

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
GCSE

A951/14

HISTORY A

(SCHOOLS HISTORY PROJECT)

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

TUESDAY 17 JANUARY 2012: Afternoon

DURATION: 2 hours

SUITABLE FOR VISUALLY IMPAIRED CANDIDATES

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 11–16).

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

Out came the whole population to meet the serpent god Asclepios. They greeted him with their cheering. Where the speedy ship came floating up the stream, incense crackled and burned on altars at regular intervals along both banks and the air was heavy with fragrance. Now the ship entered Rome. The serpent raised himself up looking for somewhere suitable to live. The river divides at a point into two streams, forming a place known as 'the island'. This is the place where the God left the ship and brought the people's woes to an end and came to them as bringer of health to their city.

A Roman writer describes Asclepios arriving in Rome in 291 BC. The government of Rome had begged him to come and help them with a serious epidemic.

SOURCE B

When gangrene has developed the limb must be amputated. This is risky because patients often die under the operation. It does not matter, however, whether the operation is safe, since it is the only remedy. The flesh is cut to the bone with a scalpel between the healthy and the diseased part. It is better that some of the healthy part should be cut away than any of the diseased part should be left. The bone is then cut through with a small saw.

From a Roman book about medicine published in the first century AD.

SOURCE C



A drawing from 1693. It shows a blood transfusion from a dog to a man. The man is sitting with his arms straight and holding a stick in each hand. The dog has been tied to a rope hanging from the ceiling so it is upright. A tube has been placed into the dog's neck. The other end of the tube is going into the man's left arm. Blood is being collected into a bowl from the man's right arm.

SOURCE D

September 4th 1871. Dr Lister thought the swelling ought to be cut. I felt dreadfully nervous, as I bear pain so badly. I was given chloroform, but not very much. The abscess was cut very quickly and I hardly felt anything.

September 5th 1871. Had a cup of coffee before the terrible long dressing of the wound took place. Dr Marshall assisted Dr Lister, whose great invention, a carbolic spray to destroy all germs, was used before the bandages were removed.

Two entries from Queen Victoria's diary.

1 (a) Study Sources A and B.

How do you explain why both of these treatments were used by the Romans? Use the sources and your knowledge to explain your answer. [5]

(b) Study Source C.

Are you surprised that this treatment was being used at this time? Use the source and your knowledge to explain your answer. [5]

(c) Study Source D.

Does this source prove that the major problems facing nineteenth-century surgeons had been overcome? 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 There were many important developments in medicine before the Romans.

- (a) Briefly describe the medical treatments used by prehistoric people. [5]**
- (b) Explain why the Ancient Egyptians were able to make progress in medicine. [7]**
- (c) ‘The clinical method of observation was the most important development in medicine made by the Ancient Greeks.’ How far do you agree with this statement? Explain your answer. [8]**

3 The fight against disease started in earnest in the nineteenth century.

- (a) Briefly describe the work of Jenner. [5]**
- (b) Explain why there was very little progress in fighting disease in the first half of the nineteenth century. [7]**
- (c) Who is more important in the history of medicine, Koch or Pasteur? Explain your answer. [8]**

- 4 One of the most important medical developments in the twentieth century was the discovery and development of penicillin.**
- (a) Briefly describe how Fleming discovered penicillin. [5]**
- (b) Explain why penicillin was so important. [7]**
- (c) Who made the more important contribution towards the development of penicillin, Fleming or Florey and Chain? Explain your answer. [8]**

SECTION A: DEVELOPMENT STUDY

(B) CRIME AND PUNISHMENT 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

If any person shall use any witchcraft, enchantment, charm or sorcery that results in any person being killed or harmed or in the goods of any such person being destroyed or harmed, then the offender shall for the first offence suffer imprisonment for one year. The offender shall also, four times a year, stand openly in the pillory in a market town for six hours, and shall confess his or her error. For the second offence he or she shall suffer death.

From an Act of Parliament passed in 1563.

SOURCE B



A drawing from the seventeenth century. It shows a woman being held by a rope in the middle of a flowing stream. Her hands are bound. The ends of the rope are being held by men who are standing on opposite banks. A group of men are watching. Beside the stream a man is chasing a horse-drawn cart with a broken wheel. Sacks have fallen off the back of the cart.

SOURCE C



A drawing from the seventeenth century. A woman is shown sitting in a chair above a river. The chair is attached to a beam and a man is holding a rope attached to the other end of the beam, which he can use to lower her into the water. A crowd of men and women are watching.

SOURCE D

The woman being the weaker sex is more easily entangled by the devil. And in all ages it is found true that the devil has more easily prevailed with women than with men. His first temptation was with Eve, a woman, and where he finds it easiest he will most often act.

From 'A Discourse of the Damned Art of Witchcraft' published in 1608.

SOURCE E

Every old woman with a wrinkled face, a furrowed brow, a hairy lip, a gobber tooth, a squint eye, a squeaking voice, or a scolding tongue, having a rough coat on her back; a skull-cap on her head; a spindle in her hand, and a dog or cat at her side; is not only suspected, but pronounced, a witch.

From ‘Cases of Conscience touching Witches and Witchcrafts’ published in 1646. At that time, Matthew Hopkins was at his busiest.

1 (a) Study Source A.

Why was this Act of Parliament passed at this time? Use the source and your knowledge to explain your answer. [5]

(b) Study Sources B and C.

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

(c) Study Sources D and E.

How far do these two authors agree about witches? Use the sources 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 Law and order changed between the time of the Romans and the end of the Middle Ages.

- (a) Briefly describe the effects of Roman law and order on the people in countries they conquered. [5]**
- (b) Explain why the fall of the Roman Empire had an impact on law and order. [7]**
- (c) 'Between 1066 and the end of the Middle Ages, the system of law and order in England changed greatly.' How far do you agree with this statement? Explain your answer. [8]**

3 The Bloody Code and transportation were two responses to crime.

- (a) Briefly describe what happened to transported convicts once they arrived in Australia. [5]**
- (b) Explain why the Bloody Code was introduced. [7]**
- (c) 'Transportation was a success.' How far do you agree with this statement? Explain your answer. [8]**

- 4 The authorities had to cope with new problems of law and order in the nineteenth and twentieth centuries.**
- (a) Briefly describe the activities of the suffragettes. [5]**
- (b) Explain why the growth of large cities had an impact on law and order in the nineteenth century. [7]**
- (c) ‘The authorities dealt with Peterloo more successfully than they dealt with the Rebecca Riots.’ How far do you agree with this statement? 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 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 cartoon published in a children's book in Germany in 1938. It shows blond-haired children smiling and jeering as children drawn with dark hair and large noses and a dark-haired man with a large nose are leaving a building labelled SCHULE. The dark-haired children are pulling faces and looking upset. One dark-haired boy is pulling a blond-haired girl's pig-tail, but another blond boy is pulling the boy's hair. Other blond children are gathering in front of a smiling blond-haired man who is in the entrance.

SOURCE B

At 3:00 am on 10 November 1938, a barrage of Nazi ferocity was unleashed that had no equal in Germany, or very likely anywhere else in the world since savagery began. Jewish buildings were smashed into and contents destroyed or looted. In one of the Jewish districts an 18 year-old boy was hurled from a three-storey window. He landed with both legs broken on a street littered with burning beds and other household furniture.

The worst aspect of this so-called ‘spontaneous’ action has been the arrest of male German Jews. Many of them were thrown into a small stream that flows through the Zoological Park and horrified spectators were commanded to spit at them. The slightest sign of sympathy led to fury by the Nazis and the crowd were powerless to do anything but turn horror-stricken eyes from the scene.

A description of the results of the Night of Broken Glass in Leipzig by an American diplomat, written at the time.

SOURCE C

I reached Bayreuth quickly. At a bend in the road, I saw a crowd of people standing in front of a house out of which firemen were carrying charred pieces of furniture. The waiting crowd had a different face from what one expects at a fire. They were obviously excited and happy. I asked a woman what was going on.

‘Ha! We burned the synagogue down last night.’

‘Why in God’s name?’

‘Don’t you know that the Jews killed our Herr von Rath?’

I could see it was not a good idea to go on asking questions. The threatening faces in the crowd told me enough. On my way, I passed several Jewish shops, all of them had their windows shattered and they had been looted. The shops’ furnishings had all been thrown out on to the street.

A description of the results of the Night of Broken Glass by a Swiss businessman working in Germany at the time.

SOURCE D



A photograph of scientists in Nazi Germany examining the blood, eye colour and face of a gypsy. They are also making a wax mask of his face. The man is sitting while a woman in a white coat is applying the wax across his mouth.

5 (a) Study Source A.

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

(b) Study Sources B and C.

How far do these two accounts of the Night of Broken Glass agree? Use the sources and your knowledge to explain your answer. [7]

(c) Study Source D.

Are you surprised by this photograph? 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 Both the Weimar Republic and the Nazis experienced success and failure.**
- (a) Briefly describe events in the Ruhr in 1923. [5]**
 - (b) Explain how Stresemann helped Germany. [7]**
 - (c) How far did the Munich Putsch help Hitler increase his support and eventually come to power in Germany? Explain your answer. [8]**
- 7 Between 1933 and 1945 the German people experienced Nazi rule.**
- (a) Briefly describe how the Nazis dealt with opposition. [5]**
 - (b) Explain the methods the Nazis used to reduce unemployment. [7]**
 - (c) How far were working-class Germans better off under the Nazis? Explain your answer. [8]**

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