

History B (Modern World)

General Certificate of Secondary Education

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

Mark Scheme for June 2011

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| Question Number | | Mark |
|-----------------|---|------|
| 1 | Study Source A What is the message of this cartoon? Use details of the source and your own knowledge to explain your answer. | |
| | Level 0 No evidence submitted or response does not address the question | 0 |
| | Level 1 Description of surface detail / general assertion eg <ul style="list-style-type: none"> • <i>A girl is saying prayers</i> | 1-2 |
| | Level 2 Secondary message of cartoon (teenagers obsessed with Beatles / pop stars) eg <ul style="list-style-type: none"> • <i>The Beatles were so popular teenagers were praying to them</i> • <i>Beatles were more popular than God</i> • <i>A new teenage culture is developing</i> NOTE: Top mark for developed / supported answer | 3-4 |
| | Level 3 Main message of cartoon (making fun of or concerned about obsessions of young people) without development eg <ul style="list-style-type: none"> • <i>The cartoon is making fun of young people.</i> • <i>The cartoonist is concerned about the attitudes of young people.</i> • <i>The cartoonist is concerned that youth culture is attacking religious beliefs.</i> | 5 |
| | Level 4 Main message of cartoon (making fun of or concerned about obsessions of young people) with support from source or relevant knowledge eg <ul style="list-style-type: none"> • <i>The cartoon is making fun of young people saying that teenagers are so obsessed with music that it is like a religion, especially the Beatles. The girl is saying prayers to bless the Beatles. We can also see a radio and a record player.</i> • <i>The cartoonist is criticising teenagers because they are rebelling against traditional authority like their parents or the church. During the 1960s a teenage culture developed in which teenagers began to reject the ideas, music, clothes and values of their parents. The cartoonist is criticising this.</i> | 6 |
| | Level 5 Main message of cartoon with support from source and relevant knowledge eg <ul style="list-style-type: none"> • <i>The cartoonist is concerned about young people, that they are so obsessed with The Beatles that they are saying prayers for them instead of important people like their parents. It is part of the teenage rebellion of the 1960s. Teenagers bought large numbers of records during the 1960s, from bands like The Beatles but also The Rolling Stones, The Kinks and others.</i> | 7 |

| Question Number | | Mark |
|-----------------|---|------|
| 2 | Study Sources B and C. How similar are these two sources? Use details of the source and your knowledge to explain your answer. | |
| | Level 0 No evidence submitted or response does not address the question | 0 |
| | Level 1 Summarises / selects details but no valid comparison made eg <ul style="list-style-type: none"> • <i>Source B said it was a revolution but Source C says teenagers most admired their mum.</i> | 1-2 |
| | Level 2 General assertion or simplistic comparison of provenance eg <ul style="list-style-type: none"> • <i>They are different because one is a newsreel and the other was a web site.</i> • <i>One is from 2006 and the other is from 1967.</i> | 3 |
| | Level 3 Identifies similar or different extracts from sources eg <ul style="list-style-type: none"> • <i>They are similar. In Source B the man talks about The Beatles and he says teenagers had money for records. In Source C it says they idolise pop stars.</i> | 4 |
| | Level 4 Compares overall impression from each source about the 1960s as a whole <ul style="list-style-type: none"> • <i>Sources B and C are not similar at all. Source B gives the impression that there was a youth revolution in the 1960s. Source C gives the impression that young people were not really radical at all.</i> | 5 |
| | Level 5 Develops L4 with detail from source and / or contextual knowledge eg <ul style="list-style-type: none"> • <i>Sources B and C are not similar at all. Source B gives the impression that there was a youth revolution in the 1960s. He says things were very different and it was a decade of revolution. Source C gives the impression that young people were not really radical at all. In Source C the teenagers actually admire people like their mum and the Queen which is not really rebellion.</i> • <i>Sources B and C are not similar at all. Source B gives the impression that there was a youth revolution in the 1960s, and with teenage fashions and student protests against the Vietnam war there was. In contrast Source C gives the impression that young people were not really radical at all. This is true for many people. In remote areas outside the cities young people did not really experience this revolution.</i> <p>NOTE: Top marks for detail and context</p> | 6-7 |
| | Level 6 Compares perspectives of authors eg <ul style="list-style-type: none"> • <i>Sources B gives us the classic view of the 1960s teenage revolution which is not surprising as it comes from someone who was the fashionable city of Liverpool and it shows how young people were excited about sex, drugs, protest and music. Source C gives a very different perspective. It is an adult's view of youth culture and it is more concerned to reassure worried adults that teenagers do still respect their elder: good old mum and the Queen.</i> | 8 |

| Question Number | | Mark |
|-----------------|--|------|
| 3 | Study Sources D and E. How far does Source D prove that Source E is wrong? Use details of the sources and your knowledge to explain your answer. | |
| | Level 0 No evidence submitted or response does not address the question | 0 |
| | Level 1 General assertion or summaries eg <ul style="list-style-type: none"> • <i>Source E does not prove D is wrong because teenagers did that sort of thing.</i> | 1 |
| | Level 2 Selects contrasting details but does not address issue of proof eg <ul style="list-style-type: none"> • <i>Source D says teenagers had sex at the slightest excuse whereas Source E says only one in three boys and one in six girls had sex.</i> Alternative Level 2 Undeveloped comments based on provenance or nature of source (opinions vs fact) eg <ul style="list-style-type: none"> • <i>Source D is wrong because it was written in 1985, long after the 1960s.</i> | 2-3 |
| | Level 3 Evaluation of Source E with no valid reference to Source D Evaluation could be based on purpose, tone, cross reference or contextual knowledge eg <ul style="list-style-type: none"> • <i>It is obvious that Source E is not wrong, it is right. It was based on a survey of 2000 young people. It is also supported by Source C which suggests that teenagers were not all out of control.</i> | 4 |
| | Level 4 Argues yes or no based on content of source(s) eg <ul style="list-style-type: none"> • <i>I think Source D proves Source E is wrong. Source E says hardly any teenagers were having sex but Source D shows that this is not right. Source D says sexual partners were picked up and put away without ceremony because the teenagers had the pill.</i> | 5 |
| | Level 5 Evaluation of Source D to comment on E eg <ul style="list-style-type: none"> • <i>It does not prove it because Source D is obviously trying to get people to buy the book. The tone of Source D is completely over the top. He says sexual partners were snapped up and thrown away to get people interested.</i> • <i>Source D does prove Source E is wrong because we know that many teenagers did have a wild time in the 1960s. Pop stars like the Rolling Stones were always getting into trouble. Films like Alfie showed young people having sex all the time.</i> Reward within level for support and development of answer. | 6-7 |
| | Level 6 Relevant evaluation of Sources D and E eg <ul style="list-style-type: none"> • <i>It does not prove it because Source D is obviously trying to get people to buy the book. The tone of Source D is completely over the top. He says sexual partners were snapped up and thrown away to get people interested. Also Source E was based on a survey of 2000 young people. It is also supported by Source C which suggests that teenagers were not all out of control.</i> | 8 |

| Question Number | | Mark |
|-----------------|---|------|
| 4 | Study Source F Are you surprised by this source? Use details of the sources and your knowledge to explain your answer. | |
| | Level 0 No evidence submitted or response does not address the question | 0 |
| | Level 1 General assertion or summarises eg <ul style="list-style-type: none"> • <i>Yes there are brass bands</i> | 1 |
| | Level 2 Everyday empathy – comments which treat source content as though it could be any period, including present eg <ul style="list-style-type: none"> • <i>I am surprised young people are in brass bands they don't normally do that.</i> • <i>I am not surprised they like Liverpool. It's a great team.</i> | 2 |
| | Level 3 Selects relevant extract(s) from source but issue of surprise is implicit or not explained eg <ul style="list-style-type: none"> • <i>The source says that young people are suspicious of anything new and they are still playing in brass bands rather than being interested in rock and roll.</i> | 3-4 |
| | Level 4 Surprised or not surprised by content of source (checking against context, knowledge or using cross-reference) eg <ul style="list-style-type: none"> • <i>I am surprised because I did not expect teenagers to like brass bands or look down on pop music. In the 1960s pop music was really popular.</i> • <i>I am surprised because during the 1960s most teenagers spent a lot of money on clothes and especially on pop records. They spent about £800 million on themselves. This does not really fit with Source F.</i> • <i>Cross reference to A, B, D to be surprised</i> • <i>Cross reference to H to not be surprised</i> | 5-7 |
| | Level 5 Surprised and not surprised eg <ul style="list-style-type: none"> • <i>Source F does surprise me because the teenagers are not trying to keep up with the fashions of the time and did not like pop music. On the other hand the community described in source F is a traditional working class community in Yorkshire. It is far from the big cities like Liverpool and London where the 1960s revolution was really taking place.</i> | 8 |

| Question Number | | Mark |
|-----------------|---|------|
| 5 | Study Source G. Why do you think the Conduit Motors Company published this photograph and caption in 1967? Use details of the source and your knowledge to explain your answer. | |
| | Level 0 No evidence submitted or response does not address the question | 0 |
| | Level 1 General assertion eg <ul style="list-style-type: none"> • <i>This was the kind of thing they did in the sixties.</i> | 1 |
| | Level 2 Focus on context of source with no comment on purpose eg <ul style="list-style-type: none"> • <i>They published this picture in 1967 because during the 1960s the lives of teenagers were transformed. They had more money and they developed their own youth culture. Cars like the mini were a symbol of the swinging sixties.</i> | 2-3 |
| | Level 3 Identifies secondary purpose of source eg <ul style="list-style-type: none"> • <i>To see how many people they could get in the car</i> • <i>To break the world record</i> • <i>The company published this source to introduce their new car, the mini cooper.</i> • <i>It was a publicity stunt to advertise the new mini.</i> NOTE: Answers at this level could be drawn from source OR be inferences. | 4 |
| | Level 4 Identifies purpose of source eg <ul style="list-style-type: none"> • <i>The Company published this source to sell the new mini cooper. It was a publicity stunt.</i> | 5 |
| | Level 5 Explains purpose of source using source detail or context or cross reference eg <ul style="list-style-type: none"> • <i>They organised the event to publicise the arrival of the Mini Cooper so that they could sell this new car. The car was aimed at young people so getting lots of young women to crush into it would have been a good publicity stunt and would show the car was surprisingly big.</i> • <i>They published this picture in 1967 because during the 1960s teenagers became more affluent. Some could afford motor bikes and even cars. This car was aimed at young people so that is why the company staged the event.</i> | 6 |
| | Level 6 As Level 5 with more than one of detail, context or cross reference eg <ul style="list-style-type: none"> • <i>They organised the event to publicise the arrival of the Mini Cooper so that they could sell this new car. The car was aimed at young people so getting lots of young women to crush into it would have been a good publicity stunt and would show the car was surprisingly big. During the 1960s teenagers became more and some could afford cars like this.</i> | 7 |

| Question Number | | Mark |
|-----------------|---|--------------|
| 6 | <p>6 Study all the sources. 'In the 1960s life changed very little for teenagers.' 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.</p> | |
| | <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 <ul style="list-style-type: none"> • <i>Disagree, there were lots of changes</i> 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 <ul style="list-style-type: none"> • <i>Source A shows that teenagers were praying for the Beatles, Source B shows ...</i> </p> | 1-4 |
| | <p>Level 2 One sided answer with explanation of how the sources support OR oppose the statement eg <ul style="list-style-type: none"> • <i>The statement is wrong – Source A shows how teenagers started listening to music which only they liked and became obsessed with it. Source B shows that teenagers developed their own fashions so that is a change.</i> 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 AND oppose the statement eg L2 example plus <ul style="list-style-type: none"> • <i>Some sources say the statement is right. Source C says that new fashions did not really get to people in small villages for a long time so this disagrees with the statement. Source ...</i> 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 <ul style="list-style-type: none"> • effective evaluation of the sources used which could be based on evaluation of tone/language/purpose • OR cross reference • OR knowledge </p> | +2 |
| | <p>Level 4 High Level 3 (9-10) plus some consideration of how far. This might be tackled on the basis of <ul style="list-style-type: none"> • <i>evaluation of the sources used eg 'Yes' side more believable overall</i> • <i>eg the con sources are a stronger collection when taken together.</i> </p> | 11-12 |

| | | | |
|----------|---|----------|--|
| Source A | No (Beatles, posters, radio in bedroom) Yes (childlike) | Source E | Yes (few teens having sex) |
| Source B | No (youth revolution, Beatles, sex etc) | Source F | Yes (brass bands, bowling etc) No (changes everywhere else) |
| Source C | Yes (teenagers admire mum, queen) Could argue no on purpose of C | Source G | No (cars, miniskirts) |
| Source D | No (teenagers having sex everywhere) | Source H | Yes (Not in her village) No (London, Newcastle) |

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