

GCSE

History B (Modern World)

General Certificate of Secondary Education **J417**

OCR Report to Centres June 2014

Please note that this is the last series of the J417 specification.
This specification has been revised as J418 for first assessment in 2015.
The revised specification and specimen assessment materials can be found
on our website:
<http://ocr.org.uk/qualifications/gcse-history-b-modern-world-j418-from-2013/>

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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OCR REPORT TO CENTRES

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A971/11-17 Aspects of International Relations, 1919-2005 with the Study in Depth

General notes for some key questions:

What is the cartoonist's message?

Candidates are required to identify the viewpoint of the cartoonist to reach the top levels for this question, and then support this with contextual knowledge. This is a slight change from the question, 'what is the message of the cartoon?' In previous examinations, direct reference to details of the cartoon was required for top marks. By starting responses with description of the cartoon, candidates did not always get to what the cartoonist thinks about the events they are portraying. There is a slight change of focus in this examination session to ask candidates to recognise whether the cartoonist is critical, or supportive, or mocking in tone.

Why was the source published?

Candidates are required to think about what intended impact the person who produced the source was anticipating to be able to identify the purpose of the source. This is going further than recognising what the source shows or represents (the message of the source), and needs to reflect the change in behaviour, whether mental or physical that was intended to result from seeing or reading the source when it was produced.

Part 1: INTERNATIONAL RELATIONS, 1919-2005

Section A: The Interwar Years, 1919-1939

Question 1

- (a) Most candidates were able to recognise the references to Hitler's foreign policy from this cartoon. The best answers recognised the critical nature of the cartoonist's viewpoint, and recognised that Low is suggesting that Chamberlain's appeasement policy is flawed. The month of the cartoon is given in the attribution, but some candidates made reference to Anschluss with Austria, or even the invasion of Czechoslovakia which had not happened in February, 1938. Answers which only focused on Germany's foreign policy aims rather than on Chamberlain who is speaking, could not progress past the secondary message.
- (b) Most answers showed an understanding of Hitler's intentions to create a Greater Germany and targeted the Sudetenland area of Czechoslovakia because of the population of German speakers who lived there. Better answers included multi-causal explanations, often demonstrating an understanding how the Sudetenland would give Hitler important military advantages. Some candidates suggested that the Sudetenland was taken from Germany as a result of the Treaty of Versailles, or that Hitler wanted it for 'lebensraum' which is not entirely accurate, but was given some credit.

Question 2

- (a) The majority of candidates who attempted this question received high marks and were able to identify several terms of the Treaty of Versailles that increased French security.

- (b) Most answers showed an understanding of why Wilson was not satisfied with the Treaty, and could pick out terms that contrasted with his aims at the Paris Peace Conference. There were candidates who made general comments about him not being satisfied with the 'harsh' nature of the terms, but stronger responses identified specific terms of the Treaty and could then explain what it was about Wilson's attitude and aims that caused dissatisfaction.
- (c) This was generally well answered. Candidates showed a clear understanding of the impact of reparations and the territorial losses. There was good knowledge about the details of these terms, and most candidates could pick out reasons for German upset. Stronger answers showed why different areas of land were valuable to the Germans for specific reasons, eg the coalfields in the Saar, or Alsace-Lorraine being lost to France despite it being given to Germany after the Franco-Prussian War. The best answers showed an ability to compare and evaluate the extent of the impact of these terms.

Question 3

- (a) Most candidates who answered this question were able to recognise the powers available to the League. Additional marks were awarded for relevant detail about how the available powers were intended to work. Some candidates could not properly explain how the members' armed forces could have been used.
- (b) This was well answered. Most candidates were confident about Mussolini's increasing militarism in the 1930s, and many were familiar with his desire for revenge following the Battle of Adowa and of the available resources in Abyssinia. Some candidates went on to discuss the League's actions in response to Mussolini's invasion which did not afford them extra credit.
- (c) Many candidates did not approach this question in a comparative way; instead explaining why the League failed in Manchuria and then explaining why it failed in Abyssinia. To reach the top levels it was necessary to show why the League failed in similar and in different ways. By explaining the actions of the League in these two instances discretely, many candidates were unable to produce comparative responses.

Section B: The Cold War, 1945-1975

Question 1

- (a) Most answers showed that Johnson was facing a dilemma over the Vietnam War, and felt unable to 'tame it' or get out. Most candidates were able to understand the message that the situation in Vietnam was difficult and that Johnson was under pressure. Stronger responses were able to identify the cartoonist's criticism of Johnson, ridiculing the America and their Vietnam policy. Weaker answers described the cartoon, or just described the war in Vietnam.
- (b) This was well answered with candidates able to offer several reasons for America's withdrawal. Weaker answers were very descriptive about American or VietCong tactics without showing why the failings of the American tactics or the successes of guerrilla warfare resulted in America pulling out of the war. Better responses focused on how American public opinion changed.

Question 2

- (a) Most answers showed an understanding of what the term 'Cold War' meant. They knew who the key protagonists were and were able to identify some of the key features of the Cold War.

- (b) Some responses became rather descriptive about why Stalin blockaded Berlin rather than explaining why the Allies decided upon the Airlift. Other weaker responses gave detail about what the Airlift was – how many planes landed each minute etc – rather than approaching this as a causation question.
- (c) Candidates could identify actions taken by the USA and others that happened in the 1940s that could be said to have started the Cold War. Some candidates went on to include events such as Cuba and Vietnam, which cannot be linked to the start of the Cold War. Better responses were able to show judgements about who acted and who reacted. They were able to show underlying motives behind actions such as the Marshall Plan, and could explain how East and West provoked one another. Most answers showed that candidates are well prepared to produce balanced arguments to these ‘how far..?’ questions.

Question 3

- (a) This question required candidates to think about American involvement. Many candidates described the Bay of Pigs invasion and its aftermath, while the stronger answers showed a clear focus on what the Americans did, rather than Castro or the Cuban exiles.
- (b) Most candidates explained why the threat of missiles on Cuba meant Kennedy took action as it was so close to the American mainland. Stronger responses reflected concerns about Kennedy’s global reputation in light of the arms race, the humiliation of the Bay of Pigs. Less successful answers gave general comments about American fear of communism.
- (c) There was a good understanding of the consequences of the Cuban Missile Crisis, and candidates seemed well prepared for this question. There was some difference in the approach taken. Some answers just looked at successes and failures in relation to the USSR and to Khrushchev personally. Others argued that any success for the USA could be seen as a failure for the Soviet Union. Less successful answers focused on general prevention of nuclear war, or described the events of the crisis.

Section C: A New World? 1948-2005

Question 1

- (a) Many answers recognised that the words on the sign did not reflect the scene presented in this cartoon. The better answers went on to recognise that the cartoonist was criticising the American presence in Iraq. As the cartoon was published soon after the first phase of the invasion, contextual knowledge needed to relate to events, such as the killing of Iraqi civilians at US checkpoints, rather than the discovery of atrocities at Abu Ghraib, or other later actions of the American forces. This question was requiring candidates to determine what the cartoonist’s views were rather than thinking only about what the cartoon shows.
- (b) There were many good answers to this question with candidates able to explain why the American and UK governments faced opposition within their own countries or globally as a response to the invasion. Some looked at concerns over UN resolutions or WMDs in thinking that invasion was illegal. Other candidates looked at increasing support for militant Islamism, linking the invasion to other terrorist acts. Less successful answers focused on the domestic consequences in Iraq, rather than international ones.

Question 2

- (a) Most candidates gained full marks with details of glasnost and perestroika, but others were able to show an understanding of the ‘Sinatra Doctrine’ and the gradual lessening of control over Warsaw Pact countries.

- (b) This was generally well answered, and candidates prepared answers that showed Solidarity's strength of membership in terms of size and participants. They supported their answers with understanding of the methods and demands made by Solidarity. Others recognised Lech Walesa's global standing and support.
- (c) Many candidates produced very good comparative responses to this question. Most could explain the threat to the Soviet Union of each of these events, but the better candidates could recognise short and long term consequences of these events in terms of demands being made and the extent of the Soviet response. Less successful answers described the two events.

Question 3

- (a) Most candidates who attempted this question were able to describe the aims of the PLO in relation to the Palestinian people and the state of Israel, but not all could include 4 relevant points and therefore were unable to achieve full marks.
- (b) There were good answers to this question. Some approached it by explaining about how the actions and organisation of the PIRA caused difficulties to the British government. Others focused on the global climate and the support garnered by the PIRA. Less successful responses described the methods, without showing why these methods made them difficult to defeat.
- (c) Again, candidates demonstrated that they were able to approach these comparative questions well. Most looked at the impact of each man separately and then came to a conclusion. There was a widespread understanding of each of their aims and candidates were able to check these aims against their achievements. Perhaps further work could be done with candidates to help them recognise what a decisive conclusion should include, as many merely summarise their earlier points without further judgement, analysis or evaluation.

Part 2: DEPTH STUDY

GERMANY, 1918-1945

Question 4

- (a) There was some misinterpretation of this cartoon, with some candidates focusing on the ridiculous representation of Hitler and Ludendorff, rather than assessing the portrayal of the judges. Some credit was awarded for secondary interpretations mocking the Nazi leader and his failed attempt in the Munich Putsch. To show an understanding of the cartoonist's viewpoint, candidates needed to recognise the criticism shown towards the judges in their only punishing treason as the breaking of entertainment laws. Contextual knowledge relating to the Putsch, trial or attitudes in Germany in the early 1920s was credited when supporting the viewpoint of the cartoonist.
- (b) The clear visual representation of the worker in this cartoon and the fact it was published by the Social Democrats in 1932 enabled most candidates to understand the purpose of this cartoon in detaching Germans from voting for the Nazi Party. This question needed candidates to consider purpose rather than message as explained in the general notes at the beginning of this report.
- (c) These 'surprise' questions were well answered across the depth studies. Candidates were well prepared to assess what in the source fits with their understanding of the time, and what does not ring true, or is surprising. Some less successful answers focused on the provenance of the source rather than its content. Stronger responses recognised the dip in election success for the Nazis between the July and November elections to show why they were not surprised by the author's seeming disappointment. They could then recognise the

wider context with the Nazis still being the largest Party in the Reichstag, or referred to the discussions behind the scenes with Von Papen etc leading to eventual success of Hitler and the Nazi Party.

Question 5

- (a) This question caused few problems for candidates who were able to describe many problems facing Germany in this time gap. Some did include events of issues outside the time frame, which could not receive credit and should be encouraged to look carefully at dates before planning their answers.
- (b) Some answers to this question were descriptive about what happened in the Ruhr, but most were able to explain economic and political consequences of the French invasion for Germany. There was occasional confusion about the precise causes of hyperinflation.
- (c) There were many ways to approach this question in terms of economic or political factors, the international acceptance of Germany, or even in terms of how culture reflected stability. Some candidates tended to describe what happened in Germany between 1924 and 1930 without making judgements about stability, or listed events if they were running out of time. Time could be spent with candidates in helping them reach evaluative conclusions.

Question 6

- (a) There were candidates who listed policies relating to men or women or children, rather than describing policies towards the family, but those who looked at methods of increasing the birth rate were able to produce strong responses.
- (b) Credit was given to candidates who took supporting examples from schooling and from youth movements, such as the Hitler Youth. Some candidates tended to describe how children were educated, or what was included and excluded in their education rather than going on to explain why the education of young people was important to the Nazis.
- (c) Candidates who focused on the new employment schemes, or the removal of trade unions and deterioration of freedoms in the work place were able to achieve well. Weaker candidates made more general comments about women or the Jewish population without a clear focus on the working class. The best answers made judgements across the whole time range of the course, including examples after war had broken out.

RUSSIA, 1905-1941

Question 4

- (a) The majority of candidates were able to explain the cartoonist's view, that the Tsar's forces were brutal in their dealings with the revolutionaries in 1905. Contextual knowledge should have focused on the Moscow uprising, since this source was published in December 1905, yet it was acceptable to relate to the events of Bloody Sunday, since these events continued throughout the year – most candidates related to this. There were misinterpretations that thought that the Tsar was 'dead' or 'running away', but these were few.
- (b) The vast majority of candidates understood that the purpose of the source was to raise support for the Tsar, or to boost morale of the Russian people. Context did need to be focused on the fact that the war was going badly, which was why the Tsar went to the front lines, with excellent answers explaining this in relation to the Russian losses at the Masurian Lakes and Tannenberg. There was some confusion concerning the flags in the picture, with some candidates considering these to be French or Scottish, though this rarely distracted candidates away from achieving the purpose.

- (c) This caused some difficulties amongst weaker candidates, but the majority were able to explain through context why they were 'surprised' or 'not surprised', even if this was in a rather convoluted way. The better responses showed that candidates understood the period, and were able to explain the relevance of the Tsarina's lack of empathy for the people as due to her 'out of touch' sensibility. Alternatively, some gained top marks by explaining the lack of food as being due to the blocking of the railway lines to transport goods to the front line. Less successful answers did not always relate their contextual knowledge to the source detail to explain the significance of their points.

Question 5

- (a) Most candidates struggled to achieve full marks on this question, with a number confused as to what exactly the Soviets were. The most noticeable issue concerned candidates confusing the Soviets with the Bolshevik party. Good responses were able to refer to the Petrograd Soviet, Order Number 1, Dual Power and control of the armed forces to achieve high marks.
- (b) There were a number of good answers to this question, with candidates clearly understanding the period to explain the impact of the April Thesis, the desire of the Bolsheviks to end the war, and the Kornilov revolt. Less successful answers confused the timescale and wrote about the downfall of the Tsar, or the Bolshevik take over in November, which were outside the time limitations of the question.
- (c) Candidates were able to produce a two-sided argument for this question, with solid understanding of the impact of White disunity and other factors. However, many struggled to reach the top marks. This was because, though candidates could expand on a number of different other factors (impact of Trotsky, War Communism, Control of industrial production), many could not expand on the impact of White disunity. Here the candidates needed to explain both the ideological differences within the White camp, which meant that they were not always prepared to coordinate attacks, and the geographical issues of where the White forces were, which allowed the Red army to defeat them one by one.

Question 6

- (a) This question posed few problems, with most candidates able to achieve high marks.
- (b) This was a well-answered question, with most candidates able to produce at least one explanation, either showing how the NEP was seen as too capitalist, or that Stalin wanted to bring in Collectivisation to push forward his industrial reforms. At times more depth in explanation would have helped, but many candidates achieved high marks in this question.
- (c) There were many confident answers to this question, which demonstrated firm knowledge of the period. Most candidates were able to explain the disastrous impact of the burning of crops and slaughtering of livestock that led to mass famine and the wiping out of the kulak class through the gulags. On the other side, many candidates noted that there were also positive impacts from collectivisation too, with grain production increased through the mechanisation of farmland, and grain exports enabling the Stalin's industrialisation programme. Again, it was more regular for candidates to not achieve the top mark as they tended to focus on only one side of the argument, rather than spending enough time to explain both sides in detail.

USA, 1919-1941

Question 4

- (a) Many candidates produced good answers which recognised a valid purpose of this poster, such as encouraging young men to join the CCC. These answers were often well-supported by contextual knowledge about the work opportunities provided by the scheme. Less successful responses tended to identify, or explain, the message of the poster and focused on the good work done by the CCC but without recognising the intended impact of the poster, or, referred to the New Deal in general rather than the CCC specifically.
- (b) There were many good answers to this question in which candidates were able to explain why they were not surprised by the source content because of the belief of many Americans, at the time, that Roosevelt had been acting like a dictator and then balanced this with surprise given the positive impact that the New Deal brought to the USA with government work schemes and job opportunities. The best answers were able to focus on the provenance and unsurprising nature of the source, as it was from the memoirs of Hoover, a past Republican President, whose political ideology was fundamentally opposed to that of Roosevelt and the Democrats.
- (c) Some candidates provided good answers which recognised the cartoonist's viewpoint that Roosevelt was a President who cared about helping the elderly in the USA and appropriate supporting contextual knowledge was provided about the Social Security Act and state pension provision. Less successful responses tended to focus on either Roosevelt helping the American people, in general, with the New Deal or on the message that the 2nd New Deal would help the poor and elderly but without specifically focusing on Roosevelt's intentions and means of achieving this.

Question 5

- (a) Most candidates who answered this question gained high marks showing good knowledge about the Sacco and Vanzetti case, ranging from the robbery and murder through to the trial and its outcome.
- (b) This question was, generally, well answered with most candidates able to explain why prohibition was introduced such as the influence of groups like the Anti-Saloon League and the pressure from employers for a more productive workforce and the anti-German feelings directed at brewers after World War 1.
- (c) There were some good responses to this question where candidates were able to explain how some women benefited from new-found freedom and greater equality in 1920s America, particularly in terms of employment, social life and political opportunities, and then went on to explain how these developments did not affect all women, especially among the poorer and more rural parts of society. Less successful answers merely described how, for example, flappers lived without any explanation of how their lifestyle brought them more freedom and equality.

Question 6

- (a) Most candidates who attempted this question scored high marks and showed good knowledge of what a Hooverville was.
- (b) There were some good answers to this question showing knowledge of the impact that overproduction had on the economy and society. Some of the valid reasons put forward included the falling prices of agricultural and other goods, reduced wages, lower share prices and an increase in unemployment. However, many answers focused on the causes of overproduction rather than its consequences and such responses could not be rewarded.

- (c) There were many good answers to this question which displayed a balanced argument. On one side there were explanations of how Hoover's Republican policies caused his loss of the 1932 election and, on the other side, there were explanations of other relevant factors that had an impact on the election result, the most common being the role played by Roosevelt. The best answers provided evaluative judgement about which factor was the most important. Weaker responses often included events after the election, particularly what happened in the New Deal after Roosevelt became President, and these were not relevant for this question.

MAO'S CHINA, c.1930-1976

Question 4

- (a) Candidates were required to consider the purpose or intended impact of this song, rather than what was shown about the Long March. Candidates demonstrated detailed contextual knowledge about the conditions of the Long March with most recognising Mao's intention to inspire people to respect him or to raise morale during the march itself. As there is no month given, it was not clear as to whether this song was written for the marchers during the event, or to celebrate its success following its conclusion.
- (b) Most candidates expressed surprise that two sworn enemies should be photographed together, or even that they were engaged in peace talks. They could then support this assertion with detailed examples of the enmity of the Communists and the GMD. Weaker responses focused only on surface features, such as Mao and Chiang Kai Shek's clothing or expression. Some candidates thought they were meeting while united in war against the Japanese, but the best answers recognised that these leaders were encouraged by the Americans to meet with the intention of avoiding civil war, and so were not surprised.
- (c) Many candidates focused on the author of this source and made comments about his validity in terms of his change of allegiance. The better responses were able to support his observations with further examples of corruption within the GMD, or of reasons why they lost support of the Chinese peasantry. In producing more well-balanced responses, candidates explained the limitations of the source, often including evidence about Mao's methods and tactics during the civil war.

Question 5

- (a) Most candidates who attempted this question achieved high marks recognising Mao's harsh treatment of the landowners with their removal of land and the encouragement of peasants to punish them through 'People's Courts'.
- (b) Candidates who focused on Mao's agricultural reforms were able to come up with good explanations of their consequences, although some tended to describe the use of co-operatives and communes. Some candidates discussed the impact of the Great Leap Forward, which did have an impact on agriculture, but was considered to be an industrial rather than agricultural reform. The better answers showed his impact on grain production and changes in living standards within the commune system.
- (c) Some candidates did not understand the term 'social reform' and their answers seemed to be focused generally on whether life got better or worse under Mao's rule. The area of education is not straightforward, and some candidates credited Mao with improving literacy as an opportunity to improve the life opportunities of the Chinese peasantry. Good answers evaluated the increased literacy rates against Mao's suspicion of higher education. Other social reforms that were included were those relating to health or to the role of women, although some responses could be descriptive in tone rather than effectively judging the impact of the reforms.

Question 6

- (a) This was well answered with many available examples to draw from to show how relations improved.
- (b) A few candidates did not read the question properly and included examples of China's relations with countries that were not neighbours or even explained the changing relationship with the USSR. Most had good evidence to show how and why relations changed. Once the reasons for changing relations with two countries were explained, candidates frequently achieved full marks.
- (c) Candidates' knowledge about China's relationship with the USSR was well developed and they frequently produced good answers to this question. To achieve top marks, candidates needed to show how initially relations were fairly positive. Some candidates focused too much on the negative aspects of their relationship and therefore were unable to achieve top marks. Candidates would benefit from time spent understanding the features of a clinching argument rather than just summarising earlier points in a conclusion.

Causes and Events of the First World War, 1890-1918

Question 4

- (a) Many candidates were able to use their knowledge of conditions in the trenches and life on the front line to explain why they were surprised by the source but not quite so many were also able to explain why they were not surprised. Those that did focused on the comradeship which was common among soldiers or the fact that the diary extract was by an officer who may not have had to experience the worst conditions. The best answers were those that provided contextual knowledge support for 'not surprised' based on the significance of the date of the source, being near the start of the war, when trench systems were incomplete, conditions were not at their worst and when soldiers believed it would 'all be over by Christmas'
- (b) There were some good answers to this question with candidates recognising the cartoonist's critical viewpoint that the generals were cowards for not being at the front with their men and then supporting this with contextual knowledge, often involving comments about Haig and the Battle of the Somme. Many responses were less successful and focused on the differences between preparing for battle and the real thing or on the fact that generals were usually behind the lines when battles took place but with no element of criticism expressed.
- (c) Many candidates successfully recognised the message of this source that British weaponry and technology were better than those of the Germans but then failed to reach the purpose of the cartoon. The best answers appreciated that the source was aimed at boosting the morale of the British public and contextual knowledge, usually referring to the potential of the tank as a weapon, was then used to support and explain this. Less successful answers stated valid contextual knowledge only about tanks and/or Zeppelins without reaching the message or purpose.

Question 5

- (a) There were some good answers to this question with many candidates displaying detailed knowledge about the Moroccan Crisis, 1905. Less successful responses showed confusion with the 1911 Crisis, including references to Agadir and the 'Panther' gunboat.

- (b) Many candidates were able to explain a number of reasons for the arms race typically focusing on Germany's challenge to Britain's naval supremacy and the British response, and the growing tension among the European powers associated with colonial rivalry and the alliance systems which stimulated a build-up of land forces. Weaker responses tended to show a lack of specific contextual knowledge and only provided generalised answers.
- (c) There were many good answers to this question with candidates able to provide a balanced response using detailed knowledge about both colonial rivalry and the alliance system. Less successful answers tended to either focus on just one side of the debate or to lack specific contextual knowledge about the two issues.

Question 6

- (a) Most candidates showed good knowledge of events at Gallipoli and were able to score high marks. Some answers concentrated on the aims of the campaign rather than on what happened and these candidates were not rewarded with marks.
- (b) There were some good answers to this question with candidates able to explain various ways that the U-boat campaign was defeated. The use of mines, depth charges, Q ships and the convoy system were the most common reasons provided. Less successful answers just identified valid reasons rather than explaining them and a number of candidates had no understanding of what the U-boat campaign was, in some cases confusing it with the British blockade of German ports.
- (c) There were many good answers to this question with candidates showing sound understanding of the different arguments about the outcome of the Battle of Jutland. The best answers provided a balanced approach explaining why it has been considered a German victory, with evidence usually based upon the number of lives and ships lost, but also why it has been regarded as a German defeat, particularly due to the facts that their fleet remained in port for the rest of the war and the British blockade was not broken. Less successful answers tended to focus on just one side of the debate or failed to explain the reasons identified.

End of Empire, c.1919-1969

Question 4

- (a) Most of the candidates appreciated the fact that the cartoonist felt that violence was about to break out in India, by using the caption and the wording on the tiger. However a number of candidates argued that it was the British who were causing it and that it was Nehru who was trying to stop it by telling the British to 'Quit India'. The caption indicated to candidates that it was a British cartoon but few recognised the British viewpoint that India could not, despite Nehru's assertion, rule itself or prevent the civil war and that it needed British protection.
- (b) Not all of the candidates appreciated that this source was written after Partition despite the fact that it was stated to be the address written to the parliament of Pakistan. The majority were able to identify parts of the source which proved success or otherwise eg 'there was no other solution' or 'there are people who do not quite agree'. A small number, rightly, argued that the source did not prove success as Jinnah had always wanted a separate Muslim state and as this had been achieved he would not want to dwell on possible negatives. The strongest answers were able to use their knowledge of events pre-and post Partition such as the inability of Jinnah and Nehru to reach agreement, and the atrocities which followed in the Punjab, as contextual support to argue both for and against the idea of success.

- (c) There was no indication in the caption under the photograph of which month in 1947 the newspaper was published, so candidates were at liberty to use their knowledge of events in the Punjab either pre-or post Partition. Candidates producing weaker responses were only able to identify the fact that killing was taking place without suggesting who was killing whom. A sizeable number, who were aware of events in the Punjab, were able to describe them in some detail but without explaining why the picture was published. The majority realised that the newspaper was aiming to show that violence had broken out between Hindus and Muslims over the issue of Partition. Candidates producing the strongest responses were able to appreciate the purpose of the publication of that particular photograph as either a call for vengeance upon the Muslims or possibly a plea for assistance to quell the riots and killings.

Question 5

- (a) Most of the candidates were knowledgeable about the political features of British rule and were able to explain in some detail the role of the viceroy, the working and functions of the Congress and the provincial councils, and features of specific pieces of legislation such as the Government of India Act and the Rowlatt Act.
- (b) Some of the candidates did not read the question carefully enough and focused on events post World War 2. A number were confused about the chronology of protest in Kenya, particularly the growth of the KAU and the Mau-Mau both of which came into being after 1939. Many were well informed about events such as the Amritsar massacre and Gandhi's Salt March but did not explain how these were a challenge to British rule. The strongest candidates appreciated that the former was a challenge to the Rowlatt Act and that the latter was a challenge to British taxation policy/ the Government of India Act.
- (c) Weaker answers were able to identify points such as changing public opinion, the participation of colonial troops in World War 2, and different governments but without including the supporting historical information necessary to form a full explanation. Candidates producing stronger responses were well informed about the beliefs and policies of the post-war labour government, the actions of politicians in the colonies, the influence of the United States and Britain's declining resources. There was some misunderstanding of the part played by the Atlantic Charter with a number of candidates arguing that financial aid from the U.S.A. during the war was dependent on the granting of independence to the colonies. Although the ideals stated in the Charter were certainly a factor which influenced post war thinking Churchill in 1941 specifically declared that the Charter only applied to Germany's Eastern European acquisitions.

Question 6

- (a) The majority of the candidates had no difficulty in naming different social groups such as the Masai, the Kikuyu, the Luo, Indian and British settlers. A small number mistakenly listed political rather than social groups such as the Mau-Mau and the K.U.A.
- (b) Some of the candidates did not read the question sufficiently carefully and wrote about events after World War 2. There was some confusion between the K.C.A. and the K.U.A. Candidates producing stronger responses were well informed about such factors as Kenyatta's attempts to raise awareness of representation and agricultural rights, and the establishment and activities of the K.C.A. There were some very well detailed explanations of the issue of the 'White Highlands' and the resulting poverty of the Kikuyu.

- (c) Most candidates were aware of a number of factors which led to independence for Kenya but not all had sufficient knowledge to fully explain the role of the Second World War. For example there was a lack of any specific knowledge related to the Kenyans who served in the war or the ideas they might have come into contact with. However many were able to discuss the influence of the Suez Crisis, the new thinking of the Conservative government and the beliefs of Macleod and MacMillan.

The USA, 1945-1975: Land of Freedom?

Question 4

- (a) There were some good answers to this question where candidates recognised the purpose of the cartoon which was to turn public opinion against the House Un-American Activities Committee. Contextual knowledge was then used as support either about the methods used by the HUAC, in general, or, more specifically, about the way the Hollywood Ten were treated in 1947. However, a significant number of candidates misinterpreted the cartoon, believing it to be about Senator Joe McCarthy whose anti-Communist 'witch hunts' did not begin until 1950. Such answers, frequently, could only be rewarded with marks for surface use of the source.
- (b) There were many good answers to this question which identified the cartoonist's critical viewpoint about Joe McCarthy and his anti-Communist 'witch hunts' being un-American or unconstitutional. These were usually supported by relevant contextual knowledge, such as his use of false accusations or his lack of evidence against those accused. Less successful answers misunderstood the cartoon and saw it as illustrating McCarthy's declining influence or used invalid contextual knowledge from after the date of the source or about the Hollywood Ten.
- (c) Most candidates were able to use their knowledge of the widespread opposition to McCarthy's anti-Communist activities to explain why they were surprised by the positive portrayal of the Senator in the source. Many were also able to balance their answer by explaining why they were not surprised since many Americans were fearful of the spread of Communism and, therefore, supported McCarthy's actions. The best answers focused on the authorship of the source and these candidates were able to explain a lack of surprise because it was an extract from a Republican newspaper whose editor would have had the same political beliefs as McCarthy.

Question 5

- (a) Many candidates were able to gain high marks on this question by displaying good knowledge about the position of civil rights in America in 1950. Most answers focused on the inequalities that existed, such as segregation and the Jim Crow Laws, but valid comments about the position of women, Hispanics and Native Americans were also credited. Some candidates misread the question and described events and changes during the 1950s which were not relevant.
- (b) There were some good responses to this question with candidates able to explain some of the key reasons for disagreement between the federal government and individual states on the issue of civil rights. Most of the better answers used events from the 1950's, such as the Brown v Topeka Board of Education decision or the Montgomery Bus Boycott, to illustrate how and why there was disagreement. Less successful answers tended to describe events or to be very general in nature without any specific supporting evidence.
- (c) Many candidates were able to use their knowledge of the progress of civil rights in America in the 1950s to support the argument that little had improved for African Americans. Good knowledge and understanding were shown of the continuation of segregation and discrimination and of the activities of the KKK, particularly in the southern states. Better answers were also able to explain how some improvements had come about, especially in

relation to the Supreme Court's rulings on the illegality of segregation in schools and on buses. Some candidates included discussion about developments in the 1960s which were not relevant to this question.

Question 6

- (a) Responses to this question varied greatly. Some candidates showed excellent knowledge of what happened in the Mississippi Murders whereas others showed little or no relevant knowledge about this specific event.
- (b) There were some good answers to this question with many candidates able to explain the consequences of events in Birmingham, Alabama. The main issues covered included the importance of media coverage in exposing the brutality of the police; the power of peaceful protest; and the pressure that President Kennedy was put under which led him to push through the Civil Rights Bill. Weaker responses showed little knowledge of what actually happened in Birmingham and a number of candidates confused this event with other civil rights actions, for example the Montgomery bus boycott.
- (c) This question was, generally, well-answered with candidates able to explain the contributions of both Johnson and Nixon to the improvement of civil rights in America, therefore, providing a balanced response. Knowledge about Johnson's role tended to be stronger with the Civil Rights Act and the Voting Rights Act frequently being used as supporting evidence. Many candidates were also able to produce valid arguments for Nixon which focused on his education and business reforms. Less successful answers lacked specific contextual knowledge for either one or both Presidents.

A972/21 British Depth Study 1890-1918

General Comments:

On the whole most candidates seemed to find this paper accessible. A small minority had clearly prepared themselves for a different topic but the great majority were able to address the sources and questions with skill and clarity. The majority of candidates were able to draw on a fund of contextual knowledge but it was also pleasing to see a more effective use than usual of cross referencing between sources. As always, it was particularly clear when candidates had taken the time to read all of the sources in the paper before starting to answer the questions. Candidates who had done this were able to use a range of sources, but particularly Source G, to very good effect. Whilst the temptation for candidates to simply get started on the paper is understandable, centres should urge candidates to resist this urge, pause, and read all of the sources.

Comments on Individual Questions:

Question 1

This was generally tackled very well with a large proportion of candidates reaching Level 3 (4 marks) or Level 4 (5-6 marks). The great majority understood what the scene was meant to be showing at face value, that war was a positive experience, but also understood that this view was constructed for the benefit of a British audience at home rather than to represent a faithful and complete summary of the experience of the soldiers. Most candidates reached this conclusion for Level 4 and the majority then went on to explain, using contextual knowledge, why the government was presenting the experience of the soldiers in this way, so reaching Level 4.

Question 2

This question proved to be far more challenging and there was a much wider range of marks awarded to responses. As mentioned in the introduction, candidates who had taken the time to read all of the Sources were usually able to use Source G to very good effect and saw that there were differences between the restrictions on local and national press in the war. These candidates generally used Source G to explain why the source was not surprising and went straight to Level 6 (8 marks). A larger proportion of responses were limited to Level 2 (2 marks) because while candidates were able to state their surprise or lack of surprise they were unable to explain this beyond the level of everyday empathy. This means answers which might be summed up as responses which could refer to almost any conflict (eg I am not surprised relatives wanted to know about their boys). That said, many candidates did reach Level 4 or 5 by demonstrating understanding that the source might be seen as surprising given the context of government control of information in 1914. It was pleasing to see more Level 5 than Level 4 answers with candidates explaining what they were surprised about. Examiners had a degree of discretion (5-7 marks) in this question which was used to reward the quality and depth of knowledge used, but only when it was being deployed to support a valid and relevant response to the question of whether the candidate was surprised. This point needs stressing. Finally, the question did confuse some candidates, resulting in wild conspiracy theories about the Formby Times trying to monitor the population or even wheedle out German spies. Some re-reading of responses by candidates might have helped with this problem.

Question 3

Like Question 2 this question produced a wide range of marks ranging from the very good to the most general and generic assertions. The need to read all the sources on the paper has already been raised. Of course it is also important to study each individual source carefully and in this particular source some candidates came unstuck. For example, many candidates speculated that the man was opposed to the war or even a conscientious objector because he stayed in bed one day. Clearly the man was ill on that particular day. It is not easy to remain calm in examination conditions but candidates should be urged to read over their own work as though they are the examiner.

It was disappointing to see the number of candidates who either ignored or did not understand the concept of home front. Many candidates asserted that the information in the source was useful because of the military details such as actions at sea and so reached only Level 1 because this was not about the home front. Some correctly pointed out that these details were not about the home front and so reached Level 3 arguing that the content of the source was not useful. Candidates could just as easily have reached Level 3 by pointing out information about the home front such as the Belgian Flag Day. It was disappointing to see a very large proportion of answers which rolled out generic statements, which often looked to be pre-prepared, about how the source is a diary and so the man was there or speculating about whether the man was on home on leave from the front.

It is difficult to escape the conclusion that candidates need to practice the process of stopping and thinking carefully about what sources reveal about the authors of the sources, rather than producing a stock response based on the type of source without consideration of its context or content. There were some very good answers which pointed out that the source is useful because it reveals what the public knew about what was happening in the war or it provides an insight into popular attitudes, as this example (awarded Level 5) shows:

This source is useful for a historian studying the home front as it shows the effects of anti-German propaganda on the average citizen. When it states that the office worker was 'not even worth half a German' we are shown how people had been thoroughly influenced into perceiving the Germans as enemies to the extent that they would use them as a way to describe an illness.

Question 4

This question was generally well answered with the majority of candidates reaching Level 5 (5 marks) or higher. Some weaker responses ruled themselves out of the higher marks with speculation once again, that this was an anti-war poster produced by a pacifist organisation or even the Germans. Such answers are probably the result of exam stress and so once again centres should do all they can to get candidates to read over their own work, although it is appreciated how difficult that is. Most candidates quickly identified the message of the source and so reached Level 5. Relatively few stopped at this point and the majority either went on to Level 6 by explaining what the message was designed to achieve in general terms of support for the war (Level 6 – 6 marks) or specific action such as joining up (Level 7 – 7 marks) or both (Level 8-8 marks).

Question 5

This question produced a range of responses and marks, primarily from Level 3 to Level 5. Most candidates were able to select similar or different points or details from the sources and so reach Level 3 (4-5 marks). The key to reaching a Level 4 response (6-7 marks) was to identify not just that the sources were saying similar or different things but to compare the way in which those things were being said. The majority of candidates succeeded in doing this by not simply describing that in each source the British troops moved forwards but that in pointing out that each source frames the British actions at the Somme as a great success. Many also made a

valid contrast for Level 4 by pointing out that the general tone of Source E was more realistic than Source F, particularly on the question of casualties, and so argued the sources were not similar. The majority of candidates who reached Level 5 (8-9 marks) took this approach and then evaluated Source F as a piece of propaganda by reference to its provenance and or purpose or context (mainly references to DORA) to explain why this difference existed. The very best answers rounded this off by cross-referencing Source E against Source G, recognising that local press were often less strictly controlled than the national press.

Question 6

Candidates were clearly well prepared for the demands of this question. Some candidates found it difficult to explain how some sources supported the view that the British public did not know about the war, and as a result produced weaker responses. On the whole, however, a very large proportion of candidates did reach Level 3 with balanced answers and a high proportion were awarded 10 marks in that level. There were relatively few examples of effective evaluation of the sources.

SPaG

The standard of Spelling, Punctuation and Grammar was generally good and examiners reported a higher proportion of 2s and 3s this session.

A972/22 British Depth Study 1939-1975

General Comments:

Candidates were well prepared for the topic of youth and responded effectively to most of the sources in this session's paper. Effective answers focused closely on answering the question and supporting the answer with reference to the sources and or use of contextual knowledge or cross reference. In fact, there was an increase from previous sessions in the number of candidates who tightly focused on answering the question set, rather than working through a formulaic approach, and this was very pleasing to see.

Comments on Individual Questions:

Question No. 1

This question proved to be challenging for many candidates and the spread of marks was narrower than in previous sessions with similar questions. A significant number of candidates remained in Level 2 because they misinterpreted the message of the cartoon and assumed the cartoonist was warning about how serious teenage violence was. This was often accompanied with extensive contextual knowledge about teenagers during this period. A small minority thought the cartoonist was referring to new styles of clothing. Beyond this, candidates who were able to recognise that the cartoonist was making a point about other people's concerns about teenagers were rewarded with Level 3. A smaller number of candidates than anticipated were able to identify or explain the cartoonist's main message for Levels 4 and 5, ie that he was mocking or criticising people's over-reaction to teenage violence.

Question No. 2

This question proved to be more accessible and also differentiated better, resulting in a much greater variety of answers and also a wider spread of marks than was the case with Question 1. Few candidates restricted themselves to using the surface detail of the source only, and it was extremely pleasing to see that there was little irrelevant evaluation of the source (Level 1), with most staying focused on what the question was asking. Most candidates interpreted the source effectively and were able to make at least one valid inference (Level 2), with most explaining how the source revealed a more friendly rivalry between mods and rockers than expected. However, there were many other, equally valid, inferences made. Often candidates' inferences were developed and supported by relevant contextual knowledge (Level 3). Fewer candidates commented that the source gave an overall positive impression of young people (Level 4), or made an inference from the source about the media's portrayal of teenagers (Level 5).

Question No.3

The majority of candidates achieved on or around half marks in this question. Large numbers were restricted to Level 2 or Level 3 by using only undeveloped comments relating to provenance or tone to assess the reliability of the sources. For example, many candidates stated that C was unreliable because it was a newspaper, or that it was sensationalised, but did not develop this with relevant source content or language. Nevertheless, a good number of candidates were able to reach Level 4 by developing these comments to evaluate one of the sources. Most did this through the language that Source C used to argue it was sensationalising the events, although there were some convincing arguments relating to how the purpose of D made it unreliable. It was disappointing to note that there were relatively few students, as there were last session, who attempted to evaluate either source through using other sources on the paper to either support or contradict them. The main lesson from this question is to advise candidates to read all the sources on the paper before answering the questions and to take note

of the advice at the start of the paper about using other sources if they are relevant. There were far fewer candidates who successfully employed developed evaluation of both of the sources to reach Level 5/Level 6.

Question No.4

This question was generally well answered, and produced a range of responses and marks, primarily from Level 3 to Level 5. Most candidates were able to select similar or different points from the sources and so reach Level 3. Almost all candidates recognised clear similarities; the most frequent similarities identified were that neither source blamed violence on the mods and rockers, that both sources identified that some teenagers were bored, and that most of the young people in Hastings were not mods or rockers. Differences included what each source saw as the cause of the violence, and a reasonable number of candidates reached Level 4 by identifying similarity and difference. The key to reaching Level 5 was to identify not just that the sources were saying similar or different things but to compare the attitude of their authors, ie the sources were similar because of their overall positive attitude towards young people.

Question No.5

This question was well answered and most candidates were able to express their surprise or lack of surprise at the content of the photograph by using some generalised contextual knowledge of the period (Level 4). Some made good use of the background information or their contextual knowledge of 1964 specifically to express surprise or lack thereof (Level 5). Fewer achieved Level 5 by successful use of cross-reference to other sources on the paper. As all the other sources on the paper also came from 1964, this was a perfect opportunity for candidates to show how support or contradiction from other sources. Despite this, a higher number of candidates than expected were able to reach Level 6 and full marks by picking up on the fact that although the photograph was taken, it was never published, and there were some very good explanations as to why this fact was unsurprising.

Question No.6

Generally this was a competently answered question and candidates were well prepared for how to tackle it. The majority of candidates were able to write use many of the sources to show the statement was correct, ie that in 1964, people were worried about the younger generation. Very good use was made of Source A, Source C and the 'floating' Source H to provide evidence of worry, concern or fear. However, the problem with some responses was that they failed to show on the "No" side that people were not worried. Too often candidates considered the wrong question and started to use the sources to debate a question about whether young people were actually violent (ie was there a 'need' to worry?), rather than whether or not people were worried about them. A smaller minority focused solely on media portrayal or debated whether mods and rockers were to blame for violence rather than other teenagers. Responses which only implicitly addressed the question asked were limited to the bottom of Level 2 or Level 3. So, on this occasion, there were fewer high marks than perhaps in previous years to Question 6 answers. Evaluation of the sources was often attempted but successful in barely any cases.

SPaG

SPaG marks of 1,2 and 3 were each used regularly, with most candidates achieving 2 as expected.

A973 Controlled Assessment: Historical Enquiry

The overall standard of work submitted for Controlled Assessment this year was similar to last year. There was much very impressive work with many candidates showing that they are capable of producing a piece of extended writing that is relevant, well-organised, and containing informed analysis, assessment and supported argument.

The vast majority of questions used were suitable adaptations of the OCR questions. Most worked well and gave candidates full opportunity to demonstrate relevant knowledge, skills and understanding.

Many centres annotated answers relevantly and accurately with summative comments directly related to the generic mark scheme. There was a general tendency to be rather generous with marks above 30, and to be severe with marks below 20. Moderators made appropriate adjustments to marks to bring all centres into line with the nationally agreed standard. It should be remembered that marks over 45 should only be awarded for work that is outstanding for GCSE, and not for work that is merely good.

For A973 the most popular options were the Role of the Individual and the Study in Depth. The best answers for the Role of the Individual unit focused on a rigorous assessment of the role and contribution of the chosen individual. This was done best using criteria to assess importance and by comparing the importance of the individual with that of other factors. Less effective answers tended to describe the impact of the individual.

The most successful approach to the Study in Depth question was to focus on the 'How far?' part of the question and to assess the importance of the chosen factor all the way through the answer. This usually involved comparing the importance of the chosen factor with the role of other factors. Less successful answers wrote about each factor separately and only compared in a conclusion at the end of the answer.

The question for the Thematic Study unit was best tackled by those candidates who focused on assessing the importance of the impact of change for different groups or different places. They also considered whether the importance of change was the same across the entire period studied. Less good answers described the impact of change in a general way and failed to differentiate.

In the Modern World Study unit the best answers explained several reasons why the chosen factor is such an important issue today. Clear links were made between the past and the present. Weaker answers took the form of a narrative.

Relevance and focus

The most important attributes of the best answers were relevance and focus.

Weaker answers tended to spend some time providing background information, writing mini-biographies of the chosen individual or narratives of events. In the best answers every paragraph directly addressed the question. Candidates have had time to plan their answers and to decide what their point of view and arguments are going to be before they write their final draft. This means that they can state in the opening paragraph what their line of argument will be. They should be encouraged to see this exercise as one where, through the strength of their analysis and by using evidence to support their arguments, they have to convince the reader of their point of view. If they are, for example, explaining why an individual, event or development, was an important they should be assessing importance all the way through the answer.

Weaker answers explained actions, views and impact, but did not attempt assessment until the conclusion at the end of the answer.

Candidates' own arguments

The best answers contained the candidates' own views and arguments, rather than ones picked up from notes, lessons or textbooks. These are easily identified by moderators because they have a freshness and originality lacking in more average answers. Candidates should be encouraged to have their own views and to support them with examples, analysis and argument. It was clear this year that candidates were encouraged to do this by questions that were challenging and which caught their interest. Some questions were so bland that it was hardly surprising that candidates were not motivated to have their own views.

Use of sources

To integrate evidence from sources into an extended analysis is a difficult skill. It was encouraging to see so many candidates doing this successfully. The best answers introduced evidence from sources to support arguments. They avoided extended attempts at evaluation which often broke up the flow of the argument. Instead, they used the provenance of the source to explain how the source provided such powerful evidence in support of their argument. Candidates were provided with the best opportunities to use sources well when they were given at least ten sources, of different types, to choose from.

Interpretations

These were used more than ever, and more successfully, this year. An approach used by many of the best answers was to explain two competing interpretations and then evaluate them through the use of evidence and analysis. Another successful approach was to investigate why there are different views about the same individuals, events and developments. The best answers integrated such analysis into the main flow of their arguments and avoided it being 'bolted-on'.

It is important that centres are aware of the changes to Controlled Assessment that apply to candidates being assessed in June 2015. The main points are summarised below. More details can be found in the Specification for 2015.

- (i) Controlled Assessment must be based on one of the four options:

Germany 1918-1945
Russia 1905-1941
The USA 1919-1941
The USA, Land of Freedom? 1945-1975

Candidates should follow a course of study approximately 25 years long.

- (ii) There are restrictions on which of these options individuals centres can use. This is to avoid overlap with externally examined options.
- (iii) Centres must use one of the OCR set tasks. Each year three tasks are set on each of the above options. The tasks change every year and the correct ones must be used. These tasks cannot be adapted. The ones for 2015 can be found on Interchange.

- (iv) Centres must apply for approval of the suitability of the sources they plan to use. There is a checking form for this which must be sent to OCR before 31 January 2015. The minimum number of sources that can be used is five but centres are advised to make at least 10 available to candidates (as most have done in the past) to enable them to choose the most relevant and useful.
- (v) Candidates must fully reference sources that they use.
- (vi) Marks must be awarded to individual assessment objectives. A01 is to be marked out of 10 marks, AO2 15 marks and A03 25 marks. The OCR generic mark scheme must be used. It can be found in the 2015 Specification.
- (vii) The word limit will be strictly applied by markers and moderators. Work in excess of the limit will not be assessed.
- (viii) There is no short course.

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