

## **History B (Modern World)**

General Certificate of Secondary Education

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

### **Mark Scheme for January 2011**

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Question Number		Mark
1	<p><b>Study Source A.</b>  <b>How useful is this source as evidence about women in the 1950s in Britain? Use details of the source and your knowledge to explain your answer.</b></p>	
	<p><b>Level 0</b>            No evidence submitted or response does not address the question</p>	0
	<p><b>Level 1</b>            General assertion or selects relevant details without explanation eg</p> <ul style="list-style-type: none"> <li>• <i>Source A tells us about what kinds of homes people lived in.</i></li> <li>• <i>The woman is doing all the work, making tea and things.</i></li> </ul>	1
	<p><b>Level 2</b>            Stock evaluation eg</p> <ul style="list-style-type: none"> <li>• <i>Yes, it is from the 1950s.</i></li> <li>• <i>No, it is an advertisement so we cannot trust it.</i></li> </ul>	2
	<p><b>Level 3</b>            Uses content of source to comment on usefulness in relation to question</p> <ul style="list-style-type: none"> <li>• <i>Source A is very useful. It shows us that in the 1950s women made the tea and meals while the man just reads the paper (could make similar observations re the girl and the boy).</i></li> </ul>	3
	<p><b>Level 4</b>            Uses inference to comment on the usefulness of the source as evidence about lives of women eg</p> <ul style="list-style-type: none"> <li>• <i>Source A is useful as evidence about women in the 1950s because it shows that the woman's role was as a wife and mother. She is making meals and looking after the family.</i></li> <li>• <i>Source A is very useful because it shows what the role of most women was at this time. She is looking after her family. We know that after the war large numbers of women left jobs to get married and have children. Sir William Beveridge actually said that this was a woman's proper place.</i></li> </ul> <p><b>Alternative Level 4</b>            Challenges usefulness of source eg</p> <ul style="list-style-type: none"> <li>• <i>Not all women were stay at home mothers. In 1951 over 30% of the workforce were women.</i></li> <li>• <i>This source is not really useful because it is an idealised view of family life. Most homes were not really like this. It is just trying to make people think they would have a nice home if they bought Sunblest bread.</i></li> </ul>	4-6
	<p><b>Level 5</b>            Uses inference(s) as evidence about society's attitude to women eg</p> <ul style="list-style-type: none"> <li>• <i>The advertisers use this idealised image of the family to try and sell their bread. This is useful because it shows what society thought was good and proper in terms of the role of women. They would not say anything people thought would be controversial.</i></li> </ul> <p>NOTE: Mark at this level if the candidate's understanding is clear, even if support is very limited.</p>	7

Question Number		Mark
2	<b>Study Sources B and C</b> <b>How far does Source C make Source B surprising? Use details of the sources and your knowledge to explain your answer.</b>	
	<b>Level 0</b> No evidence submitted or response does not address the question	0
	<b>Level 1</b> Generalised assertion or comment on source type <ul style="list-style-type: none"> <li>• <i>Surprised because they are very different.</i></li> </ul>	1
	<b>Level 2</b> Surface description / comparison (ie no valid comment) OR Stock evaluation OR Valid comment which does not address issue of surprise eg <ul style="list-style-type: none"> <li>• <i>Source B shows a woman doing heavy work but Source C says girls are discouraged.</i></li> <li>• <i>We cannot say if it is surprising because Source B is a film and we do not know what the audience for the film was.</i></li> </ul>	2-3
	<b>Level 3</b> Explains surprise or not based on content of sources eg <ul style="list-style-type: none"> <li>• <i>Source C does make me surprised by Source B. It says that girls found it impossible to reach their full potential as they were put off by prejudice. However, Source B completely disagrees. It shows a housewife reaching her full potential, working in heavy manual work.</i></li> <li>• <i>Source C does make Source B surprising. Source C is complaining that women cannot get into heavy industrial work in 1962 but Source B shows a woman doing this kind of work four years earlier in 1958.</i></li> <li>• <i>No – C says girls face ridicule, in B men standing on bridge are looking at the girl barge smasher like she is a freak.</i></li> </ul> <b>Alternative Level 3</b> Evaluates Source B with no valid use of Source C <ul style="list-style-type: none"> <li>• <i>I am surprised by Source B. It shows a woman doing heavy work and in 1958 that was very unusual. Women were expected to be wives and mothers, just like it shows in Source A.</i></li> </ul>	4-5
	<b>Level 4</b> Argues surprised or not based on evaluation of one source. Evaluation based on tone/ language/ purpose/ provenance of source OR knowledge OR cross reference eg <ul style="list-style-type: none"> <li>• <i>Source C does not make Source B surprising because Source B is just a one off. Very few women worked in this type of work so the film looks at her because she is unusual. Women were expected to be wives and mothers, just like it shows in Source A.</i></li> <li>• <i>Source C does not make Source B surprising because Source B is just a one off. Source C is supported by Sources E and F which both talk about how women faced discrimination and prejudice in all levels of industry.</i></li> <li>• <i>Could also use CK (eg unequal pay, 80% of women worked in shops, as secretaries or on factory floor) to support Source C and or show untypical nature of B.</i></li> </ul> NOTE Do not award top mark if only one source considered	6-7
	<b>Level 5</b> Argues not surprised based on evaluation of <b>both</b> sources	8

Question Number		Mark
	<p><b>Level 6</b> Compares attitudes of each source to explain surprise or not surprised eg</p> <ul style="list-style-type: none"><li data-bbox="331 365 1257 526">• <i>I am surprised by Source B because the author of C is calling for people to change their attitudes towards women and take them seriously if they want to do things like heavy work in industry. But B shows that even when a woman overcomes barriers and does this kind of work she is not taken seriously.</i></li></ul>	<b>9</b>

Question Number		Mark
3	<b>Study Source D.</b> <b>Why was this leaflet produced in 1969? Use details of the source and your knowledge to explain your answer.</b>	
	<b>Level 0</b> No evidence submitted or response does not address the question	0
	<b>Level 1</b> Surface detail / general assertion eg <ul style="list-style-type: none"> <li>• <i>To get better jobs</i></li> </ul>	1
	<b>Level 2</b> Focus on context of source with no comment on message or purpose eg <ul style="list-style-type: none"> <li>• <i>During the 1960s women generally did not get equal treatment to men. They were usually paid less and they could not get promotion or good jobs in the first place.</i></li> </ul>	2
	<b>Level 3</b> Understands message of source eg <ul style="list-style-type: none"> <li>• <i>It was published to tell parents that their daughter should not just go into any old job and should consider staying on in school or college.</i></li> </ul> <b>Alternative Level 3</b> Asserts purpose with no development (3 marks) eg <ul style="list-style-type: none"> <li>• <i>The poster was published to encourage young women to stay on at school and get qualifications and a better job.</i></li> </ul>	2-3
	<b>Level 4</b> Explains main purpose of the source eg <ul style="list-style-type: none"> <li>• <i>The poster was published to encourage young women to get extra qualifications and get a good job. It warns her that it might be exciting to work when she is young but she will be unhappy with unskilled work if she has a family and then returns to work. She should get qualified and then her career will take off.</i></li> </ul>	4-5
	<b>Level 5</b> As L4 but put into context eg L4 example plus eg ... <ul style="list-style-type: none"> <li>• <i>During the 1960s there were big changes in the education system so it was easier for more young people to get a better education. Comprehensive schools gave all pupils the chance to take O Levels and A Levels and polytechnics opened up new opportunities for courses which led to good jobs.</i></li> <li>• <i>Context of rise of feminist movements and or trade unions arguing for equal treatment</i></li> <li>• <i>Context of social change – contraception, abortion etc giving women more choice</i></li> <li>• <i>Relevant cross reference to other sources</i></li> </ul>	6-7

Question Number		Mark
4	<b>Study Sources E and F.</b> <b>Which source gives a more accurate view of the position of women in Britain in the late 1960s and early 1970s? Use details of the sources and your knowledge to explain your answer.</b>	
	<b>Level 0</b> No evidence submitted or response does not address the question	0
	<b>Level 1</b> General assertion OR summary of source(s) eg <ul style="list-style-type: none"> <li>• <i>Source F because it is more realistic than Source E.</i></li> </ul>	1
	<b>Level 2</b> Selects relevant points and asserts reliability / unreliability of sources but lacks development or explanation eg <ul style="list-style-type: none"> <li>• <i>Feminists did change people's attitudes.</i></li> <li>• <i>There was discrimination against women in industry.</i></li> </ul>	2
	<b>Level 3</b> Stock evaluation OR general CK about women in the 1960s and 1970s eg <ul style="list-style-type: none"> <li>• <i>Source E because it has hindsight.</i></li> <li>• <i>Source F because the MP actually campaigned so she would know about the issue.</i></li> <li>• <i>In the 1960s and 1970s women faced discrimination in jobs and did not get equal pay. They were also expected to stay at home and be wives and mothers.</i></li> </ul>	2-3
	<b>Level 4</b> Answers based on misunderstanding of Source E eg <ul style="list-style-type: none"> <li>• <i>Challenges language / tone of E (eg use of word slaves) but fails to realise this is referring to the 1950s or earlier.</i></li> </ul>	3
	<b>Level 5</b> Relevant evaluation of one source This could be checking accuracy of source(s) content against CK OR arguing that tone / purpose source(s) make(s) them inaccurate eg <ul style="list-style-type: none"> <li>• <i>Source E is accurate because women did not have control over their own bodies but that changed when the Pill became available in the 1960s and the Abortion Act was passed in 1967. This did have a big impact on women's health and it gave them opportunities because they could have fewer children and go back to work once the children went to school.</i></li> <li>• <i>Source F is accurate. Women did face discrimination, and we can see this in Source C where girls are put off from doing jobs in industry and building work. We also know they got paid less than men which is why the Equal Pay Act had to be passed in 1970 and even that did not really work so they had to pass another Act in 1975.</i></li> <li>• <i>The author of Source E uses extreme language like 'slaves' and 'women did not even have control of their bodies'. She also makes a big deal of how bad life was for women in order to build up the achievements of the radical feminists. She is really proud of the work of feminists like her mother which is why her tone is so positive, how they 'blew apart' the 'repressive' world, and how 'millions' of women had their lives changed.</i></li> <li>• <i>Source F is by a woman who campaigned against discrimination towards women. She is emphasising the problems in 1970 because she wants more action. She uses really strong and</i></li> </ul>	4-6

Question Number		Mark
	<i>emotive language, like the number of MPs being a disgrace and women being told to go back home.</i>	
	<b>Level 6</b> Evaluation of both sources	7-8

Question Number		Mark
5	<b>Study Source G</b> <b>What is the message of the cartoon?</b> <b>Use details of the source and your own knowledge to explain your answer.</b>	
	<b>Level 0</b> No evidence submitted or response does not address the question	0
	<b>Level 1</b> Description of surface detail / general assertion eg <ul style="list-style-type: none"> <li>• <i>A couple is splitting up.</i></li> </ul>	1
	<b>Level 2</b> Secondary message of cartoon eg <ul style="list-style-type: none"> <li>• <i>There are lots of divorces</i></li> <li>• <i>Women now get half of the property when people divorce</i></li> <li>• <i>The cartoon is saying that married women are now standing up for themselves. In the cartoon the woman is driving off with half of the house, which represents the property of the couple. She is also saying that she is taking what is legally hers.</i></li> </ul> Award 3-4 for developed / supported answer	2-3
	<b>Level 3</b> Recognises main message(s) of cartoon eg <ul style="list-style-type: none"> <li>• <i>Cartoonist is critical of the laws which have created this situation.</i></li> <li>• <i>The cartoonist thinks the new law is unfair to men.</i></li> </ul>	4
	<b>Level 4</b> Recognises main message(s) of cartoon and develops answer using details of source OR knowledge eg <ul style="list-style-type: none"> <li>• <i>Cartoonist is critical of the laws which have created this situation and thinks the new law is unfair to men. The cartoon is criticising the new divorce law ruling which the man has in his hand. He is saying it is giving women too much (what is legally mine).</i></li> <li>• <i>Cartoonist is critical of the laws which have created this situation and thinks the new law is unfair to men. In 1969 the government passed the Divorce Reform Act meant that a couple could get divorced without anyone being to blame. In 1970 the Matrimonial Property Act ruled that women should get half of everything when a couple divorced. Before these laws men usually ended up with most of the property and women were often left with nothing.</i></li> </ul> Top mark for detail <b>AND</b> CK used <b>relevantly</b> .	5-7

Question Number		Mark
6	<p><b>6 Study all the sources.</b>  <b>'In the period 1945-75 there was little change in attitudes towards women.'</b>  <b>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.</b></p>	
	<p><b>Level 0</b>            No evidence submitted or response does not address the question</p>	<b>0</b>
	<p><b>Level 1</b>            General answers unsupported from the sources eg</p> <ul style="list-style-type: none"> <li>• <i>Disagree, there were lots of changes</i></li> <li>• <i>Agree, women did not get equal pay and stayed at home.</i></li> </ul> <p>NOTE: Answers based exclusively on factual knowledge with no reference to sources to be marked at this level.</p> <p><b>OR</b>            Uses the sources without addressing the question eg</p> <ul style="list-style-type: none"> <li>• <i>Source A shows traditional values, woman as wife.</i></li> </ul>	<b>1-4</b>
	<p><b>Level 2</b>            One sided answer with explanation of how the sources support OR oppose the statement eg</p> <ul style="list-style-type: none"> <li>• <i>The statement is correct – Source A shows a woman as a wife and mother in 1945 so there had been no change there. In 1962 Source B says there were still ...</i></li> </ul> <p>NOTE- Mark at bottom of level if only one source used.</p>	<b>5-7</b>
	<p><b>Level 3</b>            Balanced answer with explanation of how the sources support OR oppose the statement eg            eg L2 example plus</p> <ul style="list-style-type: none"> <li>• <i>Some sources say the statement is wrong. Source B shows a woman working in heavy work and the commentary says women are not weak. Source D shows ...</i></li> </ul> <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>	<b>8-10</b>
	<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"> <li>• effective evaluation of the sources used which could be based on evaluation of tone/language/purpose</li> <li>• OR cross reference</li> <li>• OR knowledge</li> </ul>	<b>+2</b>
	<p><b>Level 4</b>            High Level 3 (9-10) plus some consideration of how far. This might be tackled on the basis of</p> <ul style="list-style-type: none"> <li>• <i>evaluation of the sources used eg 'Yes' side more believable overall</i></li> <li>• <i>eg the No sources are a stronger collection when taken together.</i></li> </ul>	<b>11-12</b>

Source A	Yes (traditional values)	Source E	Yes (in the 1950s) No (blew apart ...)
Source B	No (manual work) / Yes (patronising attitude)	Source F	Yes (women still unequal) No (made advances AND author campaigning for change)
Source C	Yes (obstruction) No (author wants change)	Source G	No (divorce laws) Yes (attitude)
Source D	No (opportunities) Yes (need to produce leaflet)	Source H	No (opportunities)

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