

**GCSE**

**History B (Modern World)**

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

General Certificate of Secondary Education

**Mark Scheme for June 2015**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.













All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Unclear
	Development
	Evaluation
	Short section of answer (1-2 lines)
	Significant amount of material that does not answer the question
	Level 1
	Level 2
	Level 3
	Level 4
	Level 5
	Significant section of answer
	Point has been noted, but no credit has been given

## Subject-specific Marking Instructions

**GENERAL POINTS**

1. This marking scheme has been designed to assess candidates' understanding of the key concepts of the course, and their ability to use source material to illustrate their understanding. These concepts, and the ability to interpret and evaluate source material, are central to GCSE History, and it is, therefore, upon these that the marking scheme focuses. The candidates' factual knowledge is important, but it is only rewarded if it is used to back up the demonstration of understanding of these concepts.
2. Targets, which are directly related to the Assessment Objectives for the course, are given for all questions. The marking scheme is constructed to assess the level of understanding or skill needed to approach these targets.
3. This type of marking scheme, in rewarding the level of understanding/skill reached by the candidate, demands that if a candidate reaches a particular level, s/he **MUST** be rewarded within the mark band for that level, whether or not s/he included lower level responses within that answer. A response which corresponds with a level description but which is a weak example of the level **MUST NOT** be placed in a lower level than the one to which the answer corresponds. Reward candidates for what they understand, know, and can do.
4. Marks are not cumulative. Please do not try to count up marks for 'points' made.
5. Exhaustive suggestions for factual support are not given. There will usually be a choice of factual support which a candidate may choose to deploy and so examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in any doubt should contact their Team Leader immediately.

**MARKING**

1. Half marks should not be used.
2. Do not transfer marks from one part of a question to another.
3. Examples of responses which are given within levels are intended to act as examples only. They are not prescriptive or fully developed at the higher levels, and there may be other answers which correspond to each level. The important aspect of each level is the level descriptor. Do not try to match the words of the example with the words of the candidate. Instead, compare the type of answer which a candidate makes with the level descriptor.
4. If you come across an answer which is valid but does not appear to fit any of the level descriptions, you should try and find the level which demonstrates an equivalent level of understanding. If in any doubt, contact your Team Leader.

5. Where they are merited do not worry about awarding top marks in levels or for complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding top marks in particular will lead to a bunching or an unnatural depression of marks.
6. The mark scheme allows for the assessment of written communication in those parts of a question where written communication is applicable. Written communication will be question 6.  
Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidates' written communication should be one of a number of factors used in determining which mark to award a response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor communication skills.
7. The standardisation meeting will include discussion of the range of acceptable responses. Where you are uncertain of how the mark scheme should be applied to a particular response a telephone call to your team leader should resolve the situation.

#### **Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet**

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
  - i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
  - ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
  - iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at [specialrequirements@ocr.org.uk](mailto:specialrequirements@ocr.org.uk) who can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

## How far did British society change, 1939–1975?

Q	Answer	Marks	Guidance
1	<p><b>Q: Study Sources A and B. Why do these two sources disagree? Use details of the sources and your knowledge to explain your answer.</b></p> <p><b>Level 5 (8–9 marks)</b> Candidates demonstrate a sophisticated understanding of the sources and knowledge and understanding of attitudes towards immigration in the 1940s and 1950s. They interpret the <b>purpose of the sources in context</b> and produce a fully developed response to explain why they disagreed.</p> <p><b>Level 4 (6–7 marks)</b> Candidates demonstrate sound understanding of the sources and knowledge and understanding of attitudes towards immigration in the 1940s and 1950s. They produce a sound response <b>to explain why they disagreed</b>.</p> <p><b>Level 3 (4–5 marks)</b> Candidates demonstrate some understanding of the sources and knowledge and understanding of attitudes towards immigration in the 1940s and 1950s. They <b>identify valid reasons why these sources disagree</b>.</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate limited knowledge and understanding of attitudes towards immigration in the 1940s and 1950s. They produce a basic response by <b>comparing the attitudes</b> of the two sources.</p> <p><b>Level 1 (1 mark)</b> Candidates describe the sources and produce a very limited response.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	9	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>These two sources disagree because they each had a different purpose. Source A was a film produced by the British government during the Second World War and was made in order to persuade the public to accept immigrants because they were necessary for the war effort – the images show how they are serving in the armed forces alongside white people. This is quite typical as West Indians were usually treated quite well during the war when the British government was aiming to show a united front against Nazism. It was expected that most of these workers and troops would return home after the war. However, attitudes towards immigration changed a lot between 1944 and 1955. Source B is from 1955 when immigration levels were much higher, around 26,000 from the Caribbean, and the author, Cyril Osborne, was a right-wing MP who wanted to ‘keep Britain white’. He is aiming to stop immigration so he is trying to stir up support for his views by making immigrants seem like a threat to British people. There was no war to unite people from the Empire together by this point and the prejudice and resentment shown in Source B was quite typical. Many people believed immigrants were here to exploit the benefit system, even though most of them were working.</i></p>

Q	Answer	Marks	Guidance
1	<b>Q: Study Sources A and B. Why do these two sources disagree? Use details of the sources and your knowledge to explain your answer.</b>		
	<b>Level 5</b>	<b>8–9</b>	Answers at L5 will typically compare the two views of immigrants and then explain differences through a valid explanation of purpose of at least one source in context (eg different because A is a WWII government film trying to persuade the public to accept immigrants because they are necessary for the war effort, while B is a right-wing MP trying to stop immigration by making immigrants seem like a threat. This could be set in the context of higher immigration levels by 1955 and resentment/prejudice being quite typical by this point). <b>In a nutshell: Different because one is positive about immigrants and one is negative – valid explanation of purpose in context of at least 1 source.</b>
	<b>Level 4</b>	<b>6–7</b>	Answers at L4 will typically compare the two views of immigrants and then explain differences through a developed comparison of the context in which the sources were produced (eg different because A is a government film produced at a time of the Second World War when immigrants like West Indians were typically treated well as part of a united front against Nazi Germany. B written in context of higher immigration levels by 1955 when resentment/prejudice was more typical and many people believed immigrants were here to exploit the benefits system). <b>Nutshell: Different because of the context in which each was written – valid and developed comparison of context.</b>
	<b>Level 3</b>	<b>4–5</b>	Answers at L3 will typically explain the contrasting attitudes or features of each source (eg A is really positive about immigrants – it says immigrants have come to Britain to help but B is really negative about immigrants – it says immigrants will lower the standard of living for people already here). <b>Nutshell: Explains how the sources are different through a comparison of content.</b>
	<b>Level 2</b>	<b>2–3</b>	Answers at L2 will typically make undeveloped comments relating to source provenance (eg A was made by the government but B was written by a right-wing MP. A was produced in 1944 but B was written in 1955) <b>OR</b> make undeveloped/unsupported assertions about the content (eg one is critical but the other is not). <b>Nutshell: Undeveloped provenance or unsupported assertions.</b>
	<b>Level 1</b>	<b>1</b>	Answers at L1 will typically describe the sources with no attempt to compare them (eg Source A says that West Indians are coming over to help with the war. Source B says that immigrants will swamp Britain.) <b>Nutshell: Description of sources with no valid comparison.</b>
	<b>Level 0</b>	<b>0/NR</b>	No response or no response worthy of credit.



## How far did British society change, 1939–1975?

Q	Answer	Marks	Guidance
2		8	
	<p><b>Q: Study Source C. How useful is this source as evidence about immigrants in Britain in the 1960s? Use details of the source and your knowledge to explain your answer.</b></p> <p><b>Level 5 (8 marks)</b> Candidates demonstrate sophisticated understanding of the source and sophisticated knowledge and understanding of immigrants in Britain in the 1960s. They make inferences from the <b>publication of this article</b> to produce a sophisticated evaluation of the utility of the source to historians.</p> <p><b>Level 4 (6-7 marks)</b> Candidates demonstrate sound understanding of the source and sound knowledge and understanding of immigrants in Britain in the 1960s. They make inference(s) from the <b>content of the source</b> and produce a developed response to evaluate the source for utility.</p> <p><b>Level 3 (4-5 marks)</b> Candidates demonstrate some understanding of the source and some knowledge and understanding of immigrants in Britain in the 1960s. They use this to <b>extract information from the source</b> to explain how it is useful, or explain the <b>limitations</b> of the source.</p> <p><b>Level 2 (2-3 marks)</b> Candidates demonstrate limited understanding of the source and limited knowledge and understanding of immigrants in Britain in the 1960s to make <b>assertions</b> about the usefulness of <b>isolated parts</b> of the source.</p> <p><b>Level 1 (1 mark)</b> Candidates describe the source and produce a limited response.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	8	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The source is useful as evidence because although it appears to show immigrants are being treated equally, it actually provides evidence of the problem of discrimination at this time. The conductor is pictured as happy and smiling and quoted as praising both the bus crews and the passengers. However, this is clearly not a typical situation and it is being used to promote Bristol as a welcoming area for immigrants and restore the image of the bus company following the protest. It is obviously a publicity opportunity and even if this man's experience is being reported accurately, it is not typical. At this time, many immigrants still faced the 'colour bar' in the workplace. The trade unions were unhappy about immigrant workers because they saw them as competition for jobs. The TUC had said in 1958 that immigrant workers should no longer enter the country. So this source is very useful because it shows how the author is clearly trying to restore the image of the area despite the fact that discrimination was still widespread.</i></p>

Q	Answer	Marks	Guidance
2	<b>Q: Study Source C. How useful is this source as evidence about immigrants in Britain in the 1960s? Use details of the source and your knowledge to explain your answer.</b>		
	Level 5	8	<p>Answers at L5 will typically argue that the source is useful because of what historians can infer from its publication (eg although it appears to show immigrants being treated equally, it actually provides evidence of the problem of discrimination at this time because the article is being used as a publicity opportunity by the bus company to restore its image following the protest). Inferences will be supported through relevant use of extracts from the source or relevant use of contextual knowledge.</p> <p><b>Nutshell: Useful because of what its publication reveals about attitudes at the time.</b></p>
	Level 4	6–7	<p>Answers at L4 will typically make supported inferences from the content of the source about discrimination, the colour bar or attitudes towards immigrants (eg It's useful because it shows that attitudes towards immigrants were starting to change; it's useful because it shows that immigrants were making a contribution to the workforce). Inferences will be supported through relevant use of extracts from the source or relevant use of contextual knowledge.</p> <p><b>Nutshell: Useful because the content is revealing about attitudes/experiences at the time.</b></p>
	Level 3	4–5	<p>Answers at L3 will typically explain how the source is useful for particular types of enquiry (eg it's useful because it shows us the types of jobs that immigrants did; or it's useful because it shows how people reacted to coloured workers) <b>OR</b> explain the limitations of the source (eg it's not useful because it's not typical – many immigrants still faced a 'colour bar' in the workplace at this time) <b>OR</b> make unsupported inferences.</p> <p><b>Nutshell: Useful because the source gives us particular types of information OR useful (or not) because it's (in)accurate – based on valid evaluation, not assertion.</b></p>
	Level 2	2–3	<p>Answers at L2 will typically assert value to information in source (eg it's useful because it tells us there was a coloured bus conductor in Bristol in 1963) asserts limitations based on simplistic provenance (eg it's not useful because newspapers are biased and sensationalist; it's not useful because it's only one person's experience.).</p> <p><b>Nutshell: Useful for information OR not useful because of undeveloped provenance.</b></p>
	Level 1	1	<p>Answers at L1 will typically describe the source and give a general assertion (eg It's not useful because it's wrong).</p> <p><b>Nutshell: General assertion.</b></p>
	Level 0	0/NR	<p>No response or no response worthy of credit.</p>

## How far did British society change, 1939–1975?

Q	Answer	Marks	Guidance
3		9	
	<p><b>Q: Study Source D. Why did the newspaper publish this photograph in 1968? Use details of the source and your knowledge to explain your answer.</b></p> <p><b>Level 5 (9 marks)</b></p> <p>Candidates demonstrate a sophisticated understanding of the source and a comprehensive knowledge and understanding of the situation in Britain in 1968 to produce a fully developed response explaining the <b>purpose (intended impact)</b> of the <b>publication of the photograph in the context of this situation.</b></p> <p><b>Level 4 (7-8 marks)</b></p> <p>Candidates demonstrate sound understanding of the source and knowledge and understanding of the situation in Britain in 1968 to produce a developed response explaining the <b>purpose (intended impact) of the photograph in the context of this situation.</b></p> <p><b>Level 3 (5–6 marks)</b></p> <p>Candidates demonstrate some understanding of the source and knowledge and understanding of the situation in Britain in 1968 to produce a response explaining the <b>message of the source in the context of this situation.</b></p> <p><b>Level 2 (3–4 marks)</b></p> <p>Candidates demonstrate basic understanding of the source and limited knowledge and understanding of the situation in Britain in 1968 but they do not relate their response to the message or purpose of the photograph or they explain the message or purpose without setting it in the context of 1968.</p>	9	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The newspaper published this photograph to try to make the local people proud of the fact that there are people willing to challenge Powell's ideas. The writing on the wall is saying to the locals that Enoch Powell isn't just the enemy of black people but is also the enemy of the workers, including the dockers who have been supporting Powell until now.</i></p> <p><i>At the time the photograph was published, racial tensions in London and many other cities were running high. In April 1968 Powell made a speech warning that immigrants would eventually swamp the white population and of Britain and predicting that there would be Rivers of Blood. Many British people, especially from areas like the East End of London, agreed with Powell's views. London dock workers went on marches to show their support for him. The dockers and people from similar backgrounds supported Powell because they were competing with immigrants for jobs. Many parts of Britain's cities like the one in Source D became very hostile towards immigrants and organisations like the National Front gained members.</i></p> <p><i>The newspaper wanted to make people in the area aware that there were people who opposed Powell and so it published the photograph to show this in order to give Powell's opponents the confidence to speak out.</i></p>

Q	Answer	Marks	Guidance
3	<p><b>Level 1 (1-2 marks)</b></p> <p>Candidates describe the photograph to produce a very limited response.</p> <p><b>Level 0 (0 marks)</b></p> <p>No response or no response worthy of credit.</p>		

Q	Answer	Marks	Guidance
3	<b>Q: Study Source D. Why did the newspaper publish this photograph in 1968? Use details of the source and your knowledge to explain your answer.</b>		
	<b>Level 5</b>	<b>9</b>	<p>Answers at L5 will typically make a clear statement of purpose (in terms of intended impact) of publishing the photograph in this area at this time (eg It was published to change the dockers' minds about Powell.) They will also make relevant use of specific context about Powell and the situation in this area in 1968 (eg In 1968 April 1968 Powell made a speech warning that immigrants would eventually swamp the white population. London dock workers went on marches to show their support for him.)</p> <p><b>Nutshell: Published to change the minds of workers/dockers about Powell because in 1968 ... (specific audience and context)</b></p>
	<b>Level 4</b>	<b>7–8</b>	<p>Answers at L4 will typically make a clear statement of purpose (in terms of intended impact) of publishing the photograph at this time (eg The source was published to change people's ideas about Enoch Powell; it was published to ease racial tensions). They will also make relevant use of context about Powell/the situation in Britain in 1968 (eg racial tensions in London and other cities / 1968 Rivers of Blood speech)</p> <p><b>Nutshell: Published to change people's minds about Powell because in 1968 ... (general audience and/or general context)</b></p>
	<b>Level 3</b>	<b>5–6</b>	<p>Answers at L3 will typically explain the message(s) of the source (eg The source was published to tell white people that they should not support Enoch Powell). They will also make relevant use of context about Powell/the situation in Britain in 1968 (eg racial tensions in London and other cities / 1968 Rivers of Blood speech)</p> <p><b>Nutshell: Published to tell people why Powell is wrong in 1968 because ...</b></p>
	<b>Level 2</b>	<b>3–4</b>	<p>Answers at L2 will typically show correct knowledge of the context of 1968 but will not relate this to message or purpose (eg It was published in 1968 because Powell made a speech warning that immigrants would swamp the country. London dock workers had marched to show their support for him) <b>OR</b> correctly identify/explain the message/purpose of the source without setting it in the context of 1968.</p> <p><b>Nutshell: Context without message/purpose OR message/purpose without context</b></p>
	<b>Level 1</b>	<b>1–2</b>	<p>Answers at L1 will typically describe or paraphrase the source and give an assertion (eg It was published to tell people that Powell hates the workers, black and white).</p> <p><b>Nutshell: Description / assertion.</b></p>
	<b>Level 0</b>	<b>0/NR</b>	No response or no response worthy of credit.

## How far did British society change, 1939–1975?




Q	Answer	Marks	Guidance
4		8	
	<p><b>Q: Study Source E. What is the cartoonist's message? Use details of the cartoon and your knowledge to explain your answer.</b></p> <p><b>Level 5 (8 marks)</b></p> <p>Candidates demonstrate a sophisticated knowledge and understanding of the period. They interpret the cartoon by explaining <b>the cartoonist's main message</b> and produce a fully developed response, supported by comprehensive contextual knowledge and understanding.</p> <p><b>Level 4 (6–7 marks)</b></p> <p>Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon by explaining the <b>cartoon's main message</b> and produce a developed response, supported by sound contextual knowledge and understanding.</p> <p><b>Level 3 (4–5 marks)</b></p> <p>Candidates demonstrate some knowledge and understanding of the period. They interpret a valid <b>sub-message of the cartoon</b> and produce a valid response supported by some contextual knowledge and understanding.</p> <p><b>Level 2 (2–3 marks)</b></p> <p>Candidates demonstrate limited knowledge and understanding of the period. They produce a simple response about a message of the cartoon.</p> <p><b>Level 1 (1 mark)</b></p> <p>Candidates describe the source and produce a very limited response.</p>	8	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The cartoonist's message is that it is not fair that employers are still getting away with racial discrimination. He shows how common it must be because the man has assumed he will be given a job once the employer realises that he is white. Asian immigrants employed in the Yorkshire mills almost always got the worst jobs on offer and more than half of the West Indians in London in the late 1950s were over-qualified for the jobs they were doing. In 1968 the Race Relations Acts had been passed which were designed to make discrimination in housing and employment illegal. However, they were not completely effective. For example, they didn't stop employers discriminating indirectly, eg by claiming that another candidate had more experience. So this cartoonist is criticising the fact that this kind of thing is still going on despite government action and the situation needs challenging.</i></p>

Q	Answer	Marks	Guidance
	<p><b>Level 0 (0 marks)</b></p> <p>No response or no response worthy of credit.</p>		



Q	Answer	Marks	Guidance
4	<b>Q: Study Source E. What is the cartoonist's message? Use details of the cartoon and your knowledge to explain your answer.</b>		
	Level 5	8	Answers at L5 will typically set out the cartoonist's view (it's not fair that employers are still getting away with racial discrimination) and explain how the cartoonist conveys this message using details from the source (eg the man has assumed that he will be given a job once the employer realises that he is white) and explaining the discrimination which still existed in the 1970s (eg ineffectiveness of 1968 Race Relations Act, which didn't stop employers discriminating indirectly by claiming another candidate had more experience). <b>Nutshell: Critical of racial discrimination in employment with how this is conveyed in context.</b>
	Level 4	6–7	Answers at L4 will typically set out the cartoon's message (employers are still getting away with racial discrimination) and explain how the cartoonist conveys this. Answers will set the cartoon in context, which may be a general comment about the continuation of discrimination. <b>Nutshell: As L5 without criticism and with thinner context.</b>
	Level 3	4–5	Answers at L3 will typically explain a valid sub-message (eg people are still racist, managers are white) with explanation based on basic context, eg general comment about the continuation of discrimination. <b>Nutshell: Sub-message with simple context.</b>
	Level 2	2–3	Answers at L2 will typically interpret isolated details of the cartoon without reference to an overall message (eg the surprised look on the manager's face represents ...; the cartoon is about the Race Relations Act.) <b>Nutshell: Interprets isolated parts of cartoon</b>
	Level 1	1	Answers at L1 will typically describe the source and/or misinterpret the cartoon. <b>Nutshell: Description / misinterpretation.</b>
	Level 0	0/NR	No response or no response worthy of credit.



## How far did British society change, 1939–1975?

Q	Answer	Marks	Guidance
5 		19	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid to allocate SPaG marks.
5 	<p><b>Q: ‘Between 1939 and 1975, immigrants made a valuable contribution to Britain.’</b>  <b>How far do you agree with this interpretation? Use your knowledge of British society 1939–1975 and the sources to explain your answer.</b></p> <p><b>Level 6 (15–16 marks)</b>  Candidates demonstrate comprehensive knowledge and understanding of the contribution made by immigrants in Britain in the period 1939–1975 to produce a fully developed response that evaluates effectively the interpretation. They make sophisticated use of a range of sources to support their response and demonstrate thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 5 (12–14 marks)</b>  Candidates demonstrate good knowledge and understanding of the contribution made by immigrants in Britain in the period 1939–1975 to produce a developed response that evaluates effectively the interpretation. They make good use of several of the sources to support their response and demonstrate good understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (9–11 marks)</b>  Candidates demonstrate sound knowledge and understanding of the contribution made by immigrants in Britain in the period 1939–1975 to</p>	16	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>I agree with this interpretation although many people at the time did not. During the war, Britain saw an influx of servicemen and women from the Commonwealth and Empire. As Source A shows, they served in the armed forces and worked in factories in Britain, making a valuable contribution to the war effort. After the war, immigration to Britain continued as there was a labour shortage. Houses, schools, factories and the transport system needed rebuilding and the new NHS needed skilled workers. Much of this labour shortage was filled by immigrant workers and organisations like London Transport actively recruited from the Caribbean. The government passed the British Nationality Act in 1948 to encourage more workers to come here and immigrants continued to be important in areas like the NHS and transport, as we see from Source C. So immigrants were very valuable to Britain’s public services and economy. Immigration has also enhanced British culture by bringing over a wider variety of food and music like reggae. The Notting Hill Carnival still attracts millions today. However, many argued that immigrants did not make a valuable contribution. Opponents of immigration accused immigrants of coming to Britain to cash in on the benefits system. This can be seen in Source B when Cyril Osborne says that too many immigrants will lower the standard of living for the people already here. There were also people like Enoch Powell who were worried about the racial tension that was the result of immigration, as Source D indicates. The dockers went on marches to show their support for Powell because they believed immigrants were taking away the jobs of British people. By 1975 Britain faced more unemployment and no longer needed extra workers. Some people saw immigration as the problem.</i></p> <p><i>Overall, I am in support of the statement. This is because a lot of</i></p>

Q	Answer	Marks	Guidance
	<p>produce a developed response that either effectively supports or challenges the interpretation. They make sound use of several of the sources to support their response and demonstrate understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 (6–8 marks)</b> Candidates demonstrate some knowledge and understanding of the contribution made by immigrants in Britain in the period 1939–1975 to produce a response that demonstrates some understanding of the past. They assert which sources support the interpretation and which sources disagree with the interpretation.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 2 (4–5 marks)</b> Candidates demonstrate limited knowledge of the contribution made by immigrants in Britain in the period 1939–1975 and produce a basic response that makes little valid use of sources.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 1 (1–3 marks)</b> Candidates demonstrate very limited knowledge of the contribution made by immigrants in Britain in the period 1939–1975 or make little use of sources. A very limited response is produced.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>		<p><i>the fears about immigration were unfounded. For example, the claim that immigrants came for the benefits was not true as most were in employment and lots were actually doing jobs they were over-qualified for. If anything, the fact that immigrants made such a valuable contribution is remarkable because of the amount of discrimination they faced when they arrived.</i></p>

Q	Answer	Marks	Guidance
5 	<b>Q: 'Between 1939 and 1975, immigrants made a valuable contribution to Britain.'</b> <b>How far do you agree with this interpretation? Use your knowledge of British society 1939–1975 and the sources to explain your answer.</b>		
	 <b>This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid to allocate SPaG marks.</b>		
	<b>Level 6</b>	<b>15–16</b>	<p>Answers at L6 will typically present a sustained and logical two-sided argument (which could support one side but needs to acknowledge existence of an alternative view). From their own knowledge, candidates use relevant examples from across the whole period (1939-45, 1950s, c1960-75) to support each side of the argument. Answers will also use most of the sources as evidence to support either side of the argument. A valid conclusion will do more than summarise the points made. It will make a clinching argument (eg yes because a lot of fears about immigration were unfounded – claims they came for the benefits not true as lots were doing jobs they were over-qualified for).</p> <p><b>Nutshell: Sustained, balanced argument supported by evidence which covers whole period 1939-75 and makes relevant use of most of the sources to support the argument.</b></p> <p>[Answers with no source use but otherwise meet L6 requirements mark at bottom of L5, 12 marks]  [Answers which cover most but not all of the period and otherwise meet L6 requirements mark at L6, 15 marks]</p>
	<b>Level 5</b>	<b>12–14</b>	<p>Answers at L5 will typically present a sustained two-sided argument as in L6. From their own knowledge, candidates use relevant examples from most of the period (eg 1950s and c1960-75) as supporting evidence, along with at least one source to support each side of the argument.</p> <p><b>Nutshell: Sustained, balanced argument supported by evidence which covers most of the period 1939-75 and makes relevant use of several of the sources.</b></p> <p>[Answers with no source use but otherwise meet L5 requirements mark at bottom of L5]</p>
	<b>Level 4</b>	<b>9–11</b>	<p>Answers at L5 will typically present one-sided argument. From their own knowledge, candidates use relevant examples from most of the period (eg 1950s and c1960-75) as supporting evidence, along with at least two sources to support the argument.</p> <p><b>Nutshell: One-sided argument supported by evidence which covers most of the period 1939-75 and makes some use of the sources.</b></p> <p>[Answers with no source use but otherwise meet L4 requirements mark at bottom of L4]</p>
<b>Level 3</b>	<b>6–8</b>	<p>Answers at L3 will typically present a balanced argument which lacks developed support. Candidates select some events and developments from their knowledge but may be limited in range and not all points may explicitly address the question. Answers will typically assert that some sources support a particular argument but fail to explain how they do so.</p> <p><b>Nutshell: Balanced argument supported by undeveloped evidence and asserts source support.</b></p> <p>[Answers with no source use but otherwise meet L3 requirements mark at bottom of L3]</p>	

Q	Answer	Marks	Guidance
	Level 2	4–5	<p>Answers at L2 will typically present a one-sided argument which lacks developed support. Candidates select some events and developments from their knowledge but may be limited in range and not all points may explicitly address the question. Answers will typically assert that some sources support a particular argument but fail to explain how they do so.</p> <p><b>Nutshell: One-sided argument supported by undeveloped evidence and asserts source support.</b>            [Answers with no source use but otherwise meet L2 requirements mark at bottom of L2]            [Answers which use sources only, irrespective of quality, mark at Level 2, 4 marks]</p>
	Level 1	1–3	<p>Answers at L1 will typically outline a narrative of some events in Britain in the period without addressing the question.</p> <p><b>Nutshell: Brief narrative unrelated to question.</b></p>
	Level 0	0/NR	No response or no response worthy of credit.

**Spelling, punctuation and grammar (SPaG) assessment grid**

<b><i>High performance 3 marks</i></b>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<b><i>Intermediate performance 2 marks</i></b>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<b><i>Threshold performance 1 mark</i></b>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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Telephone: 01223 552552  
Facsimile: 01223 552553

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