

# **History B (Modern World)**

General Certificate of Secondary Education

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

## **Mark Scheme for June 2012**

---

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2012

Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

| Question |  | Answer  | Marks | Guidance  |
|----------|--|---|-------|---|
| 1        |  | <b>Study Source A.</b>  |       |   |
|          |  | <b>Level 0</b><br>No evidence submitted or response does not address the question   | 0     |   |
|          |  | <b>Level 1</b><br>General assertion or selects details  | 1     | <b>Example:</b> <i>It was published to show the blacks were not to blame.</i>   |
|          |  | <b>Level 2</b><br>Focus on context of source with no comment on message or purpose<br><br><b>NOTE:</b> General context acceptable at this level eg levels of immigration leading to tension, or reference to violence. But strong CK also at this level if not addressing question.                       | 2     | <b>Example:</b> <i>At this time there was a lot of tension and racial unrest. There were violent clashes in Nottingham in the summer of 1958 and riots in Notting Hill. Nottingham's two MPs called for an end to immigration and new laws which allowed deportation.</i>   |
|          |  | <b>Level 3</b><br>Identifies or explains secondary message of source. Typical secondary messages:<br><ul style="list-style-type: none"> <li>• Telling people not to be prejudiced</li> <li>• There are only a small number of immigrants in Britain</li> <li>• Immigrants are trying to fit in</li> </ul> | 3     | <b>Example:</b> <i>The source was published to show there were actually only a small number of immigrants in Britain/Nottingham at this time.</i>   |
|          |  | <b>Level 4</b><br>Identifies or explains main message of source. Accept as main message:<br><ul style="list-style-type: none"> <li>• Immigrants not to blame for general tension or violence</li> <li>• White people to blame for general tension or violence</li> </ul>                                  | 4–5   | <b>Example:</b> <i>The source was published to make the point that it was not black immigrants who were causing tension and problems. They were such a small number they were not a threat.</i><br><br><b>Example:</b> <i>Source A was published to show people that immigrants were not a threat and did not cause trouble</i> |
|          |  | <b>Level 5</b><br>Identifies purpose of source (to change people's attitudes OR stop people being racist) eg  | 6     | <b>Example:</b> <i>Source A was published to try and change people's minds about immigrants.</i>  |

| Question | Answer  | Marks | Guidance   |
|----------|---|-------|--|
|          | <p><b>Level 6</b><br/>Explains purpose in context of 1958 eg:</p> <p><b>NOTE:</b> Context could be based on own knowledge or valid X-ref to Sources B or C.</p> | 7     | <p><b>Example:</b> <i>Source A was published to try and change people's minds about immigrants. It is trying to say that they were not the cause of the violence which was taking place in 1958. At this time there was a lot of tension and racial unrest. There were violent clashes in Nottingham in the summer of 1958 and riots in Notting Hill where 400 youths attacked immigrants using knives and petrol bombs.</i></p> |

| Question |  | Answer  | Marks | Guidance   |
|----------|--|---|-------|--|
| 2        |  | <b>Study Sources B and C</b>  |       |  |
|          |  | <b>Level 0</b><br>No evidence submitted or response does not address the question   | 0     |  |
|          |  | <b>Level 1</b><br>General assertion or summary  | 1–2   | <i><b>Example:</b> Because they were written by different people</i><br><i><b>Example:</b> Because they are writing about different things</i>   |
|          |  | <b>Level 2</b><br>Undeveloped comments on provenance<br><br><b>Alternative Level 2</b><br>Identifies attitudes of both sources but fails to compare or contrast   | 3     | <i><b>Example:</b> Source C might have had the full picture because it is later than the events described.</i><br><br><i><b>Example:</b> In Source B the judge is very harsh towards the young men. Source C shows that the MP feels sorry for the young men as they got caught up in the problem of race relations.</i>   |
|          |  | <b>Level 3</b><br>Explains <b>how</b> B and C disagree about the events of 1958<br><br><b>Alternative Level 3</b><br>Explains <b>how</b> B and C disagree about the character of the young men<br><br>L3 and AL3 answers essentially identify and explain the contrast in attitudes rather than explain why those attitudes are held or why they are different. | 4     | <i><b>Example L3:</b> Sources B and C have different attitudes towards the young men because they disagree about what happened. Source B says the men started the violence. Source C says it was not just their fault – they were caught up in a complex problem and other things were involved.</i><br><br><i><b>Example AL3:</b> The judge in Source B is very harsh towards the four young men. He says ‘their kind’ almost like they are animals. Source C is much more sympathetic towards the men. He says they were caught up in a complex problem and the emotions of the situation.</i> |
|          |  | <b>Level 4</b><br>Uses context and/or provenance of one or both sources to explain <b>why</b> the attitudes are different<br><br><b>NOTE:</b> 5 marks for one source; 6 marks for both  | 5–6   | <i><b>Example:</b> The MP in Source C is more forgiving than the judge towards the young men because he is the MP for the area where they live and he represents them.</i><br><br><i><b>Example:</b> They show very different attitudes towards the young men because of the time they were spoken. Source B is the judge in the trial in 1958, just after the riots. Public opinion was outraged by what had happened. That’s why he is so harsh. Source C actually</i>   |

| Question |  |  | Answer   | Marks | Guidance  |
|----------|--|--|--|-------|---|
|          |  |  |  |       | <i>says eighteen months have passed and he is taking a calmer approach. He even suggests the judge got caught up in the emotion of the time.</i>  |
|          |  |  | <p><b>Level 5</b><br/>Uses purpose of one or both sources to explain <b>why</b> the attitudes are different</p> <p><b>NOTE:</b> 7 marks for one source; 8 marks for both</p> | 7–8   | <p><b>Example:</b> <i>They are different because they have different purposes. In Source B the judge is making an example of them. In Source C the man is the MP who represents the young men and he is trying to get them released or at least get their sentences considered. He believes the judge got caught up in the emotion of the case.</i></p> |

| Question |  | Answer   | Marks | Guidance  |
|----------|--|--|-------|---|
| <b>3</b> |  | <b>Study Source D.</b>   |       |   |
|          |  | <b>Level 0</b><br>No evidence submitted or response does not address the question  | 0     |   |
|          |  | <b>Level 1</b><br>Surface detail   | 1     | <i>Some immigrants are faced with a No Entry sign. This happened a lot.</i>   |
|          |  | <b>Level 2</b><br>Misinterprets cartoon  | 2     | <b>Example:</b> <i>The cartoon is saying that immigrants in Britain are suffering discrimination. The door shows they were refused accommodation.</i><br><b>Example:</b> <i>The cartoon is saying that other countries should follow Britain's example of dealing with immigrants.</i>  |
|          |  | <b>Level 3</b><br>Interprets parts of cartoon or sees cartoon as source of information   | 3     | <b>Example:</b> <i>In the cartoon we can see a door with 'No Entry' written on it. This represents the fact that under the Commonwealth Immigrants Act some immigrants from the Commonwealth cannot now get into Britain.</i><br><br><b>Example:</b> <i>The cartoon is saying that people from particular parts of the Commonwealth like Jamaica or India are not allowed into Britain.</i> |
|          |  | <b>Level 4</b><br>Identifies or explains secondary or partial message<br><br>At this level answer shows awareness that cartoon is drawn to make a point but the point identified is not the main point of the cartoonist | 4     | <b>Example (secondary):</b> <i>The message of the cartoon is that we should feel sympathy for the immigrants who cannot now get into Britain.</i><br><br><b>Example (partial):</b> <i>The cartoonist is criticising Britain for not letting immigrants in.</i>  |
|          |  | <b>Level 5</b><br>Identifies main message of cartoonist (criticising Britain/Macmillan for being hypocritical)   | 5     | <b>Example:</b> <i>The cartoon is criticising British Prime Minister Harold Macmillan for saying one thing while he does something else. He is being a hypocrite.</i>   |

| Question | Answer   | Marks | Guidance   |
|----------|--|-------|--|
|          | <p><b>Level 6</b><br/>Explains main message of cartoonist (criticising Britain/Macmillan for being hypocritical) using detail from source or context</p> <p><b>NOTE:</b> Award 7 marks for detail and context OR well developed use of detail OR context</p> | 6–7   | <p><b>Example:</b> <i>The cartoon is criticising British Prime Minister Harold Macmillan. It accuses him of saying one thing ‘the Commonwealth is an example to other nations’ while he does something else. He is stopping immigrants from particular parts of the Commonwealth like Jamaica or India. They are not allowed into Britain because they are not white. (7 marks)</i></p> <p><b>Example:</b> <i>The cartoon is criticising British Prime Minister Harold Macmillan. It accuses him of saying one thing ‘the Commonwealth is an example to other nations’ while he does something else. It is referring to the 1962 Commonwealth Immigrants Act which effectively barred ‘black’ Commonwealth Immigrants but not white Commonwealth immigrants. (7 marks)</i></p> |

| Question |  | Answer   | Marks | Guidance  |
|----------|--|--|-------|---|
| 4        |  | <b>Study Source E</b>  |       |   |
|          |  | <b>Level 0</b><br>No evidence submitted or response does not address the question  | 0     |   |
|          |  | <b>Level 1</b><br>General assertion or selects details or summarises   | 1     | <b>Example:</b> Not useful because it is just one source and we do not know the whole story.<br><i>Example: The source shows discrimination was widespread in areas like housing.</i>   |
|          |  | <b>Level 2</b><br>Asserts usefulness of content<br><b>Alternative Level 2a</b><br>Argues useful or not useful based on undeveloped comments about provenance<br><b>Alternative Level 2b</b><br>Valid comments about source but fails to address issue of utility. Answers at this level may <ul style="list-style-type: none"> <li>• make valid inferences but fail to comment on utility</li> <li>• make developed comments on provenance without addressing utility</li> </ul> | 2–3   | <b>Example L2:</b> It is useful because it shows us that there was racial discrimination in jobs, housing and banking.<br><b>Example L2a:</b> The source is useful because it was produced at the time when race relations were an issue.<br><b>Example AL2a:</b> The source is not useful because it is a biased view of one organisation.<br><b>Example AL2b:</b> The source shows the scale of the problem of racial discrimination.<br><b>Example AL2b:</b> Source E is unreliable. It is from a campaigning organisation so they would select the worst examples.  |
|          |  | <b>Level 3</b><br>Argues source is useful or not on grounds of reliability/unreliability<br><br>Answers at this level will probably check accuracy of details in source against context or other sources, typicality, provenance.  | 4     | <b>Example:</b> Source E is not useful because it does not tell us about how some immigrants were accepted. In Source H shows how British people respected immigrants who fought in the war as the man apologised once he found this out.<br><b>Example:</b> Source E is useful as it tells us that racial discrimination was widespread. This is true, many people were denied accommodation or refused jobs because of race.<br><b>Example:</b> Source E is not a useful source because it is unreliable. It is from a campaigning organisation so they would select the worst examples to draw attention to the problem. |

| Question | Answer  | Marks | Guidance   |
|----------|---|-------|--|
|          | <p><b>Level 4</b><br/>Uses inference from the source to argue usefulness as evidence about discrimination</p> <p>Award 6 marks for more than one inference or for one inference well developed.</p>   | 5–6   | <p><b>Example:</b> <i>The source is useful because it shows the scale of the problem of racial discrimination. It says that discrimination is accepted in many aspects of British life including jobs, insurance and banking.</i></p> <p><b>Example:</b> <i>Useful because it shows why it was hard to fight discrimination ...</i></p> <p><b>Example:</b> <i>Useful because it shows the attitudes of the British people and the government – they know racial discrimination is a problem but they do not take it seriously enough to do anything about it.</i></p>  |
|          | <p><b>Level 5</b><br/>Develops L4 answer using contextual knowledge or cross reference (F or H)</p> <p><b>Alternative Level 5</b><br/>Explains <b>how the purpose and bias of the source makes it useful</b><br/>Answers realise that the purpose/bias of the source make it a useful source of information about:</p> <ul style="list-style-type: none"> <li>• The methods used by groups which fought against discrimination</li> <li>• The extent to which discrimination was a problem</li> </ul> | 7–8   | <p><b>Example L5:</b> <i>The source is useful because it shows how some groups tried to combat discrimination. CARD is collecting evidence of examples of discrimination. This is happening because the Race Relations Act was passed in 1965 and CARD was collecting evidence to put before the Race Relations Board to fight cases of discrimination.</i></p> <p><b>Example AL5:</b> <i>This source is quite biased in that it points out all the worst cases and extreme examples. CARD had to use extreme language and shock tactics to get their message across to people. The fact that they had to do this demonstrates what a problem discrimination was. So that makes this a useful source even though it is biased.</i></p> |

| Question | Answer  | Marks | Guidance  |
|----------|---|-------|---|
| 5        | <b>Study Sources F and G.</b>   |       |   |
|          | <b>Level 0</b><br>No evidence submitted or response does not address the question   | 0     |   |
|          | <b>Level 1</b><br>General assertion or summary  | 1     | <b>Example:</b> Dockers wouldn't agree with students.   |
|          | <b>Level 2</b><br>Comments based on undeveloped context or provenance<br><br><b>Alternative Level 2a</b><br>Answers which select relevant detail but leave comment on surprise implicit OR make inferences which are valid but not relevant to question<br><br><b>Alternative Level 2b</b><br>Explains why surprised or not surprised by F without valid reference to G | 2–3   | <b>Example L2:</b> Source G does not make me surprised because of the outrageous speech.<br><b>Example L2:</b> No, it's not surprising me. The two sources are from different people and places. One shows dock workers while the other shows students.<br><br><b>Example L2a:</b> The dockers support Enoch Powell but the students do not.<br><b>Example L2a:</b> Source G shows us that students were very politically active at that time.<br><b>Example L2a:</b> I am surprised that in Source G it says that the university feared for Powell's life when the students were only planning a silent protest.<br><br><b>Example L2b:</b> I am not surprised the dockers backed Enoch. They competed with immigrants for jobs. |
|          | <b>Level 3</b><br>Argues yes because Sources F and G disagree   | 4–5   | <b>Example:</b> Source F does make G surprising because in Source F the people are all in favour of Enoch whereas in Source G they are protesting about him.  |
|          | <b>Level 4</b><br>Argues no (ie not surprising) that students were opposing Powell<br><br>Answers at this level must use CK or X-ref to explain why students were protesting  | 6     | <b>Example:</b> I am not surprised by Source G where the students are opposing Powell. When Powell made his Rivers of Blood speech he was very controversial so it's not surprising the students are protesting against him.<br><br><b>Example:</b> I am not surprised the students are protesting about Powell. Many people were outraged by his Rivers of Blood speech. Edward Heath the Prime Minister sacked Powell.  |

| Question | Answer   | Marks | Guidance   |
|----------|--|-------|--|
|          | <p><b>Level 5</b><br/>Explains why G is not surprising even though F contrasts with G in terms of support for Powell</p> <p>At this level answers use CK or X-ref to explain contrasting attitudes towards Powell/race</p> <p><b>NOTE:</b> Context of one source – 7 marks; both sources – 8 marks</p> | 7–8   | <p><b>Example:</b> Source F does not make me surprised by Source G because the dock workers in Source F had reasons to support Enoch Powell. They were often competing with immigrants for jobs and so they wanted to support him. The dockers viewed immigrants differently from the way students viewed them.</p> <p><b>Example:</b> Even though the dockers in Source F support Powell, it does not make it surprising that the students in G are protesting against him. In 1968 students were protesting about many issues like Vietnam, CND and racial discrimination. When Powell made his Rivers of Blood speech he was very controversial so it's not surprising the students are protesting against him.</p> |

| Question | Answer  | Marks | Guidance  |
|----------|---|-------|---|
| 6        | <b>Study all the sources.</b>   |       |   |
|          | <b>Level 0</b><br>No evidence submitted or response does not address the question   | 0     |   |
|          | <b>Level 1</b><br>General answers unsupported from the sources<br><br><b>NOTE:</b> Answers based exclusively on factual knowledge with no reference to sources to be marked at this level.<br><b>OR</b><br>Uses the sources without addressing the question   | 1–4   | <b>Example:</b> Agree, the British treated immigrants very badly with riots like Notting Hill.<br><br><b>Example:</b> Source D shows that Britain stopped immigrants coming into the country.     |
|          | <b>Level 2</b><br>One sided answer with explanation of how the sources support OR oppose the statement eg<br><b>NOTE:</b> Mark at bottom of level if only one source used.  | 5–7   | <b>Example:</b> The statement is correct – Sources A shows that people did blame the blacks. That’s why they published this pamphlet to show it wasn’t true ...                                   |
|          | <b>Level 3</b><br>Balanced answer with explanation of how the sources support AND oppose the statement eg<br><b>NOTE</b> – 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  | <b>Example:</b> L 2 example plus ... Some sources disagree with the statement. Source B shows that the judge was very harsh towards the young men who attacked the immigrants in Notting Hill ... |
|          | 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"> <li>• effective evaluation of the sources used which could be based on evaluation of tone/language/purpose</li> <li>• OR knowledge</li> </ul>                        | +2    |   |

## APPENDIX 1

|          |  |          |   |
|----------|--|----------|---|
| Source A | Yes (need for pamphlet)<br>No (Message of pamphlet)                        | Source E | Yes (discrimination)<br>No (existence of CARD)              |
| Source B | Yes (actions of youths)<br>No (Heavy sentence/tone of judge)               | Source F | Yes (support for Powell)                                    |
| Source C | Yes (pleading for white youths)<br>No (other issues important, eg housing) | Source G | No (opposition to Powell)                                   |
| Source D | Yes (double standards)   | Source H | Yes (treatment of immigrant)<br>No (Brit changes his views) |

## Assessment Objectives Grid

| Question      | AO1 | AO2 | AO3 | Total |
|---------------|-----|-----|-----|-------|
| 1             | 3   | 0   | 4   | 7     |
| 2             | 1   | 2   | 5   | 8     |
| 3             | 2   | 2   | 4   | 8     |
| 4             | 2   | 1   | 4   | 7     |
| 5             | 3   | 0   | 5   | 8     |
| 6             | 2   | 2   | 8   | 12    |
| <b>Totals</b> | 12  | 7   | 31  | 50    |

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
**is a Company Limited by Guarantee**  
**Registered in England**  
**Registered Office; 1 Hills Road, Cambridge, CB1 2EU**  
**Registered Company Number: 3484466**  
**OCR is an exempt Charity**

**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

© OCR 2012

