

**Friday 16 May 2014 – Morning**

**GCSE HISTORY A (SCHOOLS HISTORY PROJECT)**

**A951/14** Study in Development with Germany, c. 1919–1945 Depth Study

Candidates answer on the Answer Booklet.

**OCR supplied materials:**

- 12 page Answer Booklet (OCR12)  
(sent with general stationery)

**Other materials required:**

None

**Duration:** 2 hours



## 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 2–7);

**Or** (b) Crime and Punishment Through Time (pages 8–13).


Then answer either **Question 1** or **Question 5** and **one** other question from the option you have chosen.

### Section B (Depth Study)

Answer **Question 9** 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, 6c, 7c, 8c  
Depth Study: 10c, 11c.
- This document consists of **20** pages. Any blank pages are indicated.
- 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



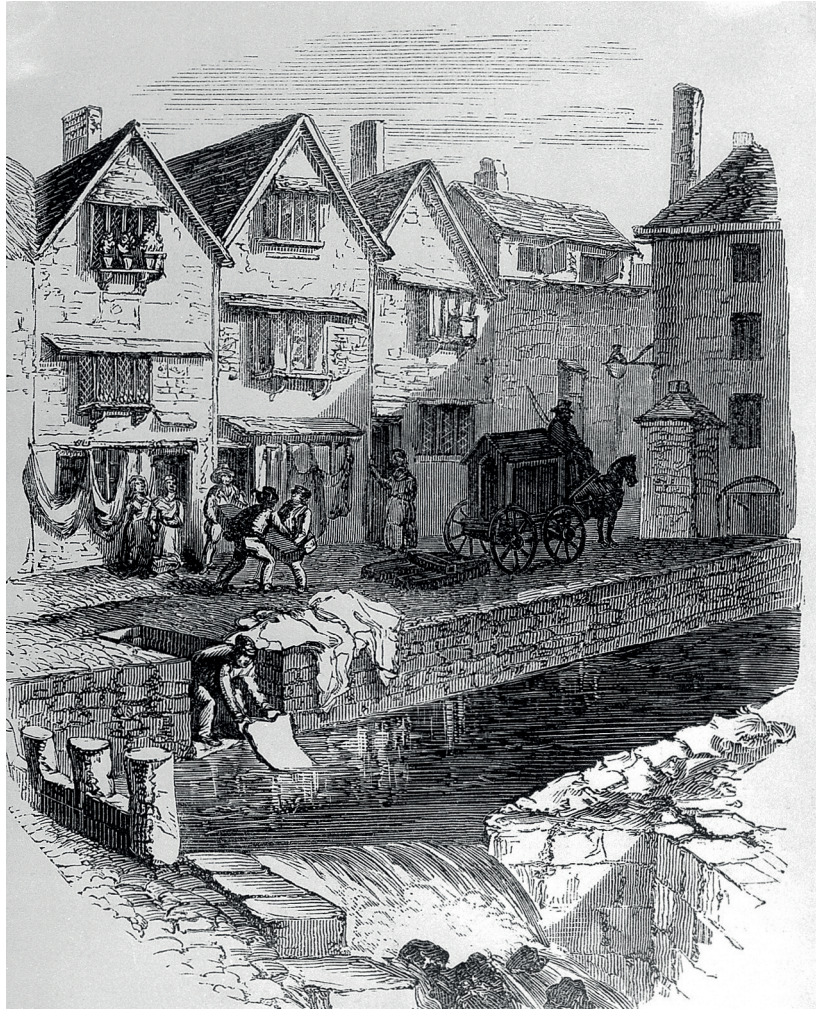
*A nineteenth-century painting of a public bath in Rome, around AD 215.*

## SOURCE B



*An engraving, from the time, of a public bath for the sick and the poor in France in the sixteenth century.*

## SOURCE C



*A drawing, from the time, showing clothes of cholera victims being washed in a river in Exeter in 1832. People used the river for their drinking water.*

## SOURCE D



*A cartoon about the River Thames published in 1858.*

1 (a) Study Sources A and B.

How far do these two sources prove that public health was better in the sixteenth century than in Roman times? Use the sources and your knowledge to explain your answer. [5]

(b) Study Source C.

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


(c) Study Source D.


How useful is this source to an historian studying public health in the second half of the nineteenth century? 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, Greeks and Romans all made progress in medicine.
- (a) Briefly describe what progress the Egyptians made in medicine. [5]
  - (b) Explain why the Romans were able to make progress in medicine. [7]
  -  (c) Who was more important in the history of medicine, Hippocrates or Galen? Explain your answer. [8]

 Spelling, punctuation and grammar [6]

- 3 In the history of medicine various factors have had an impact on the rate of progress.
- (a) Briefly describe how improvements in communications have helped developments in medicine. [5]
  - (b) Explain why chance has been important in the history of medicine. [7]
  -  (c) 'War has hindered rather than helped progress in medicine.' How far do you agree with this statement? Explain your answer. [8]

 Spelling, punctuation and grammar [6]

- 4 Fleming was able to build on the work of Pasteur.
- (a) Briefly describe Pasteur's germ theory of disease. [5]
  - (b) Explain why penicillin was an important development in the history of medicine. [7]
  -  (c) 'Fleming did not deserve the credit he was given for the discovery and development of penicillin.' How far do you agree with this statement? Explain your answer. [8]

 Spelling, punctuation and grammar [6]

**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 5 and ONE other question.**

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

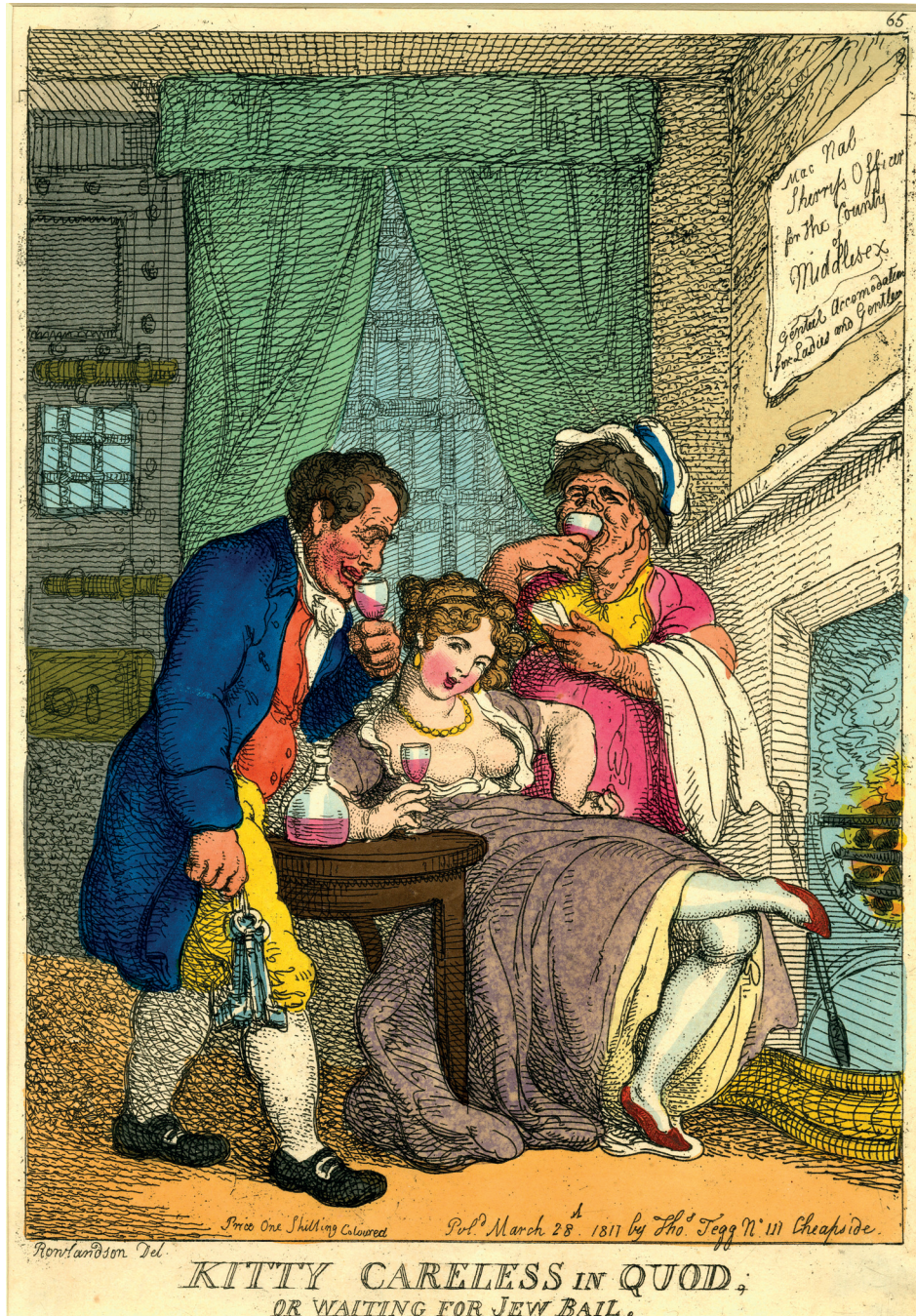
**SOURCE A**

William of Stansgate met the widow Desiderata, his friend and godmother of his son. She asked him if he was one of the men appointed by the king to keep the peace. She declared she could overcome two or three men like him, bent her leg, grabbed him by the neck and threw him to the ground.

*Evidence given at the trial of Desiderata in 1267.*

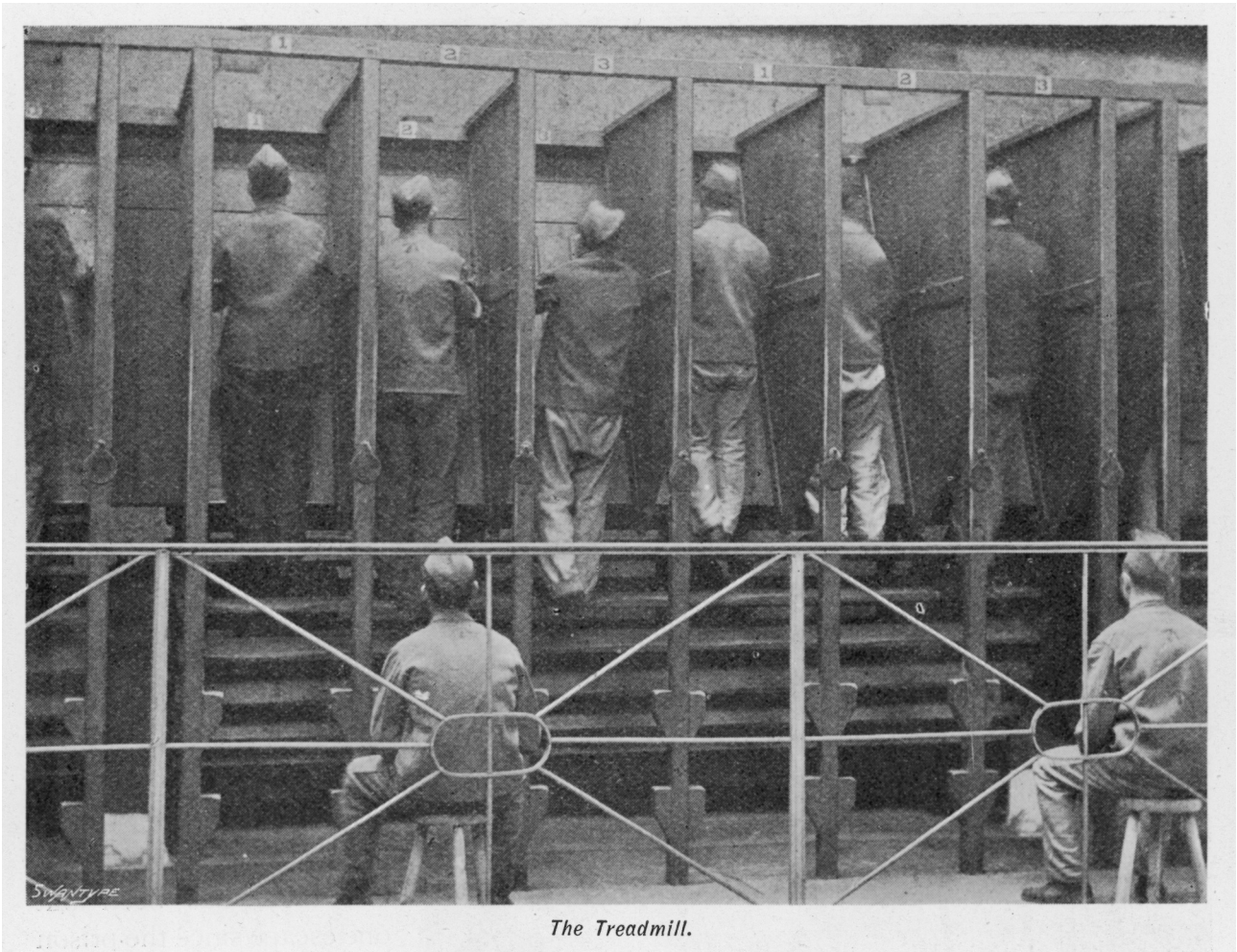


## SOURCE B



A print published in 1811 showing Kitty Careless, a prostitute, in jail. The notice in the top right says 'Mac Nab Sheriffs Officer for the County of Middlesex – Genteel Accommodation for Ladies and Gentlemen.'

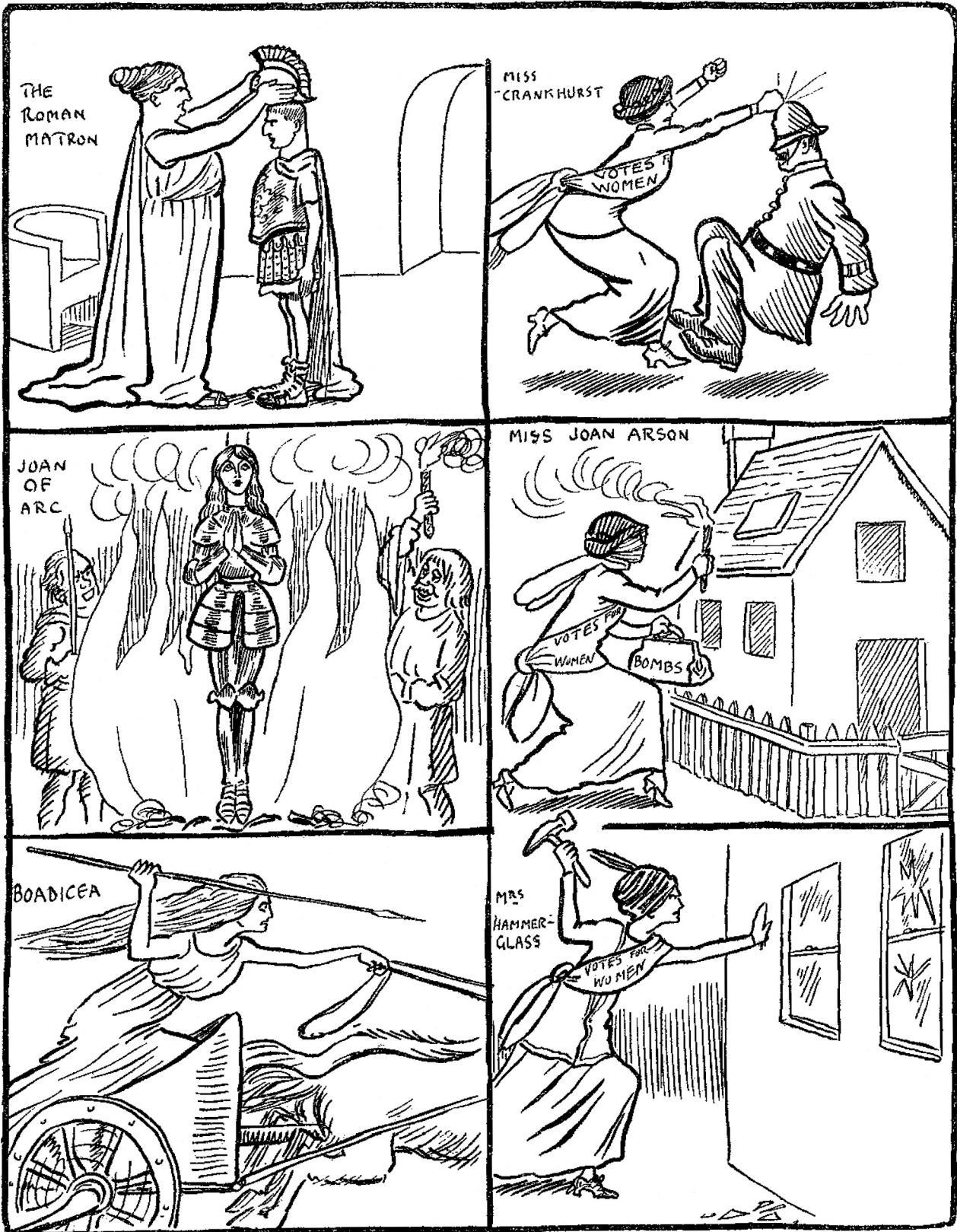
SOURCE C



*A photograph of a treadmill in Wormwood Scrubs prison in 1890.*

SOURCE D

FEMALE HEROISM IN ANCIENT AND MODERN TIMES.



In other days, the undoubted heroism of women showed itself mainly in patriotic feats. Now it reveals itself in destruction of their fellow-countrymen's property.

*A cartoon about the suffragettes published in 1913.*

**5 (a)** Study Source A.

Are you surprised by this source? Use the source and your knowledge to explain your answer. [4]

**(b)** Study Sources B and C.

Why do these two sources give such different impressions of prisons? Use the sources and your knowledge to explain your answer. [5]


**(c)** Study Source D.


Why was this cartoon published in 1913? 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 to explain your answer as fully as possible and support it with specific detail.


- 6 There were many important developments in crime and punishment during the Middle Ages.
- (a) Briefly describe how sanctuary worked. [5]
- (b) Explain why trial by ordeal was used in the Middle Ages. [7]
-  (c) Are you surprised that William I used Anglo-Saxon and Norman laws alongside each other? Explain your answer. [8]

 Spelling, punctuation and grammar [6]

- 7 Between 1500 and 1800 there were many developments in crime and punishment.
- (a) Briefly describe the work of Matthew Hopkins, the 'Witchfinder General'. [5]
- (b) Explain why the authorities were worried about smuggling in the eighteenth century. [7]
-  (c) Are you surprised that some people saw highwaymen as heroes? Explain your answer. [8]

 Spelling, punctuation and grammar [6]

- 8 In the nineteenth century prisons gradually replaced transportation.
- (a) Briefly describe how prisoners were treated once they arrived in Australia. [5]
- (b) Explain why the government introduced transportation to Australia. [7]
-  (c) 'The purpose of prisons in the nineteenth century was to reform prisoners.' 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**

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 9 and ONE other question.**

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

**SOURCE A**

We refuse to give in to this military pressure. We did not bring about the revolution to make this bloody Freikorps regiment legal.

Workers! Comrades! Go on strike, put down your work and stop the military dictatorship. There is only one way to prevent the return of Kaiser Wilhelm II: shut down the economy.

*An appeal by the government to the German people in March 1920.*

## SOURCE B



A poster published in Germany in 1923.  
The writing at the bottom says "Hands off the Ruhr!"

## SOURCE C



*An election poster published in 1924. The words say 'Germans, choose National Socialism!'*

9 (a) Study Source A.

Why was it necessary for the government to make this appeal in March 1920? Use the source and your knowledge to explain your answer. [6]

(b) Study Source B.

Why was this source 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. [7]



**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.**

- 10** The Great Depression helped Hitler come to power.
- (a)** Briefly describe the impact of the Great Depression on the German people in the early 1930s. [5]
  - (b)** Explain why Hitler carried out the Night of the Long Knives in 1934. [7]
  - (c)** Which was more important to Hitler, the Reichstag Fire or the Enabling Act? Explain your answer. [8]
- 11** Women and young people were particularly important to the Nazis.
- (a)** Briefly describe the ways in which some young Germans opposed the Nazi regime. [5]
  - (b)** Explain how the school system was changed by the Nazis. [7]
  - (c)** 'Women were more important than young people to the Nazi regime.' How far do you agree with this statement? Explain your answer. [8]





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