

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
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:

- 8 page answer booklet
(sent with general stationery)

Other materials required:

None

**Tuesday 7 June 2011
Morning**

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 2–5);

Or (b) Crime and Punishment Through Time (pages 6–8).

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.
- Do **not** write in the bar codes.

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.
- This document consists of **12** pages. Any blank pages are indicated.

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

In the year 1348, in Florence there occurred a most terrible plague, either because of the influence of the planets or sent by God as a just punishment for our sins. In spite of all precautions that humans could think of, such as keeping the city clear from filth, and excluding all suspected people, it wreaked incredible havoc. The disease grew by being spread from the sick to the healthy. Nor was it necessary to talk to or even come near the sick. Even touching their clothes or anything they had touched was enough.

An account of the plague written in 1353.

SOURCE B



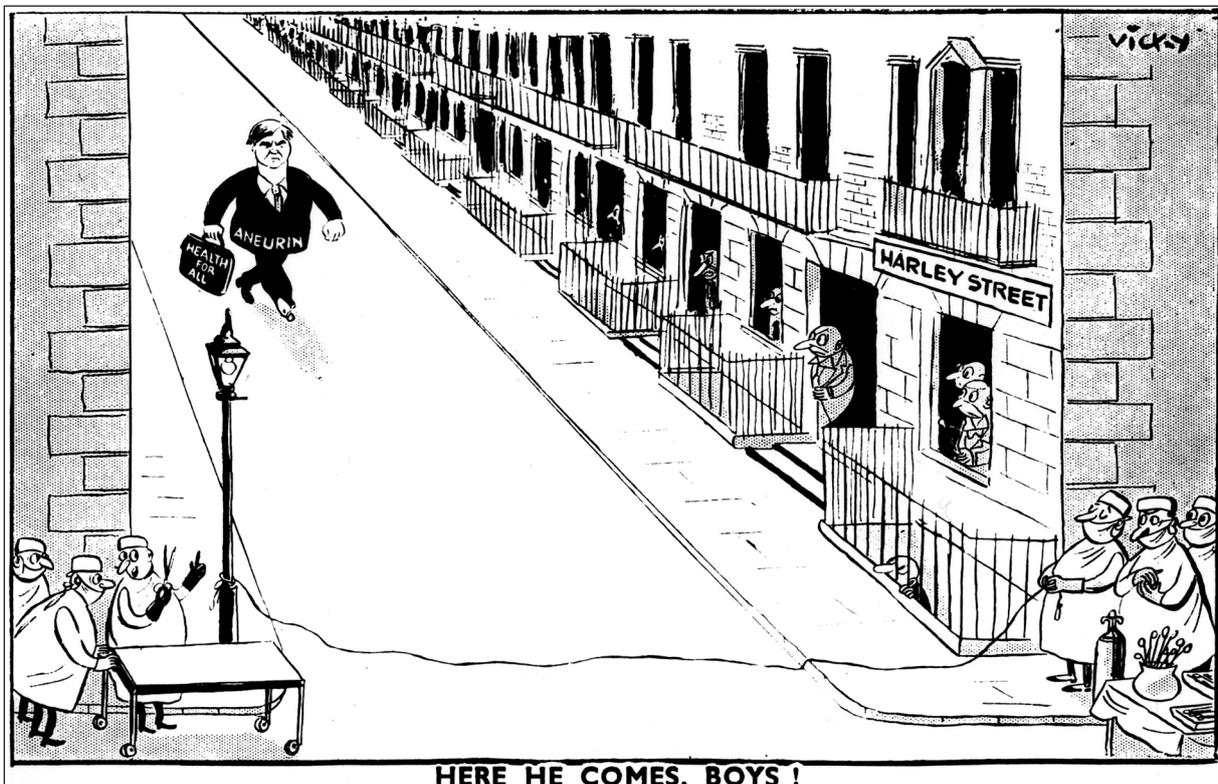
From a broadsheet published in London in 1665 at the time of the plague.

SOURCE C



A cartoon published in 1858.

SOURCE D



A cartoon published in 1946. The figure in the middle of the street is Aneurin Bevan, the government minister introducing the National Health Service. Harley Street is where the doctors who looked after the rich worked.

SOURCE E



A cartoon published in 1948. The figure on the left is Aneurin Bevan. The doctors on the right are saying, 'It all tastes awful'.

1 (a) Study Sources A and B.

How far does Source B prove that understanding of plague had improved since the time of Source A? Use the sources and your knowledge to explain your answer. [6]

(b) Study Source C.

Why was this cartoon published in 1858? Use the source and your knowledge to explain your answer. [4]

(c) Study Sources D and E.

How far do these two cartoons agree? 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** Important advances were made in medicine by ancient societies and during the Medical Renaissance.
- (a)** Briefly describe the Roman public health system. [5]
 - (b)** Explain why the Theory of the Four Humours is important in the history of medicine. [7]
 - (c)** Which is more important in the history of medicine, the Roman period or the Medical Renaissance? Explain your answer. [8]
- 3** Many different factors have helped medicine develop.
- (a)** Briefly describe how chance helped Paré. [5]
 - (b)** Explain why it was possible to develop penicillin in the twentieth century. [7]
 - (c)** Which is more important in the history of medicine, religion or government? Explain your answer. [8]
- 4** Both Jenner and Pasteur were important to the development of medicine.
- (a)** Briefly state what people believed about the causes of disease at the beginning of the nineteenth century. [5]
 - (b)** Explain why there was opposition to smallpox vaccination throughout the nineteenth century. [7]
 - (c)** Who is more important in the history of medicine, Jenner or Pasteur? Explain your answer. [8]

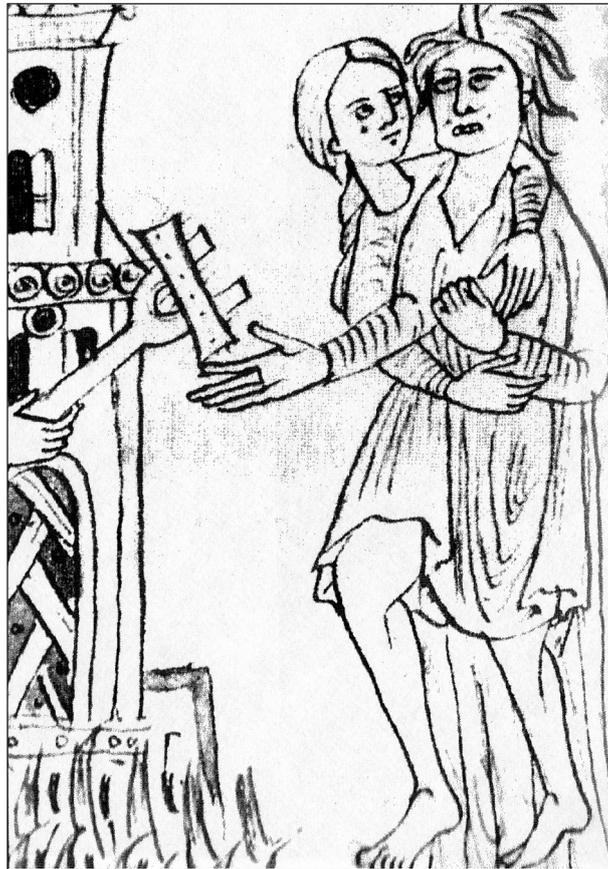
Section A: Development Study**(b) Crime and Punishment Through Time**

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

A medieval drawing of trial by hot iron.

SOURCE B



A drawing of a medieval trial by battle.

SOURCE C

King Henry, on the advice of all his barons, for the preservation of peace and the maintenance of justice, has ordered that in every part of the country, twelve men from each hundred shall speak the truth and say whether there be in their hundred, any man accused or suspect of being a robber or murderer.

And in every county where there is no prison, let one be built in a castle of the king's, at the king's expense and from his wood.

From a royal order issued in 1166.

SOURCE D

On 24 May 1379, William Parker, who was outlawed for the death of Thomas Wydenhale, was arrested and put in stocks. But he broke them and fled. On 6 June he confessed to the county coroner. He sought the liberty of the Church and it was granted to him. On the same day, at the church gate, he was given permission to go to Dover. He chose his route and left the realm of England.

An account from a fourteenth-century coroner.

- 1 (a) Study Sources A and B.

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

- (b) Study Source C.

How useful is this source as evidence about medieval law and order? Use the source and your knowledge to answer the question. [5]

- (c) Study Source D.

Are you surprised by this source? 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 the period between 1500 and 1850 crimes and punishments changed.

(a) Briefly describe how vagabonds were punished in the sixteenth century. [5]

(b) Explain why there was so much smuggling in the eighteenth century. [7]

(c) 'The Bloody Code came to an end because juries refused to find people guilty.' How far do you agree with this statement? Explain your answer. [8]

- 3 Two punishments in the eighteenth and nineteenth centuries were transportation and prison.

(a) Briefly describe the experiences of prisoners who were transported to Australia. [5]

(b) Explain why the separate system was introduced into prisons in the nineteenth century. [7]

(c) 'Prisons became more harsh during the nineteenth century.' How far do you agree with this statement? Explain your answer. [8]

- 4 Many different factors have influenced developments in crime and punishment.

(a) Briefly describe the impact of religion on crime and punishment. [5]

(b) Explain why some periods have seen rapid changes in crime and punishment. [7]

(c) 'Individuals have had more impact than governments on developments in crime and punishment.' 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



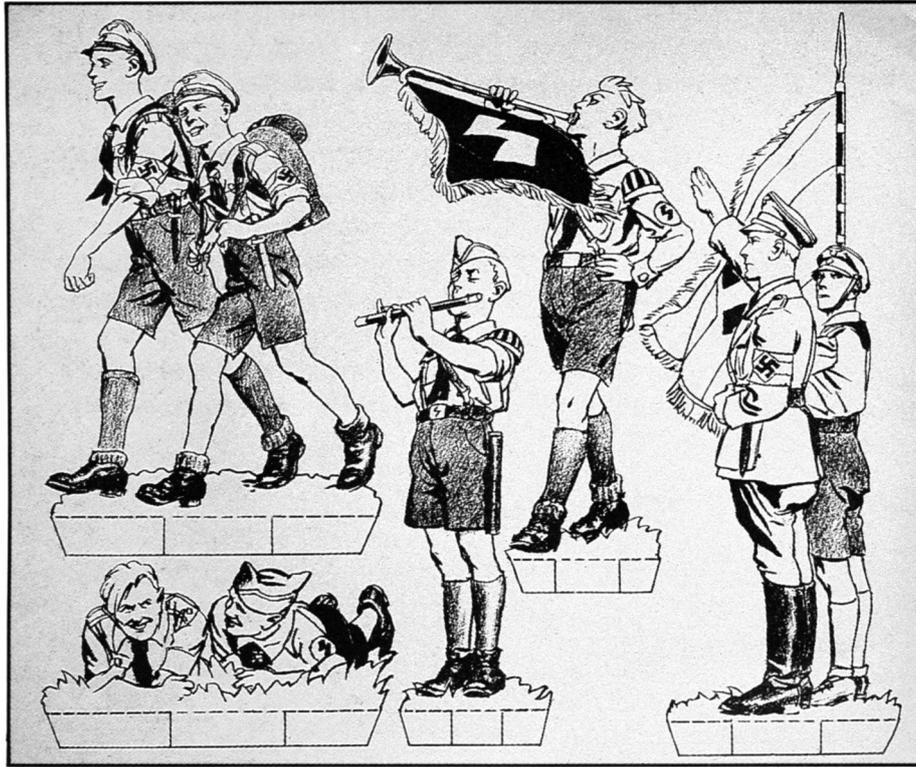
*An advertisement for a Volkswagen car published in the 1930s.
The writing at the top means '5 marks a week is all you
have to save if you want to drive your own car!'*

SOURCE B

We are now carrying out my idea of 'total war'. We are stopping the production of anything that does not help us in the war. This means that another eight million workers can go into making things for the war, and 300,000 other workers will now be able to join the army. All factories will soon be making war materials.

From an entry in Goebbel's diary, September 1943.

SOURCE C



Colour-in and cut-out figures from a German children's book, published in 1932.

SOURCE D

I have been informed that groups of young people have become larger than ever especially since the last bombing raid on Dusseldorf. These youngsters aged between 12 and 17 hang around into the late evening with musical instruments and young females. Since this scum is to a large extent outside the Hitler Youth and adopts a hostile attitude towards the organisation, they represent a danger to other young people. There is a suspicion that it is these youths who have written on the walls of the subway slogans such as 'Down with Nazi brutality'.

From a report by the Dusseldorf branch of the Nazi Party to the Gestapo in 1943.

5 (a) Study Sources A and B.

How useful are these two sources as evidence about how life in Nazi Germany changed? Use the sources and your knowledge to explain your answer. [6]

(b) Study Source C.

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

(c) Study Source D.

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.

- 6** The Weimar Republic struggled from the beginning.
- (a)** Briefly describe the main terms of the Treaty of Versailles. [5]
 - (b)** Explain why there was hyper-inflation in the early years of the Weimar Republic. [7]
 - (c)** 'The Weimar Republic achieved little.' How far do you agree with this statement? Explain your answer. [8]
- 7** After becoming Chancellor in 1933 Hitler had to consolidate his power.
- (a)** Briefly describe the events in 1932–3 that led to Hitler's appointment as Chancellor. [5]
 - (b)** Explain why the Reichstag Fire was important to Hitler. [7]
 - (c)** 'The Night of the Long Knives was more important than the Enabling Act in Hitler's consolidation of power in 1933–1934.' How far do you agree with this statement? Explain your answer. [8]

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