General Certificate of Secondary Education

History B (Modern World)

How far did British society change,
1939–1975?

A972/22

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 Background Information and 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 **50**.

The document consists of **7** printed pages and **1** blank page.

How far did British society change, 1939–1975?

Study the Background Information and the sources carefully. You are advised to spend at least ten minutes doing this.

In answering the questions, you will need to use your knowledge of the topic 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.

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. **[6]**

2 Study Sources B and C.

Which source is more useful in telling you about the feelings of immigrants in Britain? Use details of the sources and your knowledge to explain your answer. **[8]**

3 Study Source D.

How far do you trust this source? Use details of the leaflet and your knowledge to explain your answer. **[7]**

4 Study Sources E and F.

Which source do you think gives a more accurate view of the reception given to immigrants? Use details of the sources and your knowledge to explain your answer. **[9]**

5 Study Source G.

Are you surprised that this photograph was published in 1968? Use details of the photograph and your knowledge to explain your answer. **[8]**

6 Study **all** the Sources.

'The British welcomed immigrants in the 1950s and 1960s'. How far do the sources in this paper support this statement? Use details of the sources and your knowledge to explain your answer. Remember to identify the sources you use. **[12]**

Paper Total: [50]

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How far did British society change, 1939–1975?

Immigration

Background Information

Immigration to Britain from her old empire was nothing new. During the 1950s and 1960s, however, the number of Commonwealth immigrants from the Caribbean, India, Pakistan and East Africa increased dramatically. They saw Britain as a land of opportunity, but were they welcomed by the British?

Source A

"While you're at it, put 'Many Happy Returns, Hitler.' It's his birthday today."
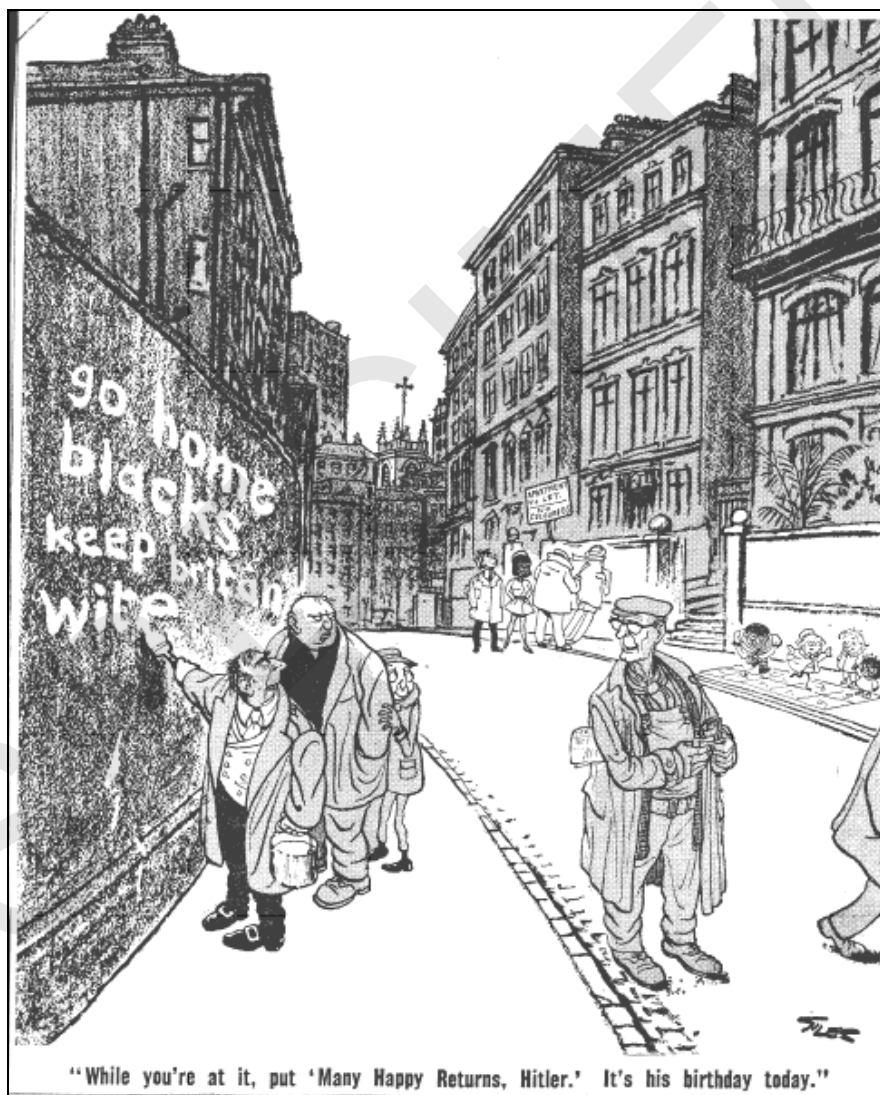
A British newspaper cartoon, 1967.

Source B

I was in love with Britain and that love only grew when I came here from the Caribbean in the 1950s. I was employed by the National Health Service as a midwife. I loved the clean hospitals, the efficiency and order. I hated the disorder I had left behind. But my feelings of pride and love were beaten down again and again by racism, ignorance and abuse. Such unfairness to us Christian people who had fought in the war with the best of them.

A West Indian woman being interviewed in the late 1990s. She was speaking about her experiences in the 1950s and 1960s.

Source C

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 D

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 E

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

Source F

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 G

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

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

HISTORY B (MODERN WORLD)   **J417**

Unit A972/22: How far did British Society change,
1939 – 1975?

Specimen Mark Scheme

The maximum mark for this paper is **50**.

Question Number		Mark
1	**Source A**	
	What is the message of this cartoon?	
	Use details of the cartoon and your knowledge to explain your answer. [6]	
	Level 0: No evidence submitted/response does not address the question.	**[0]**
	Level 1: Description of surface detail/general assertion.	
	e.g. '*A man is writing a slogan on a wall and a passer-by comments about Hitler.'*	**[1]**
	Level 2: Focus is a minor message of the cartoon, unsupported by detail from it.	
	e.g. '*There are people in Britain who do not want immigrants.'*	**[2]**
	Level 3: Focus is main message of the cartoon, unsupported by detail from it.	
	e.g. '*Racist opponents of immigration are fascists and poorly educated.'*	**[3-4]**
	Level 4: Focus is main message of the cartoon, supported by detail from it.	
	OR from contextual knowledge.	
	e.g. '*Racist opponents of immigration are fascists and poorly educated.* *A 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, shows them to be poorly educated.'*	**[5]**
	Level 5: Focus is main message of the cartoon, supported by detail from it and put into context.	
	e.g. '*Racist opponents of immigration are fascists and poorly educated.* *A 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', shows them to be poorly educated. The context for the cartoon is the formation in 1967 of the National Front – end Immigration.'*	**[6]**
2	**Sources B and C**	
	Which source is more useful in telling you about the feelings of immigrants in Britain?	
	Use details of the sources and your knowledge to explain your answer. [8]	
	Level 0: No evidence submitted/response does not address the question.	**[0]**
	Level 1: Comprehension only/general assertion.	
	e.g. '*Source B tells us about working in NHS hospitals and racism.* *Source C tells us about a sewing workshop and being happy.'*	
	If refers to one source only do **not** reward at top of level.	**[1-2]**
	Level 2: Usefulness depends on type of source.	
	e.g. '*Source B more useful - a direct memory of an immigrant nurse.* *Source C is only a son's memory of what his mother felt as an immigrant.'*	
	OR Details of the sources are matched/contrasted, but no/invalid comment on usefulness. If refers to one source only do not reward at top of level.	**[3-4]**

Question Number		Mark
2 cont'd	**Level 3: Valid comment on usefulness of a source/s supported by detail from it/them.** **OR** from contextual knowledge. e.g. '*Source B useful – loyalty to Britain of immigrants 'I was in love with Britain', but 'racism and abuse' soured their feelings.* *Source C – the happy times a woman experienced in England, 'never seen her so happy'. However, only a son's memory and his mother working with other immigrants, 'a Jewish refugee from Germany', not people born in England.'* If refers to one source only do **not** reward at top of level.	**[5-6]**
	Level 4: Evaluates usefulness of one source based on contextual knowledge, supported by detail from the source. e.g. '*Source B useful – loyalty to Britain of immigrants 'I was in love with Britain', but 'racism and abuse' soured their feelings. Context - skilled Caribbean immigration encouraged, nurses for developing NHS, and expectation that having helped in WW2 West Indians would be welcomed.'*	**[7]**
	Level 5: Compares the usefulness of both sources by evaluating them in context supported by detail from both sources. e.g. '*Source B more useful insight – broader experience in hospitals and change of attitude, 'feelings of pride and love were beaten down'. Context of increasing violent racism – Notting Hill and Nottingham 1958.* *Source C – narrower experience, only worked outside the home for first time in London and sewing shop workers her closest friends, but happy experience and pride not unusual – 1957 first Notting Hill carnival.'*	**[8]**
3	**Source D** **How far do you trust this source?** **Use details of the leaflet and your knowledge to explain your answer. [7]** **Level 0: No evidence submitted/response does not address the question.**	**[0]**
	Level 1: Comprehension only/general assertion. e.g. '*Chandra Lal left his village in India to earn good money in Britain, but found it hard to get a job.'*	**[1-2]**
	Level 2: Valid inference/s about trust unsupported by detail from the leaflet. e.g. '*Trust because - British government concerned that people overseas had unrealistic expectations of life in Britain and wanted them to know the problems.'* **OR** Makes contextual reference without inference. 2-3 e.g. '*Commonwealth citizens had unrestricted right of entry to Britain.'*	**[3]**
	Level 3: Valid inference/s about trust supported by detail from the leaflet. e.g. '*Trust because - British government concerned that people overseas had unrealistic expectations of life in Britain and wanted them to know the problems. Hence story of Chandra Lal who was unprepared for the British winter and was unemployed because he was unskilled.'*	**[4-5]**

Question Number		Mark
3 cont'd	**Level 4: Evaluates purpose of the leaflet, supported by detail from it.**	
	e.g. '*British government concerned that people overseas had unrealistic expectations of life in Britain and wanted them to know the problems. Hence the story of Chandra Lal unprepared for the British winter and unemployed because he was unskilled. However, the leaflet is meant to deter immigration and uses emotive language 'cold wind bit through his thin cotton clothing'.'*	**[6]**
	Level 5: Evaluates purpose of the leaflet, supported by detail from it and put into context.	
	e.g. '*British government concerned that people overseas had unrealistic expectations of life in Britain and wanted them to know the problems. Hence the story of Chandra Lal unprepared for the British winter and unemployed because he was unskilled. However, the leaflet is meant to deter immigration because the post-war British economy needed skilled workers and the government was worried about unrestricted immigration from India and Pakistan. So, limited trust in the leaflet.'*	**[7]**
4	**Sources E and F.**	
	Which source do you think gives a more accurate view of the reception given to immigrants?	
	Use details of the sources and your knowledge to explain your answer. [9]	
	Level 0: No evidence submitted/response does not address the question.	**[0]**
	Level 1: Description of surface detail/general assertion.	
	e.g. '*Source E - smiling West Indian immigrant is welcomed to Britain. Source F - Pakistan immigrants could only get low status jobs.'*	
	If refers to one source only do **not** reward at top of level.	**[1-2]**
	Level 2: Accuracy depends on type of source.	
	e.g. '*Source E more accurate because as a photograph it actually shows people and we can see what happened in 1961. Source F a personal memory twenty years after about only being able to get a low status job despite being well qualified.'*	
	OR Details of the sources are matched/contrasted, but no/invalid comment on accuracy. If refers to one source only do not reward at top of level.	**[3-4]**
	Level 3: Valid comment on accuracy of a source/s supported by detail from it/them.	
	OR from contextual knowledge.	
	e.g. '*Source E accurate as a photograph, shows people and we can see what happened in 1961, friendly people with 'welcome to Britain' signs. However, limitations of a photograph and only shows one West Indian arriving. Source F remembers leaving Pakistan and trying to get work in Nottingham, but disappointed like many other qualified immigrants in only being able to get a cleaning job. This is a memory twenty years later, but it does have detail.'*	
	If refers to one letter only do **not** reward at top of level.	**[5]**

Question Number		Mark
4 cont'd	**Level 4: Evaluates accuracy of one source by contextual knowledge or cross-reference, supported by detail from the source.**	
	e.g. '*Source F remembers leaving Pakistan and trying to get work in Nottingham, but disappointed like many other qualified immigrants in only being able to get a cleaning job. This accurately reflects the experience of many Commonwealth immigrants and some of the difficulties they faced are illustrated in Source A.*'	**[6-7]**
	Level 5: Evaluates accuracy of one source based on purpose in context supported by detail from the source.	
	e.g. '*Source E accurate as a photograph, shows people and we can see what happened in 1961, friendly people with 'welcome to Britain' signs.*	
	Purpose – promote good race relations in context of tension which existed since 1958 race riots in London and Midlands.'	**[8]**
	Level 6: Compares accuracy of both sources by evaluating them in context supported supported by detail from both sources.	
	Judgement based on evaluation examples at L4 and L5.	**[9]**
5	**Source G**	
	Are you surprised that this photograph was published in 1968?	
	Use details of the photograph and your knowledge to explain your answer. [8]	
	Level 0: No evidence submitted/response does not address the question.	**[0]**
	Level 1: Description of surface detail/general assertion.	
	e.g. '*A man is walking past a slogan painted on a wall.*'	**[1-2]**
	Level 2: Valid inference from the photograph unsupported by detail from it.	
	e.g. '*There was a debate about who should lead Britain.*'	**[3]**
	Level 3: Not surprised - in context, supported from the photograph.	
	e.g. '*No, there was much discussion of immigration and race relations. Powell was a politician who wanted to stop immigration and the photograph highlighted the debate – his name on the wall, 'Powell for P.M.' and black man walking by.*'	**[4-5]**
	Level 4: Surprised - in context, supported from the photograph.	
	e.g. '*Yes, there was much discussion of immigration and race relations and tension was increased by Powell's 'Rivers of Blood' speech in Birmingham in April 1968. Consequently, publishing the photograph of the slogan on the wall, 'Powell for P.M.', and a black man could have been insensitive.*'	**[6]**
	Level 5: Surprised and not surprised - in context, supported from the photograph.	
	e.g. '*No, there was much discussion of immigration and race relations. Powell was a politician who wanted to stop immigration and the photograph highlighted the debate. However, yes, there was so much tension created by Powell's 'Rivers of Blood' speech in Birmingham in April 1968 that publishing the photograph of the slogan on the wall, 'Powell for P.M.', and a black man could have been insensitive.*'	**[7-8]**

Question Number		Mark
6	**All the sources, A to G**	
	'The British welcomed immigrants in the 1950s and 1960s.'	
	How far do the sources in this paper support this statement?	
	Use details of the sources and your knowledge to explain your answer.	
	Remember to identify the sources you use. [12]	
	Level 0: No evidence submitted/response does not address the question.	**[0]**
	Level 1: General answers unsupported from the sources.	
	e.g. '*Although immigrants looked forward to coming to Britain they were not always welcomed.*'	**[1-2]**
	Level 2: One-sided answer using relevant contextual knowledge unsupported from the sources.	
	e.g. '*Immigrants were welcomed because of their willingness to take low status jobs and also provide nursing and medical skills in the developing NHS.*'	
	OR Uses the sources without addressing the question.	
	e.g. '*Source A shows slogans painted on a wall. Source B tells us that a West Indian woman loved working in British hospitals. Source F tells us about the different jobs Pakistan immigrants did.*'	**[3]**
	Level 3: Balanced answer, using relevant contextual knowledge unsupported from the sources.	
	e.g. '*Immigrants were welcomed because of their willingness to take low status jobs and also provide nursing and medical skills in the developing NHS. However, 1958 race riots in London and Midlands. 1962 Commonwealth Immigrants Act ended 'open door' policy of unrestricted entry to Britain.*'	**[4-5]**
	Level 4: One-sided answer, with specified detailed support from the sources.	
	e.g. '*Immigrants were welcomed:*	
	Source C 'She laughed a lot…never seen her so happy'.	
	Source E 'Welcome to Britain' signs greeted West Indian immigrants in 1961.'	
	If refers to one source only do **not** reward at top of level.	**[6-7]**
	Level 5: Balanced answer, with specified detailed support from the sources.	
	e.g. '*Immigrants were welcomed:*	
	Source C 'She laughed a lot…never seen her so happy'. Source E 'Welcome to Britain' signs greeted West Indian immigrants in 1961.	
	On the other hand there was hostility: Source A slogan on wall 'go home blacks'. Source B 'feelings of pride beaten down by racism'. Source F qualified people from Pakistan could not get proper work.'	
	If support from one source per side only do **not** reward at top of level.	**[8-10]**
	Level 6: In addition to Level 5, addresses 'how far?' based on specific reference to the sources used in their answer.	**[11-12]**
	Paper Total	**[50]**

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1	2		4	**6**
2	2	1	5	**8**
3	2	1	4	**7**
4	2	2	5	**9**
5	2	1	5	**8**
6	2	2	8	**12**
Totals	**12**	**7**	**31**	**50**

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