

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
HISTORY A (SCHOOLS HISTORY PROJECT)**

Paper 1 (Development Study with Germany, c.1919–1945)

TUESDAY 3 JUNE 2008

1935/14

Afternoon
Time: 2 hours

Additional materials (enclosed): None

Additional materials (required):
Answer booklet (8 pages)



INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Write your answers, in blue or black ink, in the Answer Booklet.
- There are two sections in this paper.

Section A (Development Study)

Choose **one** of these options:

Either (a) Medicine Through Time (pages 2–4);

Or (b) Crime and Punishment Through Time (pages 5–7).

Then answer **Question 1** and **one** other question from the option you have chosen.

Section B (Depth Study)

Answer **Question 1** 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 for each question 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: 2c, 3c.

This document consists of **11** printed pages and **1** blank page.

Section A: Development Study**(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

The first temple to Asclepius in Rome was built in 295 BC. Rome was suffering from a terrible plague and the Romans asked the priests at the Greek Asclepion at Epidaurus for help. Roman legend says that the snake of Asclepius arrived by boat. The temple was built on the spot where the snake landed on the island in the River Tiber.

From a book about the history of medicine published in 2003.

SOURCE B

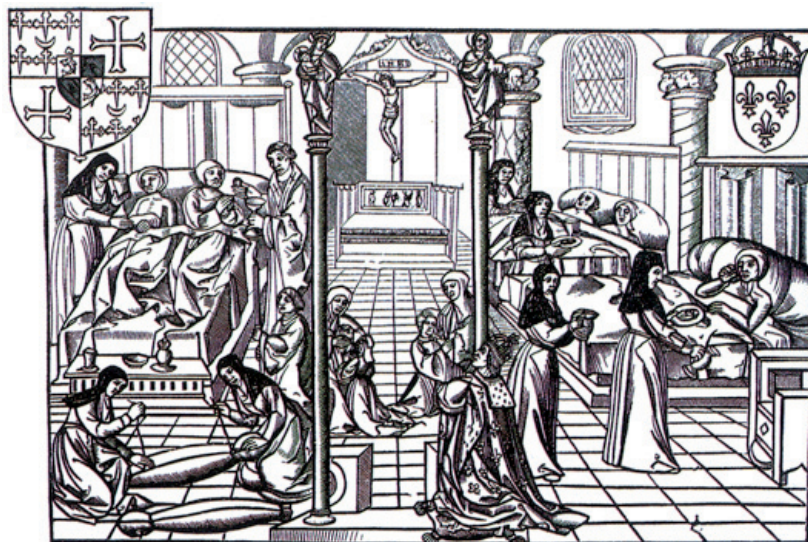
A drawing from the Middle Ages showing King Edward the Confessor touching people. He died in 1066.

SOURCE C



*A drawing from the Middle Ages showing Hippocrates treating a patient.
Hippocrates is shown in medieval clothes.*

SOURCE D



A Paris hospital in about 1500.

1 (a) Study Source A.

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

(b) Study Sources B and C.

Do these two sources give similar or different impressions of medicine in the Middle Ages? Use the sources and your knowledge to explain your answer [5]

(c) Study Source D.

What can you learn from this source about medical knowledge in 1500? 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 that you should always explain your answer as fully as possible and support it with specific detail.

- 2** Great individuals were important in the development of medicine from Greek times to the Medical Renaissance.
- (a) Briefly describe the work of Hippocrates. [5]
 - (b) Explain why the work of Galen is important in the history of medicine. [7]
 - (c) 'Great individuals were more important than other factors in the development of medicine during the Medical Renaissance.' How far do you agree with this statement? Explain your answer. [8]
- 3** The development of surgery has been an important part of the history of medicine.
- (a) Briefly describe the work of surgeons in the Middle Ages. [5]
 - (b) Explain why the work of Paré is important in the history of surgery. [7]
 - (c) 'The most important advances in surgery were made in the nineteenth century rather than in the twentieth century.' How far do you agree with this statement? Explain your answer. [8]
- 4** Both Louis Pasteur and Robert Koch were important in the fight against germs.
- (a) Briefly describe what people believed about the causes of disease at the beginning of the nineteenth century. [5]
 - (b) Explain why Pasteur was able to make important advances in medicine. [7]
 - (c) 'Pasteur is more important than Koch in the history of medicine.' How far do you agree with this statement? 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



An engraving of Thomas Cranmer, Archbishop of Canterbury, being burned for his Protestant religious beliefs in 1556.

SOURCE B



An engraving from 1792 entitled 'Farewell to Black-eyed Sue and Sweet Poll of Plymouth'. It shows convicts, about to be transported, saying goodbye to their lovers.

SOURCE C



A drawing from 1787 entitled 'Convicts Embarking for Botany Bay'. Hanging, which was the alternative punishment to transportation, is shown in the background.

SOURCE D



A cartoon from 1867 showing the crowd at a public execution.

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. [4]

(b) Study Sources B and C.

Do these two sources show the same attitude towards transportation? Use the sources and your knowledge to explain your answer. [5]

(c) Study Source D.

Why do you think this cartoon was published in the 1860s? Use the source and your knowledge to explain your answer. [6]

Choose ONE of the following three questions.

You must answer ALL parts of the question you choose.

Remember that you should always explain your answer as fully as possible and support it with specific detail.

- 2** In the period from the Anglo-Saxons to the eighteenth century there were many changes in crime and punishment.
- (a) Briefly describe Anglo-Saxon methods of policing, trial and punishment. [5]
 - (b) Explain why, after 1066, William the Conqueror changed some aspects of the system of law and order. [7]
 - (c) 'The crimes that worried governments in the eighteenth century were different from those that worried governments in the sixteenth century.' How far do you agree with this statement? Explain your answer. [8]
- 3** The system of law and order in the sixteenth, seventeenth and eighteenth centuries was often brutal.
- (a) Briefly describe how vagrants were punished in the sixteenth century. [5]
 - (b) Explain why there was such a fear of witches in the sixteenth and seventeenth centuries. [7]
 - (c) 'The Bloody Code was successful.' How far do you agree with this statement? Explain your answer. [8]
- 4** Crime and punishment changed rapidly in the nineteenth and twentieth centuries.
- (a) Briefly describe the changes to prisons in the nineteenth century. [5]
 - (b) Explain why new types of crime appeared in the twentieth century. [7]
 - (c) 'The police force changed more in the twentieth century than it did in the nineteenth century.' 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 1 and ONE other question.

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

SOURCE A



A British cartoon published in 1921. 'A Transparent Dodge' means an obvious trick.

SOURCE B

If we had no direct knowledge of misery in war time, we did when the French arrived. Traffic was at a stand-still, food became scarce, and the behaviour of the French army was brutal. We all knew that none of us would ever salute a French officer. No one travelled on the railway which was run by the French. Several Germans helped them and we considered them to be traitors. To use the railway would have been treason in our eyes.

A description of the French occupation of the Ruhr in 1923. It comes from a book called 'Why Hitler Came to Power' by an SA officer, published in 1938.

SOURCE C

A cartoon published in Germany at the end of Hitler's trial in 1924. It shows Ludendorff and Hitler shouting from beer mugs that they are Germany's saviours. The judge is saying, 'Rubbish! The worst charge we can bring is breaking local entertainment laws!'

1 (a) Study Source A

Do you think most Germans in 1921 would have agreed with this cartoon? Use the source and your knowledge to explain your answer. [7]

(b) Study Source B.

How useful is this account of the French occupation of the Ruhr? 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 that you should always explain your answer as fully as possible and support it with specific detail.

- 2** Hitler and the Nazis dealt with opposition brutally.
- (a) Briefly describe how Hitler dealt with opposition in 1933. [5]
 - (b) Explain why the Nazis persecuted Jews in Germany. [7]
 - (c) 'Hitler had complete control over Germany between 1934 and 1945.' How far do you agree with this statement? Explain your answer. [8]
- 3** Nazi policies affected different groups in Germany in different ways.
- (a) Briefly describe the educational policies of the Nazis in German schools. [5]
 - (b) Explain why the Nazis tried to change the role of women in German society. [7]
 - (c) 'Most German people benefited from Nazi rule.' How far do you agree with this statement? Explain your answer. [8]

BLANK PAGE

Copyright Acknowledgements:

Section A (a) Medicine Through Time

- Q.1 Source A Source: from *The Development of Medicine*, by C Shephard, p. 37, published by Hodder & Stoughton, 2003.
 Source B Source: from *Medicine Investigations*, by C Shephard & R Rees, p. 25, published by John Murray, 2004; © the Syndics of Cambridge University Library (Ms: Ee.3.59, f.21v).
 Source C Source: from *Medicine Investigations*, by C Shephard & R Rees, p. 25, published by John Murray, 2004; © the British Library (Harl.3140, f.39).
 Source D © A Ward in the Hotel-Dieu, Paris, from 'Science and Literature in the Middle Ages and Renaissance', written and engraved by Paul Lacroix (engraving) (b/w photo), French School, (16th century) (after)/Bibliotheque des Arts Decoratifs, Paris, France/Giraudon/The Bridgeman Art Library

Section A (b) Crime and Punishment through Time

- Q.1 Source A Source: from *The Making of the United Kingdom*, by J Scott, p. 13, published by Heinemann Educational, 1992; © Wellcome Library, London
 Source B Source: from *Crime and Punishment Investigations*, by C Shephard & R Rees, p. 38, published by Hodder Murray, 2005; © "Black-eyed Sue and Sweet Poll of Plymouth taking leave of their Lovers who are going to Botany Bay", 1792 (engraving), ? National Library of Australia, Canberra, Australia / The bridgeman Art Library
 Source C Source: from *Crime and Punishment Investigations*, by C Shephard & R Rees, p. 39, published by Hodder Murray, 2005; © Thomas Rowlandson / National Library of Australia.
 Source D Source: from *Crime and Punishment through Time*, by I Dawson, p. 115, published by John Murray, 1999; © Mary Evans Picture Library.

Section B Germany, c.1919–1945

- Q.1 Source A Source: from *Modern World History*, by B Welsh, p. 113, published by John Murray, 1996; © Punch Ltd.
 Source B Source: from *Germany 1919–1945*, by M McKay, p. 16, published by Longman, 1989; © M McKay.
 Source C Source: from *Modern World History*, Combined Edition, T McAleavy, P Grey & R Little, p. 232, published by Cambridge University Press, 2001; © The Wiener Library.

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.