



History

GCSE

History B

Unit Overview (A022)

Version 1

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CONTENTS

Rationale for the changes	3
The mark scheme and example responses	5
Activities	10
Resources	11

SECTION 1: RATIONALE FOR THE CHANGES

Ofqual required all awarding bodies to strengthen their GCSE History qualifications for first teaching from September 2013. OCR has strengthened its Modern World specification but has also ensured that changes were kept to a minimum. Changes have been made to the assessment of A022 that may impact the way that teachers approach some aspects of this unit (previously A972/22).

You can access the OCR GCSE History B website here: www.ocr.org.uk/qualifications/gcse-history-b-modern-world-j417-j117-from-2012/ or download the up-to-date specification directly from this link: www.ocr.org.uk/Images/140128-specification-for-september-2013.pdf.

WHAT HAS CHANGED?

- The question paper will now have 5 questions instead of 6.
- Questions 1-4 will be based on sources.
- Question 5 will be a thematic question and will cover the period 1939-1975. This question will have 16 marks and will focus on a particular issue across time. Candidates will answer primarily from their own knowledge but will also have to use the sources in the question paper.
- The mark scheme will look rather different, with clearer guidance about the AOs being assessed in each question.

WHAT HAS STAYED THE SAME?

- The question paper will still be primarily a 'source investigation' and will contain a range of source material.
- There have been no changes made to the focus questions or the specified content of the unit. However, the changes to the assessment structure are such that teachers may wish to reconsider exactly how they teach some aspects of this unit.
- The question paper will still be assessed in 1 hour 30 minutes and will have 50 marks, plus 3 marks for Spelling, Punctuation and Grammar (SPaG).

WHY WERE CHANGES MADE TO THE SPECIFICATION?

In 2012 all awarding bodies were asked to strengthen their GCSE qualifications for first teaching from September 2013 by the regulator, Ofqual. The requirement to strengthen GCSE History was focused on the following areas:

- More comprehensive coverage of the specified content and change and/or development over a period of time sufficient to demonstrate understanding of the process of change, both long and short term.
- Greater use of AO1 (recall, select, use and communicate knowledge and understanding).
- Greater transparency of mark schemes.

OCR'S APPROACH:

Two principles have guided OCR's approach to strengthening this specification. Firstly, the changes have been kept to a minimum to ensure that centres' existing resources and expertise can still be used. Secondly, where changes were necessary, the opportunity has been taken to improve the specification.

- **More comprehensive coverage of the specified content and change and/or development over a period of time sufficient to demonstrate understanding of the process of change, both long and short term.**

The new A022 unit is more of a development study, examining how British society was changed from 1939-1975.

A022 requires that the whole period be studied and the question paper will cover a substantial part of that period, 1939-1975, thus delivering comprehensive coverage of the content.

- **Greater use of AO1 (recall, select, use and communicate knowledge and understanding).**

This requirement has been met while at the same time the fundamental nature of the question paper as a source investigation has been largely preserved. The requirement has been achieved in two ways.

Firstly, Questions 1-4 will be asked in such a way to ensure that good knowledge of the historical context of the sources is required to produce a good answer.

Secondly, Question 5 will focus primarily on contextual knowledge and will demand knowledge of how British

society changed across the whole period. This will be achieved by basing Question 5 on one of the issues covered by the specification.

To allow candidates to respond to Question 5 adequately, the total number of questions has been reduced from 6 to 5.

- **Greater transparency of mark schemes.**

While we have always prided ourselves on the clarity and appropriateness of our mark schemes, there is now a requirement to recognise the different assessment objectives tested in a more explicit way.

To achieve this we have designed mark schemes that identify the requirements for each relevant assessment objective in each level. How this works in practice can be seen in the mark scheme for the specimen paper. This is also discussed in Section 2.



SECTION 2: THE MARK SCHEME AND EXAMPLE RESPONSES

The new mark scheme is organised differently from mark schemes used in the past. Levels are still used but each level now contains a clear statement about each assessment objective being tested.

Below is the mark scheme for Question 1 in the specimen paper for this unit. Also below is the example answer. The full

paper can be found on the OCR website. There is also a glossary of key terms used in the mark schemes on pages 75-76 of the specification.

The following question is based on a cartoon published in a British newspaper in 1967.

Q	Answer	Marks	Guidance
1	<p>Q: Study Source A. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Level 5 (8 marks)</p> <p>Candidates demonstrate a sophisticated knowledge and understanding of the period. They interpret the cartoon by explaining the main message and produce a fully developed response, supported by comprehensive contextual knowledge and understanding.</p> <p>Level 4 (6–7 marks)</p> <p>Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon by explaining the main message and produce a developed response, supported by sound contextual knowledge and understanding.</p> <p>Level 3 (4–5 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the period. They interpret a valid sub-message of the cartoon and produce a valid response supported by some contextual knowledge and understanding.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate limited knowledge and understanding of the period. They produce a simple response about a message of the cartoon.</p> <p>Level 1 (1 mark)</p> <p>Candidates describe the source and produce a very limited response.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>	8	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The context for the cartoon is the formation in 1967 of the National Front, and their policy – end immigration into Britain. Immigration after the Second World War was necessary to provide a labour force that would allow Britain's economy to grow. The country welcomed immigrants from a range of countries including the Caribbean islands and India. Many people did not like black people moving into the country. The message of this cartoon is that racist opponents of immigration are fascists. The men are writing on the wall that 'blacks' should go home and the man walking by identifies the slogan writers as fascists with a sarcastic comment about Hitler's birthday. Poor spelling in the slogan, 'britan' and 'wite', is used as another way of criticising them. The cartoon is clearly against racism.</i></p>

As the mark scheme shows, candidates will be rewarded for their knowledge and understanding of the period as revealed by the way in which they interpret the source in the question, in this instance a cartoon.

They will be awarded marks according to their ability to explain the message of the source and their ability to explain how the source arose from its particular context. In this instance, we see that the message is one of contempt towards those with racist views, basically saying that they are fans of Hitler and that they are stupid, shown by the fact that they cannot spell words like 'white' properly.

This answer is developed with relevant use of contextual knowledge by explaining that there was substantial migration at this time and resentment towards immigrants rose in this period. The candidate might have benefited from starting with the message and then explaining the context but the answer still merits a top mark.

If we now turn to Question 5 in the specimen paper:

'In the period 1939-1975, immigrants were welcomed into Britain.' How far do you agree with this interpretation? Use your knowledge of British society 1939-1975 and the sources to explain your answer.

It is clear that this is a very different type of question from Question 6 in previous question papers.

- This question is asking candidates how far they agree with the interpretation, rather than how far the sources support it. This means the candidates should base their answer primarily on knowledge and understanding, and should develop their own arguments.
- Candidates should try to explain both examples that immigrants were and were not welcomed into Britain.
- It is still necessary to use the sources in the question paper. They should be used to support the arguments being made.
- Candidates should reach a conclusion based on analysis and evidence.

The different levels of response for Question 5 are explored below:

Answer	Exemplar and comment
<p>Level 6 (15–16 marks) Candidates demonstrate comprehensive knowledge and understanding of the reception of immigrants in Britain in the period 1939–1975 to produce a fully developed response that evaluates effectively the interpretation. They make sophisticated use of a range of sources to support their response and demonstrate thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	<p>I only partially agree with this interpretation. At first immigrants received a mixed reception. Soon after they arrived many of them met with discrimination. For example, many landlords put up notices that said 'No blacks here'. Source C shows that immigrants from India were not welcome, because the leaflet is trying to discourage immigrants from coming to Britain. Source A shows people writing racist slogans telling immigrants to 'Go home'. There were also race riots at this time. In Notting Hill mobs of Teddy Boys attacked the houses of West Indian people. In 1962, the government passed a law restricting immigration into Britain which shows that they were not welcome. Enoch Powell contributed to all this with his Rivers of Blood speech in 1968. Many well educated immigrants like teachers and lawyers found that they were not welcome and they ended up with jobs as labourers and cleaners as shown in Source E.</p> <p>On the other hand, some immigrants did receive a positive welcome. The first large group of West Indian immigrants arrived in 1948 on the Empire Windrush. At the end of the war, there were a lot of labour shortages in Britain and the West Indians were welcomed in by London Transport and the National Health Service. At the end of the 1940s Indians began arriving in large numbers and many of those were welcomed into the textile factories. Some even opened up corner shops and ran Post Offices. In 1972 many Asian-Ugandans fled to Britain after being expelled by Idi Amin and they were welcomed as people could see that they were fleeing from persecution. Source B describes the experiences of a West Indian woman who was much happier after moving to Britain. This suggests that she must have been welcomed by her fellow workers and neighbours. The photograph in Source D also shows immigrants being welcomed into Britain. The people in the photograph are holding up placards saying 'Welcome to Britain'. Overall, while there were many immigrants who were not welcomed and had to experience much discrimination, there are also many examples of immigrants being welcomed for a wide range of reasons over the whole period and so on balance I agree with the interpretation.</p>

Clearly this is a very high level answer. The candidate begins by setting out their position. They partially agree with the statement and clarify their position by explaining that the attitude towards immigrants changed over time; in short that immigrants faced a mixed reception at first but that they were generally less welcome as time went on.

At the end of the answer the candidate then returns to this point and acknowledges that while there was discrimination, on balance they believe that the welcome outweighed the discrimination.

This is a good illustration of how an answer evaluates the interpretation effectively – in this case showing that in some ways it is valid but in other respects the candidate disagrees with it and explains why (because the position changes over time and differing contexts).

Although in these examples candidates produce a balanced conclusion candidates do NOT need to produce a balanced conclusion to reach Level 5 or Level 6. They can conclude by agreeing or disagreeing with the interpretation however they must demonstrate that there is some merit in the counter argument even though they do not agree with it.

The remainder of the opening paragraph is a good illustration of how relevant use of contextual knowledge now carries greater weight in this question. Here the candidate has effectively used his own knowledge about the actions of landlords and Teddy Boys in 1958, as well as Enoch Powell's Rivers of Blood speech, to support their point that attitudes hardened towards immigrants over time. These pieces of contextual knowledge are woven in effectively with relevant and appropriate use of Sources A and E.

The candidate then presents the alternative side of the argument, which is consistent with the overall argument of partially agreeing with the interpretation. Once again they show a good knowledge and understanding of the period and the candidate uses this relevantly to support their case that there was a welcome from some quarters for immigrants.

The candidate takes care to differentiate between the different immigrant groups arriving at different times and not to treat them as one homogeneous group. As in the first paragraph, the candidate supplements their own knowledge with effective and relevantly deployed use of sources B and D.

Answer	Exemplar and comment
<p>Level 5 (12–14 marks) Candidates demonstrate good knowledge and understanding of the reception of immigrants in Britain in the period 1939–1975 to produce a developed response that evaluates effectively the interpretation. They make good use of several of the sources to support their response and demonstrate good understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	<p>The evidence from this period is that immigrants were welcomed but there is other evidence against this statement.</p> <p>Many immigrants faced serious discrimination. Some landlords put up notices saying 'No Blacks, No Dogs'. Source A shows people writing racist slogans telling immigrants to 'Go home'. There were also race riots at this time. In Notting Hill mobs of Teddy Boys attacked the houses of West Indian people. In 1968 Enoch Powell made a speech saying immigrants should go home. This was his Rivers of Blood speech.</p> <p>On the other hand not all immigrants were unwelcome. At the end of the war, there were a lot of labour shortages in Britain and the West Indians were welcomed in by London Transport and the National Health Service. Source B describes the experiences of a West Indian woman who was much happier after moving to Britain. This suggests that she must have been welcomed by her fellow workers and neighbours. The photograph in Source D also shows immigrants being welcomed into Britain. The people in the photograph are holding up placards saying 'Welcome to Britain'.</p> <p>So overall I partially agree with the statement.</p>

This is a good answer. It sets out a clear position and a reason why the candidate only partially agrees with the statement.

However, unlike the previous answer it bases the argument on the existence of evidence for and against without the developed point about attitudes changing over time or making much distinction between the different immigrant groups. This is what differentiates the previous answer from this one.

The candidate makes relevant use of their knowledge to construct two paragraphs which acknowledge each side of the argument. The candidate also makes relevant use of sources A, B and D. However, the sources are not linked to knowledge in the same way as they are in the higher level answer; they are used as stand-alone pieces of evidence.

Also, the candidate has not used the same range of source material and contextual knowledge displayed in the higher level answer. So it is still a strong answer, but is Level 5 and not Level 6.



Answer	Exemplar and comment
<p>Level 4 (9–11 marks) Candidates demonstrate sound knowledge and understanding of the reception of immigrants in Britain in the period 1939–1975 to produce a developed response that either effectively supports or challenges the interpretation. They make sound use of several of the sources to support their response and demonstrate understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	<p>I think this interpretation is wrong because immigrants were not welcome in Britain in this period.</p> <p>Immigrants suffered discrimination in many different ways. Some landlords put up notices saying 'No Blacks, No Dogs'. Source A shows people writing racist slogans telling immigrants to 'Go home' so obviously they are not welcome. Source B is more subtle, it looks like a story but really it is trying to discourage immigrants from coming to Britain. Source E shows how even highly qualified immigrants were given low grade jobs.</p> <p>There were also race riots at this time. In Notting Hill mobs of Teddy Boys attacked the houses of West Indian people, clearly showing that immigrants were not welcome. In 1968 Enoch Powell made a speech saying immigrants should go home. He said that if immigration continued there would be Rivers of Blood so obviously that supports the statement.</p>

This answer is a Level 4 answer because it only addresses one side of the issue. In this answer the candidate produces an argument that the interpretation in the question is wrong and supports it effectively, using several sources and their contextual knowledge relevantly to support their argument. There is good use of Source B although it is debatable whether Source E is being used effectively to support the argument.

However, they do not acknowledge that an alternative argument is possible and is therefore the answer is awarded a Level 4.

Answer	Exemplar and comment
<p>Level 3 (6–8 marks) Candidates demonstrate some knowledge and understanding of the reception of immigrants in Britain in the period 1939–1975 to produce a response that demonstrates some understanding of the past. They assert which sources support the interpretation and which sources disagree with the interpretation.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	<p>I agree and disagree with the interpretation. There was a lot of prejudice at this time.</p> <p>Source A shows British people painting 'Go home blacks' on a wall. Source F shows support for Enoch Powell.</p> <p>On the other hand Source B says that people were friendly and they liked it there. Also Source D shows the statement is wrong.</p>

Although there is an attempt to present a balanced argument in this answer there is no valid, relevant supporting evidence presented. The candidate sensibly selects Sources A and F for one side of the argument but only produces outline summaries without indicating which side of the argument the sources

support. This is effectively repeated for the counter argument, with a summary of B and an assertion based on Source D.

Answer	Exemplar and comment
<p>Level 2 (4–5 marks) Candidates demonstrate limited knowledge of the reception of immigrants in Britain in the period 1939–1975 and produce a basic response that makes little valid use of sources.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	<p>In the period 1939–75 immigrants faced a lot of prejudice and discrimination. When they arrived they thought they would get jobs but they didn't. Source A shows people told them to go home. So does Source F.</p>

In this answer the candidate has implicitly suggested a disagreement with the interpretation but no more than that. The source summaries which follow are limited and there is no attempt to link them to any line of argument.

Answer	Exemplar and comment
<p>Level 1 (1–3 marks) Candidates demonstrate very limited knowledge of the reception of immigrants in Britain in the period 1939–1975 or make little use of sources. A very limited response is produced.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	<p>In this period immigrants came from many places and took over some areas. Source A shows people didn't like some things that were happening.</p>

In this response the candidate has correctly pointed out that immigrants arrived in large numbers in this period. They may or may not have correctly understood source A in this context and the answer is not clear enough to award more than Level 1.



SECTION 3: ACTIVITIES

Teachers may wish to reconsider the ways in which they teach this unit because Question 5 will be asking for a slightly new approach in two respects:

- The ability to consider an issue across the period 1939-1975.
- The ability to weave contextual knowledge and sources together into an argument.

At the simplest level, it is important that teachers should emphasise links between the topics covered in lessons even more strongly than they do now.

ACTIVITY 1

Teachers might want to give candidates a list of major themes at the beginning of a main topic and then ask students at the end of each lesson whether the material they covered in that lesson related to any particular theme.

ACTIVITY 2

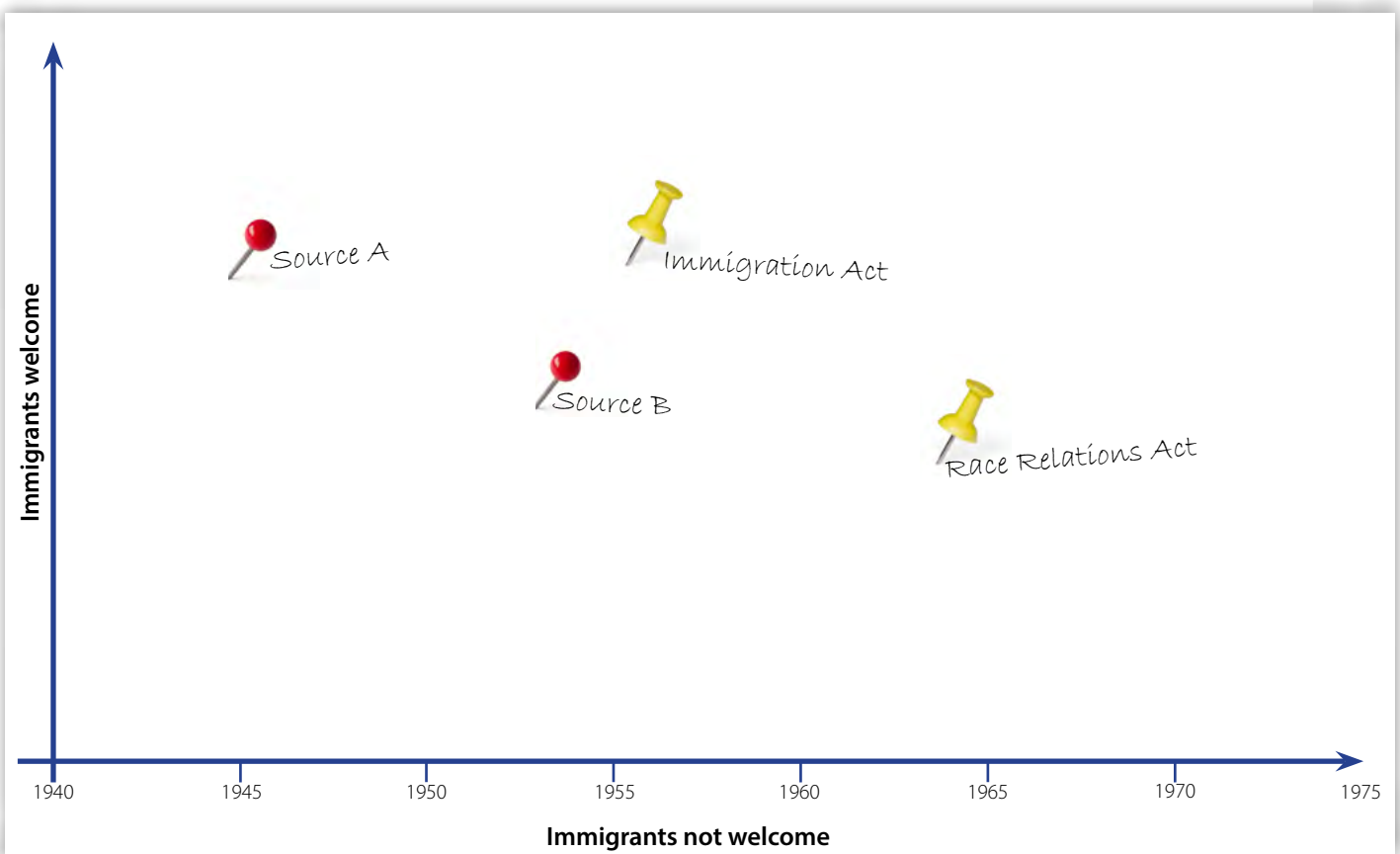
Have students work in groups and then giving them small collections of sources, perhaps similar to the collections which can be found in past papers (available on the OCR website). Ask students to study the sources and look for emerging themes, points of agreement or disagreement and/or evidence of change. This can work particularly well at the beginning of a topic when candidates have little or no prior knowledge.

In the case of immigration, for example, a suitable collection of sources such as the ones in the specimen materials should enable candidates to deduce for themselves that the reception given to immigrants differed by time and place in this period. This could lead to another useful activity, which is to provide students with collections of sources and consider what kind of Question 5 they would set if they were the examiner.

ACTIVITY 3

Another useful approach might be a life graph or similar device. A life graph is a representation of experiences or attitudes for an individual or a group across a period of time. A simple example is shown below. The axes represent attitudes towards immigrants and the events below the graph are examples that students place on the graph to indicate whether they think these events increased, decreased or had no effect on attitudes.

Clearly the approach can be and should be adapted in many different ways for different themes and different groups.



SECTION 4: RESOURCES

- Shephard, Colin & Rees, Rosemary *OCR British Depth Study 1939-75* Hodder
- Walsh, Ben *OCR GCSE Modern World History* Hodder (Contains sections covering both British Depth Studies)
- Modern World History Student Book with Active Book CD-ROM
- Modern World History Teacher Guide with editable CD-ROM

Useful websites include:

The National Archives:

- **Cabinet Papers**
www.nationalarchives.gov.uk/cabinetpapers/
- **Race relations**
www.nationalarchives.gov.uk/cabinetpapers/themes/race-relations.htm
- **Welfare**
www.nationalarchives.gov.uk/cabinetpapers/themes/welfare-social-security.htm
- **Education**
www.nationalarchives.gov.uk/cabinetpapers/themes/education.htm

British Cartoon Archive: www.cartoons.ac.uk

- **BBC History**
www.bbc.co.uk/history/british/modern/arrival_01.shtml
Seven individual's accounts of arriving on SS Empire Windrush, which contain many different reasons for their travel to Britain.
- **BBC News**
http://news.bbc.co.uk/1/hi/english/static/in_depth/uk/2002/race/short_history_of_immigration.stm
Part of the BBC website. This is called 'Race UK' and details the history of immigration to Britain, and includes a wide range of links regarding current concerns about race in the UK. It also contains features such as 'What makes you British?' and 'Faces in advertising – how representation has changed.'

BBC Panorama 'I predict a riot ...'

- www.bbc.co.uk/blogs/panorama/2009/05/i_predict_a_riot_panorama_on_m.html
Extract from and commentary on a BBC Panorama programme in the 1960s on Powell and the race question.

The Advertising Archives

- www.advertisingarchives.co.uk/
Requires a log in to view the source material but is well worth the trouble, containing a huge range of material from the 1950s and other decades as well.

Fashion Era 1950s

- www.fashion-era.com/1950s/index.htm
Very useful general outline of life in Britain in the 1950s with many references to women generally and a strong specific focus on fashion.

Women's Magazines of the 1950s

- <http://web.ukonline.co.uk/stephen.johnson/steve/fifty.htm>
A useful commentary on women's magazines of the period along with some excellent, colourful material. Ideal for practising source based questions on how useful such sources are.

Celebrating women's history

- www.herstoryuntold.org.uk
A very large collection of material relating to women's history with a specific focus on Yorkshire.

Women in Britain in the 1950s

- www.socialsciences.manchester.ac.uk/disciplines/sociology/about/events/esrcseminars/two/documents/Programme%20Housewife.doc
Programme of an academic conference which summarises a number of new interpretations on the history of women in the 1950s. This is best suited to able candidates, particularly as an example of historiographical thinking in action.

Winning Equal Pay

- www.unionhistory.info/equalpay/index.php
Although this resource is about the campaign for equal pay, in the process it reveals a great deal about the inequalities which women faced.

Looking back at the 1950s

- http://news.bbc.co.uk/today/hi/today/newsid_8338000/8338317.stm
A recording of an interview with historian David Kynaston commenting on the 1950s.

Life in the 1950s and 1960s

- www.englishheritageimages.com/prints-8916/life-in-the-1950s-and-1960s-collection-gallery.html
A collection of images of buildings and everyday life in the period. Also see the collection at Heritage Explorer: www.heritage-explorer.org.uk/web/he/default.aspx

Folk Devils and Moral Panics

- http://books.google.co.uk/books?id=K9OxSYJQGxwC&printsec=frontcover&source=gbs_v2_summary_r&cad=0#v=onepage&q=&f=false
Suitable reading for the teacher, this is a study on media hysteria in reaction to the Mods versus Rockers clashes.

Mods and Rockers

- www.artandpopularculture.com/Mods_and_Rockers
A detailed and analytical article about the moral panic caused by the events of 1964.

60s British Rockers and Ton Up Movement

- http://the59club.com/public_html/mockers.html
Rockers site questioning the scale of events at the seaside resorts in 1964.

Student protest

- www.leeds.ac.uk/reporter/may68/
An online exhibition with documents and images marking the student protests at Leeds University in 1968.

To give us feedback on, or ideas about the OCR resources you have used, email resourcesfeedback@ocr.org.uk

OCR Resources: *the small print*

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