



History

GCSE
History B
(Modern World)
Unit Overview (A010)

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RATIONALE FOR THE CHANGES

In 2012 all awarding bodies were asked by Ofqual to “strengthen” their existing GCSE history qualifications. This was to coincide with first teaching in September 2013. This process is separate from future GCSE development linked to new criteria.

As part of the reaccreditation process, OCR has revised the controlled assessment unit A973. The main characteristics of A973 were previously that:

- Centres chose one or more of 4 options and provided a teaching programme and controlled assessment task. Candidates submitted one assignment which was worth 25% of the whole qualification.
- The assignment was adapted from a generic question provided for each option. Centres were largely responsible for adding content to the general question. The questions were made available on OCR Interchange well in advance and accompanied by general guidance and advice.
- The accompanying teaching programme had to avoid overlap with other examined papers and with the specific controlled assessment question.
- Centres were advised to submit their question to an OCR consultant for approval although this was not mandatory.
- The use of sources was encouraged but they were not to be provided in a pre-selected format for the question.
- Whilst assessment was based on clear assessment objectives, a “best fit” approach was adopted linked closely to how well the question had been answered as a whole.

The strengthening has resulted in the following key changes:

- A973 has been replaced by A010. It will still be assessed out of 50 marks and worth 25% of the whole qualification.
- The four existing options – the role of the individual, a thematic study in 20th century history, a modern world study and a study in depth have been replaced by four new enquiries:
 - + Germany 1918-1945
 - + Russia 1905-1941
 - + The USA 1919-1941
 - + The USA, Land of Freedom? 1945-1971

- The generic questions will be replaced by specific questions set by OCR each year. Three questions will be provided for each option. Candidates must answer one question. It will not be possible for centres to adapt the question and the questions will change each year.
- Only the tasks set for that year will be assessable for that year’s examination. Past year’s tasks will not be permissible nor will those of specimen papers. Tasks will be set on OCR Interchange at least 18 months before the relevant examination series and it is essential centres select from the correct set of questions for the relevant year of submission.
- The word limit of 2000 words will be strictly monitored and work submitted beyond the initial 2000 words will not be marked. Providing students are informed before the assignment begins, there should be few problems, with most candidates benefitting from having to plan and structure their work with care rather than simply throwing lots of content in.
- Whilst still focusing on good holistic and relevant answers, marking will involve a score for each assessment objective – 10 marks for AO1, 15 marks for AO2 and 25 marks for AO3.
- The assessment objectives include the critical use of sources and the use of representations and interpretations. Sources will need to be used and centres have to provide candidates with a minimum of 5 relevant sources (at least 3 different types) and including at least one contemporary to the period being studied. This is not an exhaustive list, you may provide your candidates with more but these are the sources that you will need approval for as a minimum using the Sources Checking Form.
- As part of the approval process, centres are required to submit a “Sources Checking Form” to OCR, recording their chosen source materials prior to 31 January in the year of entry. This should be submitted to the CACW: cacwconsultancy@ocr.org.uk.
- Guidance is available to support centres. The new specification is available on the OCR website and there is a specimen paper: <http://ocr.org.uk/qualifications/gcse-history-b-modern-world-j417-j117-from-2012/>. It is important that centres familiarise themselves with these. OCR guidance also includes administrative details such as how to obtain the controlled assessment questions from Interchange. The guidance to teachers and candidates previously attached to A973 tasks is now available in this document.



CONTENT

It is important to remember that this paper is an historical enquiry consisting of two main elements:

- A teaching programme aimed to last 8-10 weeks providing the context to, but not the answer to, a specific historical task. It is expected that centres will teach the c. 30 years content coverage of the chosen option and the range of issues listed in the specification.
- A specific controlled assessment task chosen from a choice of three. Centres are free to decide whether candidates can choose any of the three questions within the option studied or be directed to a specific question.

THE TEACHING PROGRAMME

There is no need to teach each of the issues listed in the specification in equal detail. What is much more preferable is a broad overview. Teachers will be aware of the specific question being asked but need to be especially vigilant that they do not devote time to providing too much direct help for the actual question, including the use of sources identical or very similar to those attached to the question. This means avoiding teaching a specific lesson or section of the course related directly to the question or providing notes, a worksheet or specific homework on the theme.

It is, however, perfectly acceptable to work on similar themes involving different content or to practice similar types of question, e.g. comparison, causation, significance.

In planning for option A010 it may be useful to consider the following as a starting point:

- Which option is being taught? Does it provide some coherence with other taught papers whilst avoiding unnecessary or prohibited overlap? It is important to remember that there are certain prohibited options in units A011-A017 and units A021 and A022, aimed at preventing overlap and giving candidates an unfair advantage or disadvantage.
- When will the option be covered? The actual questions are released far in advance giving centres plenty of flexibility as to when to teach the content and undertake the task. Deciding when could be influenced by other factors such as pressure on subject or school resources.

- How much time is available for teaching? The options have been devised with approximately 8-10 hours teaching which does not include the time available for the assignment. Some centres may decide that doing justice to A010 requires slightly longer teaching time but it is unlikely that centres will be able to devote fewer hours. It is certainly not acceptable to focus teaching just on the content of the question. In any case, experience suggests that candidates who have a broad overview of the context are able to produce much better answers than those who lack this.
- How is it best to teach the overview through the issues in the specification?
- How many and which type of sources will be used as part of the assignment – remember a minimum of 5 relevant sources (at least 3 different types) are required and this should reflect a variety. This is not something that can be left until the last minute as there is a deadline date of 31 January each year to submit your “Sources Checking Form” to OCR for approval. This does not mean that the controlled assessment needs to be done then, but it cannot start until final approval is given. More guidance on appropriate sources follows later in the document.
- Besides teaching the content, what techniques will be developed and reinforced, for example, those targeted on objectives or specific types of questions? Time is likely to be limited for this but it would not be acceptable to focus almost exclusively on parallel questions to the set controlled assessment question and largely ignore the content.

How will the controlled task be organised? It is expected that candidates will have access to the task at the end of the teaching programme. Many centres have traditionally incorporated the assignment into normal lessons. They provide the question about one week before the 8 hour task takes place and allow candidates to bring in one page of A4 planning. They then allow 3-4 hours of more detailed organisation of materials and planning before allocating 4-5 hours for drafting/redrafting the final version. Some centres build in enough time to allow for redrafting versions. This is probably even more important now as candidates need to follow word total requirements much more strictly. Another decision needed is whether candidates will word process or handwrite their responses.

The following section takes each of the four AO10 options and for each provides:

- A concluding overarching enquiry bringing together the key aspects on each option.
 - A sample activity aimed to take 1-2 lessons.
- These are indicative only. Given the amount that needs to be covered in a relatively short teaching time period, it is essential that the candidates are not bombarded with too much detail. The key to success lies in providing a broad overview by highlighting some of the key issues and supporting this with substantiating evidence. This is often best done through a using some or all of these methods:
- The use of a series of short enquiries around which the content is fitted.
 - The identification of some key central ideas/messages characterising the topic, which are reinforced through content.
 - Over-arching discussions/enquiries that allow students to consider the central features of the unit.
 - Teaching that covers the main events/outline, with the students researching their own detail.
 - The use of timelines to illustrate the main trends and issues.
 - Source based work that allows pupils to understand better the narrative and interpretations.
 - Focused classroom activities on the main events/outline organising concepts such as causation, change and significance – some of the enquiry questions below are aimed specifically at this.
 - Candidates reading text or topic books or online material as a whole as well as spreads and themes.
 - Class debates and discussions on the key overarching themes such as why things were as they were, what was most significant and who contributed most to a particular outcome.
- A summary teaching programme of recommended content/features.
 - A series of enquiry questions for each area.
 - An indication of possible teaching time in terms of hours.



GERMANY 1918–1945

A typical teaching programme might include:

- Enquiry: Why did Weimar have such a difficult start? The state of Germany after World War I, Versailles and the establishment of the Weimar government including its constitution. The reasons for and the nature of the problems faced by the Weimar government up to the Ruhr and other 1924 events such as the Munich Putsch. **2 hours.**
- Enquiry: Was it only the Wall Street Crash that prevented Weimar being successful? The recovery under Stresemann, cultural achievements, the later problems caused by the Depression and Wall Street Crash including the political, social and economic crises. **1 hour.**
- Enquiry: How firmly were Nazi ideas and policies established before 1933? Nazi policy from Mein Kampf, leading personalities, beliefs and policies, e.g. anti-Semitism. **2 hours.**
- Enquiry: Why were the Nazis able to achieve their success at this time? How the Nazis gained control of Germany – electoral success, Reichstag Fire, Enabling Act, Night of Long Knives, establishment of control including SS and Gestapo, propaganda. **2 hours.**
- Enquiry: Who fared best and worst in Nazi Germany? Living in Nazi Germany – different groups such as Jews and other minorities, women and children, families, life during the War, limited resistance. **2 hours.**
- Concluding section – How far was life better for Germans in Nazi Germany compared to Weimar Germany? **1 hour.**

A sample lesson might, for example, involve:

- Pictures of the Hitler Youth and German Maidens to infer Nazi attitudes and roles.
- Information sessions on why Hitler believed in the importance of controlling the young.
- Brief research on some of the activities and expectations for the young and women.
- A similarity/difference exercise on the role women at the beginning and end of the Nazi period.
- Class reading/enquiry on how much opposition there was, and how and why this changed over time.
- Summary exercise of benefits and disadvantages of being young and a woman in Nazi Germany.

RUSSIA 1905–1941

- Enquiry: How much tension was there in Russia in the early 20th century? State of Russia in 1905. Rule of Nicholas II and attempts at change through revolution and reform 1905-1915. Rasputin. **1.5 hours.**
- Enquiry: Why was it that the Bolsheviks organised a successful revolution in 1917? Causes of 1917 revolutions – including Russia in World War I. Provisional government. Immediate aftermath of 1917 revolutions. **1.5 hours.**
- Enquiry: How important was Lenin's contribution to the successful establishment of Soviet Russia? Lenin and his period in power. Successes and contributions including ways in which Bolshevik power was established and maintained, including Civil War and War Communism. **2 hours.**
- Enquiry: Why was Stalin able to prevail over Trotsky? Stalin's ascendancy and success over Trotsky. Establishment of a dictatorship, cult of personality. **1 hour.**
- Enquiry: Who gained and who lost under Stalin? Life in Stalin's Russia including Five Year Plans and Purges, collectivisation, role of women and ethnic minorities. **2 hours.**
- Concluding section – Why did Russia turn out as it did in the early 20th century? **1 hour.**

A sample lesson might, for example, involve:

- Class details of 5 Year Plans and Stalin's attempt to modernise Russia.
- Series of sources on Stalin's methods, e.g. data on production, Stalinist propaganda, contemporary description of starvation, anti-Soviet sources. Students analyse and try to reconcile the disparate images.
- Students briefly research and assess how far the 5 Year Plans were a success and at what cost to people in Russia.

THE USA 1919-1941:

- Enquiry: How wealthy was the USA as a result of World War I? The USA in the aftermath of World War I. **0.5 hours.**
- Enquiry: Were the 1920s good times for everyone in the USA? American society and economy in the 1920s – "Roaring Twenties" and increased standard of living, consumerism, mass production, who benefitted including race relations, prohibition, economic prosperity, role of US government, underlying weaknesses, gangsterism and corruption. **2 hours.**
- Enquiry: How and why did it all go wrong for Americans? Reasons for and impact of Wall Street Crash and Depression. Impact on different sections of society including urban and rural. **2 hours.**
- Enquiry: How easy was it for Roosevelt to win the 1932 election? Role of government immediately before and after the Wall Street Crash and dissatisfaction such as Bonus Marchers and Hoovervilles. Roosevelt's election and reasons for success. **1.5 hours.**
- Enquiry: Why was there opposition to the New Deal? Immediate response by Roosevelt and New Deal – Hundred Days, who gained and who benefitted. Opposition such as republicans, business, Huey Long, Supreme Court. **2 hours.**
- Concluding section – How much difficulty was the USA in in the 1930s and how had it been allowed to get like that? **1 hour.**

A sample lesson might, for example, involve:

- Students research the economic and social conditions of the USA at the time of the 1932 election.
- Details of Democrat and Republican election promises. Students discuss who might have supported each side.
- Brief research on key features of the New Deal. Students infer who they were likely to help.
- Students use a small range of sources showing aspects of New Deal, e.g. grateful recipients, opposition from self-made individuals, cartoons, those opposing "big government". Students assess viewpoints of sources and why contemporaries may have held genuinely differing views.



THE USA, LAND OF FREEDOM? 1945-1975.

- Enquiry: How strongly did the USA emerge from World War II? America emerging from World War II. USA society in the 1950s and 1960s. **0.5 hours.**
- Enquiry: Why did the USA have such a “Red Scare”? USA fear of Communism – Berlin, Korea, spies, nuclear weapons, emergence of McCarthy and support of FBI, effect of McCarthy and opposition, e.g. Hollywood. **2 hours.**
- Enquiry: How extreme was the inequality in the USA in the 1950s? Civil Rights in the 1950s – US inequality especially African Americans, states versus federal government, specific events such as Little Rock, Rosa Parks, Acts of 1957 and 1960. **2 hours.**
- Enquiry: Who was responsible for making improvements in civil rights in the 1960s and early 1970s? Civil Rights in 1960s and 1970s – role of Martin Luther King and Malcolm X, roles of Kennedy, Johnson and Nixon, Black Power. **2 hours.**
- Enquiry: How far were improvements made to the status and conditions of other groups besides the African Americans? Other groups – Native Americans, Hispanic groups, role of women. **1.5 hours.**
- Concluding section – How far had conditions and the status of different groups in the USA improved between 1945 and 1975? **1 hour.**

A sample lesson might, for example, involve:

- Sources related to contributors to civil rights, e.g. Martin Luther King, statements of Malcolm X, Rosa Parks, details of Johnson legislation, Black Power photograph etc. Students assess methods used and draw conclusions on impact.
- Follow up research on interpretations on their impact.
- Investigate briefly other contributors not covered by the sources.
- Students draw up a hierarchy of those they felt contributed most to civil rights.

MARKING

For those familiar with OCR controlled assessment, there will be new elements to the marking of Controlled Assessment due to the strengthening of the specification, but it is also important to stress that there is much continuity.

- As before, all controlled assessment is marked by the centre using the OCR marking criteria and guidance before being moderated by OCR moderators. The work can be submitted either in digital format (Repository) or via postal moderation. OCR will send centres details of the sample that needs to be sent to the moderator soon after submission, particularly after the annual deadline date of mid-May.
- There is now a requirement to assess and record the three separate assessment objectives to provide a total of 50 marks. The three assessment objectives are addressed in the specification. 5 bands or levels are delineated. The mark allocation is 10 marks for AO1, 15 marks for AO2 and 25 marks for AO3 which focuses on using effectively a wide range of sources, representations and interpretations;

Knowledge and understanding of history	10 marks
Explanation and analysis of: Key concepts: causation, consequence, continuity, change and significance within an historical context Key features and characteristics of the periods studied and the relationships between them.	15 marks
Analysis and evaluation of: a range of source material as part of an historical enquiry How aspects of the past have been interpreted and represented in different ways as part of an historical enquiry.	25 marks

- Whilst marks are given for the three assessment objectives, it is important to remember that there is some inevitable overlap. For example, being targeted and relevant is part of all three. Good marks cannot be assigned for any of the three objectives without the answers being relevant to the question.

- AO1: This objective is very much focused on the candidate's ability to select from the range of information they have (an indication that perhaps they should not be inundated with resources). Assessors are looking out for the powerfully argued, coherent answer done with efficiency and without superfluous and unnecessary material. Whilst the top band seeks a "wide range of material" this need not be extensive. It is unlikely that responses would be acceptable at this level that had relied on a single source.
- AO2: What underpins this objective is the knowledge that the candidates demonstrate of the topic. This embraces the key concepts such as causation, change and significance but there is no need to look for each in equal measure. Much will be dependent on the question asked. What will often demonstrate appropriate understanding though is the candidate's ability to provide analysis and explanation, and to back up their answers with sufficient substantiating evidence. This does not mean that answers should be swamped by supporting evidence – on the contrary this can affect the flow and clarity of the argument. The good candidate will know when there is enough to make the point and that it is sufficiently robust to support the argument.
- AO3: Much more weight is being given to this assessment objective but the key to success with this objective is that it is not a bolt on source exercise. It is an opportunity for candidates to use sources and interpretations in supporting their answer. Effective and rigorous evaluation is most definitely a distracting section from the main discussion where some mechanistic source evaluation ensues about "primary/secondary", "reliability", "eyewitness" etc. divorced from context. Such commentaries are rarely helpful and, in most cases, a distractor.
- As in the past, candidates should be assigned a band using the generic description. The difference is that this now needs to be given for each assessment objective. However, it is not expected that candidates' work will differ prominently from past controlled assessment.



- Because there is a range of marks within each band, it is important that those assessing the work within a centre do not restrict the cross-checking just to bands but to the actual mark within a band. The usual test is the degree of security within a band. It is fairly safe to assume that responses that hovered between two bands and were convincingly in the lower band should score at or near the top of that lower band. Likewise an answer that had characteristics of the lower band is unlikely to score marks well up in the band above. Two points should be stressed – firstly, there should not be a policy of simply marking to the middle of a band. It is expected that the full range of marks within a band should be utilised. Secondly, decisions within a band must be based on the assessment criteria and not on criteria such as effort or neatness;
- The best work will still be that which is likely to feel right holistically particularly by the way the question is answered in a focused, efficient, coherent and relevant way. The argument should be clear and substantiated. One way in which this is best done is through the use of sources and interpretations but the best practice is to avoid a mechanistic approach to sources and interpretations.
- The word total of 2000 words is being strictly enforced and nothing after 2000 words should be taken into account when marking. The best thing to do would be to draw a line after 2000 words to indicate to the moderator why you have ceased marking.
- When the candidates have completed the controlled assessment task, it is important that centres assess the work in a consistent manner. All questions for all options are marked using the same criteria. If more than one teacher has been involved with the tasks, it is essential that there should be some internal cross moderation, ideally through cross checking all assignments by more than one teacher or, at the least, by a sizeable representative sample;
- The key document when marking and internally moderating is the assessment marking criteria. The starting point should be selecting the “band” that best fits the work. This will not prove successful if centres equate this as seeking answers that have ALL the characteristics of a description. “Best fit” is looking for a tendency – the description that has more features than any other band. Centres should mark positively, looking particularly for what is there rather than the failure or omissions. However, marks should not be given for any other qualities besides those in the criteria such as effort, commitment or interest. It is also worth remembering that marking positively is not the same as generosity. There has been a slight tendency in the past for centres to be over-generous especially towards the very good answers in the two top bands;

- Traditionally centres have varied in terms of the annotation they provide on work and there are indeed several valid and useful approaches. For example, one of the best is a summary judgement at the end linked to the assessment objectives. This should be linked to the marking criteria but not simply parrot the exact wording of a banding definition. It needs personalising rather than copying and need not be as long as a band definition, for example; "tightly focused throughout, full of explanation and well supported with a range of sources and interpretations effectively supporting a clear argument". What is not needed is an atomised approach to the annotation with marginal references to AO1B4, AO3 B5, AO2B2 etc. and then doing some mathematical aggregation to arrive at an average band. The holistic judgement should still predominate as it is perfectly possible to make valid points and still end up with an incoherent and unconvincing argument.

Below are two specimen examples of controlled assessment. These are direct transcripts of the responses with no amendment to the style or syntax:

- a) **How far did prohibition change America between 1920 and 1933?**
- b) **Who did more for Civil Rights - Martin Luther King or Malcolm X?**

HOW FAR DID PROHIBITION CHANGE AMERICA BETWEEN 1920 AND 1933?

Prohibition intended to change America in different ways. Firstly they wanted to ban the sale of alcohol but not only that they wanted to the production of alcohol. By stopping the production, alcohol wouldn't be seen anymore. And if they would stop the sale of alcohol, no one could buy it and they could do what they want they wouldn't get it. It is important to see what they wanted to do so then we can look what changed and what did not.

In addition by banning these methods, it was predicted to reduce the amount of drinking alcohol. They wanted to stop crime and violence, have stronger family relationship. They wanted to stop people from drinking; they wanted the men to stop spending their money and time in the pub all the time. As their families and children are starving at home, waiting for them; eg. "daddy's in there... and our shoes and stockings and clothes and food are in there too and they'll never come out". The cartoon shows the men's children waiting outside the pub staring inside. They are sad as they think they did does not care about them.

They wanted the men to go and care for their families so families will reunite and would reduce the crime. They were also expecting more moral behaviour of people and make them better Christians. They wanted to stop the money going on alcohol and be spending them on food and clothing for their wife's and children. If the men wont stop, this would lead to poverty.

In the south of America, many people supported the prohibition protests because they weren't drinking and they were religious so they are trying to say that the men should be like them religious people. The Americans wanted to drink and have good times in the pub but they didn't think about their families and those who don't have any families they caused crime and violence.

Source D is related to Source A, it shows that the poster is aimed at religious people in the south; it shows us the likely failure of prohibition with old, rural people. The poster invites the southern country living people to a Christian temperance show which means the show will be about alcohol, they will be talking and signing not to drink. In the south the temperance movement was massive and powerful but in the north people made money by selling and buying alcohol. The poster is a success with rural parts of America and was a success with those people who don't drink. Source A supports the idea that prohibition supporters thought alcohol consumption was damaging to families and children. It also suggests that an alcohol ban would build better family lives. However, this source is a cartoon so it cannot be expected to show real life or even the full view of a person. This is because cartoons are by their nature fiction and use extreme description and caricature to persuade. This is seen in the pathetic image of the children who are portrayed to attract sympathy to the cause. The cartoon is likely to have been commissioned by the Anti-Saloon League and as such will have been motivated by Christian sentiments. Other key supporters of prohibition such as industry would have argued a different message.

Source A is also supported by Source R which are both published by the Anti-Saloon League. Source R shows that they wanted to ban alcohol across America. Source A is linked because they both talk about dads spending money in the pub on alcohol which should have been spent on the children and families.

They wanted less German beer to be brought to America, the reason for this is that the German people were not popular in America because of the First World War. People of German descent owned many of the breweries and there was still a lot of anti-German sentiment. Breweries were this forced to shut down.

Prohibition did have some success but only with the southern side of America and with those who did not drink. It had some success with African-Americans, Christians, old people and industrialists. This is because these people did not drink, they were not like the northern part of America and this was because of the temperance movement. The movement was introduced because of the damage caused to families and they wanted to stop the damage caused by alcohol. So people agreed not to drink alcohol and campaigned for others to stop drinking. Most members were devout Christians who saw the damage alcohol did to family life. It had success with African Americans who weren't so into alcohol and were more religious. Old people were also a success as they don't drink because they would rather go to some shows. Christians were also a success because they were not so much into drink because of their religion. Working people were another success because they needed to be sober to get to work – so it was a success for the industrialists.

Source I shows the gallons of beer sold from 1905 to 1940. In 1915 about 30.0 gallons of beer were sold but it slowly dropped during prohibition at about 13.2 gallons and this was when the Volstead Act took place. But this happened in the early years and then alcohol drinking just started to rise again.

America did change but not in the way they expected it to change. Things turned worse than they already were. Introducing alcohol had led to a rise in alcohol production and sale. When prohibition started people began to drink. They wanted to break the law – to be part of the gang that breaks laws. This turned negative for those who introduced prohibition. The people were thinking “they think because they intended prohibition they can stop us from drinking. I'll show them”. So prohibition was failing. 1927-1929 were successful years. Alcohol was everywhere especially when people celebrated something like an entertainment. When for example somebody won at boxing alcohol was drunk. Source J is a good example and shows even Roosevelt said when he repealed the 18th Amendment in 1933 “I think this would be a good time for a beer”. Levels of alcohol consumption fell by 30% but rose again in 1927. It is not totally reliable as these figures are not directly about prohibition.

The carbon carbide building is evidence of success. The building in Chicago opened in 1929. It shows how successful a time it was and the top of the building looked like a champagne bottle. It was paid for out of money made by alcohol such as illegal speakeasies. People just loved them. Alec Wilder is a person in the Source F who is an ordinary guy who performs in shows. Before prohibition he was not interested in drinking but when prohibition was introduced he just fell in love with the speakeasies saying “I love speakeasies”. The source shows how they got to peoples' hearts. People did not worry about being poisoned by bad whiskey. Whiskey and other drink was made by people and smuggled around. But Alec Wilder does say “you had to know somebody who knew somebody”. The speakeasies worked because strangers were kept outside them. You would be told to go away if you were not known. It meant the police

found it difficult to catch anyone. In any case the police were not a problem as they were bribed by gangsters such as Al Capone. “I got used to being disreputable”. This shows that people got used to breaking the law.

Prohibition also made women's lives happier. They got a chance to make money like men and got more independence. With people ignoring the law they had more freedom. This allowed some to become flappers. Many became more important, independent and wealthy. Source C tells us about it. It shows females could get involved in entertainment. They preferred to be employed and earn money. They could get hold of new products. They were allowed to have more fun and this led to some having alcohol. They were also confident about breaking the law. Like men they can go to speakeasies, break the law but people did not care. This is a big change. Before women would not think of breaking the law. Now they did. It is not a completely reliable source as it only talks about women in some places not all of America.

Prohibition changed America for the worse because it was intended as a way of reducing crime but it did not. The market for alcohol created an opportunity for gangsters to get rich. This led to racketeering and smuggling. Alcohol was smuggled from Canada to Chicago without much difficulty. Bootleggers also got involved earning about \$2 billion just for selling alcohol. One example of a bootlegger is George Remus who gave out cufflinks worth \$25,000. Many gangsters were from immigrant backgrounds. In the 1920s the main gangs were Jewish, Polish, Irish and Italians. They were often poorly educated but clever and ruthless. The most famous is Chicago gangster boss, Al Capone. He arrived in Chicago in 1919 on the run from a murder investigation in New York. He built up a huge network of corrupt officials among the police, local government workers, judges, lawyers and prohibition agents. He even controlled Chicago's Lord Mayor, William Hale Thompson. He had a high profile and was a popular figure in the City. He destroyed the power of the other Chicago gangs committing at least 300 murders in the process. The peak came with the Saint Valentine's Day Massacre in 1929.

Source O shows that everyone knew about the activities of Capone but it was impossible to convict him because of his control of the police so if someone went to the police and told about Capone they would be sent away because Capone bribed them with money to stop him being caught. Source K links to this as he calls himself a business man because he is selling something that is popular. He also said his customers are as guilty as he is. Speakeasies were linked to chains and customers easily become involved with these chains.

Prohibition led to massive corruption. Many of the law enforcement officers were involved with the liquor trade. Big breweries stayed in business throughout the prohibition era. They bribed local government officials, prohibition agents and the police to leave them alone. In some cities police officers directed people to speakeasies. Even if there were arrests, it was difficult to get convictions because more senior police officers and judges were in the pay of the criminals. One in twelve prohibitions were dismissed for corruption. The New York FBI Boss, Don Chaplin, ordered his 200 agents "put your hands on the table, both of them. Every son of a bitch wearing a diamond is fired". Source G shows that Al Capone had a great control of the City of Chicago and was seen as like a king who had billions of dollars. Capone had discovered that there was big money in the newly outlawed liquor business".

Source L shows that people like police officers, politicians and prohibition agents all got bribed by Al Capone. Every time Capone did something wrong like murdering the police wouldn't do anything making up something to avoid him getting arrested. Even these people were satisfied with Capone because he made billions which he used to make himself secure.

Source B shows that unemployment in the USA by 1928-1933 and the unemployment started later when prohibition started. There was a big impact for companies, factories and shops because people were working for Capone or in speakeasies. Alcohol consumption also went up during the Great Depression – as a way of drowning sorrows.

And so prohibition intended as a way of reducing the drinking alcohol, crime and violence and having stronger family relationships. They wanted men to stop spending time and money and instead go and care for their families. They also wanted better moral behaviour of people and make them better Christians. Money was meant to be spent on food and clothing rather than alcohol. It should help poverty and improve industrial efficiency.

Prohibition made a big change to America but not in the way politics intended it to change. More crimes got involved and alcohol consumption rose. People turned to speakeasies and allowed Al Capone to rule. Capone was able to run the alcohol business all through the prohibition period. Many made money out of prohibition including the police and politicians. It was different in the rural areas because they were not so much involved into alcohol because they were more Christian and influenced by temperance movements.

WHAT ARE ITS MERITS?

There are valid attempts to answer this question but the argument is not always clear and easy to follow. It takes some time to get going and seems to be more preoccupied with the aims and reasons rather than the impact. However, it later covers impact and is reasonable on causation - explaining why things were as they were such as when discussing corruption. It is too generalised in places, such as the part on women but sees different effects and qualifies some generalisations, e.g. rural/urban; north versus south; Christian etc. A good range of sources are used, but they are used variably. Sometimes they add to the argument, e.g. Roosevelt's attitudes. At other times the sources are almost more of a distractor especially when they are heavily criticised or subjected to some stock evaluation, e.g. "this is a cartoon so cannot expect to....". Also attempts at cross referencing add little to the use of sources. Occasionally the candidate does not always seem in control of the source being used, e.g. when attempting to discuss statistical evidence. Overall, enough knowledge is demonstrated to support some discussion and it is quite clear that the candidate is arguing that there was some impact, but it was less and different to what was intended. There is reasonable support for the judgements made but too much assertion in places. It is a bit too repetitive in places, which detracts from the quality of the overall argument and casts a bit of a shadow over the powers of selection.

Overall AO1 6,AO2 9,AO3 15 = 30

WHO DID MORE FOR CIVIL RIGHTS – MARTIN LUTHER KING OR MALCOLM X?

From the 1920s onwards black Americans in the southern states suffered de jure discrimination due to the enforcement of Jim Crow laws which segregated blacks from whites in all public facilities. In northern cities black peoples' opportunities were seriously hampered by de facto discrimination. This meant that in employment, housing and education, black peoples' standards of living were much lower and in addition they were often hampered by the police – the very people who were meant to protect them. Martin Luther King and Malcolm X became leading advocates for black rights. This essay will analyse the roles of both leaders in terms of leadership and influence, what they achieved and how lasting their impact was. By evaluating evidence and interpretations I will prove that both Martin Luther King and Malcolm X played an equally important part in the struggle for Afro-American equality.

The qualities both men displayed as leaders are an important aspect of evaluating their role. Martin Luther King was a very charismatic and forthright leader. He aired his views without causing violence. He was very effective as he guided and supported his followers. He gave them hope and determination for a better future. He was direct and highlighted injustice being done which can be seen in the letter he wrote to President Eisenhower in 1957 in which he points out that laws can stop black people being lynched and be treated fairly in public places such as restaurants. This shows that Martin Luther King firmly believed that the only way to ensure equality was to enforce law which involved getting rid of the de jure Jim Crow laws. He passionately believed that the only way to get laws passed was through non-violent direct action. As a fellow Civil Rights activist, Ralph Abernathy said, "he taught the nation that an eye for an eye and a tooth for a tooth if followed to its ultimate conclusion could only end in a totally blind and toothless society...He knew that if America is saved, it would be through the black man who can inject new dimensions of non-violence into the veins of our civilisation". This source proves that Martin Luther King had a very clear vision – an essential quality for a successful leader. However, as Abernathy made his speech at a very emotive time – a commemoration service for King shortly after his death – it could be seen as unreliable. Added to this is the fact that Abernathy was a close friend of Martin Luther King and fellow organisers of the March on Washington, so he could be said to be biased. On the other hand, there is a lot of evidence to prove that King was passionately convinced that only non-violence would achieve his vision of unity and equality.

In contrast to this Malcolm X's vision was separation of the races. He believed that the only way to achieve black rights was by Black Americans setting up their own communities. His approach was based on the belief that black people would always be seen as inferior because "the white man has taught the black people in this country to hate themselves as inferior,

to hate each other, to be divided against each other. The brainwashed black man can never learn to stand on his own two feet unless he is on his own". Unlike Martin Luther King, he argued that self-defence should replace non-violent resistance as "it is criminal to teach a man not to defend himself when he is the constant victim of brutal attacks". Malcolm X's approach alienated many white supporters whereas the non-violent direct action Martin Luther King insisted on encouraged active support from white sympathisers.

As time went on however both men re-adjusted their ideas on how to achieve progress. In an extract from an article written in 2005 by Professor Clayborne Carson of the University of Stanford he says, "Malcolm came to realise that non-violent tactics could be used militantly and were essential aspects of any mass struggle". A skill of leadership is to reassess your tactics and admit mistakes which is what Malcolm X did. After returning from a pilgrimage to Mecca following his split from the Nation of Islam he declared "I have been convinced that some American whites do want to help cure the rampant racism which is on the path to destroying their country". In a similar way Martin Luther King was prepared to accept that there was a place for militancy in the struggle for Civil Rights. This is supported by Professor Carson's article: "Martin, for his part, remained philosophically committed to the ideals of non-violence but he increasingly recognised that mass militancy driven by positive racial consciousness was essential for African American progress". This source could be said to be reliable as it gives a balanced view of both leaders and is backed up by other evidence including King and Malcolm X's own words. The tone of the article is also proof that it is reliable as it does not use emotive language but sets out the case in an academic way.

As a result of their leadership skills, both Malcolm X and Martin Luther King influenced others to follow their example. Students in Greensboro were clearly influenced by the success of King's peaceful protest in the Montgomery Bus Boycott to adopt a similar non-violent strategy which started as a spontaneous act by four SNCC students who refused to leave the lunch counter at their local Woolworth store. This led to sit ins at lunch counters, libraries and churches all over the deep South. King's activities were also adopted by CORE activists in their campaign called "freedom rides" against segregated transport. Both groups successfully desegregated public facilities and state transport and, like King, won support from the media and white sympathisers.

Malcolm X was also a strong influence but in a different way and to different types of people. His influence was felt more strongly in the northern ghettos. He managed to inspire many blacks whose lives were affected by on-going poverty and who did not gain by King's success against segregation or racist laws. This idea of black supremacy had a huge influence on the development of black power groups such as the Black Panthers. However, Malcolm X's influence can also be seen in a negative light since many white Americans were alienated by the radical approaches. Furthermore it gave the authorities an excuse to take a hard line against African-American activists. In contrast the restraint encouraged by King especially in the marches in Birmingham and Selma directly influenced Presidents Kennedy and Johnson to change the law. In terms of influence perhaps Martin Luther King can be said to be the better leader.

The achievements of both men, although different in quantity show that both were equally important leaders in the struggle for Civil Rights. Malcolm X spent his life in the north of America and experienced the more informal system of discrimination in place in the northern cities. This experience of poverty, crime and despair led him to attempt to tackle these issues. His long term goal was to re-educate the black population to feel a sense of pride about their colour and culture, to have a better self image and black pride and to be happy as they were. In his autobiography in 1965 he talked about how the black population should do their absolute best to gain respect, for himself and from others. To say "I'm better than that and to be proud of their heritage". Malcolm X talked of self correction defects such as drunkenness, drug addiction and prostitution. He urged black people to unite as one and act as a community by becoming producers, manufacturers and traders who could employ other black men and women.

Ossie Davis delivered a eulogy at the funeral of Malcolm X saying "Malcolm was our manhood, our living black manhood". Many clearly believed in his message of standing up and demanding their rights rather than waiting for white people to grant them. Another wrote – "Malcolm has become an Afro-American and he wanted so desperately – that we, that all his people would become Afro-Americans too" shows his impact on the raising of black self esteem and pride. As Davis points out "Negro was too weak to describe the strong independent black American Malcolm X wanted his followers to be". Obviously Ossie Davis would have favoured Malcolm X and may have been using emotive language and calls into question how reliable this source is. Malcolm X highlighted the two-tier society in America and showed that even with new legislation (Civil Rights Act and the Voting Rights Act) very little had changed. Black people were still being denied economic, social and political equality in the North. There was disillusionment felt by many northern blacks at the slowness of Martin Luther King's methods and the on-going discrimination was growing into resentment.

Race riots in the three summers after Malcolm X's death showed the extent of this frustration. Johnson ordered an investigation into these riots which showed racism was the cause and that two Americas existed – black and white. King's achievements were more concrete than Malcolm X's. His campaigns highlighted the on-going discrimination and segregation in the South and prompted legislation to reverse it. This non-violent approach united sympathetic whites and blacks against the discrimination. The earliest and perhaps greatest achievement was the Montgomery Bus Boycott. As President of MIA he showed great leadership in organising car pools, inspiring the protesters to resist provocation and keep up the momentum throughout the year. The success was not just the bus company having to back down but that the Supreme Court ruled that segregation on all bus services was illegal – and by inference – that all segregation of public services was illegal.

A picture was taken on the 21st December 1956 of Rosa Parks sitting at the front of a bus which used to be white only. Although Martin Luther King did not start the boycott it's a useful source to show his impact on the Civil Rights Movement as he encouraged this type of non-violent approach. Although the photograph could be staged as it does not look very natural and there are only two people on it but it does support the importance of Martin Luther King's role and success. King cleverly used the violence directed against the campaigners to his advantage by provoking a sense of outrage among white people across America and the rest of the world through media attention such as TV pictures of police dogs and fire hoses being used against demonstrators, some of whom were children in Birmingham. It prompted Kennedy to push for changes in the law. TV photographs of protestors being brutally attacked during the Voting Rights March in 1965 at Selma on the orders of the racist sheriff Jim Clark had a similar effect on public opinion but it was King's compromise of leading a token march a short distance that really shows what a great leader he was. As a result of this compromise, President Johnson was able to convince Congress to pass a Voting Rights Bill in 1968. A graph shows that Black Americans registered to vote in the southern states of the USA rose rapidly from 1964 especially after 1968 which shows King's success in getting black people to register to vote. As statistics this source is probably reliable as it simply depicts information.

Martin Luther King seems to have left a greater legacy behind than Malcolm X has. He was part of many campaigns and organisations, promoting non-violence that so many people knew him. Americans have even gone as far as having 125 schools named after him and also 770 streets bearing his name. He even has his own public holiday, one out of only four days which are dedicated to individuals. Most young students learn about him all over the world. There have been some negative comments which undermine his legacy. Some Civil Rights activists felt that King ignored some important issues such as poverty. Also "white nationalist" are attempting to withdraw King's holiday. Some of these protests are based on the rumour that he committed adultery and was guilty of plagiarism when he received his doctorate in 1955. Malcolm X does not seem to have the same elevated status as King but he still contributed a great deal towards blacks gaining civil rights. He inspired young Afro-Americans to fight rather than wait for the whites to change. He made civil rights a national issue and made more people aware of the discrimination that was going on. He raised the self-belief of many Afro-Americans getting them to realise their long and distinctive heritage tracing back to their African roots which was something to be proud of. Also like King, Malcolm X has many schools and streets and even a mosque named after him. There is also an educational centre at the University of Columbia which shows how important his legacy is. There have been more film portrayals about him than King which shows him as more of an icon to the younger generation.

Both men's legacy can be seen world wide. King influenced students in France and Northern Ireland to protest peacefully against injustice. His "I have a Dream Speech" is one of the most iconic and influential speeches of the 20th century. Likewise Malcolm X's legacy can be seen in the former president of South Africa, Nelson Mandela who showed how much he was influenced by Malcolm X by speaking his "any means necessary" words at the end of the film Malcolm X.

Martin Luther King and Malcolm X both have contributed to the struggle for black Civil Rights. They had their different tactics and strategies yet both had the same goal which eventually was achieved. They influenced a lot of people in different ways: King with his non-violent protests such as the sit ins and the bus boycotts while Malcolm X gained many supporters by teaching black Americans to fight rather than sit and wait. Without them, it is difficult to know what would have happened to the great Afro-American population. Discrimination still exists today but it is not the institutionalised racism of the early 20th century. The legacy of both can be seen by the fact that Barack Obama became the first black President of the USA in November 2007. An extract from a book written in 2006 supports that Malcolm X's legacy still "inspires black American youth fuelling the casually assertive identity and cultural pride that is part of Afro-American life today". Written by an academic at New York State University, Daniel C Joseph can see the evidence of things today so can be taken as trustworthy. Furthermore his book, "Black Powers Quiet Side" presents a balanced view of both leaders' achievements.

Together they made a difference and I believe they were both equally important. In comparing both the Civil Rights Movement of Martin Luther King and the Black Nationalist Movement inspired by Malcolm X, Daniel E Joseph points out that they had a shared history of struggle which "transformed the landscape of race relations". This sums up the combined role played by King and Malcolm X. They had a common enemy and ultimately a common goal but a different vision of achieving it. This difference should not undermine the importance of either King or Malcolm X who both then and since their deaths played an equally important part in the struggle for African-American Civil Rights.

WHAT ARE ITS MERITS?

This is a focused answer that demonstrates a good grasp of the role of both men. There is a convincing argument; that both men contributed equally but in different ways and that there were some limitations to both individual's achievements. The candidate is clearly on top of the material. The main argument is even introduced at the start (there is little superfluous background context) and much of the rest supports this with well-targeted paragraphs. The argument is usually well supported by sources although this is spoilt a little by some contrived analysis, e.g. "so he could be biased" or "the photo could be staged". Good use is also made of interpretations, and historians are used judiciously. Causation is handled well and logical judgements were usually substantiated with evidence. This includes their impact on others and the longer term view as well as short term. Overall the candidate focuses well on significance and makes valid comparisons – just occasionally there is slightly too much on what the differences were or straight biography. There was a slight tendency towards generalised hagiography in places, e.g. "he gave them hope and determination for a better future" but in general points are substantiated. There is a valid conclusion that follows naturally from what has gone before.

Overall: AO1, 9, AO2 13, AO3 24 = 44

SOURCES AND THE SOURCE CHECKING FORM

There are some new requirements relating to the use of sources and interpretations. The main changes are:

- The planning of a use of source material needs approval by OCR;
- The need to assess source use through assigning a separate mark for AO3

Centres are now required to provide at least five sources to candidates. A copy of the form can be found here:

<http://www.ocr.org.uk/ocr-for/teachers/coursework-controlled-assessment-consultancy/>

Centres have to submit this electronically by 31st January of the year of the examination listing the task and the types of sources including that contemporary to the period. There is also a need to sign a declaration that the sources are sufficient for all candidates to be able to do justice to the question.

Various categories are identified – personal accounts, pictorial representations, historians' accounts, cartoons, media clips and internet sites. However, there is also an "other" category and there is no problem using this for some or all of the source types. "Other" should not be seen as single type. Although there is no hard and fast distinction, three different written accounts such as a table of production figures, a personal reminiscence and an extract from an official document could count as three separate types but a set of cartoons would not;

It is important to note that the use of five sources is a minimum. This can be supplemented in two ways – by sending more than five of the pre-selected sources for approval and/or making sure that candidates make use of more as part of their research and production of their assignment. Selecting material for the answer is one of the assessment requirements so a narrow range of 5 sources involving no real selection on the part of the candidates would be less than helpful. This is especially likely to be the case when extracts are extremely short such as one or two line quotes.

The need for at least one contemporary to the period should be interpreted as coming from within the years covered by that particular teaching option.

It is helpful to remember that there are potentially many more sources than cartoons, personal accounts and eyewitness reports, important though these can be. Below is a list of types of sources that might be usable for the controlled assessment task. To prevent them being seen as some kind of priority order, they are listed alphabetically:

1. Advertisements or catalogue, e.g. "Roaring Twenties" USA or Nazi Germany;
2. Artefacts such as a Weimar banknote;
3. Audio tape;
4. Book, article or journal extract contemporary and by later commentators;
5. Cartoons;
6. Diary extracts;
7. Enquiry evidence – e.g. official enquiry into an event or situation;
8. Eyewitness reports;
9. Film extract or still, e.g. newsreel or propaganda film or fiction;
10. Intelligence report;
11. Legislation, e.g. an instruction, decree or a section from a law;
12. Letters – open and closed;
13. Literature, poems and songs such as contemporary novels or protest songs;
14. Manifesto extracts or election broadcast;
15. Maps, e.g. electoral support;
16. Newspaper or contemporary journal or magazine, e.g. headline or front cover;
17. Official report or commission;
18. Paintings and drawings;
19. Pamphlet extracts;



20. Personal opinion;
21. Petition;
22. Plans, e.g. Soviet 5 Year Plan – extracts;
23. Postcard;
24. Posters, e.g. election, recruitment, Soviet propaganda;
25. Radio broadcast;
26. Reconstructions, e.g. of a Soviet trial,
27. Reminiscences and memoirs such as recalling events, autobiographical extracts;
28. School timetable or curriculum, e.g. Nazi Germany;
29. Speech or extract from one;
30. Tables and graphs, e.g. production figures, election or membership figures;
31. Text or school book, e.g. Nazi Germany or Soviet Russia;
32. Trial evidence

It is relatively easy to find relevant sources for the four options – the issue is far more about suitability than access. The following should easily yield sufficient:

- The main GCSE modern world textbooks all contain sources on all four topics.
- GCSE textbooks for other courses and even Key Stage 3 text and topic books such as those for Nazi Germany options for Schools History Project or topic books on Key Stage 3 units such as Black Peoples of the Americas.
- Specialist A-level textbooks address these themes and most contain a range of pictorial and other sources often including historians interpretations but these may need adapting;
- Sources used in past GCSE papers.
- The many websites – a search of modern world history sources throws up 163 million entries. Ones such as Fordham university or the education forum (www.educationforum.uk/modernworld) or the Times Educational Supplement site (www.tes.co.uk) have plenty of collections.
- Sound and film archives such as the BBC and the British Library.

Best practice suggests that candidates are:

- Presented with an eclectic range of sources in a booklet of sufficient detail to enable them to make decisions about which source to use and also which parts of a source are relevant to the answer.
- Given the attribution, for example, noting who compiled the source and when. Good candidates might be able to make use of that when selecting and deploying evidence.
- Partly guided and partly free – for example, told that they are expected to make use of a minimum number of sources such as 8-10 and given a general source booklet containing more with the option of locating more in available text and topic books. However, it will be important that candidates are not side tracked into using valuable time just searching on the off chance of finding a good source.
- Given some source exercises as part of the teaching programme but it is important that candidates understand that these separate source evaluation activities do not need to be done as part of the final controlled assessment exercise.

Moderator's Advice:

- The effective use of sources involves the judicious selection of relevant extracts. Centres will provide candidates with a selection of generic sources and good high band scores in AO3 will involve selecting the most relevant points to support the argument. It will be assumed that the very act of selection involves evaluation as selecting unsuitable material for the argument would be of no value. Selecting sources that the candidate dismisses as of limited value would both disrupt the flow of the answer and indicate poor selection and deployment. The same would apply with representations and interpretations. There is no need to refer explicitly and to name drop historians for a high score regarding interpretations. It would be enough to make explicit that historians have supported the candidates' argument or to make a tentative judgement by recognising that it is possible to interpret something in a different way. Whatever the use, it is vital that candidates understand that sources and interpretations need linking to the specific question and line of argument, and should not be some bolt on generic evaluation divorced from the context of the question;

- The assessment seeks a process that parallels what historians do – utilising sources that augment the argument. The very act of selecting or using one source or extract rather than another one is an indication of earlier evaluation. It is the same with interpretation. The very fact that a source or interpretation has been used appropriately is an indication that the candidate has demonstrated the skills of evaluation.

As with real historians as well, there is an expectation that answers should not rely on a single source. "Broad" as described in the descriptions need not mean extensive. Marks should not be awarded on the basis of numbers of sources used but rather the effective use of an appropriate range which may or may not be confined to the number identified by the centre.

The difference between sources and interpretations and representations is not always clear cut and OCR does not intend to create an artificial boundary. After all, a source could be an interpretation depending on its use. In terms of assessment it is helpful if centres consider sources and interpretations together although there would be an expectation that some use would be made of sources contemporary to the issue at some stage in a response. It is also unnecessary to refer to historians by name. It would be enough to note the essence of a viewpoint without attaching it to a particular historian or school of thought – although there would be nothing wrong if candidates wanted to do this.

It is often better when sources are not seen in isolation and good answers may well be delineated by some relative assessment of sources; for example, comparing the validity of two valid historians or an appropriate comment such as "this source has deficiencies when drawing this conclusion but it is the only source available that directly covers this event". In such cases this is an analysis of a historical conclusion and not a mechanistic or formulaic piece of trite evaluation.

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