

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

General Certificate of Secondary Education

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

### **Mark Scheme for January 2013**

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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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**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. All marking should be in red.
2. Half marks should not be used.
3. Do not transfer marks from one part of a question to another.
4. 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.

5. 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.
6. 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.
7. Please note on the script the level as well as the mark awarded for each part of each question. This MUST be shown clearly in the margin of the script towards the end of an answer, e.g. L3/8.
8. It is important once you have mastered the marking scheme that you maintain the same standard of marking throughout all batches of your scripts.
9. 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 assessed in the (c) part of questions 2, 3, 5 and 6. Written communication will be assessed as follows.

Candidates are expected to:

- Present relevant information in a form that suits its purpose;
- Ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

The quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling is one of the criteria used to determine the placing of a response within a level in mark schemes.

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.

10. 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.

1	<b>Study Source A.</b> <b>Why was this source published at this time? Use details of the source and your knowledge to explain your answer.</b>		
	<b>Level 0</b> No evidence submitted or response does not address the question	0	
	<b>Level 1</b> <b>General assertion or misinterpretation</b>	1	<i>Example: To show what young people were doing.</i> <i>Example: Because Teds were polite. One of them is holding open a door.</i>
	<b>Level 2</b> <b>Focus on context of source with no valid comment on purpose</b> (Answers demonstrate contextual knowledge fail to address either message of cartoon or the impact the cartoonist was hoping to have.)	2	<i>Example: It was published because in the 1950s there were many youth groups. One group was the Teddy Boys who were often involved in violence like in Notting Hill in 1958.</i>
	<b>Level 3</b> <b>Argues source was published to provide information.</b>	3	<i>Example: The cartoon was published to show that Teddy Boys were were violent. One of them is carrying a chain to use as a weapon.</i>
	<b>Level 4</b> <b>Identifies or explains message of source - critical of violence of Teddy Boys</b>	4-5	<i>Example: The cartoon was published to show disapproval of how violent Teddy Boys were.</i> <i>Example: The cartoon was published to raise awareness how violent and dangerous the Teddy Boys were. This is shown by the large Teddy Boy in the centre threatening the cinema manager.</i>
	<b>Level 5</b> <b>Identifies purpose(s) of source -</b> (Purpose to influence public opinion against Teddy Boys or youth culture generally or influences like Rock and Roll. Acceptable alternative purpose would be a call for greater discipline / controls over teenagers)	6	<i>Example: The cartoon was published to influence public opinion against youth cultures like the Teddy Boys.</i> <i>Example: The source was published because the cartoonist wanted something to be done about violent groups like the Teddy Boys.</i> <i>Example: The cartoon was published to influence public opinion that Rock and Roll was a bad influence on young people.</i>
	<b>Level 6</b> <b>Explains purpose(s) of source using detail and or context</b>	7	<i>Example: The cartoon was published to influence public opinion against the Teddy Boys. We can see that the Teddy Boys are shown as violent and threatening and are going to smash up the cinema. The cartoonist is obviously hostile to them.</i> <i>Example: The source was published because the cartoonist wanted something to be done about violent groups like the Teddy Boys. Teddy Boys had a reputation for violence. Three years after this source they murdered immigrants in Notting Hill.</i>

2	<b>Study Source B.</b> <b>How far are you surprised by this source? Use details of the source and your knowledge to explain your answer.</b>		
	<b>Level 0</b> No evidence submitted or response does not address the question	0	
	<b>Level 1</b> General assertion or implicit surprise	1	<i>Example: Teddy boys were not like this.</i> <i>Example: Teddy Boys had a reputation for trouble. They were involved in the race riots in Notting Hill in 1958.</i>
	<b>Level 2</b> Everyday empathy - Surprised OR not surprised by content of source but with no understanding of context	2	<i>Example: I am not surprised that the young people were in a dance hall listening to music.</i> <i>Example: I am surprised that the young men were more interested in mineral water than drinking.</i>
	<b>Level 3</b> Surprised or not surprised based on undeveloped comments about provenance	3	<i>Example: I am not surprised because it is a family magazine. They would not have wanted to upset their audience with articles about teenage violence.</i>
	<b>Level 4</b> Surprised or not surprised using general context.	4	<i>Example: I am surprised because in the source it says the Teddy Boys are well behaved but in fact they were violent.</i>
	<b>Level 5</b> Surprised or not surprised by content of source (checking against CK or X-ref)	5-7	<i>Example: I am very surprised by this source because it basically says that the Teddy Boys were good lads and never caused any trouble. However, they were notorious for fighting and getting into trouble. One of the worst examples was in 1958 when Teddy Boys attacked immigrants in Notting Hill in London.</i>
	<b>Level 6</b> Surprised by generally positive attitude of article given prevailing media attitudes towards young people at this time	8	<i>Example: I am surprised by how positive this article is about the Teddy Boys. At the time the media was usually quite negative about youth culture. We can see from Source A that the media criticised Teddy Boys.</i>

3	<b>Study Sources C and D.</b> <b>How similar are these two sources? Use details of the source and your knowledge to explain your answer.</b>		
	<b>Level 0</b> No evidence submitted or response does not address the question	0	
	<b>Level 1</b> <b>General assertion or description</b>	1	<i><b>Example:</b> The two sources are not similar they are about different things.</i> <i><b>Example:</b> Source C is a poster for Rebel without a cause. Source D is Teen Talk.</i> <i><b>Example:</b> Both sources use bold headlines and bright colours.</i>
	<b>Level 2</b> <b>Simplistic comparison of provenance</b>	2	<i><b>Example:</b> One source is a poster the other one is a magazine cover</i> <i><b>Example:</b> One source is from the 1950s while Source D is from 1964.</i>
	<b>Level 3</b> <b>Compares content of sources</b>	3-4	<i><b>Example:</b> The two sources are similar as they both show teen idols – James Dean and the Beatles.</i> <i><b>Example:</b> The two sources are not really similar because they show different things. Source C shows how American films were big in Britain while Source D shows how The Beatles were big in America in 1964.</i>
	<b>Level 4</b> <b>Compares purpose of each source (to sell / make money / promote)</b> <b>OR</b> <b>Compares intended audience of each source</b>	5	<i><b>Example:</b> The two sources each have similar purposes. Source C is trying to sell the film. Source D is trying to sell copies of the magazine.</i> <i><b>Example:</b> The sources are similar as they are both targeted at teenagers.</i>
	<b>Level 5</b> <b>Compares the impression of teenagers given by each source</b>	6	<i><b>Example:</b> The two sources give us very contrasting views of teenagers. In Source C they are shown as violent and threatening and it mentions teenage violence. Source D gives a better impression of young people as they follow the Beatles who look cheerful and clean cut.</i>
	<b>Level 6</b> <b>Argues that the sources are similar in what they reveal about emerging youth cultures</b>	7	<i><b>Example:</b> The sources are similar because they both show changes in youth culture. Source C shows how they were becoming different to their parents. Source D shows how they listened to music that was aimed just at them.</i>
	<b>Level 7</b> <b>Explains link between purpose and impression given of teenagers ie similar purpose achieved through differing messages</b>	8	<i><b>Example:</b> The two sources each have similar purposes but they achieve them in different ways. Source C is trying to sell the film and get people to come and see it. It does this by making teenagers seem edgy and scary. It sensationalises things. Source D is trying to sell copies of the magazine and get people to see The Beatles or buy their records. This is done by making them seem like nice lads and giving their fans secrets about them.</i>

4	<b>Study Source E.</b> <b>What is the cartoonist's message? Use details of the source and your knowledge to explain your answer.</b>		
	<b>Level 0</b> No evidence submitted or response does not address the question	0	
	<b>Level 1</b> <b>Describes surface detail</b>	1	<i>Example: We can see a policeman looking at some bikers while people behind him are going into strip clubs and betting shops.</i>
	<b>Level 2</b> <b>Misinterprets message of cartoon</b>	2	<i>Example: The cartoonist is saying that young people are looking for trouble.</i>
	<b>Level 3</b> <b>Interprets parts of cartoon</b>	3	<i>Example: In the cartoon we can see a lot of adults going into a strip club or betting shops. This shows that at this time society was becoming more permissive, allowing things which would not have been openly done before the 1960s.</i> <i>Example: The young people are rockers and they are shown outside a Rocker Café. At this time young people had their own culture and they used to hang out in cafes and milk bars.</i>
	<b>Level 4</b> <b>Identifies or explains secondary message of cartoon</b> At this level answer shows awareness that cartoon is drawn to make a point but the point identified is not the main point of the cartoonist	4-5	<i>Example: The cartoon is saying that society is corrupt at this time; people are drinking, gambling and going to strip clubs.</i> <i>Example: The cartoon is saying that the police are keeping a close eye on young people and what they are up to.</i> <i>Example: Adults and teenagers are both misbehaving.</i>
	<b>Level 5</b> <b>Identifies or explains main message of cartoon – pointing out double standards towards youth OR society over-reacting / getting hysterical about youth culture</b>	6	<i>Example: The message of the cartoon is that the police are being very strict on the young people but when it comes to the adults they don't care.</i>
	<b>Level 6</b> <b>Identifies or explains main message of cartoonist – criticising double standards towards youth OR society over-reacting / getting hysterical about youth culture</b>	7	<i>Example: The message of the cartoonist is that it is not fair that the police are being very strict on the young people but when it comes to the adults they don't care.</i>

5	<b>Study Sources F and G.</b> <b>How far does Source F prove that Source G is wrong? Use details of the source and your knowledge to explain your answer.</b>	
	<b>Level 0</b> No evidence submitted or no valid response	
	<b>Level 1</b> <b>General assertion or summaries or selections from one source.</b>	1 <i>Example: I think Source G is right, not Source F because Beatles concerts were like that.</i> <i>Example: I think Source F proves Source G wrong because it says they are clean and have a fresh act.</i>
	<b>Level 2</b> <b>Selects contrasting details but does not address issue of proof.</b>  <b>Alternative Level 2</b> <b>Evaluates one source with no comparison of content.</b>	2 <i>Example: Source F says people loved The Beatles but Source G calls them a menace.</i>
	<b>Level 3</b> <b>Undeveloped comments based on provenance or nature of source</b>	4 <i>Example: Source F does not prove Source G is wrong because it is from a newspaper which wants to be popular with young people.</i>
	<b>Level 4</b> <b>Argues yes or no based on content of source(s)</b>	5-7 <i>Example: Source F does prove that Source G is wrong. It says that people love The Beatles so that proves G is wrong about them being a menace.</i> <i>Example: I think Source F proves Source G wrong. Source G says young people are empty and mindless but Source G says they have good taste by buying Beatles records.</i>
	<b>Level 5</b> <b>Compares F and G and then evaluates one or both sources to address issue of proof</b> (Answers will explain 'wrong about what?'. Most likely this will be attitudes towards young people)	8 <i>Example: I think Source F proves Source G wrong. Source G says young people are empty and mindless but Source G says they have good taste by buying Beatles records. I think Source F proves G is wrong because Source G is not reliable evidence. The attitude is very bitter and the author obviously hates young people. He talks about them being empty, and smeared with makeup and wearing cheap jewellery.</i>

6	<b>Study all the sources, A-G.</b> <b>'In the 1950s and 1960s youth culture in Britain was a threat to British society.'</b> <b>How far do the sources in this paper support this statement? Use details from the sources and your own knowledge to explain your answer. Remember to identify the sources you use.</b>		
	<b>Level 0</b> No evidence submitted or response does not address the question	<b>0</b>	
	<b>Level 1</b> General answers unsupported from the sources eg NOTE: Answers based exclusively on factual knowledge with no reference to sources to be marked at this level. <b>OR</b> Uses the sources without addressing the question	<b>1-4</b>	<i>Example: I agree with the statement. Source A shows Teddy Boys threatening the cinema manager. Source C talks about teenage violence ...</i>
	<b>Level 2</b> One sided answer with explanation of how the sources support OR oppose the statement  NOTE- Mark at bottom of level if only one source used.	<b>5-7</b>	<i>Example: Source A supports the statement because it shows youth groups like the Teddy Boys threatening ordinary people like the cinema manager. Source C agrees with the statement because it talks about a bad boy from a good family and teenage violence. Source G also agrees ...</i>
	<b>Level 3</b> Balanced answer with explanation of how the sources support AND oppose the statement NOTE – Use the range of sources employed and the quality of the development to determine the mark within the range. Small number of sources well developed is just as worthy as a large number treated lightly.	<b>8-10</b>	<i>Example: As Level 2 plus ... Some sources disagree with the statement. In Source B it is clear the Teddy Boys are well behaved and not threatening. In Source D The Beatles are clean cut and not threatening ...</i>
	Allow up to 2 additional marks for effective evaluation of sources within the answer. This might be tackled on the basis of <ul style="list-style-type: none"> <li>effective evaluation of the sources used which could be based on evaluation of attitude / language / purpose</li> <li>context</li> </ul>	<b>+2</b>	

Source A	Yes (Teddy Boys threatening manager)	Source E	No (Youth reasonably well behaved, especially compared to adults)
Source B	No (Teddy Boys no trouble, hard working)	Source F	No (young people have good taste, Beatles clean cut)
Source C	Yes (Teenage violence, bad boy from good family)		
Source D	No (Beatles clean cut)		

**PTO for SPAG instructions**

## 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.

## Assessment Objectives Grid

Question	AO1	AO2	AO3	Total
1	3	0	4	7
2	1	2	5	8
3	2	2	4	8
4	2	1	4	7
5	3	0	5	8
6	2	2	8	12
<b>Totals</b>	12	7	31	50

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