



SPECIMEN

General Certificate of Secondary Education

A022

History B (Modern World)

How far did British society change,
1939–1975?

Morning/Afternoon

Specimen Paper

Time: 1 hour 30 minutes

Candidates answer on a separate answer booklet.

Additional materials: Answer booklet (8 pages)

INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number on the answer booklet.
- Study the sources carefully. You are advised to spend at least ten minutes doing this.
- Read each question carefully. Make sure you know what to do before you start each answer.
- Answer **all** the questions.
- Write your answers in black ink, in the answer booklet.
- Write the numbers of the questions you have answered in the box on the front of the answer booklet.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **53**.
- You will be awarded marks for the quality of written communication in question 5.
- Questions marked with a pencil (✎) will carry 3 additional marks for spelling, punctuation and grammar.

This document consists of **8** pages.

How far did British society change, 1939–1975?

In answering the questions, you will need to use your knowledge of British society 1939–1975 to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you may also use any of the other sources if they are relevant.

Your answer to Question 5 should be largely based on your knowledge of British society 1939–1975 but you should also use the sources.

Answer ALL the questions.

1 Study Source A.

What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.

[8]

2 Study Sources B and C.

Is Source C more reliable than Source B as evidence of the experience of immigrants? Use details of the sources and your knowledge to explain your answer.

[9]

3 Study Sources D and E.

Which source do you think gives a more accurate view of the reception given to immigrants in Britain in the 1960s? Use details of the sources and your knowledge to explain your answer.

[9]

4 Study Source F.

Why was this photograph published in 1968? Use details of the photograph and your knowledge to explain your answer.

[8]

5 Study **all** the sources.

‘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.

[16]

 Spelling, punctuation and grammar [3]

Paper Total: [53]

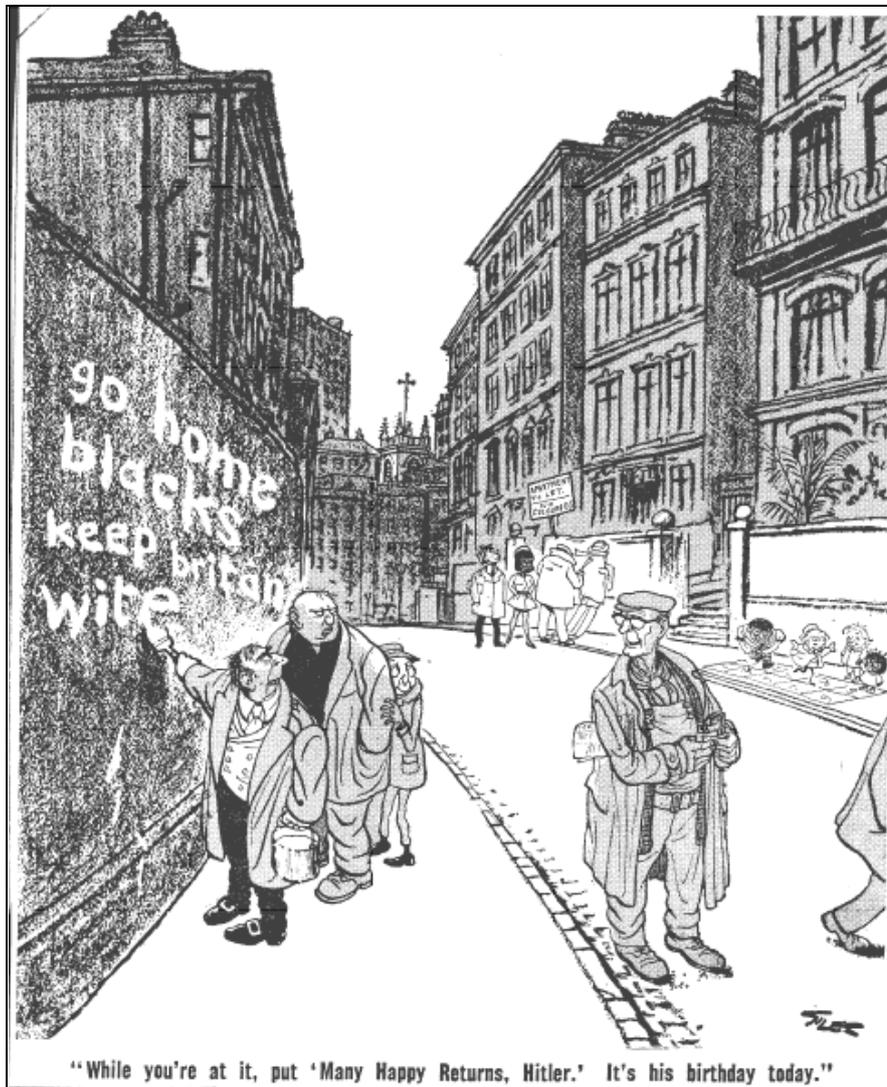
BLANK PAGE

PLEASE DO NOT WRITE ON THIS PAGE

How far did British society change, 1939–1975?

Immigration

Source A



A British newspaper cartoon, 1967.

Source B

Father came to Britain in 1948 and then soon after I came with my mother. In London she worked for the first time in her life outside our home, in a sewing workshop with a Jewish refugee from Germany and an Irish woman. The other workers there were among her closest friends all the time she was in England. I used to listen to her talking with a feeling of surprise. Never, in my experience, had she talked so much. She laughed a lot too. I'd probably never seen her so happy as in those times when her life was changing so much.

A West Indian writing in 1999 about his mother's experiences in Britain in the 1950s and 1960s.

Source C

Chandra Lal listened to the tales of high wages earned in the factories of Britain. His own uncle regularly sent home money and wrote of life in the industrial Midlands, where the shops were full and nobody went hungry. So, Chandra left his village in India and went to Britain. It was winter when he arrived and the cold wind bit through his thin cotton clothing. Chandra shivered, but found no work because he was not skilled. He went on shivering for four months and at last found a labouring job in Bradford. But Chandra is one of the lucky ones, for there are thousands of other Indians and Pakistanis without work. They think longingly of their villages and the wives and children they left behind.

A British government leaflet published in India in 1958.

Source D

A photograph taken by a journalist of West Indian immigrants arriving at London's Waterloo Station in December 1961.

Source E

In 1962 I left Pakistan and went to Nottingham. I knew I wasn't going to get any better job than being a British Railway cleaner. I had seen qualified people from my country who had been teachers and barristers and none of them got proper work. They were labourers, bus conductors and railway cleaners like me. Many times we could read and write much better than the people who were in charge of us. They knew I had been a Customs Inspector in Pakistan, but that didn't matter.

A male immigrant interviewed in the late 1980s about his experiences in the 1960s.

Source F



*A photograph published in a London newspaper in May 1968.
(P.M. refers to the position of Prime Minister.)*

PLEASE DO NOT WRITE ON THIS PAGE

Copyright Acknowledgements:

Sources:

Source A: Daily Express, 20 April 1967, British Cartoon Archive, Kent University, Ref.11083

Source B: *Windrush*, Phillips, Harper Collins, 1999

Source C: Crown Copyright © 1958

Source D: West Indian immigrants arriving 1961, Getty Images, Ref. 75392197

Source E: Sandbrook, 'Never Had It So Good' Abacus 2006

Source F: Evening Standard 1 May 1968, Getty Images, Ref 2664230

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

© OCR 2013



SPECIMEN

...day June 2015 – Morning/Afternoon

GCSE HISTORY B

A022

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 53

SPECIMEN

This document consists of 16 pages

Assessment Objectives (AOs)

Candidates are expected to demonstrate their ability to:

AO1	Recall, select, use and communicate their knowledge and understanding of history.
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none">• key concepts: causation, consequence, continuity, change and significance within an historical context• key features and characteristics of the periods studied and the relationships between them.
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none">• a range of source material as part of an historical enquiry• how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry.

How far did British society change, 1939–1975?

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) 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) 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) 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) 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) Candidates describe the source and produce a very limited response.</p> <p>Level 0 (0 marks) 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 AOs 1 and 2.</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>

How far did British society change, 1939–1975?

Q	Answer	Marks	Guidance
2		9	
	<p>Q: Study Sources B and C. Is Source C more reliable than Source B as evidence of the experience of immigrants? Use details of the sources and your knowledge to explain your answer.</p> <p>Level 5 (9 marks)</p> <p>Candidates demonstrate sophisticated knowledge and understanding of immigration in the 1950s and 1960s, including the feelings and experiences of immigrants in Britain and the reactions to immigration of the British people and British institutions. They use their understanding of the past to explain whether Source C is more reliable than Source B. They fully understand how this aspect of the past is represented in the two sources and analyse and evaluate them to produce a well developed response.</p> <p>Level 4 (7–8 marks)</p> <p>Candidates demonstrate sound knowledge and understanding of immigration in the 1950s and 1960s, including the feelings and experiences of immigrants in Britain and the reactions to immigration of the British people and British institutions to explain whether Source C is more reliable than Source B. They understand how this aspect of the past is represented in the two sources and evaluate them to produce a developed response.</p> <p>Level 3 (5–6 marks)</p> <p>Candidates demonstrate some knowledge and understanding of immigration in the 1950s and 1960s, including the feelings and experiences of immigrants in Britain and the reactions to immigration of the British people and British institutions to explain whether Source C is more reliable than Source B. They understand how this aspect of the past is represented in the two sources and use this to produce a basic response which compares them.</p>	9	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>No, Source C is not necessarily more reliable than Source B. On the face of things Source B suggests the West Indian immigrants fitted in really well and enjoyed their experiences in Britain. The mother in Source B seems to have been happier in Britain than she was back in the West Indies. This is completely different from Source C where it is suggested that immigrants are going to find it hard to find a job and are going to be homesick for their villages and families back in India.</i></p> <p><i>However, the two sources are about different types of immigrants. In the 1950s West Indian immigrants were welcomed by organisations such as London Transport. This was not necessarily the case with immigrants from Pakistan and India. We also know that in the 1950s there was a lot of discrimination against immigrants. Some employers would not give them jobs and many boarding houses would not take them in. This knowledge suggests that the account in Source C may in fact be more reliable than that in Source B. However, Source C cannot be completely trusted because it is a leaflet from the British Government, deliberately trying to discourage people from India to move to Britain. To achieve this they are describing the experiences of immigrants to be much worse than they really were. Therefore although Source B may present an experience that was not typical, Source C cannot automatically be believed because it is government propaganda and so should not necessarily be seen as more reliable.</i></p>

Q	Answer	Marks	Guidance
2	<p>Level 2 (3–4 marks) Candidates demonstrate limited knowledge and understanding of immigration in the 1950s and 1960s. They have some understanding of how this aspect of the past is represented in the two sources to produce a simple response, without comparison.</p> <p>Level 1 (1–2 marks) Candidates describe Source B and Source C. They produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		

How far did British society change, 1939–1975?

Q	Answer	Marks	Guidance
3		9	
	<p>Q: Study Sources D and E. Which source do you think gives a more accurate view of the reception given to immigrants in Britain in the 1960s? Use details of the sources and your knowledge to explain your answer.</p> <p>Level 5 (9 marks)</p> <p>Candidates demonstrate a sophisticated understanding of the sources and a comprehensive knowledge and understanding of immigrants in Britain in the 1960s to compare the sources for accuracy. They analyse and evaluate the sources to produce a fully developed response.</p> <p>Level 4 (7–8 marks)</p> <p>Candidates demonstrate a sound understanding of the sources and knowledge and understanding of immigrants in the 1960s, to explain the accuracy of the sources as evidence of the experiences of immigrants. They analyse and evaluate the sources to produce a sound response. The accuracy of the sources is not fully compared.</p> <p>Level 3 (5–6 marks)</p> <p>Candidates demonstrate some understanding of the sources and knowledge and understanding of immigrants in the 1960s to explain how accurate each source is as evidence of the experiences of immigrants. They interpret and evaluate the sources to produce a basic response.</p> <p>Level 2 (3–4 marks)</p> <p>Candidates demonstrate limited understanding of the sources and knowledge and understanding of immigrants in the 1960s. They describe the sources for surface information to produce a simple response about accuracy.</p>	9	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>I think that Source E gives a more accurate impression of the reception given to immigrants. In Source E, the man remembers leaving Pakistan and trying to get work in Nottingham, but was disappointed that he was only able to get a cleaning job. Many other immigrants found themselves in similar situations. The man in Source E says that he was aware of this before he left Pakistan. The source says that many qualified or skilled people were only able to get low paid, low skilled jobs. This accurately reflects the experience of many Commonwealth immigrants. Source A shows the kind of prejudice that many immigrants faced in Britain and the racism that they faced. All this supports Source E and makes it accurate. Source D, I feel is less accurate. It shows friendly people with 'Welcome to Britain' signs. However, its purpose was to promote good race relations against a background of tension which existed in Britain since the 1958 race riots in London and the Midlands. This is not a typical reaction of the time, and gives a false impression of the immigration situation in Britain. It only shows the actual arrival of the immigrants, rather than how they were treated by the communities they settled in, and does not reflect the picture of racism, ignorance and abuse often encountered. Immigrants found it difficult to find anywhere to stay and many people put notices in the windows saying 'no blacks here'. Others supported Enoch Powell when he said there were too many immigrants coming into the country. So Source D is not very accurate about the reception most immigrants received.</i></p>

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

How far did British society change, 1939–1975?

Q	Answer	Marks	Guidance
4		8	
	<p>Q: Study Source F. Why was this photograph published in 1968? Use details of the photograph and your knowledge to explain your answer.</p> <p>Level 5 (8 marks)</p> <p>Candidates demonstrate a sophisticated understanding of the source and a comprehensive knowledge and understanding of the situation in Britain in 1968 to produce a fully developed response explaining the purpose (in terms of intended impact) of the photograph in the context of this situation in 1968.</p> <p>Level 4 (6–7 marks)</p> <p>Candidates demonstrate sound understanding of the source and knowledge and understanding of the situation in Britain in 1968 to produce a developed response explaining the purpose (in terms of intended impact) of the photograph in the context of the 1960s.</p> <p>Level 3 (4–5 marks)</p> <p>Candidates demonstrate some understanding of the source and knowledge and understanding of the situation in Britain in 1968 to produce a response explaining the message of the source in the context of the 1960s.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate basic understanding of the source and limited knowledge and understanding of the situation in Britain in 1968 but they do not relate their response to the message or purpose of the photograph or they explain the message or purpose without setting it in the context of the 1960s.</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>This photograph was published in 1968 because immigration was a key focus for political and social discussion. Britain had seen a surge of immigrants since the Windrush in 1948 and there were mixed feelings about this. Enoch Powell was well known for his views against immigration. Immigration and race relations were high on the political agenda at the time. Powell was a politician who wanted to stop immigration and the photograph, published in a London newspaper, highlighted the debate. The fact that the photograph was published in 1968 is significant because Powell's 'Rivers of Blood' speech in Birmingham in April 1968 increased the tensions further and had a mixed reception. Although the speech was condemned by some for being racist, for others, Powell was only speaking the truth. In fact, a poll taken at the end of April 1968 showed that 74% of people agreed with what he had said in his speech. Publishing the photograph of the slogan on the wall, 'Powell for P.M.', with a black man walking in front of it could have been an attempt to highlight the tensions within British race-relations and British society. It is probably explaining to people what kind of country it was where immigrants had to walk past slogans like this one making it clear they were not welcome. I think it was published to make people sympathise with the immigrants.</i></p>

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

How far did British society change, 1939–1975?

Q	Answer	Marks	Guidance
5 		19	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 12 to allocate SPaG marks.
	<p>Q: '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.</p> <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>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>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</p>	16	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>I 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.</i></p> <p><i>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 Wind Rush. 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</i></p>

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

Spelling, punctuation and grammar (SPaG) assessment grid

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

Assessment Objectives (AO) Grid

(includes Spelling, Punctuation and Grammar )

Question	AO1	AO2	AO3	SPaG	Total
1	3	1	4		8
2	3	2	4		9
3	3	2	4		9
4	3	1	4		8
5 	8	4	4	3	19
Totals	20	10	20	3	53

BLANK PAGE

BLANK PAGE

BLANK PAGE