

History B (Modern World)

General Certificate of Secondary Education

Unit **A972/22**: British Depth Study, 1939-1975

Mark Scheme for June 2013

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1	Study Source A. Why do you think this leaflet was published in the early 1950s? Use details of the source and your knowledge to explain your answer.		
	Level 0 No evidence submitted or response does not address the question	0	
	Level 1 General assertion OR Uses surface detail from source to assert purpose is to provide information	1	<i>Example: To keep people informed.</i> <i>Example: It was published to tell people that London Transport had opened a new office.</i>
	Level 2 Focus on context of source with no comment on message or purpose (Answers effectively use the source as a stimulus to demonstrate contextual knowledge about immigration but they will fail to address the message the government is trying to send or the impact the government was hoping to have with the poster)	2-3	<i>Example: In the 1950s, Britain needed more workers so employers like the NHS and London Transport came looking for workers in the Caribbean.</i>
	Level 3 Secondary message (Answers isolate elements of the source and treat as message or purpose)	4-5	<i>Example: It shows that lots of people want to sign up for London Transport.</i> <i>Example: To advertise London Transport's new office.</i> <i>Example: It's showing that immigrants are welcome in Britain.</i>
	Level 4 Main message of source: <ul style="list-style-type: none"> the advertising or promotion of work / job opportunities OR the promotion of the Barbadian government as caring about its people 	6	<i>Example: The government is advertising that there are lots of new jobs available.</i> <i>Example: The government is trying to show that it's helping people get work.</i>
	Level 5 Identifies or explains purpose(s) of source: <ul style="list-style-type: none"> To encourage people to join up to London Transport / emigrate to Britain To make people support / think positively about the Barbadian government <p>NOTE: Must be some understanding of the intended impact on the audience for this level.</p>	7	<i>Example: The Barbados government published the leaflet to encourage people to apply for jobs with London Transport.</i> <i>Example: The Barbados government published the leaflet to get people to support them by enabling work schemes.</i>
	Level 6 Explains purpose(s) of source in context of early 1950s	8	<i>Example: The Barbados government published the leaflet to encourage people to apply for jobs with London Transport. Britain was short of workers so employers like London Transport came looking for workers in the Caribbean. The leaflet was published to help them get more workers.</i> <i>Example: The Barbados government published the leaflet to get people to support them. At the time there were very high levels of unemployment and poverty in the Caribbean so the government was trying to show how it was helping people get jobs.</i>

2	Study Source B. How far are you surprised by this source? Use details of the source and your knowledge to explain your answer.		
	Level 0 No evidence submitted or response does not address the question	0	
	Level 1 General assertion	1	<i>Example: No, there was a lot of immigration back then.</i>
	Level 2 Surprised OR not surprised by internal content of source (include every day empathy at this level – comments which treat source content as though it could be any period, including present ie not specific to context of Caribbean in 1950s) Alternative Level 2 Comments on context of source but fails to explain surprised or not surprised (Award at this level even if answer which fails to address surprise is well informed and developed)	2-3	<i>Example: I am surprised because she had a good job but she still left to go to England.</i> <i>Example: I am not surprised she left for England because her family were unkind and she was unhappy.</i> <i>Example: During the 1950s many men and women from the Caribbean went to England to work in the NHS or London Transport.</i>
	Level 3 Surprised AND not surprised by internal content of source	4	<i>Example: I am surprised because she had a good job but she still left to go to England. On the other hand I am not surprised she left for England because Enoch Powell made it sound attractive.</i>
	Level 4 Surprised OR not surprised by the story within the source based on cross reference to context or other sources	5-6	<i>Example: I am very surprised by this source because it says Enoch Powell was trying to get people to come to England but Powell was well known as a man who was opposed to immigration.</i> <i>Example: I am not surprised that the woman in the source came to Britain. During the 1950s the NHS and London Transport had recruitment campaigns like in Source C to get people like her to come over.</i>
	Level 5 Surprised AND not surprised by the story within the source based on cross reference to context or other sources	7	<i>Example: I am very surprised by this source because it says Enoch Powell was trying to get people to come to England but Powell was well known as a man who was opposed to immigration. On the other hand this was the early 1950s and it was not until 1968 that Powell made his Rivers of Blood speech so he must have changed his mind by then.</i> <i>Example: I am not surprised that the woman in the source came to Britain. During the 1950s the NHS and London Transport had recruitment campaigns like in Source C to get people like her to come over. On the other hand I am a bit surprised because she was doing well in the West Indies but Source E says most of the immigrants were poor and in despair.</i>

	<p>Level 6 Surprised OR not surprised by the attitude of the author based on cross reference to context or other sources</p>	<p>8</p>	<p><i>Example: I'm not surprised that she feels the need to explain Powell's role in her emigration to Britain because Powell was later well known as a man who was opposed to immigration so this is quite ironic.</i></p> <p><i>Example: I'm surprised that she doesn't speak about Powell in a negative way at all. She seems almost complimentary, which is surprising because Powell was actually known for being against immigration.</i></p>
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3	Study Sources C and D. How far does Source C prove that Source D is wrong? Use details of the sources and your knowledge to explain your answer.		
	Level 0 No evidence submitted or response does not address the question	0	
	Level 1 General assertion or descriptions of sources	1	<i>Example: Source C does prove D is wrong because it totally contradicts it.</i>
	Level 2 Selects contrasting details but does not address issue of proof Alternative Level 2 Undeveloped comments based on provenance or nature of source	2-3	<i>Example: Source D says immigrants are no use and don't work but the woman is working as a bus conductor.</i> <i>Example: Source C does not prove D is wrong because it is part of a recruitment campaign so it will be biased.</i>
	Level 3 Evaluation of Source D with no valid reference to Source C. Evaluation could be based on purpose, tone, cross reference or contextual knowledge	4	<i>Example: We cannot really trust Source D about why immigrants came to Britain. It is clearly from someone who is prejudiced against immigrants. She even says she is unhappy about them being here. So when she says they are here for the benefits she is just being racist.</i> <i>Example: Source C does prove Source D wrong. Source D says the immigrants did not want to work but this is wrong. In the 1950s thousands of immigrants from the Caribbean and India came to work in Britain. They worked in the NHS, London Transport and textile mills in Bradford.</i>
	Level 4 Argues yes or no based on similar / contrasting detail(s) of sources NOTE: Needs to address 'wrong about what?' for this level.	5	<i>Example: Source C proves Source D wrong because in Source D she says the immigrants do not want to work. In Source C the woman is working as a bus conductor.</i> <i>Example: No, Source C does not prove Source D is wrong about what conditions were like back in the West Indies. It doesn't say anything about it.</i>
	Level 5 Compares C and D and then evaluates one or both sources to address issue of proof. Answers will explain 'wrong about what?'. Evaluation could be based on relevant use of purpose, typicality or cross reference to knowledge or other sources.	6-7	<i>Example: Source C does prove that Source D is wrong. In Source D she says immigrants were not asked here. C proves this wrong because it is a recruitment campaign actually designed to encourage immigrants move to Britain.</i> <i>Example: Source C contradicts Source D because in Source D she says the immigrants do not want to work but in Source C the woman is working as a bus conductor. However, this doesn't mean D is wrong about people's attitudes towards immigrants. Lots of people were against immigration – in 1958 Teddy Boys attacked Caribbean people in Notting Hill.</i>

4	Study Sources E and F How similar are these two sources? Use details of the sources and your own knowledge to explain your answer.		
	Level 0 No evidence submitted or response does not address the question	0	
	Level 1 General assertion OR summaries	1	<i>Example: They are different because they were written by different people.</i>
	Level 2 Selects detail with no valid comment about similarity / difference(s) Alternative Level 2 Undeveloped generalised comments (ie could refer to almost any source) about provenance / audience	2-3	<i>Example: Source E says men come because of despair about conditions and Source F says life is hard in immigrant countries.</i> <i>Example: They are different because one was a book and the other is a letter.</i>
	Level 3 Undeveloped specific comments (ie unmistakably referring to Sources E and F) about provenance / audience	4	<i>Example: They are different because one was a book published by an immigrant who now lived in Britain and the letter was written by MPs so they were produced by very different people.</i>
	Level 4 Identifies similar OR different details from sources	5	<i>Example: The two sources are similar. They both agree that life in the countries where immigrants came from was hard.</i> <i>Example: Sources E and F are different. Source E says that there is a lot of wishful thinking about the UK and that there aren't really jobs and good wages but Source F says there are lots of jobs.</i>
	Level 5 Argues that the sources are similar / different in what they reveal about attitudes towards immigrants or experiences of immigrants. NOTE: Some kind of inference is required at this level.	6	<i>Example: Sources E and F are similar because both suggest the UK was not a pleasant place for immigrants. E says 'you will not feel welcome' and F agrees because the MPs seem very against immigrants coming here.</i>
	Level 6 Compares attitude of each source towards immigration eg <ul style="list-style-type: none"> • similar because both discourage immigration • different because F is firmly anti-immigration whereas E warns of difficulties of immigration 	7	<i>Example: The two sources are similar in that they both want to discourage immigrants coming to Britain. Source E says that you should not come unless you are part of a scheme. Source F is asking the government to stop immigrants from coming to Britain.</i>
	Level 7 Compares underlying motives behind attitudes of each Source (In Source E, concern is for the welfare of immigrants, Source F the concern is racial tension)	8	<i>Example: The two sources both want to discourage immigrants from coming to Britain but for different reasons. Source E does not want immigrants to come to Britain and face many difficulties. Source F is concerned that immigrants coming in to Britain is going to damage communities and will result in violence.</i>

5	Study Source G What is the message of the cartoonist? Use details of the source and your own knowledge to explain your answer.		
	Level 0 No evidence submitted or response does not address the question	0	
	Level 1 Description of surface detail / general assertion Alternative Level 1 Misinterpretation of the cartoon	1	<i>Example: The message is that a man is trying to get his foot treated by a West Indian doctor.</i> <i>Example: The message is that a man is saying he should not be treated by a West Indian doctor.</i>
	Level 2 Interprets part(s) of cartoon <ul style="list-style-type: none"> uses details in cartoon as stimulus for contextual knowledge OR treats the cartoon as a real scene (these answers will make inferences from the cartoon but fail to see the scene as representative of a wider issue) 	2-3	<i>Example: In the cartoon we can see a West Indian doctor. This represents the fact that in this period many West Indian doctors and nurses came to work in the NHS.</i> <i>Example: The message is that the man on the right is racist and stupid.</i>
	Level 3 Secondary message of cartoon (Answers should recognise that there is a message ie that the scene is authored to make a point and not drawn to document an actual event or provide information)	4-5	<i>Example: The cartoonist is saying that the NHS relies on West Indian doctors and nurses.</i>
	Level 4 Identifies or explains one main message of cartoonist relating either to immigrants OR Powell supporters	6	<i>Example: The cartoonist is saying that people who support Enoch Powell are stupid.</i> <i>Example: The cartoonist is showing his support for immigrants.</i>
	Level 5 Explains full main message of cartoonist (mocking or criticising the ignorance / hypocrisy of Powell supporters)	7	<i>Example: The cartoonist is showing that Powell-supporters are hypocritical. The protester doesn't want immigration yet he is happy to ask for help from immigrants as they play an important role in the NHS.</i>

6	Study all the sources A-G. 'In this period immigrants came to Britain because they were invited.' How far do the sources in this paper support this statement? Use details from the sources and your own knowledge to explain your answer. Remember to identify the sources you use.		
	Level 0 No evidence submitted or response does not address the question	0	
	Level 1 General answers unsupported from the sources NOTE: Answers based exclusively on factual knowledge with no reference to sources to be marked at this level. OR Uses the sources without addressing the question	1-4	<i>Example: Disagree, immigrants came because in their own countries there were no jobs.</i> <i>Example: Source A shows London Transport were recruiting workers in Barbados.</i>
	Level 2 One sided answer with specified, detailed support from the sources NOTE- Mark at bottom of level if only one source used.	5-7	<i>Example: The statement is correct – Source C supports it because it shows that companies like London Transport did invite workers to come to Britain.</i>
	Level 3 Balanced answer with specified detailed support from sources NOTE – Use the range of sources employed and the quality of the development to determine the mark within the range. Small number of sources well developed is just as worthy as a large number treated lightly.	8-10	<i>Example: As L2 example plus ... However, some sources disagree with the statement. Source D disagrees because it says they were not invited and they were only in England for the benefits.</i>
	Allow up to 2 additional marks for effective evaluation of sources within the answer. This might be tackled on the basis of <ul style="list-style-type: none"> effective evaluation of the sources used which could be based on evaluation of tone/language/purpose context 	+2	

Source A	Yes (recruited by LT)	Source E	Yes (refers to government and other schemes) No (poverty at home, opportunities in Britain)
Source B	Yes (recruited by NHS) No (England attractive, family unkind)	Source F	No (poverty at home, opportunities in Britain)
Source C	Yes (LT recruitment)	Source G	Yes (implicit – invited by NHS)
Source D	No (want benefits, education etc)	Source H	

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