

GCSE

History B (Modern World)

Unit **A022/01**: How far did British society change, 1939–1975?

General Certificate of Secondary Education

Mark Scheme for June 2016

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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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Assessment Objectives (AOs)

Candidates are expected to demonstrate their ability to:

AO1	Recall, select, use and communicate their knowledge and understanding of history.
AO2	Demonstrate their understanding of the past through explanation and analysis of: key concepts: causation, consequence, continuity, change and significance within an historical context key features and characteristics of the periods studied and the relationships between them.
AO3	Understand, analyse and evaluate: a range of source material as part of an historical enquiry how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry.

How far did British society change, 1939–1975?

Q	Answer	Marks	Guidance
1		9	
	<p>Q: Study Sources A and B. How similar are these two sources? Use details of the sources and your knowledge to explain your answer.</p> <p>Level 5 (8–9 marks) Candidates demonstrate a sophisticated understanding of the sources, and knowledge and understanding of the position of women during this period. They make inferences from the sources to produce a fully developed response to explain similarities in terms of stereotypical attitudes towards women as revealed by the sources.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound understanding of the sources and knowledge and understanding of the position of women during this period. They make inferences from the sources to produce a fully developed response to explain similarities in terms of purpose of the sources or explains that both sources are being positive about women’s contributions.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some understanding of the sources and knowledge and understanding of the position of women during this period. They produce a basic response by comparing the content of the sources.</p> <p>Level 2 (3 marks) Candidates demonstrate limited knowledge and understanding of the position of women during this period. They compare isolated parts of the sources to produce a simple response.</p> <p>Level 1 (1–2 marks) Candidates describe the sources and produce a very limited response to the</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	9	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>These two sources are very similar even though they look quite different at first.</i></p> <p><i>The two sources reveal similar attitudes towards women. Source A presents women in their traditional role as ‘housewives’ who can contribute to the war effort as the main homemakers and can therefore take control of household matters like recycling waste materials. Even though Source B appears to contradict this view by showing a woman involved in skilled labour, the tone is actually quite patronising. So the leaflet actually supports Source A. For example, it says, ‘The average woman takes to welding as readily as she takes to knitting’ which just portrays the same stereotype of women. So both sources are targeted at women, trying to get them to support the war effort and they both do this by showing what society thought was good and proper in terms of the role of women. At this time, despite the fact that millions of women were involved in munitions work, the armed forces and the land army, women were still expected to look after their families and homes as they had always done. After the war, many younger women were in fact reluctant to continue with paid employment. In 1951 only 26% of married women worked.</i></p>

Q	Answer	Marks	Guidance
1	Q: Study Sources A and B. How similar are these two sources? Use details of the sources and your knowledge to explain your answer.		
	Level 5	8–9	<p>Answers at L5 will typically argue that the two sources are similar because they both demonstrate similar attitudes towards women and will centre their argument around the patronising tone of Source B (eg similar because A presents women in their traditional role as ‘housewives’ who can contribute to the war effort as homemakers. Even though Source B appears to contradict this view by showing a woman involved in skilled labour, the tone is actually quite patronising, saying ‘the average woman takes to welding as readily as she takes to knitting’). They will place the sources either in the context of WWII or use the post-war period to explain that attitudes were broadly similar even after the war (eg despite the fact that millions of women were involved in munitions work, the armed forces and the land army, women were still expected to look after their families. Or eg even after the war, many younger women left their jobs).</p> <p>Nutshell: Similar because both reveal patronising attitudes towards women – valid explanation of sources in context.</p>
	Level 4	6–7	<p>Answers at L4 will typically argue that the sources are similar because they both have a similar message/purpose (eg trying to get them to support the war effort)</p> <p>OR will typically argue that the sources are similar because they are both being positive about women’s contributions to the war effort (eg similar because both show women as important in the war – A shows women helping the war effort as homemakers who can take control of recycling. B also shows women as helping but through more skilled labour). They will place their answers broadly in the context of WWII.</p> <p>Nutshell: Similar because of message/purpose OR similar because both positive about women’s war effort – valid explanation of sources in context.</p>
	Level 3	4–5	<p>Answers at L3 will typically argue that the sources are different because they portray women/women’s roles in a different light. Candidates at this level are unlikely to pick up on the patronising tone of B (eg different because A shows women only as traditional housewives and homemakers, whereas B shows women as capable of taking on more skilled industrial work).</p> <p>OR</p> <p>Answers will typically make a logical comparison based on a misinterpretation of Source A (4 marks).</p> <p>Nutshell: different because of different portrayal of women/women’s roles OR misinterpretation of A.</p>
	Level 2	2–3	<p>Answers at L2 will typically compare isolated parts of the sources (or source provenance) to explain how the sources are similar and/or different (eg different because A shows women working at home whereas B shows them welding; similar because both show women did things in the war; similar because both produced by the government; similar because both about women in the war).</p> <p>Nutshell: Compares isolated details or provenance.</p>
	Level 1	1	<p>Answers at L1 will typically describe the sources with no attempt to compare them (eg Source A shows women recycling materials for the war. Source B shows a women working in a factory.)</p> <p>Nutshell: Description of sources with no valid comparison.</p>
	Level 0	0/NR	No response or no response worthy of credit.

How far did British society change, 1939–1975?

Q	Answer	Marks	Guidance
2		8	
	<p>Q: Study Source C. What is the cartoonist's message? Use details of the source and your knowledge to explain your answer.</p> <p>Level 5 (8 marks) Candidates demonstrate a sophisticated knowledge and understanding of the issue of Equal Pay during this period. They interpret the cartoon by explaining the cartoonist's main message and produce a fully developed response, supported by comprehensive contextual knowledge and understanding.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound knowledge and understanding of the issue of Equal Pay during this period. They interpret the cartoon by explaining the cartoon's main message and produce a developed response, supported by sound contextual knowledge and understanding.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some knowledge and understanding of the issue of Equal Pay during this period. They interpret a valid sub-message of the cartoon and produce a valid response supported by some contextual knowledge and understanding.</p> <p>Level 2 (2–3 marks) Candidates demonstrate limited knowledge and understanding of the issue of Equal Pay during this period. They produce a simple response about a message of the cartoon.</p> <p>Level 1 (1 mark) Candidates describe the source and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	8	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The cartoonist is criticising the government for continually making excuses not to introduce Equal Pay for women by imagining a scene in 1994, 40 years into the future, where women are still being denied this right. At this time, it was expected that women would give up work when they married, when it became the husband's responsibility to provide for the family. So it was not thought necessary to consider Equal Pay for women as they would not work as long as men. In 1951, women working in public services had started a campaign for Equal Pay. They went on marches, organised petitions and lobbied MPs. However, in 1954, Equal Pay still had not been introduced, as the cartoon shows. The cartoon shows an imagined scene, 40 years into the future, where the Chancellor is still telling the female campaigners that the government 'agrees in principle' but that the time isn't right, 'etc.etc.' The cartoonist is saying the government is not really serious about introducing Equal Pay; if they were serious then they would stop making excuses and do it.</i></p>

Q	Answer	Marks	Guidance
2	Q: Study Source C. What is the cartoonist's message? Use details of the cartoon and your knowledge to explain your answer.		
	Level 5	8	Answers at L5 will typically set out the cartoonist's viewpoint (critical of the government for not introducing Equal Pay for women) and explain how the cartoonist conveys this message (eg the scene is set 40 years into the future and women are still being denied this right so the cartoonist is saying the government is not really serious about introducing Equal Pay). They will set the cartoon in its context, which may be a general comment about discrimination or attitudes towards women in the 1950s. Nutshell: Critical of government inaction on Equal Pay with how this is conveyed in context.
	Level 4	6–7	Answers at L4 will typically set out the cartoon's message (women should have Equal Pay / the cartoon is supportive of women getting Equal Pay) and explain how the cartoonist conveys this. Answers will set the cartoon in context, which may be a general comment about discrimination or attitudes towards women in the 1950s. Nutshell: Support for Equal Pay with how this is conveyed in context.
	Level 3	4–5	Answers at L3 will typically explain a valid sub-message (eg women are not treated equally, women don't earn as much as men for doing the same work; women won't ever get equal pay, the government aren't taking women seriously) with explanation based on basic context. Nutshell: Sub-message with simple context.
	Level 2	2–3	Answers at L2 will typically interpret isolated details of the cartoon without reference to an overall message (eg lots of women are now in work; these women look like secretaries. / The banner says 'Equal Pay'; this represents the fact that in 1951, women had started a campaign for Equal Pay in the public sector.). Nutshell: Interprets isolated parts of cartoon.
	Level 1	1	Answers at L1 will typically describe the source and/or misinterpret the cartoon. Nutshell: Description/misinterpretation.
	Level 0	0/NR	No response or no response worthy of credit.

How far did British society change, 1939–1975?

Q	Answer	Marks	Guidance
3		9	
	<p>Q: Study Sources D and E. Why do these two sources disagree? Use details of the sources and your knowledge to explain your answer.</p> <p>Level 5 (8–9 marks) Candidates demonstrate a sophisticated understanding of the sources and knowledge and understanding of attitudes towards women in the 1950s and 1960s. They interpret the purpose of the sources in context and produce a fully developed response to explain why they disagree.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound understanding of the sources and knowledge and understanding of women in the 1950s and 1960s. They produce a sound response to explain that they disagree because of when they were written.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some understanding of the sources and knowledge and understanding of attitudes towards women in the 1950s and 1960s. They identify valid reason(s) why these sources disagree.</p> <p>Level 2 (2–3 marks) Candidates demonstrate limited knowledge and understanding of attitudes towards women in the 1950s and 1960s. They produce a basic response by comparing the attitudes of the authors of the two sources.</p> <p>Level 1 (1 mark) Candidates describe the sources and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	9	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>These two sources disagree because they each had a different purpose. Source D was a pamphlet published to advise mothers on the impact of leaving their children. This was published by Bowlby to reinforce the view that mothers were the primary care givers and should give up work to stay at home with the children. It was not controversial to recommend that women shouldn't leave their children. Expecting mothers to feel 'satisfaction in their families' was typical of attitudes at this time. However, Source E has a different purpose. It was published to challenge these accepted ideas and change attitudes towards women working after they got married. By 1967, when the article was written, the women's movement was growing in strength and there were local women's groups all over the country which aimed to question traditional assumptions that women were born to be homemakers and give up their independence when their children were born. This is why the article argues that there is no such thing as a 'maternal instinct' and that it is only a 'comfortable male myth'. She is trying to show that bringing up children should not only be the job of women.</i></p>



Q	Answer	Marks	Guidance
3	Q: Study Sources D and E. Why do these two sources disagree? Use details of the sources and your knowledge to explain your answer.		
	Level 5	8–9	<p>Answers at L5 will typically compare the context of the two views as in Level 4 and contain a valid explanation of the purpose of Source E (eg disagree because D reflects the majority view held at the time that mothers should give up work to stay at home with the children. However, Source E was published to challenge these ideas and change attitudes towards women working after they got married. By 1967, there were women’s groups all over the country which aimed to question traditional assumptions that women should give up their independence when their children were born).</p> <p>In a nutshell: Different because of purpose and context – valid explanation of purpose of E in context the sources.</p>
	Level 4	6–7	<p>Answers at L4 will typically compare the two views of women and then explain differences through a valid comparison of context (eg disagree because D was published in 1958, reflecting the view held at the time that mothers should give up work to stay at home with the children. It was not controversial at this time to recommend that women shouldn’t leave their children. Expecting mothers to feel ‘satisfaction in their families’ was typical. However, by 1967, when Source E was published, the women’s movement was growing in strength. There were women’s groups all over the country which aimed to question traditional assumptions that women should give up their independence when their children were born).</p> <p>Nutshell: Different because of context – valid and developed comparison of context of the sources.</p>
	Level 3	4–5	<p>Answers at L3 will typically explain the contrasting attitudes or features of each source (eg D says that women should stay at home and look after their children – it says this brings satisfaction for women, but E describes bringing up children as a ‘mindless task’ – it gives the impression that women should not have to give up work if they don’t want to).</p> <p>Nutshell: Explains how the sources are different through a comparison of content.</p>
	Level 2	2–3	<p>Answers at L2 will typically make undeveloped comments relating to source provenance (eg D was written by a psychologist but E was written by a feminist. D was produced in 1958 but E was written in 1967.).</p> <p>Nutshell: Undeveloped provenance or unsupported assertions.</p>
	Level 1	1	<p>Answers at L1 will typically describe the sources with no attempt to compare them (eg Source D says that a mother’s job is demanding. Source B says that men would not be happy bringing up children.).</p> <p>Nutshell: Description of sources with no valid comparison.</p>
Level 0	0/NR	No response or no response worthy of credit.	


How far did British society change, 1939–1975?



Q	Answer	Marks	Guidance
4		8	
	<p>Q: Study Source F. Why was this source published at this time? Use details of the source and your knowledge to explain your answer.</p> <p>Level 5 (8 marks) Candidates demonstrate a sophisticated understanding of the source and a comprehensive knowledge and understanding of the situation in Britain in 1970. They produce a fully developed response explaining the purpose (intended impact) of the publication of the article in the context of this situation.</p> <p>Level 4 (6-7 marks) Candidates demonstrate sound understanding of the source and knowledge and understanding of the situation in Britain in 1970. They produce a developed response explaining the purpose (intended impact) of the publication of the article in the context of this situation.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some understanding of the source and knowledge and understanding of the situation in Britain in 1970. They produce a response explaining the message of the source in the context of this situation.</p> <p>Level 2 (2–3 marks) Candidates demonstrate basic understanding of the source and limited knowledge and understanding of the situation in Britain in 1970 but they do not relate their response to the message or purpose of the article or they explain the message or purpose without setting it in the context of 1970.</p> <p>Level 1 (1 mark) Candidates describe the photograph to produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	8	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>Source F was published in a journal for feminists, so it is trying to make the demonstration against Miss World look as successful as possible in order to keep up the morale of their members and encourage similar protests. In November 1970, members of the Women's Liberation movement disrupted the competition inside and outside the Albert Hall by shouting, and throwing smoke and flour bombs. They claimed the competition treated women like objects. The author of this article claims that the demonstration had 'struck a blow' against the fate of women only to be physical objects of attraction. At this time, women were starting to win more rights, but organisations like this were still campaigning for equality, an end to discrimination, and to change the role and status of women in society. They especially wanted to raise women's awareness of society's expectations and to make them feel more powerful.</i></p>

Q	Answer		Guidance
4	Q4: Study Source F. Why was this source published at this time? Use details of the source and your knowledge to explain your answer.		
	Level 5	8	<p>Answers at L5 will typically make a clear statement of intended impact on supporters of the feminist movement (eg it was published to make the protest look successful / encourage more protests / keep up the momentum or morale of the women's liberation movement). This purpose will be explained in the context of the aims or methods of the women's liberation movement (eg in the 1960s and 1970s women's groups organised 'consciousness raising', trying to show women how sexism affected them every day and empowering them to challenge the way men saw women and the way they saw themselves).</p> <p>Nutshell: Purpose with intended impact on audience (feminists) and specific context relating to the women's liberation movement.</p>
	Level 4	6–7	<p>Answers at L4 will typically make a clear statement of intended impact on society (eg it was published to change attitudes towards women, to empower women). This purpose will be explained in the context of:</p> <ul style="list-style-type: none"> • 7 marks: the aims or methods of the women's liberation movement (eg 1960s and 1970s women's groups organised 'consciousness raising', trying to show women how sexism affected them every day and empowering them to challenge the way men saw women and the way they saw themselves). • 6 marks: general position of women in 1970 (eg women were still being discriminated against in 1970 – the Equal Pay Act was not enforced until 1975). <p>Nutshell: Purpose with intended impact on society and specific or general context</p>
	Level 3	4–5	<p>Answers at L3 will typically explain the message(s) of the source (eg The source was published to make the Miss World competition look bad / to publicise the protest / to raise awareness of discrimination). They will also make relevant use of context about the women's liberation movement or the general position of women in 1970 (eg women were still being discriminated against in 1970 – the Equal Pay Act was not enforced until 1975).</p> <p>Nutshell: Message with specific or general context.</p>
	Level 2	2–3	<p>Answers at L2 will typically show correct knowledge of the context of 1970 but will not relate this to message or purpose (eg it was published in 1970 because women were still being discriminated against in 1970 – the Equal Pay Act was not enforced until 1975.).</p> <p>OR will correctly identify/explain the message/purpose of the source without setting it in the context of 1970.</p> <p>Nutshell: Context without message/purpose OR message/purpose without context OR generalised message/purpose.</p>
	Level 1	1	<p>Answers at L1 will typically describe or paraphrase the source and give an assertion (eg It was published to tell people how women fit into society, it was published because there were disruptions at Miss World.).</p> <p>Nutshell: Description / assertion.</p>
	Level 0	0/NR	No response or no response worthy of credit.

How far did British society change, 1939–1975?

Q	Answer	Marks	Guidance
5 		19	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid to allocate SPaG marks.
	<p data-bbox="253 403 1055 523">Q: ‘Between 1939 and 1975 attitudes towards women changed.’ How far do you agree with this interpretation? Use your knowledge of British society 1939–1975 and the sources to explain your answer.</p> <p data-bbox="253 555 533 579">Level 6 (15–16 marks)</p> <p data-bbox="253 587 1077 802">Candidates demonstrate comprehensive knowledge and understanding of attitudes towards women in the period 1939–1975 to produce a fully developed response that evaluates effectively the interpretation. They make sophisticated use of a range of sources to support their response and demonstrate thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p data-bbox="253 818 1025 874">Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p data-bbox="253 906 533 930">Level 5 (12–14 marks)</p> <p data-bbox="253 938 1077 1153">Candidates demonstrate good knowledge and understanding of attitudes towards women in the period 1939–1975 to produce a developed response that evaluates effectively the interpretation. They make good use of several of the sources to support their response and demonstrate good understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to reach a conclusion.</p> <p data-bbox="253 1169 1025 1225">Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p data-bbox="253 1257 533 1281">Level 4 (9–11 marks)</p> <p data-bbox="253 1289 1066 1409">Candidates demonstrate sound knowledge and understanding of attitudes towards women in Britain in the period 1939–1975 to produce a developed response that either effectively supports or challenges the interpretation. They make sound use of several of the</p>	16	<p data-bbox="1252 403 2000 459">This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p data-bbox="1252 499 2051 770"><i>Overall I agree with the statement, although change was quite slow coming and old attitudes still lingered by the end of the period..In 1939, women were regarded as wives and homemakers and were not seen as equal to men. The Second World War opened up opportunities for many women; for example, almost a million women worked in the armed forces. and about 260,000 worked in the munitions industry. However, this is not to say that the war necessarily brought changes of attitude. Source B plays on women’s more feminine attributes in order to persuade them to go into war work. Also, women were still expected to look after their families and homes at the same time.</i></p> <p data-bbox="1252 786 2051 1026"><i>Once the war was over, although many women did stay on in full or part-time employment, lots of women still saw their primary role as having a family and looking after the home and it took until 1955 for the government to introduce Equal Pay in the public sector, as shown by Source C where the government are shown to be continually postponing it. Although this shows that attitudes towards equality were beginning to change, this change was very slow in coming because it took until 1970 to achieve Equal Pay in private industries, and even then there was still widespread discrimination against women on grounds of experience or training.</i></p> <p data-bbox="1252 1042 2051 1393"><i>The 1960s and 70s saw other legislation which was a sign that attitudes were changing – the introduction of The Pill and the Abortion Act of 1967 gave women more control over their families and their bodies, whilst the Divorce Reform Act of 1969 and the Matrimonial Property Act of 1970 allowed for divorce when the marriage had broken down and allowed women a share of the family assets. These were big steps towards full equality. However, legislation could not change attitudes at the same pace. Women were still expected in the late 1960s to be the homemakers and it was only ‘radical’ magazines, like Source E, that were challenging this convention. The demonstration against Miss World and the report on it published in Source F shows that women’s liberation groups in 1970 also saw the need to fight against ‘the way women are seen and the way they fit into society’.</i></p> <p data-bbox="1252 1409 2033 1425"><i>In conclusion, much progress had been made 1939 – 75 in terms of what</i></p>

Q	Answer	Marks	Guidance
5 	<p>sources to support their response and demonstrate understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (6–8 marks) Candidates demonstrate some knowledge and understanding of attitudes towards women in the period 1939–1975 to produce a response that demonstrates some understanding of the past. They assert which sources support the interpretation and which sources disagree with the interpretation.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (4–5 marks) Candidates demonstrate limited knowledge of attitudes towards women in the period 1939–1975 and produce a basic response that makes little valid use of sources.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1–3 marks) Candidates demonstrate very limited knowledge of attitudes towards women in the period 1939–1975 or make little use of sources. A very limited response is produced.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		<p><i>women had achieved. However, it would take far longer for attitudes to catch up. It was still deemed necessary in 1975 to pass the Sex Discrimination Act of 1975 to protect women from discrimination and harassment.</i></p>

Q	Answer	Marks	Guidance
5 	Q: 'Between 1939 and 1975 attitudes towards women changed.' How far do you agree with this interpretation? Use your knowledge of British society 1939–1975 and the sources to explain your answer.		
	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid to allocate SPaG marks.		
	Level 6	15–16	Answers at L6 will typically present a sustained and logical two-sided argument about change in attitudes across the period. From their own knowledge, candidates use relevant examples to support each side of the argument. Answers will also use relevant sources as evidence to support either side of the argument. A valid conclusion will do more than summarise the points made. It will make a clinching argument (eg no, because although much progress had been made 1939–75 in terms of what women had achieved, it would take far longer for attitudes to catch up. It was still deemed necessary in 1975 to pass the Sex Discrimination Act of 1975 to protect women from discrimination and harassment.). Nutshell: Sustained, balanced argument supported by examples and relevant use of sources leading to clinching argument. [Answers with no source use but otherwise meet L6 requirements mark at bottom of L5, 12 marks]
	Level 5	12–14	Answers at L5 will typically present a sustained two-sided argument about change in attitudes across the period. From their own knowledge, candidates use relevant examples and source(s) to support each side of the argument. Nutshell: Sustained, balanced argument supported by examples and relevant use of source(s) to support the argument. [Answers with no source use but otherwise meet L5 requirements mark at bottom of L5]
	Level 4	9–11	Answers at L4 will typically present a one-sided argument about change in attitudes across the period. From their own knowledge, candidates use relevant examples and source(s) to support the argument. Nutshell: One-sided argument supported by examples and relevant use of source(s) to support the argument. [Answers with no source use but otherwise meet L4 requirements mark at bottom of L4]
	Level 3	6–8	Answers at L3 will typically present a balanced argument which lacks developed support. Candidates select some events and developments from their knowledge but may not fully explain how they relate to the question of change in attitudes. Answers may only assert that some sources support a particular argument. Nutshell: Balanced argument supported by undeveloped evidence and asserts source support. [Answers with no source use but otherwise meet L3 requirements mark at bottom of L3]
	Level 2	4–5	Answers at L2 will typically present a one-sided argument which lacks developed support. Candidates select some events and developments from their knowledge but may not fully explain how they relate to the question of change in attitudes. Answers may only assert that some sources support a particular argument. Nutshell: One-sided argument supported by undeveloped evidence and asserts source support. [Answers with no source use but otherwise meet L2 requirements mark at bottom of L2] [Answers which use sources only, irrespective of quality, mark at Level 2, 4 marks]
	Level 1	1–3	Answers at L1 will typically outline a narrative of some events in Britain in the period without addressing the question. Nutshell: Brief narrative unrelated to question.
Level 0	0/NR	No response or no response worthy of credit.	

Spelling, punctuation and grammar (SPaG) assessment grid***High performance 3 marks***

Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Intermediate performance 2 marks

Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

Threshold performance 1 mark

Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

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