

History B (Modern World)

General Certificate of Secondary Education

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

Mark Scheme for January 2012

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Question	Answer	Marks	Guidance
1	<p>Level 0 No evidence submitted or response does not address the question</p>	0	
	<p>Level 1 Describes surface details or selects detail from source eg</p> <ul style="list-style-type: none"> • <i>We can see that women are working now and they have money in their bag.</i> 	1	
	<p>Level 2 General assertion eg</p> <ul style="list-style-type: none"> • <i>To give women more money</i> • <i>To make goods</i> <p>Alternative Level 2 Misinterpretation of poster (attributes incorrect purpose such as equal rights for women) eg</p> <ul style="list-style-type: none"> • <i>After the war women were pushed out of their jobs. This was unfair and the poster was published to get them back into the workforce to get their jobs back.</i> 	2	
	<p>Level 3 Focus on context of source with no comment on message or purpose Context might well be detailed and accurate but fails to address message or purpose eg</p> <ul style="list-style-type: none"> • <i>During the Second World War thousands of women served in the armed forces and in vital industries. At the end of the war many of them were forced out of jobs or decided that they wanted to have families.</i> • <i>The poster was published in 1954 because after the war there was a big problem – Britain was short of workers.</i> 	3	
	<p>Level 4 Explains message of source (women are needed in the workforce) eg NOTE: Award 4 marks if answer correctly identifies message but with incorrect motivation). Award 4 marks for message identified only; 5 marks for message explained.</p> <ul style="list-style-type: none"> • <i>(4marks) The source was published to get women back in the workforce because the government wanted women to be treated equally.</i> • <i>The source is encouraging women to get back into the workforce. It tries to do this by telling them that they will be with their friends and have money in</i> 	4-5	

Question	Answer	Marks	Guidance
	<p><i>their bag.</i></p> <p>Alternative Level 4 Identifies partial purpose of source (to get women into work) eg</p> <ul style="list-style-type: none"> • <i>The source was published to get women to go back to work</i> <p>NOTE: To differentiate between message and purpose – Purpose is the desired outcome (economic recovery) and message is the means by which the purpose is achieved (encouraging women to go back to work)</p>		
	<p>Level 5 Explains purpose of source (to rebuild / boost Britain's economy / to tackle the labour shortage by getting women back into work)</p> <ul style="list-style-type: none"> • <i>Source A was published to help improve Britain's economy after the war. It is trying to encourage women back into the workforce by saying they will be with their friends and have more money. This is because Britain was short of workers in the years after the war.</i> <p>a. <i>Could use references to labour shortages and immigration to explain purpose.</i></p>	6-7	

Question	Answer	Marks	Guidance
2	<p>Level 0 No evidence submitted or response does not address the question</p>	0	
	<p>Level 1 General assertion or summarises eg</p> <ul style="list-style-type: none"> • <i>We can see that a new comprehensive school is being built.</i> • <i>I am not surprised because the source shows a comprehensive school in 1958 and I know they were being built at that time.</i> 	1	
	<p>Level 2 Everyday empathy – surprised or not with no understanding of context eg</p> <ul style="list-style-type: none"> • <i>I am not surprised that new schools were being built, that happens all the time.</i> • <i>I am surprised because I did not know they did metalwork in schools.</i> 	2	
	<p>Level 3 Selects relevant extract(s) from source but issue of surprise is implicit or not explained.</p> <ul style="list-style-type: none"> • <i>I am not surprised by this source. It is talking about the new comprehensive schools. At the time they were very modern and had the latest equipment and the Labour government forced councils to draw up plans to bring in comprehensives in all areas.</i> • <i>At this time society generally expected women to be home makers and we can see that the lessons they are getting are in things like dressmaking.</i> <p>NOTE: If the candidate simply quotes from the source and then asserts surprise / not surprise, mark at L1 General Assertion.</p>	3	
	<p>Level 4 Points out internal contradictions in the source eg</p> <ul style="list-style-type: none"> • <i>Surprised because the commentary says it is a modern school for the children of tomorrow the boys and the girls are still doing traditional roles so attitudes have not changed. The boys are working in engineering and the girls are being taught typing and dressmaking and even doing the ironing.</i> 	4	
	<p>Level 5 Surprised or not surprised by content of source (checking against CK or X-ref) eg</p> <ul style="list-style-type: none"> • <i>I am surprised because it seems very early for comprehensive schools to be built. The government brought in comprehensives in the early 1960s after 1964-65 but this source shows a comprehensive in 1958.</i> 	5-6	

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • <i>Not surprised because at this time society generally expected women to be home makers and we can see that the lessons they are getting are in things like dressmaking.</i> • <i>Uses Source A and or knowledge of labour shortage, skills economy and or rising numbers of women in workforce to highlight contrast between Britain's needs and nature of schooling shown in Source B.</i> 		
	<p>Level 6 Not surprised because of purpose of source eg</p> <ul style="list-style-type: none"> • <i>I am not really surprised by this source. It is produced by the government to show what a great job they are doing in providing good, modern schools for the children of tomorrow. So it's a kind of government propaganda.</i> <p>1. <i>I am not surprised that the source is so positive about comprehensive schools. It is trying to sell the idea of comprehensives to parents and get them to send their children to these schools.</i></p>	7	

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3	<p>Level 0 No evidence submitted or response does not address the question</p>	0	
	<p>Level 1 General assertion or summarises eg</p> <ul style="list-style-type: none"> • <i>Source C proves Source D is wrong because D is biased to Labour.</i> 	1	
	<p>Level 2 Selects contrasting details but fails to address issue of proof Candidates select points which disagree but fail to argue whether C proves D is wrong or not eg</p> <ul style="list-style-type: none"> • <i>Source C says Labour has made Britain less civilised whereas Source D says Roy Jenkins made Britain a better place.</i> <p>Alternative Level 2 Argues yes or no based on undeveloped comments about provenance eg</p> <ul style="list-style-type: none"> • <i>Source C says Labour has made Britain less civilised whereas Source D says Roy Jenkins made Britain a better place. I believe Source C because it was from a Conservative newspaper</i> 	2-3	
	<p>Level 3 Evaluation of Source D with no valid reference to Source C eg</p> <ul style="list-style-type: none"> • <i>Purpose / language of D – obituaries bound to be favourable and we can see this where D talks about the many great liberal and civilising reforms. NOTE: It must be clear that the response is referring specifically to Source D, not obituaries in general.</i> • <i>Contextual knowledge in relation to D – position of women in work, education, social attitudes.</i> 	4	
	<p>Level 4 Argues yes and/or no based on contrasting content of source(s) eg</p> <ul style="list-style-type: none"> • <i>I think Source C proves Source D is wrong. Source D says Labour made Britain a better place to live and got rid out unfair laws to women. However, Source C shows that this did not work. Marriages only lasted a few minutes and women were running for abortions.</i> 	5	
	<p>Level 5 Argues yes and/or no based on relevant use of provenance or purpose or context of C or cross reference to knowledge or other sources eg</p> <ul style="list-style-type: none"> • <i>[Purpose] Source C does not prove Source D is wrong. Source C is a pro-Conservative newspaper in an election year so it is going to make Labour</i> 	6-7	

Question	Answer	Marks	Guidance
	<p><i>look as bad as possible. It says Labour made Britain a less civilised place to live and it claims people behaved badly after Labour came in.</i></p> <ul style="list-style-type: none"> • <i>C does not prove that D is wrong. Source C is obviously very hostile to measures like contraception and abortion which D says are positive. We can tell by the tone of C when it says these measures made Britain less civilised. It is not a balanced view.</i> • <i>Use of context with C – C says people behaved in the 1950s but Notting Hill, Teddy Boys etc</i> 		
	<p>Level 6 Argues yes and/or no based on relevant use of provenance or purpose or context of C AND D or cross reference to knowledge or other sources eg</p> <p>2. <i>Overall Source C does not prove Source D is wrong. Although I do not completely trust Source D I trust it more than Source C. Source D is an obituary so the writer is more likely to be positive about Roy Jenkins and he talks about Labour in an over the top way, saying it made Britain a better place and more civilised. However, I trust Source C even less. It is a Conservative newspaper so it is attacking Labour, trying to get support for the Conservatives in an election year.</i></p>	8-9	

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4	<p>Level 0 No evidence submitted or response does not address the question</p>	0	
	<p>Level 1 Describes surface detail eg</p> <ul style="list-style-type: none"> • <i>Children are smashing up the house.</i> 	1	
	<p>Level 2 Misinterprets message of cartoon</p> <ul style="list-style-type: none"> • <i>Young people are out of control and their parents cannot discipline them properly.</i> • <i>The cartoon is against the Pill as it says that they did the right thing to reject it.</i> 	2	
	<p>Level 3 Interprets parts of cartoon Candidates select elements within cartoon and explain what they represent without grasping the concept that the cartoon carries a message. May treat cartoon as though it is a real scene eg</p> <ul style="list-style-type: none"> • <i>In the cartoon we can see a young child standing on the TV with a tennis racket. He has broken the TV and is damaging other things. This represents the problems caused by having a lot of children.</i> 	3	
	<p>Level 4 Secondary message of cartoon 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 eg</p> <ul style="list-style-type: none"> • <i>The cartoonist is making the point that life is very hard if you have big families with lots of children.</i> 	4	
	<p>Level 5 Identifies main message of cartoonist eg</p> <ul style="list-style-type: none"> • <i>The cartoonist thinks the Pill is a good thing.</i> • <i>The cartoonist thinks the Pill makes life better for women.</i> 	5	
	<p>Level 6 Explains main message of cartoon (pill is a good thing) using detail OR context. Example using detail:</p> <ul style="list-style-type: none"> • <i>The cartoonist thinks the pill is a positive thing. We can see this from the cartoon because the couple have had lots of children. The wife is exhausted and the children are out of control and smashing up the house. The caption of the cartoon is being sarcastic when it says they did the right thing by not using</i> 	6	

Question	Answer	Marks	Guidance
	<p><i>the Pill. The cartoonist is saying by using the Pill you have smaller families and a better life.</i></p> <p>Context could be explained in terms of what is revealed by the source (scares about side effects) or of the wider benefits which the Pill brought to women. Focus should be on impact of Pill. Do not award context which simply describes the fact that the Pill was introduced. eg</p> <ul style="list-style-type: none"> • <i>The cartoonist thinks the Pill is a positive thing even if there are some scare stories about the danger of side effects.</i> • <i>The cartoonist thinks the Pill is a positive thing. When the Pill was made more widely available on the NHS, this gave women greater control over family planning, allowing them to have smaller families and possibly return to work.</i> 		
	<p>Level 7 Explains main message of cartoon (pill is a good thing) using detail AND context eg 1) <i>Two of L6 examples above</i></p>	7	

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5	<p>Level 0 No evidence submitted or response does not address the question</p>	0	
	<p>Level 1 General assertion or summarises / selects details with no reference to question eg</p> <ul style="list-style-type: none"> • <i>The woman went to a shoe factory and found that the manager said that women and men were doing different work even though it was the same work.</i> 	1	
	<p>Level 2 Argues useful or not useful based on undeveloped comments on provenance eg</p> <ul style="list-style-type: none"> • <i>Source F is campaigning for change so it is not useful.</i> <p>Alternative Level 2 Argues source is reliable or unreliable but fails to address utility Answers may assert that the source is useful or not useful but do so on the basis of reliability rather than addressing issue of 'reliable about what?' eg</p> <ul style="list-style-type: none"> • <i>Source F is not useful because it is unreliable. It is from the leader of a feminist group who would want to get publicity.</i> <p>Second Alternative Level 2 Makes inference(s) without addressing question of utility eg</p> <ul style="list-style-type: none"> • <i>The source shows that some people were campaigning to make equal pay a reality.</i> 	2	
	<p>Level 3 Asserts that the source contains useful information about women in the workplace eg</p> <ul style="list-style-type: none"> • <i>Source F is useful because it shows that men and women were getting paid different amounts even though they were both doing the same work.</i> • <i>Source F is useful because it says 'following the Equal Pay Act ... women didn't get the same pay' and I know this is true because it wasn't enforced properly until 1975. (4 marks)</i> <p>NOTE: Take care to distinguish between this level and a simple summary</p>	3-4	
	<p>Level 4 Argues source is useful because of what it reveals about working of Equal Pay Act Workings implies an inference, more than simply describing what the author of F saw eg</p> <ul style="list-style-type: none"> • <i>Source F is useful because it shows how employers were getting around the Equal Pay Act. It also shows how employers managed to do this. We are told</i> 	5-6	

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	<p><i>that employers put women on women's shoes and men on men's shoes and call it different work even though it is the same.</i></p> <p>Alternative Level 4 Argues not useful because of what the source doesn't tell us (checked against CK) eg</p> <ul style="list-style-type: none"> • <i>The source is not entirely useful because it doesn't tell us how the Equal Pay Act did help to improve things for women. After the act was passed in 1970 women's wages as a percentage of men's did start to improve gradually.</i> 		
	<p>Level 5 Argues source is useful or not useful in terms of what it reveals about attitudes to women in workplace. Candidates must comment on attitudes as distinct from actions eg</p> <ul style="list-style-type: none"> • <i>Source F is useful because it shows that employers do not regard women as being equal to men. It shows that they pretend to treat them equally but find ways to pay them less like saying the same work is actually different.</i> • <i>Source F is useful because it shows that feminist groups were unhappy about the Equal Pay Act. The feminist group has published the report about the visit to the factory to prove how the act is not working.</i> • <i>Source F is not useful because bias brings into question typicality – contrast with Source G.</i> 	7	
	<p>Level 6 Argues useful or not useful because of bias in source eg</p> <ol style="list-style-type: none"> 3. <i>Source F is a very biased source but this makes it useful. It makes us realise that even though the Equal Pay Act was passed, groups like the Six Points Group were unhappy and were campaigning to get the Act properly implemented. The fact that the source is angry shows how upset feminists were and this tells us about the limitations of the Act in terms of improving life for women in the workplace.</i> 	8	

Question	Answer	Marks	Guidance
6	<p>Level 0 No evidence submitted or response does not address the question</p>	0	
	<p>Level 1 General answers unsupported from the sources eg</p> <ul style="list-style-type: none"> • <i>Agree, the government passed lots of helpful laws.</i> <p>NOTE: Answers based exclusively on factual knowledge with no reference to sources to be marked at this level.</p> <p>OR Uses the sources without addressing the question eg</p> <ul style="list-style-type: none"> • <i>Source A shows the government was trying to help women get jobs.</i> 	1-4	
	<p>Level 2 One sided answer with explanation of how the sources support OR oppose the statement eg</p> <ul style="list-style-type: none"> • <i>The statement is correct – Sources A shows that the government was trying to get women into work. They say that women can get help from the Ministry of Employment. ...</i> <p>NOTE- Mark at bottom of level if only one source used.</p>	5-7	
	<p>Level 3 Balanced answer with explanation of how the sources support OR oppose the statement eg L2 example plus</p> <ul style="list-style-type: none"> • <i>Some sources disagree with the statement. Source B shows that the education system was really just getting women ready to be wives and mothers because they get taught ironing. ...</i> <p>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.</p>	8-10	
	<p>Allow up to 2 additional marks for effective evaluation of sources within the answer. This might be tackled on the basis of</p> <ul style="list-style-type: none"> • effective evaluation of the sources used which could be based on evaluation of tone/language/purpose • OR knowledge <p>If a candidate refers to a previous answer this is acceptable, but only if that answer has been credited as evaluation.</p>	+2	

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