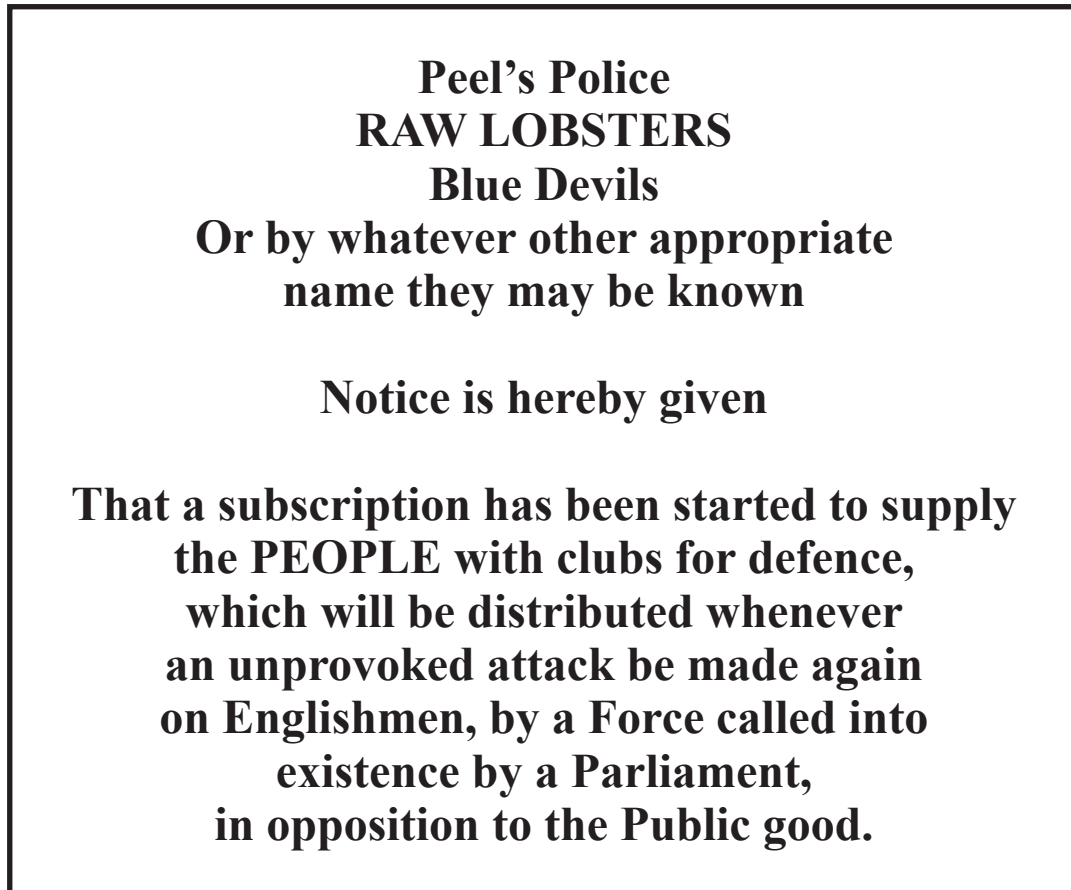
From the Assizes of Clarendon, 1166.

SOURCE C



A drawing, from the time, of a watchman in the early nineteenth century. An old man carrying a lantern is shown using a stick to help him walk along the street. Behind his back a man is being helped up onto a wall and there is an open window near the top of the wall.

SOURCE D



A poster published in 1830.

1 (a) Study Sources A and B.

How similar are these two sets of laws? Use the sources and your knowledge to explain your answer. [5]

(b) Study Source C.

How useful is this source as evidence about law enforcement in the early part of the nineteenth century? Use the source and your knowledge to explain your answer. [5]

(c) Study Source D.

Why was this poster published at that time? 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 Between 1500 and 1850 the authorities had to deal with many different types of crime.**
- (a) Briefly describe how vagrants were punished in the sixteenth century. [5]**
 - (b) Explain why the Gunpowder Plotters were punished so harshly. [7]**
 - (c) Who was more of a problem for the authorities, highwaymen or smugglers? Explain your answer. [8]**
- 3 Prison reform and the development of the police force were two of the most important developments in the nineteenth century.**
- (a) Briefly describe the main features of Peel's new police force in 1829. [5]**
 - (b) Explain why prisons were reformed in the nineteenth century. [7]**
 - (c) Which had been the more successful development by the end of the nineteenth century, prison reform or the development of the police force? Explain your answer. [8]**

- 4 There were important changes to law and order in the twentieth century.**
- (a) Briefly describe the main changes in the way the police worked in the twentieth century. [5]**
 - (b) Explain why there was so much juvenile crime during the twentieth century. [7]**
 - (c) Which had a greater impact on law and order in the twentieth century, wars or recessions? Explain your answer. [8]**

SECTION B: DEPTH STUDY

GERMANY, c. 1919–1945

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 are should spend about 1 hour on this section.

ANSWER QUESTION 5 AND ONE OTHER QUESTION.

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

SOURCE A



A TRANSPARENT DODGE.

GERMANY. "HELP! HELP! I DROWN! THROW ME THE LIFE-BELT!"
MR. LLOYD GEORGE. }
M. BRIAND . . . } "TRY STANDING UP ON YOUR FEET."

A British cartoon published in 1921. It is called 'A Transparent Dodge'. 'A Transparent Dodge' means an obvious trick. Germany is saying 'Help! Help! I drown! Throw me the life-belt!' It shows a man representing Germany kneeling in water which comes up to his neck. He is raising his arms as if he is drowning. Britain and France are leaning on a rail and watching. They are ignoring a life-belt nearby which is labelled 'Loan'. They reply 'Try standing up on your own feet.'

SOURCE B



A poster published by the German government in 1923. It shows a German miner being threatened with bayonets by French soldiers. The soldiers are pointing towards a mine and the German miner is saying 'No! I will not be forced'.

SOURCE C



A cartoon from a German magazine published in 1923. The mother is holding her starving child up and calling for bread.

5 (a) Study Source A.

How would most Germans have reacted to this cartoon in 1921? Use the source and your knowledge to explain your answer. [7]

(b) Study Source B.

Why did the German government publish this poster in 1923? Use the source and your knowledge to explain your answer. [7]

(c) Study Source C.

What is the message of this cartoon? 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 By 1934 Hitler was consolidated in power.

(a) Briefly describe the events in 1932 and 1933 that led to Hitler becoming Chancellor. [5]

(b) Explain why increasing numbers of people voted for the Nazis in the period 1928 to 1933. [7]

(c) Which was more important in helping Hitler to consolidate his power, the Reichstag Fire or the Night of the Long Knives? Explain your answer.

[8]

7 The Nazi regime affected different groups in different ways.

(a) Briefly describe Nazi attitudes towards Jews. [5]

(b) Explain how the Nazis changed the lives of German women between 1933 and 1945. [7]

(c) How successful were the Nazis in winning the loyalty and support of young people in Germany? Explain your answer. [8]

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