

History B (Modern World)

General Certificate of Secondary Education **J417**

General Certificate of Secondary Education (Short Course) **J117**

OCR Report to Centres

June 2013

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

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

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

Section A – The Inter-War Years, 1919-1939

Question 1

- (a) The better answers used the attribution carefully, noting that the cartoon predated the invasion of Abyssinia and therefore the Hoare – Laval Pact. The cartoon was then studied, with the conclusion being reached that the cartoonist was being critical of a weak League of Nations. From this the main message could be deduced being often expressed in terms of ‘the League is weak and is failing to control Mussolini’. It should be noted that candidates who expressed the critical nature of the cartoonist in different ways were rewarded. Having gained the main message these candidates used the cartoon to support their answer. Finally the cartoon was put in a contextual context, often about Italy’s preparations for a full-scale invasion.

Those candidates who started with context or with a description of what could be seen in the cartoon often did not progress further than secondary message level.

- (b) Beyond the fact that the USA did not join the League, leaving the other two countries of the ‘Big Three’ to run the League, many responses did not offer additional explained reasons. Better answers explained the reason in terms of the absence of other powers and the reasons for this absence and some made linkage to founder members and the Treaty. Often answers lacked explanation, being descriptive in nature.

Question 2

- (a) Many answers concentrated solely on one difficulty, often the lack of agreement between the ‘Big Three’, developing this to identifying numerous differences in what each wanted to achieve. This approach could often be classified as ‘the difficulty of reaching agreement’ which, as the mark scheme states, can be given two marks if an example is given. Few answers mentioned the difficulty in reaching a fair treaty or in deciding the level of reparations.
- (b) Most brought Wilson’s personality and personal views into answering this question. This allowed reference to peace and avoidance of war which were often developed into explanation. Some were able to use the idea of trading together but limited reference was made to the idea of putting right any problems with the Treaty.
- (c) Many answers did not focus fully on the question. Candidates were quick to write about the aims of both Clemenceau and Lloyd George; a level 1 response. Some then used knowledge of the Treaty of Versailles to show whether these aims were achieved; a level 2 response. The best candidates thought before writing their answers and gave examples of aspects that were met with satisfaction, or even, dissatisfaction. Where some attempt was then made to evaluate the idea of ‘more satisfied’ the candidate had produced an excellent answer.

Question 3

- (a) Too often candidates tried to make their answers too complex. Answers to (a) questions require factual detail specifically related to the question. Explanation is not required. Here, lengthy but actually weak answers produced an answer more relevant to a different question similar to 'Explain why Britain failed a policy of appeasement.' The better answers stated points including 'It was a policy to avoid war' and 'it was a delaying tactic'.
- (b) This question was about 'why' Hitler took action rather than 'how' he took action. The best answers gave consideration to the idea of why Hitler wanted to change things going back to the terms of the Treaty of Versailles which had adversely affected Germany (as directed by the question) and even linked to 'Mein Kampf'. Weaker answers were often limited to a description of the changes he brought about.
- (c) The better answers were based on a sound understanding of the period and the benefits and disadvantages of appeasement in the context of the events after 1933. In many instances examples brought out a full understanding. Weaker answers were aware of some of the advantages and disadvantages but the examples used as exemplification were often either historically incorrect or invalid in terms of the benefit or disadvantage they were trying to support. Some candidates still think that Austria and Czechoslovakia were taken from Germany by the Treaty and that demilitarisation, in terms of the Rhineland, removed all the German people and power.

Section B – The Cold War, 1945-1975

Question 1

- (a) Too many candidates did not go beyond stating the supported secondary message in their answer. Many stated categorically that 'Stalin was shooting down the birds' despite the position of the gun and the title of the cartoon. Others suggested 'Stalin could only watch' or 'Stalin is angry'. The message of the cartoonist relates to Stalin being frustrated and indecisive. This was picked up by many who suggested 'Stalin was being undermined' or 'that he did not know what to do next – shoot? etc.' This approach together with support both from the cartoon and from contextual knowledge gave full marks. In terms of contextual knowledge this could not be the 'Berlin Blockade' as this was given in the attribution. Weaker answers remained in descriptive mode describing what could be seen in the cartoon, often in considerable detail. Other weaker answers included those who wrote nothing but content about the event. In these instances credit was not given.
- (b) Most candidates were aware what Marshall Aid was and how it came about. Answers were often strong in relation to the fear of Communism affecting countries suffering hardship following the war. Seen less often was the argument of beneficial effects for US trade.

Question 2

- (a) The better answers moved beyond the tense/frosty/hostile answers that characterised the weaker responses. In the better answers, candidates commented on the change brought by Castro and the breaking of diplomatic relations to the extent that Kennedy had to send exiles to try to overthrow Castro. Weaker answers concentrated too much on the Bay of Pigs incident, with descriptions that were often unnecessarily long.

- (b) Most answers included some reference to the closeness of the two countries and what dangers this brought to America. Fewer candidates developed their answers in relation to the challenge to Kennedy, the threat of Communism and the challenge to world peace much beyond descriptive mode.
- (c) Before starting to write an answer, this question demanded some thought about how Khrushchev was involved and if the outcomes were positive or negative; this was particularly true in relation to the NATO missiles in Turkey. Candidates who did think about their answer were surer of their arguments, presenting clear supporting detail.

Question 3

- (a) Most answers showed some idea about the Vietcong although often the reason for their existence was confused. Few mentioned that they were originally the Viet Minh.
- (b) Some very good detail was presented here. Weaker answers concentrated more on the idea of stopping the spread of Communism, with stronger answers increasingly showing a detailed knowledge of a number of reasons for US involvement. The best answers took this detail and added explanation to at least two examples.
- (c) More thought needed to be given to this question, particularly in relation to the idea of American military failure. There were detailed responses about guerrilla warfare and how it was successful. This should have been used as an alternative argument to US military failure. Those answers which looked at American military tactics, in the widest sense, were the ones which produced the better answers. Answers that developed the opposing arguments were on occasions very one-sided. Less strong answers concentrated more on description rather than linking any explanation to the question.

Section C – A New World, 1948 – 2005

Question 1

- (a) There were many answers which did not proceed beyond a description of the cartoon. Candidates who followed this approach thought that the person portrayed in the tank was Gorbachev. Taking this approach resulted in many secondary messages relating to the size of the two combatants. The better answers thought more carefully about what the cartoonist was trying to portray and considered that the USSR was using 'bully tactics' or 'was over-reacting' to a weak threat.
- (b) In numerous answers candidates demonstrated some knowledge about the role of Gorbachev in the Soviet Union rather than his role in the collapse of communism in Eastern Europe. 'Perestroika' and 'glasnost' featured in most answers. Many were aware of what they were but failed to make the connection to the thrust of the question. The better answers identified what Gorbachev did, putting these actions firmly within the context of the collapse of communism in Eastern Europe.

Question 2

- (a) Most answers referred to plane hijacking, often with detail, and the taking of hostages at the Munich Olympics. Other terrorist methods used by the Palestine Liberation Organisation were less well known.

- (b) The better answers were aware of the role of religion in terrorism in general terms and were able to give examples of roles which allowed the development of explanation. Less strong answers were often characterised by a lack of valid explanation. The examples given did not always support the identified role.
- (c) The best answers showed an understanding of degrees of success. This approach required the identification of the aims of both groups and how successful they had been in achieving these aims. A judgement of 'more successful' could then be made. Those who did not use this approach were less clear in their focus, producing answers which lacked clarity of approach.

Question 3

- (a) Most answers showed a good awareness of not just the treatment of the Iraqi people by Saddam Hussein but also of which groups were specifically targeted.
- (b) Most candidates were aware that there was international opposition, with this often relating to the issue of weapons of mass destruction and the United Nations mandate. In many instances both of these were well explained. Fewer explanations were seen regarding opposition from specific countries or the apparent inconsistency between the treatment of Iraq and that of the US ally Israel.
- (c) Many candidates decided to ignore the international reputation side of the answer despite question (b). If dealt with, there was little in addition to what had been given previously. The explained idea of the loss of popular support for America and Britain from countries such as Russia and France barely featured. The opposing argument was often overloaded. Here candidates were aware of the many issues in Iraq often developing them into explanation. Particularly, features such as lack of planning, impact of democracy, insurgency and human rights abuses all featured.

Part 2: DEPTH STUDY

GERMANY, 1918-1945

Question 4

- (a) Many candidates produced good answers which recognised the cartoonist's message about the betrayal of the SA by Hitler in the Night of the Long Knives and could provide appropriate supporting source details and contextual knowledge to develop their answers. Less successful responses tended to focus on the portrayal of Hitler as a ruthless leader and a significant minority misinterpreted the detail in the cartoon, failing to recognise the SA and instead believing them to be the regular army.
- (b) There were many good answers to this question, which identified a valid purpose of the photograph such as encouraging the adoption of traditional values, encouraging young people to join the Hitler Youth organisation or attempting to gain the active support of women in producing large families by showing the importance Hitler placed on young people. These answers tended to be well supported with contextual knowledge about Hitler's social and racial policies. Less successful responses tended to identify or explain the message rather than what it was intended to achieve by way of impact, typically focusing on the depiction of Hitler as a caring leader who valued young people.

- (c) Many candidates were able to use their knowledge of the events of Kristallnacht to explain why they were not surprised by the source details and balance their answers with surprise that someone would risk their personal safety given the coercive apparatus available to the state and the penalties for subversion. The best answers were able to develop good commentary about provenance and surprise that a civil servant who ought to be loyal to the Nazis knew the details of an action which was meant to be kept secret and was prepared to give this information to a foreign agency.

Question 5

- (a) There were some good answers to this question, with many candidates displaying a good knowledge about the change in the Nazi Party's strategy and structures after 1923, the use of targeted propaganda and their difficulties as a fringe party in the Stresemann Era. Less successful responses tended to focus on Hitler rather than the Party.
- (b) Most candidates were able to explain a number of reasons for the electoral take-off of the Nazi Party between 1929 and 1932, typically beginning with the polarising impact of the Depression on the electorate and offering other reasons such as effective propaganda, the speaking skills of Hitler and the use of negative cohesion. Less successful responses simply described the effects of the Depression without explaining how the Nazis were able to take advantage of a public more receptive to their message.
- (c) There were some good responses to this question with candidates able to explain how Hitler was able to take advantage of the Reichstag Fire to gain emergency powers and neutralise the Communist Party. Better responses were able to explain how this led to the removal of the Communist deputies from the Reichstag and the passing of the Enabling Law. Most candidates were able to explain how the Night of the Long Knives allowed Hitler to consolidate his authority over the Nazi Party, but the better responses were able to link this to the deal struck with the Army and their subsequent oath of loyalty to Hitler.

Question 6

- (a) Many candidates displayed good knowledge about the range of activities of the Hitler Youth and their purpose.
- (b) This question was generally well answered, with most candidates displaying a good understanding of the importance of women to the Nazis in the context of racial policy, expansion of the birth-rate, provision of the next generation and ideological nurturing of children. Some candidates were able to explain how they became important as part of the war effort in the 1940s.
- (c) There were some good responses to this question with candidates typically able to explain the impact of the public works schemes on the unemployment statistics and the benefits which were afforded to German workers through the SdA and Kdf schemes. This was generally balanced with an explanation of the lack of bargaining power of workers with the abolition of Trade Unions, the relatively low wages and lack of consumer goods and the impact on women who wanted to pursue careers. Less successful responses commented on social rather than economic policies.

PART 2: DEPTH STUDY – RUSSIA, 1905-1941

Question 4

- (a) A large number of candidates understood the usefulness of the source content in identifying Lenin's ability to connect with ordinary Russians and were able to develop their responses with reference to his slogans which popularised the Bolsheviks. Contextual knowledge was used well to explain the limitations of the source as a full appraisal of Lenin's leadership with better answers commenting on his determining of the timing of the Bolshevik seizure of power.
- (b) There were many good answers to this question, with candidates understanding the significance of the June Offensive and Kerensky's desire to raise morale and confidence in his leadership. However, a number of candidates either did not know about the June Offensive or thought that Kerensky was a Bolshevik leader.
- (c) There were many confident answers to this question with candidates displaying a good understanding of Trotsky's leadership of the Red Army and the use of propaganda such as this to promote a heroic image of Trotsky and to discredit the Whites. Less successful responses tended to comment on the general context of Red success in the Civil War rather than the central message which is focused on Trotsky.

Question 5

- (a) Most candidates who attempted this question knew about the lack of a mechanism to appoint a successor and the internal rivalry within the Bolshevik leadership. Some very good candidates were able to comment on the significance of the Testament and the divisions over the continuation of the NEP.
- (b) There were many very good answers to this question, with candidates well versed in the power-struggle and the outmanoeuvring of Trotsky, together with the unpopularity of his policies. Less successful responses tended to focus on Stalin's strengths and strategy without explaining how these undermined Trotsky.
- (c) Most candidates were able to explain the significance of both terror and propaganda as controlling mechanisms in Stalinist Russia. The better answers were able to explain different aspects of terror such as the liquidation of the kulaks and the Purges along with the fear of denunciation and the role of the secret police. The best answers balanced this with explanations of the cult of personality and the propaganda which deified Stalin and encouraged absolute devotion in the form of the Stakhanovite Movement and the Shock Brigades.

Question 6

- (a) Significant numbers of candidates were able to describe two or more objectives of the Five-Year Plans for heavy industry.
- (b) This question was generally well answered with candidates displaying a good understanding of why kulaks resented the ending of the NEP and the introduction of Collectivisation of agriculture. Candidates were also able to explain the targeting of the kulaks by Stalin and the brutal policies adopted which led to his unpopularity.
- (c) Many candidates were well versed in the successes and failures of Collectivisation and the Five-Year Plans. Better answers provided balanced evidence from both policies to support

their arguments. The best answers provided thoughtful judgements about the transformative effects and the costs of these policies. Weaker answers showed a lack of development into explanation.

THE USA, 1919-1941

Question 4

- (a) Most candidates were able to explain their lack of surprise at the source, with reference to the level of prejudice towards immigrants and those with more radical ideas at this time. Explanations also focused upon the personal views of Judge Thayer, and his comments about Sacco and Vanzetti. Fewer candidates were able to explain surprise; comments tended to be undeveloped, and focused simply upon surprise that any judge would be biased. Some candidates displayed excellent contextual knowledge of both prejudice and the details of the Sacco and Vanzetti trial; however, in some cases this knowledge was not used to explain surprise or lack of surprise at source B, as the responses were purely narrative. Such answers therefore remained at Level 2.
- (b) Many candidates were able to achieve Level 4 by giving the message of the cartoon, supported by source detail and/or contextual knowledge. It was clearly understood that the cartoonist was commenting upon the level of corruption. Relatively few candidates progressed to give the purpose of the cartoon.
- (c) Responses to this question used contextual knowledge to explain the utility of the source with reference to the film industry, the increasing influence of jazz music and also the inherent racism within American society. The lack of utility was explained with reference to the role of the KKK, the wider issue of intolerance within American society and the role of women. It was clear from some responses that candidates had not read the attribution and information that accompanied the source; this sometimes led to a complete misinterpretation of the source, with candidates stating that Al Jolson was actually an African American.

Question 5

- (a) Many candidates were able to give three or four relevant points about how an assembly line operated. However, there was a significant number of candidates who did not address the word 'operated' in the question, and wrote instead about how Henry Ford had introduced an assembly line, and the effects this had on his automobile business.
- (b) This question was answered well, with many candidates giving at least one clear explanation. Answers were focused upon agriculture, coal, textiles and railroads. A small number of candidates misread the question and explained which industries benefitted from the economic prosperity of the 1920s, rather than those which did not benefit.
- (c) Candidates were able to give clear and well developed explanations of reasons for the economic boom of the 1920s. Republican policies, new technology, natural resources, credit facilities and advertising were all effectively explained. The stated factor, the impact of the First World War, was not always so effectively explained. Some candidates explained the impact of the war with reference to loans to European nations being repaid with interest, and the effect of four years of war on the economies of European nations; this was then linked to the economic boom of the 1920s. Many candidates tended to describe the American economy during the war years without giving any clear link to the economic boom in the 1920s. There was a number of candidates who confused the economic bust and the economic boom, and therefore wrote irrelevant answers about the causes of the Wall Street Crash.

Question 6

- (a) Many candidates displayed a detailed knowledge of Roosevelt's fireside chats with most candidates gaining at least two marks.
- (b) Explanation focused primarily upon Roosevelt needing to make a prompt decision about those banks which were capable of continuing in business. Some candidates were also able to explain the importance of regaining the confidence of the American people and thus encouraging them to invest again.
- (c) There were some detailed and focused explanations of opposition from the Supreme Court, mainly explaining the Schechter Poultry Corporation and the 'sick chickens' case. Some answers focused upon the Supreme Court's concerns that Roosevelt was behaving like a dictator. Explanations of other opposition to Roosevelt were usually more effective than those about opposition from the Supreme Court. Candidates deployed their knowledge well to explain the opposition of the business community, the rich and of individuals such as Huey Long, Father Coughlin and Francis Townsend. A significant number of candidates were unable to actually explain the opposition from the Supreme Court; their responses were purely descriptive in nature.

Mao's China, c.1930-1976

Question 4

- (a) Most candidates were able to comment in general terms such as 'targets were exceeded'. The better answers commented in terms of 'success' as required by the question. There were some good points made in terms of message, purpose and provenance although too often these were given as face-value comments whilst the limitations of the source were restricted to statements as to what it did not tell you.
- (b) Answers generally remained at the lower end of the mark range as little was made of the source in its historical context or indeed in relation to the writer. Better answers brought in the issues relating to the Great Leap Forward and the numbers available to deal with agricultural production.
- (c) There were many good answers relating to purpose. This was often supported by both detail from the poster and contextual knowledge. Weaker answers failed to move beyond supported message. A number of candidate answers appeared to indicate that they thought message and purpose were the same.

Question 5

- (a) Many answers showed good recall of detail about Mao's visit to Stalin. Some unnecessarily strayed into the disappointing aspects from Mao's point of view.
- (b) Most candidates were aware of the changing nature of relations between China and the USSR in the 1950s and 1960s. This was generally explained in terms of the actions of Khrushchev after he became leader, particularly that of his developing relationship with the West. Other reasons were not as strong and often were unexplained. Little was seen relating to Mao's view that Khrushchev was betraying Marx and Lenin.
- (c) Too often candidates remain in descriptive mode to show the developing or changing relations. Better answers showed how relations had changed, with Tibet the most common of the neighbouring states used as an exemplar. Others used Taiwan and Vietnam. All too

often however candidates wrote at great length about changing relations with the USA. This approach was irrelevant in terms of the question and thus gained no reward.

Question 6

- (a) Most answers were able to identify two or three things to describe the Red Guards with many answers putting them firmly into the context of the Cultural Revolution.
- (b) Most answers showed good awareness of the Hundred Flowers Movement linking it to Mao's need to encourage criticism and discussion about the progress made by the Communists. Many were also able to consider what might have been Mao's ulterior motive. Again this aspect was well explained.
- (c) There were many detailed, well-explained answers to show why the Cultural Revolution was not a success. In many cases graphic detail of the treatment of teachers and others was present. The lack of success was generally explained in relation to the loss of education although some candidates failed to develop this aspect into explanation. Very few answers took the opportunity to consider the reasons for the Cultural Revolution and evaluate success, or otherwise, in this way.

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

Question 4

- (a) Most candidates progressed to at least secondary message, the most common of which related to the methods used by the British / French causing many deaths. This was often supported using details from the source. The better answers showed greater awareness of the main focus of the cartoon being about the use of outdated methods which will fail. For example, 'cavalry was no use in these conditions as the barbed wire prevented movement'. On numerous occasions weaker candidates failed to use the attribution in relation to the fact that it was a German cartoon thus providing complete misinterpretations.
- (b) Many candidates were able to explain their surprise at the source by using contextual knowledge to dispute what Haig was saying. This included comments on the high death rate on the first day of the Somme and how Haig's plans had gone wrong such as the five-day bombardment. Better answers went on to explain why they were not surprised, with most explaining the provenance and purpose of Haig in writing in this way, such as the need to raise morale. Some also said they were not surprised as even though there was a high death rate it did relieve the pressure on Verdun, which was one of the aims.
- (c) Many candidates used the source and contextual knowledge effectively to reach purpose. Less strong answers hit message and supported this with detail from the cartoon. Some of these candidates thought that if they used 'The cartoon shows...' they were relating their answer to purpose. The weakest answers thought the cartoon was linked to the Battle of Jutland.

Question 5

- (a) Answers to this question tended to be too generalised, such as 'they wanted more power or land'. Better answers made reference to particular countries or areas. Most were able to identify Germany wanting 'their place in the sun'. Too often answers failed to concentrate on colonial rivalry, moving into other aspects such as the arms race.

- (b) The focus of this question was on increasing tension yet some candidates described what happened rather than linking the Kaiser's actions to tension, especially between Germany and Britain and France. Good answers were characterised by detailed knowledge and understanding of how the Kaiser's actions created increasing tension at the time. Many answers made good use of events in Morocco to develop explanation.
- (c) Too many answers were unbalanced as candidates were unable to demonstrate understanding of events in the Balkans, although they could explain other reasons that caused war including the arms race and the alliance system. Stronger answers were clear about the immediate events prior to the outbreak of war. Some candidates failed to develop identification and description into explanation.

Question 6

- (a) The naval blockade of Germany, and particularly its effects, was well understood by a significant number of candidates. Weaker answers suggested that the blockade related to the Battle of Jutland.
- (b) Most candidates were able to explain that the convoy system was brought in to combat the U boat campaign. Better answers also included the need to maintain supplies although few mentioned the importance of not losing shipping.
- (c) Many of the weaker answers failed to display knowledge of the aims of Gallipoli although better answers correctly indicated that it was an opportunity to open up communications to keep the Russians supplied. For a number of candidates their understanding of the geography of the area was weak which led to many misunderstandings. Some candidates wrote in detail about what happened at Gallipoli and how disastrous it was without any real focus on the question.

End of Empire, c.1919-1969

Question 4

- (a) Better answers contained detail as to why there was bitterness over the loss of their lands with explanation that white settlers had taken their lands in the Aberdare Highlands. Weaker answers lacked other evidence as to why the source was not useful - for example, other ways in which Kenyans were discriminated against.
- (b) Stronger answers moved beyond mere description of the source. Candidates needed to take account of the attribution and the written part of the source which would have allowed access to a secondary message with support. Better answers made the deduction that 'really Britain should learn from its previous mistakes rather than rushing into things as shown by the man on roller skates'.
- (c) The better answers were stronger from the success side with candidates able to use the contents of the pictorial source to explain why it was useful. A balanced approach was less frequently seen. Many candidates were limited to a description of surface features or rote learned comments about provenance and the nature of the source.

Question 5

- (a) Knowledge about Dyer and events at Amritsar was generally good with many candidates able to give at least two or three pieces of factual detail relevant to the question.
- (b) Good answers explained the role of Gandhi and the fact that dominion status had been given to Canada and Australia. Often included was the increase in Nationalism. Less strong answers were more limited in their explanation, tending to move more towards description. Some candidates wrote about the pressure as a result of the role played by Indian soldiers in World War 2 which was irrelevant.
- (c) Better answers showed good understanding of the role of Gandhi and the peaceful part that he played. The best answers included examples of where Gandhi had been involved in civil disobedience. In the weak answers little was seen about the events at Amritsar or the Salt March and if these were included, the events were not assessed in relation to the progress towards independence.

Question 6

- (a) In the good answers candidates were able to recall the Labour Government's policy on the Empire regarding the cost, with the view being that they would rather spend money on NHS and Welfare reforms at home. Weaker answers were often limited to the granting of independence.
- (b) Better responses saw the answer to this question as religious differences. This was well explained in relation to different groups. Weaker answers often missed the role of Jinnah and the issue of civil disobedience.
- (c) Better answers were well versed on the roles of Gandhi and Nehru and their relationship to Mountbatten. These answers also included reference to the haste in which the decision was made and to the fact that there was a failure to convince Jinnah that one state was the best option. Weaker answers were more descriptive in nature particularly in relation to the chaotic process that saw independence achieved.

The USA, 1945-1975: Land of Freedom?

Question 4

- (a) Weaker answers were often limited to repeating the source. If they did try to interpret the source the answers often lacked understanding. Better answers explained limitations of the source in terms of its provenance, understanding that Pegler, with his right-wing views, would be very much against integration.
- (b) Better candidates realised that the main feature of the cartoon was the firework and linked this to the idea of a brighter future for a black family. This approach was supported with detail of The Civil Rights Bill. Weaker answers missed the 'brighter future' thrust of the cartoon whilst the weakest answers were limited to description of the cartoon or a brief summary of the Act.
- (c) Many answers showed a realisation that the source was being derogatory to Martin Luther King with the purpose of stopping people supporting the Civil Rights Movement. Many candidates made clear that the context was 1965 and The Civil Rights Act. Weaker answers completely missed the derogatory nature of the cartoon often resorting to a description of what was in the poster.

Question 5

- (a) Better answers addressed the question fully, taking note of the ‘during’ aspect of the investigation. Others wrote generally about the events surrounding the investigation. Most were aware that Hiss was investigated by the HUAC for being a communist.
- (b) The better answers showed a good awareness of the Rosenberg case and its impact, producing two good explanations about increased fear. Weaker answers were more generalised in the nature of the knowledge shown and lacking in an understanding of impact.
- (c) Answers indicated candidates knew the work of Joseph McCarthy very well. However, some just recalled his actions rather than emphasising the effect on America and Americans. Answers were less strong on international events of the period making many responses unbalanced. Some quoted the Cuban Crisis which was clearly out of period.

Question 6

- (a) The best answers did exactly what was asked by the question, ie they gave specific terms of the Act without embellishment. Weaker answers were less specific writing generalities such as ‘they gave more freedom’.
- (b) In order to gain higher marks, answers that detailed the actions of Rosa Parks needed also to explain why these actions were important. The better answers referred to the Montgomery Bus boycott and the raising awareness of racial hatred, explaining these in context. The best answers were ones which linked the decision of the Supreme Court to the actions, pointing out that a peaceful approach could be successful.
- (c) Even weaker answers showed some awareness of both events detailed in the question but these answers remained in narrative mode. The best answers were analytical in nature enabling a judgement to be attempted as to ‘importance’. Good answers were often well-balanced with explanation being given for both events.

A972/21 British Depth Study, 1890-1918

General comments

On the whole candidates handled this session's paper with skill and enthusiasm, with a pleasing proportion of marks in the higher levels. The sources proved accessible and interesting to candidates and there were many interesting and intelligent answers showing original thinking and contextual knowledge used appropriately to support answers to the questions. The questions themselves were generally tackled well and it was pleasing to see a smaller proportion of answers than usual which simply listed factual knowledge of developments such as the National Insurance Act or Old Age Pensions.

Question 1

A very large proportion of candidates were able to identify or explain the message of the cartoonist. Some candidates stalled at the lower levels by focusing on the events depicted in the cartoon (eg that the Old Age Pensions Act was being introduced). Others reached the secondary message level, identifying valid messages (such as the old people being pleased with pensions) but failing to see that these were subsidiary messages which contributed to the main message which was to show approval of pensions. On the whole, however, the majority of candidates reached the higher levels by correctly recognising that the cartoonist approved of pensions and showed this by portraying them as a gift from Heaven represented by the angel.

Question 2

This question proved to be an effective differentiator. Unfortunately there was a significant number of candidates who confused Labour and Liberal parties and so undermined their own answers with basic factual errors. Typical of these were answers which asserted that Lloyd George was leader of the Labour Party and so the MP was supporting his leader. Many candidates were able to score in the middle levels by focusing on the content of the letter and arguing it was published to highlight issues with the level of pension payments. A significant proportion of candidates did clearly and succinctly reach Level 6 or Level 7 by pointing out the underlying political purpose of the source. However, it was frustrating to see a number of candidates failing to reach these higher levels because their answer was simply not clear enough. Most commonly, this was because they asserted that the source was by a Labour MP and was therefore trying to promote Labour. Answers like this could refer to almost any source from the Labour Party and so examiners were not able to award them at higher levels. Centres may find it helpful to remind candidates that to gain the higher levels their answers must be unequivocally and unmistakably about the source in the question. In short, leave the examiners in no doubt which source is being written about.

Question 3

The majority of students correctly realised that the poster was published by the Conservative party and went on to explain this. Again, the question proved an effective differentiator as weaker answers simply explained their answer using the detail of the source, such as the portrayal of Lloyd George as incompetent. It was pleasing to see many candidates explaining more fully how this criticism of Lloyd George was specifically centred on the Budget of 1909 and more pleasing still to see many candidates show an understanding that the poster was attempting to portray a particular narrative in which Lloyd George set out with one aim (attacking the rich) but achieved the opposite (hurting the poor). The question threw up a number of issues which centres may wish to bring to the attention of candidates. First, a small but significant number of candidates attempted to cover all possibilities in their answers by arguing that the poster could be Liberal or Conservative. Unless some firm conclusion was reached such answers were effectively contradictory and did not gain credit. Second, a substantial number of candidates would have benefited from reading over their answers to this question in particular. Some candidates argued that the poster was Conservative because it was criticising Lloyd George for attacking the rich and wanted the poor to sympathise with the rich. Under

exam conditions it can be easy for misinterpretations to occur and as such candidates should use ten minutes to study the background information and the sources carefully, as instructed in the exam paper in order to minimise the risk of misinterpretation. Third, a number of candidates effectively answered a non-existent question (such as ‘How accurate is this source?’) when they accepted the poster as factual and then used their knowledge to support the view expressed in the poster. As well as being an incorrect answer to this specific question such answers missed the point that this was a Conservative attempt to portray the Budget in a particular light. Finally, it should be noted that a significant number of answers ignored the question and argued that the source was a Labour poster.

Question 4

Most candidates handled this question well, especially as comparison questions often prove more challenging than questions on one source. The great majority of candidates reached Level 3 or 4 by comparing similar and or different extracts or general points in the sources, for example: ‘the two sources are different because D says the Act is not helping and E says it is working well’. For the higher levels, there was a fine but clear distinction which required an inference, with candidates doing more than simply recounting the content of the source. Thus, a typical Level 5 answer argued that the two sources were different because D was very hostile towards the Act whereas E was in favour of it. Relatively few candidates managed to get beyond Level 6 and put forward a valid purpose for either source.

Question 5

This was probably the most challenging question on the paper but on the whole it was tackled well. Again, the majority of candidates were able to reach Levels 3 or 4 by arguing that Source F did or did not make G surprising by highlighting the contrasting points being made in each source. To achieve higher levels, candidates needed to explain their answers fully. Many candidates recognised that each source had a particular agenda but it was simply not enough for Level 5 to point out it was a Liberal/Conservative source and so was propaganda. To reach the higher levels such assertions needed detailed explanations based on contextual knowledge and or the methods used in each source (such as imagery or particular language) to support the assertion being made. The candidates who were most successful in this question showed signs of having paused to consider their answers. One common higher level approach acknowledged the apparent surprise at differences between the two sources but then pointed out a lack of surprise because Source F was attempting to promote the National Insurance Act. Another common approach was to express a lack of surprise at the attitude of Source G based on contextual knowledge of the Insurance Act.

Question 6

Most candidates seemed very well prepared for this question and achieved Level 3 relatively easily. However, there was a significant number of candidates who still approached this question by ignoring the sources and using only their own knowledge, restricting themselves to Level 1. There were also numerous Level 2 answers, with candidates attempting a balanced approach but failing to support one side of the argument with references to the sources. At Level 3 there were relatively few successful evaluations and thus a mark above 10 (or 13 when added to SPaG) was quite rare. Many candidates attempted to evaluate the sources, but in most cases this was restricted to undeveloped comments relating to provenance. Some candidates showed that they did have relevant contextual knowledge, but could not successfully deploy it in order to evaluate the sources.

A972/22 British Depth Study, 1939-1975

General Comments

Candidates were clearly well prepared for the topic of immigration and responded effectively to most of the sources in this session's paper. Effective answers focused closely on answering the question and supporting the answer with reference to the sources and/or use of contextual knowledge or cross references. While this may seem self-evident, the comments of examiners this year reflect a significant proportion of candidates who did not answer the question, instead using the sources as a stimulus to write about the general topic rather than focusing on the specific question asked. As stated in last June's report, this remains an area of weakness for many candidates – matching their knowledge against a source to confirm that the event happened rather than using their knowledge to address how the source portrays particular events or people.

Comments on Individual Questions

Question 1

On the whole this question was tackled well, with large numbers of candidates recognising that the purpose of the leaflet was either to encourage Barbadians to apply for work with London Transport or to generate support for the Barbadian government. Even those candidates who failed to explicitly state the purpose of the source were usually able to recognise the message of the source that job opportunities were available. While the difference between these two is subtle, one is conceptually stronger than the other as an answer to the question and this distinction proved useful in differentiating between answers which were good and those which were excellent. At the other end of the spectrum, candidates who failed to score well in this question usually did so because they tried to use the source as a starting point to explain why immigrants came to Britain in this period. All too often this resulted in confusion as they assumed that the leaflet was published in Britain and was designed to comment on race relations.

Question 2

This question produced lots of answers at Level 4 with most candidates expressing surprise that Enoch Powell, as author of the 1968 Rivers of Blood speech, was inviting immigrants to Britain. Stronger answers recognised the time lag between the date of that speech and the period the nurse in Source B was talking about. These answers generally expressed surprise about Powell using contextual knowledge (reaching Level 4) and then used contextual knowledge of labour shortages or the new NHS to reach Level 5 by pointing out that recruitment was not surprising. An alternative approach was to cross reference to Source A or Source C to show that the recruitment described in Source B was not surprising.

Question 3

In general this question was answered well and a large proportion of candidates reached Level 4 by arguing that Source C did prove Source D wrong because D claimed the immigrants were not invited and yet C disproved this by showing that London Transport was recruiting immigrants in a recruitment campaign. Relatively few candidates got beyond Level 5 but when they did it was usually on the basis of arguing that C might be presenting an overly positive view of working in Britain which was further proof that immigrants were needed and invited. Some candidates began to confuse themselves in this area by arguing that this positive view was not reliable

about the experience of immigrants, which was not the question set. A small number of candidates cleverly pointed out that while Source C did prove that some of the points made in D were wrong, it did not prove that the kinds of attitudes shown in D were not widespread. One final point to note on this question is that candidates could not reach Level 4 unless they specifically pointed out what they were claiming D was wrong about. Many candidates limited themselves to Level 2 by arguing that C proved D wrong because it showed a recruitment poster while never stating what part of D Source C was contradicting. The main lesson from this question is to advise candidates to think through their response before starting to write.

Question 4

Lots of candidates scored highly on this question by correctly identifying the attitudes of each source towards immigration. There were many examples of nuanced explanations which recognised that while F was definitely anti-immigration, Source E was more guarded, warning potential immigrants to be realistic rather than warning them off altogether. Some candidates who scored at the lower levels managed to confuse themselves by looking for points about the provenance of each source but in this case the question was really focused on the purpose of each of the authors.

Question 5

Cartoon questions on this paper seem to differentiate very effectively and this cartoon question was no exception. The cartoon was deceptively subtle and complex and this was reflected in the range of understanding shown by candidates in their responses, which examiners attempted to reward accordingly. Many candidates simply interpreted the cartoon as a representation of a scene and argued that the cartoon was showing that immigrants were working in the health service (often accompanied by extensive contextual knowledge). This was not without merit and reached Level 2. Clearly, answers that went beyond this to recognise a point being made were rewarded more highly. Thus, a higher mark was awarded for recognising that the cartoonist was not only observing that the NHS had immigrant workers but that they were important to the NHS. Beyond this, at Level 4, candidates were able to score good marks by recognising one of two main messages – that the cartoonist supported immigrants or that he was critical of supporters of Enoch Powell. A pleasing number of candidates reached the top level by recognising that the cartoonist was really combining these two messages to highlight the hypocrisy of those who resented immigrants but accepted their services when they needed them.

Question 6

Most candidates seemed very well prepared for this question and achieved Level 3 relatively easily. However, there were relatively few successful evaluations and thus a mark above 10 (or 13 when added to SPaG) was quite rare. Many candidates attempted to evaluate the sources, but in most cases this was restricted to undeveloped comments relating to provenance. To reach the higher levels, candidates needed to show that they had relevant contextual knowledge and could successfully deploy it in order to evaluate the sources.

A973 Historical Enquiry and A982 British Historical Enquiry

The overall quality of the work was most impressive. It was encouraging to see so many candidates constructing well-organised and extended responses to the questions. Most answers were coherent, focused, answered the question and made appropriate use of sources. There were more concise answers this year which was a clear improvement on past years. Longer answers tended to lose focus and contained much description and narrative. In the best answers the argument was clear from the beginning and nearly every paragraph helped build the argument. In these answers evidence from sources was used to support the developing argument.

Much of the marking was accurate and many centres provided useful and accurate annotation throughout the answers and helpful summative comments that justified the band and mark awarded. Most of the questions used were legitimate versions of the generic questions issued by OCR. However, a number of candidates either wrote a slightly different question, or failed to write one at all, at the beginning of their answers. This often ended up with them missing an essential part of the question. This had an important impact on the quality of their answers when, for example, they missed key words such as 'how far?' Centres are reminded that the questions change every year. The questions for 2014 can be found on Interchange. For 2015 there are important changes to the arrangements for Controlled Assessment and centres should read the revised specification on the OCR website.

A number of centres did have their marks adjusted. The most common area for marks to be reduced was in the mark range of 45-50. To be placed in the top band answers have to be outstandingly good for GCSE, rather than just good. Answers that qualified for the top band had a level of sophistication beyond the merely 'good' answers. This came in different forms eg explaining how an individual's importance or the impact of a development might change over time, or using clear criteria to judge importance and further explaining that different criteria might lead to different judgements. It would also be expected that answers in the top band would contain excellent use of sources including explanation of why particular sources are so powerful in supporting the main argument of the answer. Fewer adjustments to marks needed to be made in the middle part of the mark range, but at the bottom end some centres were harsh and had their marks increased.

The centres who used the mark scheme most accurately were those who understood judgements about bands cannot be made until the whole answer has been read and until a holistic and 'best-fit' judgement can be made. It is not possible for an answer to reach eg band 4 in the first paragraph. Marginal comments are most useful when they identify particular features of an answer such as good use of sources or convincing and supported argument, but are not useful when they refer to bands.

The best answers were based on careful planning. This meant that candidates had decided on their main line of argument before they wrote their final drafts. They stated the argument in the opening paragraph and then used the rest of the answer to develop and support it. This helped them keep the focus on the question and this is preferable to candidates starting to write their answers without knowing what their answers are going to be.

The most important features of the best answers included: directly addressing the question in the opening paragraph, a relentless focus on the question throughout the answer with every paragraph contributing to the argument, in-depth analysis and a good command of the topic, alternative arguments being considered and evaluated, relevant use of sources as evidence to support the argument and a clear conclusion bringing the main points together.

Questions 1 and 4 were, by some way, the most popular choices. Three of the four questions this year started with 'How far?' Candidates should try and address this all the way through their answers. Good answers for 'The Role of the Individual' question, first stated what claims have been made for their chosen individual, then tested these claims by comparing eg the importance of King's contribution against that of others. This was done best point by point with each paragraph focusing on a different aspect of the struggle for civil rights. Less good answers described what Martin Luther King did, then described the contributions of other individuals, and only addressed 'How far?' in a brief conclusion at the end.

In response to Question 2, the best answers made judgements about 'how beneficial' all the way through their answers. Question 3 was best answered when past and present were directly linked, and the links were carefully explained. The most effective answers to Question 4 made supported judgements about importance, paragraph by paragraph.

The effective integration of evidence from sources into answers was a positive feature of many responses. The best use of sources occurred when a source was particularly powerful in supporting an argument. It does help if candidates briefly explain why the source is so useful in supporting the argument. However, this should not be done at such length that it ends up disrupting the flow of the answer. Sources were used less effectively when they were brought into answers in a mechanical way in every paragraph when quite often they were not strengthening the candidate's argument. Some candidates created separate spaces on the page for source analysis. This approach should be avoided as it led to a use of sources that was divorced from the main answer. Comments such as 'this source is no use because the author was not there at the time' should also be avoided.

When referencing sources, candidates should try to refer to sources by their provenance (eg 'as Martin Luther King said on...') and not by the letter or number they have in a textbook or source booklet. What matters is who produced the source, not which book it was found in.

Nearly all the comments above apply equally to both full and short course answers. Of the two short-course questions, Question 1 was far more popular than Question 2. In response to Question 1 many candidates explained examples of people willingly supporting the war effort and then examples of less than willing support. This often meant that the 'How far?' part of the question was not directly addressed until the conclusion. Unfortunately, many of these conclusions were not developed and did not contain supported argument. The best answers dealt with different aspects of the war effort in separate paragraphs and were thus able to make assessments as they went along.

A981 Aspects of international relations, 1919-2005

Comments on Individual Questions

Section A – The Inter-War Years, 1919-1939

Question 1

- (a) Most candidates recognised that the three characters depicted represented Britain, France and the USA and gave this information as part of a general description of the cartoon. The fact that they were told it was a Soviet cartoon indicated to many candidates that it was derogatory in some way towards the western capitalist approach. Few responses gave any context as to why the Soviet cartoonist adopted this attitude.

Some candidates offered a message around the idea that the League of Nations did not represent all political views by developing the attribution together with the idea of the 'fat capitalists' being shown in the cartoon.

A significant number of candidates ended their answer at this stage without considering purpose and so did not access the highest levels of the mark scheme.

- (b) There were many answers which reached the secondary message level. Often the reasons for suggesting a secondary message were supported by reference to aspects of the cartoon. In these instances the level achieved increased. The ideas of a 'weak League' or 'Mussolini is taking the League for a ride' were acceptable secondary messages.

Fewer candidates went all the way to main message. Those who got the idea that the 'League is unable stand firm in the face of Italian aggression' or 'the League is failing to control Mussolini' were rewarded at main message level. Some supported their message by using details from the cartoon.

Most candidates did not give the correct historical context, often being satisfied with the invasion of Abyssinia, the Hoare-Laval Pact or the Corfu incident of the 1920s. A significant minority were convinced that the two people on roller skates were Lloyd George and Clemenceau.

- (c) The vast majority of answers were limited to the comparison of surface features in ascertaining how similar the two sources were. Few answers used message, purpose and provenance to evaluate the sources. In a minority of instances candidates attempted to introduce a context but this needed to be stronger to achieve higher marks.
- (d) The most common reason given for the League of Nations being dominated by Britain and France was the absence of the USA. The reason for the USA's absence was often well explained. Some considered the idea of 'most powerful' countries but explanation of this needed to be developed. A number of answers indicated an awareness of the absence of the USSR and Germany but often this remained unexplained.

Comment on questions 2 and 3 can be found in the report on the full paper, A971.

Section B – The Cold War, 1945-1975

Question 1

- (a) A majority of answers reached the supported message level. Candidates were able to suggest a message relating to the difficulty in sorting out Europe at that time. This was often well-supported by the use of cartoon detail and in some instances the context of the Yalta Conference. Very few responses went further to suggest purpose.
- (b) Most answers were limited to a comparison of surface features of the sources rather than addressing issues around message, purpose and provenance to prove, or disprove, that Source C was wrong. When these issues were addressed it was often in terms of undeveloped comment.
- (c) The vast majority of candidates were able to give a secondary message and support this message using details of the cartoon. The approach taken by many was to consider Stalin in terms of 'having to watch', 'unhappy' and 'angry'. A number incorrectly stated that Stalin was 'shooting the birds'. A relatively small number of candidates moved through to main message which related to Stalin's frustration/indecision. Most candidates failed to give the correct historical context, being content to quote from the source attribution. The context of the cartoon is the Allied airlift.

Often answers became over long through the deployment of knowledge. Message questions, by their nature, must be about the cartoon. The use of knowledge is part of the internalised thinking carried out by the candidate.

- (d) The better answers related the spread of communism to countries that were economically weak after the Second World War and explained this in relation to the giving of aid to Western European countries. Here candidates saw a reinforcement of the US policy of containment. The best were aware that issues over Greece and Czechoslovakia acted as triggers.

Others were less clear about which countries were being targeted often writing about the Eastern-bloc. Few introduced the idea of the US developing trade links motivated by self-interest.

Comment on questions 2 and 3 can be found in the report on the full paper, A971.

Section C – A New World? 1948-2005

- (a) Many answers to this question did not move beyond description of the features of the cartoon. Whilst some were aware of the significance of Hungary, shown leaving its pedestal, many answers remained knowledge based. Comments on the reasons for the empty 'Yugoslavia' pedestal were not given. The idea of the Warsaw Pact was absent from the vast majority of answers, with candidates missing the main message that Khrushchev is having difficulty keeping Eastern European countries communist.

Very few answers were developed enough to give a valid purpose for publication, the target of the question.

- (b) Most comments about reliability were linked to the provenance of the sources but expressed in an undeveloped manner. Other answers simply summarised the sources. Almost without exception answers did not establish criteria for the judgement of reliability or test the sources against these criteria.

- (c)** Many answers recognised the size and might of the Soviet tanks against the size and lack of threat of Solidarity. This approach, supported by detail from the source, enabled a Level 3 answer to be produced.

Very few answers put a valid interpretation on the cartoon, such as ‘Soviet Union brutality’, the ‘crushing of freedom’ or the ‘bravery of Solidarity’. This approach, together with evidential support would have pushed the answer into the higher levels.

Too often the figure in the tank was incorrectly named as Gorbachev. Where this happened the context was often about the fall of the Soviet Union rather than Poland and Solidarity.

- (d)** Answers were often limited to ‘perestroika’ and ‘glasnost’. Whilst these were usually known they were not linked to the collapse of communism in Eastern Europe. This also happened when links to the West were mentioned.

The withdrawal of Red Army support, and its implications, was often the best part of an answer.

Comment on questions 2 and 3 can be found in the report on the full paper, A971.

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