

GCSE

History A Explaining the Modern World

J410/07: The USA 1945-1974: The People and the State

General Certificate of Secondary Education

Mark Scheme for June 2022

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number of** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.

5. Crossed Out Responses
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (*The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.*)

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level

Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
SEEN	Noted but no credit given
NAQ	Not answered question
	Extendable horizontal wavy line

1. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

The USA 1945–1974: The People and the State**1. Describe one action taken by the women's movement between 1964 and 1975.**

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
Additional Guidance	<p>All content is indicative only and any other correct examples of action taken by the women's movement should also be credited.</p> <p>2 marks for 2 identifications OR 1 mark for identification + second mark for descriptive detail.</p>

Levels	Indicative content	Marks
N/A Points marking. Only allow one very weak id, not 2- eg 'campaigned for women's rights'. Demonstrations/protests = 0 without further detail.	<p>NOW organized demonstrations in the street. [1]</p> <p>NOW used the courts to fight discrimination. [1]</p> <p>Women protested for equal pay. [1] The National Organization for Women used the courts to get back pay for women who had not been paid equally to men [2].</p> <p>Women's Liberation tried to raise awareness about how society treated women [1]. They protested at the Miss World contest, saying the competition treated women like animals [2]. They crowned a sheep as Miss World. [2]</p> <p>One action was challenging women's position as housewives and homemakers [1]. Betty Friedan argued that this left many women unhappy and de-skilled. [2].</p> <p>Took action to change abortion laws [1]. This case is famously called Roe v Wade [1]. The court said abortion had to be legal as it is an invasion of women's privacy otherwise [2].</p>	2

2. Explain the role of the Supreme Court in the achievement of civil rights for African Americans in the 1950s and 1960s in the USA.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	<p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.</p>

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically identify the role of the Supreme Court on two occasions and explain each fully.</p> <p><i>The Supreme Court played a role in ending segregation in schools by ruling that segregated schools were illegal. After Linda Brown was refused the right to go to her local 'white' school her family were angry. They took the issue to the NAACP who decided to use it as a test case to see whether the Supreme Court would allow states to continue to segregate schools. Justice Earl Warren in the Supreme court ruled that segregated schools could not be considered equal and that southern states should desegregate with 'all deliberate speed'. Although many southern states dragged their heels, he has established an important principle in 1954.</i></p> <p><i>The Supreme Court also played a role in ending segregation on public transport by declaring that Montgomery's bus laws were illegal. After Rosa Parks refused to give up her seat for a white man on a bus in Montgomery Alabama, the bus boycott started to try and get the laws about segregation on buses changed. Local judges didn't help, in fact they made the situation worse, by ruling that the car pools that African Americans had set up to get to work were illegal. However, the Supreme court was impressed by the arguments the civil rights lawyers presented about Rosa Park's arrest. They ruled that segregation on buses was illegal, which implied that all segregation of public facilities was illegal. This was a major achievement in the battle for civil rights.</i></p> <p>THRESHOLD ANSWERS</p> <p><i>One role was in schools through its involvement in the Linda Brown case. The NACCP took the issue of segregated schools to the Supreme Court and it ruled that southern states should desegregate schools because they were not equal. This had established an important principle already in the 1950s when other forms of segregation still existed.</i></p> <p><i>Another role was in public transport in the Montgomery Bus Boycott. Rosa Parks was arrested for protesting about segregation by not giving up her seat for a white man, and the boycott started. When the case was taken to the Supreme Court, they ruled that segregation on buses was illegal. This meant that all segregation of public facilities was illegal. This was a major achievement.</i></p>	9–10

Level 4	<p>Level 4 answers will typically identify the role of the Supreme Court on one occasion and explain it fully.</p> <p><i>The Supreme Court played a big part in ending segregation in schools by ruling that segregated schools were illegal. After Linda Brown was refused the right to go to her local 'white' school her family were angry. They took the issue to the NAACP who decided to use it as a test case to see whether the Supreme Court would allow states to continue to segregate schools. Justice Earl Warren in the Supreme court ruled that segregated schools could not be considered equal and that southern states should desegregate with 'all deliberate speed'. Although many southern states dragged their heels, he has established an important principle in 1954.</i></p>	7–8
Level 3	<p>Level 3 answers will typically identify and describe its role, or situations where it was important without explaining the importance of the Supreme Court's action. e.g</p> <ul style="list-style-type: none"> • <i>It said segregated schools needed to end, as a result of the case of Brown v Board of Education.</i> • <i>It ruled that segregation on the buses was illegal after the Montgomery Bus Boycott.</i> • <i>It ordered the Governor of Arkansas to allow nine black students to attend Little Rock High school.</i> • <i>By ruling that segregation on the buses was illegal it was basically saying that all public segregation was illegal.</i> • <i>It encouraged more African Americans to fight for their rights by supporting the NAACP in Brown v Board of Education.</i> 	5–6
Level 2	<p>Level 2 answers will typically identify its role or identify an event where the Supreme Court played an important role, eg</p> <ul style="list-style-type: none"> • <i>Banned segregation in public facilities.</i> • <i>Banned segregation in schools.</i> • <i>Ended the Montgomery Bus Boycott.</i> • <i>Got 9 children back to school in Arkansas.</i> • <i>Ruled in favour of James Meredith.</i> <p><u>Alternative Level 2</u> Answers will typically contain description of events but the role of the Supreme Court is too weak to credit at L3 or above, e.g.</p> <p><i>It helped during the Montgomery bus boycott. This was where black Americans refused to get on the buses because they were segregated. It led to months of walking to work and in the end segregation was banned on the buses.</i></p> <p>NB If students discuss confuse the actions of the Supreme Court with the introduction of legislation, answers can not rise above L2.</p>	3–4
Level 1	<p>Level 1 answers will typically contain general points or assertions about the role of the Supreme Court.</p> <p><i>It helped by supporting them.</i> <i>It judged cases in favour of them.</i> <i>It said particular laws were illegal.</i></p>	1–2

<ul style="list-style-type: none">There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.		
Level 0 No response or no response worthy of credit.		0

3. Explain the impact of the Red Scare in the USA between 1945 and 1954.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	<p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.</p>

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically identify two or more impacts of the Red Scare in the USA and explain them fully.</p> <p><i>Firstly, the Red Scare led to a real clampdown on political freedoms. For example, the cases of Hiss and the Rosenbergs led to Congress passing the McCarran Act in 1950. This said that all members of communist organisations had to be finger printed and prevented members from having a US passport. So the fear of communism meant that the Bill of Rights was under threat.</i></p> <p><i>Secondly, McCarthy's 'witch hunts' and the HUAC's activities created an atmosphere of fear. For example, General Marshall was accused of conspiring against the US. Over 100 university lecturers were fired and the HUAC blacklisted over 300 people who worked in Hollywood because they were suspected of having communist sympathies. So the Red Scare meant that hundreds of people's lives and careers were ruined</i></p> <p><i>[[Alternatively candidates may focus on the Rosenbergs/ Hiss cases, the setting up of FELP/FBI Loyalty Boards, or cultural impacts, e.g. films, comics, etc..]]</i></p> <p>THRESHOLD ANSWERS</p> <p><i>Firstly, the Red Scare led to a clampdown on freedom. For example, Congress passed the McCarran Act which said that all members of communist organisations had to be finger printed and prevented members from having a US passport. So the fear of communism meant that the Bill of Rights was under threat.</i></p> <p><i>Secondly, McCarthy's 'witch hunts' and the HUAC's activities created an atmosphere of fear. For example, HUAC blacklisted over 300 people who worked in Hollywood who were suspected of having communist sympathies. So the Red Scare meant that hundreds of people's lives and careers were ruined.</i></p>	9–10

Level 4	<p>Level 4 answers will typically identify one impact of the Red Scare in the USA and explain it fully.</p> <p><i>The Red Scare had a negative impact because McCarthy's 'witch hunts' and the HUAC's activities created an atmosphere of fear. For example, General Marshall was accused of conspiring against the US. Over 100 university lecturers were fired and the HUAC blacklisted over 300 people who worked in Hollywood because they were suspected of having communist sympathies. So the Red Scare meant that hundreds of people's lives and careers were ruined</i></p> <p>THRESHOLD ANSWER</p> <p><i>McCarthy's 'witch hunts' and the HUAC's activities created an atmosphere of fear. For example, HUAC blacklisted over 300 people who worked in Hollywood because they were suspected of having communist sympathies. So the Red Scare meant that hundreds of people's lives and careers were ruined.</i></p>	7–8
Level 3	<p>Level 3 answers will typically identify and describe impact(s) without explaining them e.g.</p> <ul style="list-style-type: none"> <i>The FBI set up FELP and investigated over 3 million people to see if they were members of the Communist Party.</i> <i>HUAC investigated thousands of people and blacklisted over 300 in Hollywood.</i> <i>Richard Nixon investigated Alger Hiss, a high ranking US State Department official and he spent 5 years in prison for perjury, not for being a communist spy.</i> <i>Joseph McCarthy accused over 200 members of the US State Department of being communist and used it to whip up support for himself and anti-communist hysteria.</i> 	5–6
Level 2	<p>Level 2 answers will typically identify impacts, eg</p> <ul style="list-style-type: none"> <i>McCarthyism</i> <i>Fear of the Soviet Union and an arms race</i> <i>General Marshall was accused of conspiring against the US</i> <i>People lost their jobs and their passports</i> <i>The Communist Party was banned</i> <i>The McCarran Act was passed</i> <i>Rosenburg and Hiss case</i> <p>Alternative Level 2</p> <p>Answers will typically contain description of events linked to the Red Scare e.g.</p> <p><i>The House Un-American Activities Committee was set up. This committee investigated anyone suspected of communist activity. Joseph McCarthy claimed he had a list of over 200 communists in the State Department. Lots of American people were hysterically anti-Communist and supported McCarthy.</i></p>	3–4

Level 1 <ul style="list-style-type: none">Response demonstrates basic knowledge that is relevant to the topic of the question.There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.	Level 1 answers will typically contain general points or assertions about the Red Scare. <i>The Red Scare had a negative impact.</i> <i>The Red Scare meant less freedom.</i> <i>It created an atmosphere of fear.</i> <i>People were accused of being sympathetic to communism</i> <i>Americans were terrified of the spread of communism.</i> <i>It created political tension.</i>	1–2
Level 0 No response or no response worthy of credit.		0

4a. Study Source A. Why was this source published in 1956?

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [5]
Additional Guidance	<p>No marks must be awarded for demonstration of knowledge and/or understanding in isolation, knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source.</p> <p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p>

Levels	Indicative content	Marks
Level 3 <ul style="list-style-type: none">Response analyses the source by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the specific question about the source.	<p>Level 3 answers will typically make a clear statement of purpose based on intended outcome and/or audience and support this with reference to content of the source AND context, e.g.</p> <p><i>This source was published to persuade other African Americans to keep boycotting the buses in Montgomery, Alabama. In the cartoon we can see an African American refusing to board the bus, which is labelled, 'segregation'. This would have reminded African Americans that by refusing to use the buses, they were also taking a stand against discrimination. The cartoon was published at this time because the civil rights activists had organised a boycott of the city's bus laws that discriminated against African Americans. The activists were therefore keen to make sure that nobody broke the boycott until the laws were changed.</i></p> <p>NB The purpose of a source is an intended impact or call to action. Because of the nature of this source and the clear and obvious purpose, candidates who claim that it is 'raising awareness of the boycott' should not be credited at L3.</p>	4–5
Level 2 <ul style="list-style-type: none">Response analyses the source by using relevant detail from the source content and provenance or historical context to construct a supported argument in answer to the question about the source.	<p>Level 2 answers will typically identify and explain the message of the source using relevant source content OR context e.g.</p> <p><i>This source was published to tell people that Montgomery's bus laws are unfair and discriminate against African Americans. In the cartoon we can see an African American refusing to board the bus, which is labelled, 'segregation'. So we can see that the cartoon is making people aware of why the boycott is happening and saying it's the right thing to do.</i></p> <p>NB answers which say the source</p>	2–3
Level 1 <ul style="list-style-type: none">Response analyses the source in a basic way by selecting detail from the source content or provenance and using this to give a simple answer to the question about the source.	<p>Level 1 answers will typically assert the purpose or message of the source without any development OR provides accurate context OR the source is used for information only (no message or purpose).</p> <p><i>It was published to tell people about the bus boycott which was going on at the time. (Info only)</i></p> <p><i>It was published to tell people that the buses are segregated. (Info)</i></p>	1

	<p><i>It was published to stop people using the buses. (Purpose)</i> <i>It shows that the boycott is working. (Message)</i> <i>The MBB was going on at this time. (Context)</i></p>	
Level 0 No response or no response worthy of credit.		0

4b. Study Source B. Explain how this source is useful to a historian studying the civil rights movement between 1954 and 1964.

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [5]
Additional Guidance	<p>No marks must be awarded for demonstration of knowledge and/or understanding in isolation, knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source.</p> <p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p>

Levels	Indicative content	Marks
Level 3	<p>Level 3 answers will typically argue that the source is useful and support this with a valid inference from the source developed with effective use of content, provenance or context to support the inference e.g.</p> <p><i>This source is very useful for revealing how Martin Luther King had established himself as a leader of the civil rights movement during the Montgomery Bus Boycott. In the source we can see that King is offering advice to African Americans attempting to use desegregated buses, such as to 'polite and well-behaved'. His tone is firm and authoritative so it sounds like he is well respected by this time.</i></p> <p><i>[Alternatively, candidates may argue the source is useful for revealing any of the following: methods of civil rights movement; impact /success of the boycott; evidence of past violence and intimidation towards African Americans.]</i></p>	4–5
Level 2	<p>Level 2 answers will typically argue the source is useful or not based on reliability or unsupported inferences e.g.</p> <p><i>The source is useful because it's reliable. It talks about using non-violence and that's exactly what civil rights protestors did. For example, in Birmingham in 1963, there was a march and the protesters stayed peaceful despite the police's use of dogs and water hoses.</i></p> <p>OR</p> <p><i>This source is useful because it tells us about the non-violent methods that Martin Luther King and the civil rights movement were using at the time.</i></p> <p><i>It is useful because it tells us about the efforts King went to to ensure the boycott's long-term success.</i></p> <p>NB if the inference is very weak and almost little more than a reworking of the source, then the mark should not be higher than 2 marks.</p>	2–3
Level 1	<p>Level 1 answers will typically assert the usefulness of the content or provenance, or give relevant contextual knowledge only, e.g.</p> <p><i>The source is not useful because it was written by Martin Luther King so it's only his point of view. (Provenance)</i></p> <p>OR</p>	1

a simple answer to the question about the source.	<i>This source is useful because it tells us that not all white people were opposed to integrated buses. (Lifted from source)</i>	
Level 0 No response or no response worthy of credit.		0

5.* ‘Black Power did more to harm than to help the struggle for civil rights between 1964 and 1974.’ How far do you agree?

Assessment Objectives	AO2: Explain and analyse historical events and periods studied using second-order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
Additional Guidance	<p>The ‘Indicative content’ is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>Answers at Level 4 require one point on each side of the argument and one element of support. Answers with more valid support than this should be awarded L5.</p> <p>The ‘Indicative content’ shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.</p>

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically construct a balanced and well-supported argument which uses a range of supporting evidence to support the argument being made, e.g.</p> <p><i>It could be argued that the Black Power movement did harm the struggle for civil rights. The radical nature of the movement alarmed moderates. For example, the Black Panthers had their own private army and said Black Americans should arm themselves. This alienated white supporters who had been sympathetic to the civil rights movement. Also, Black Power can be seen as at least partly responsible for the wave of race riots in US cities in 1965. The violence gave the authorities an excuse to crack down on other civil rights activists, leading to splits in the civil rights movement.</i></p> <p><i>However, the Black Power movement did a lot to help the struggle for civil rights. Black Power leaders like Malcom X encouraged African Americans to take pride in being black and in their own culture. This helped African Americans to develop identity and cultural pride, which supported the underlying aims of the civil rights movement. In addition, the Black power movement put much emphasis on social and economic inequalities of Black Americans, especially those in northern cities, which they felt had been ignored by leaders like Martin Luther King. This drew attention to the terrible working and living conditions of poor African Americans.</i></p> <p><i>On balance I agree with the statement because the harm caused is tangible – it led to splits and criticism of the whole movement – whereas the positive impact of consciousness raising is difficult to measure. It certainly drew attention to the reality of black people’s lives but this media attention was not always positive.</i></p> <p>NB: 18 marks = As below plus a clinching argument 16-17 marks = 4 explained points (3-1 or 2-2) 15-16 marks = 3 explained points (2-1)</p>	15-18

Level 4 <ul style="list-style-type: none"> The response has a full explanation and analysis of the historical events/periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question. This is supported by a range of accurate knowledge and understanding that is fully relevant to the question. <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i> 	<p>Level 4 answers will typically construct a balanced or one-sided argument with support from at least two explained points e.g.</p> <p><i>It could be argued that the Black Power movement did harm the struggle for civil rights. The radical nature of the movement alarmed moderates. For example, the Black Panthers had their own private army and said Black Americans should arm themselves. This alienated white supporters who had been sympathetic to the civil rights movement's</i></p> <p><i>However, the Black Power movement did a lot to help the struggle for civil rights. Black Power leaders like Malcolm X encouraged African Americans to take pride in being black and in their own culture. This helped African Americans to develop identity and cultural pride. This increased support for the Civil Rights Movement's underlying aims.</i></p> <p>Reserve 14 marks for clinching argument; 12 marks is standard and one mark for additional development of either point.</p>	11–14
Level 3 <ul style="list-style-type: none"> The response has an analysis and explanation of the historical events/period, which uses relevant second order historical concepts, and is used to give a supported answer to the question. This is supported by accurate knowledge and understanding that is relevant to the question. <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i> 	<p>Level 3 answers will typically develop a Level 2 answer with one of the points explained, eg.</p> <p><i>It could be argued that the Black Power movement did harm the struggle for civil rights. The radical nature of the movement alarmed moderates. For example, the Black Panthers had their own private army and said Black Americans should arm themselves. This alienated white supporters who had been sympathetic to the civil rights movement.</i></p>	7–10
Level 2 <ul style="list-style-type: none"> The response has an explanation about the historical events/period, which uses relevant second order historical concepts, and gives an answer to the question set. This is supported by some knowledge and understanding that is relevant to the question. <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i> 	<p>Level 2 answers will typically identify reasons to support/challenge the statement and/or describe Black Power e.g.</p> <p><i>Yes, Black Power did more to harm the movement because it put a lot of moderate people off supporting civil rights because it scared them.</i> OR <i>Black Power leaders believed in black nationalism. The Nation of Islam felt that African Americans should create their own separate black state in the USA. Malcolm X said they were justified in using force if necessary.</i> OR <i>Malcolm X was prepared to use force if black people weren't listened to.</i> <i>The Black Panthers were a political party with about 2,000 members. They had their own private army.</i> <i>No, Black Power did more to help because they placed emphasis on pride in being black.</i> <i>The Nation of Islam attracted high profile figures such as Muhammad Ali to their cause.</i> <i>The SNCC were very critical of the work of Martin Luther King and wanted to take a radical approach.</i> <i>Carmichael and King were united on some issues such as tackling poverty amongst black communities.</i> NB This question is about Black Power, not a contrast with peaceful protest.</p>	4–6

Level 1 <ul style="list-style-type: none">The response has a basic explanation about the historical events/period in the question, though the specific question may be answered only partially or the answer may be in the form of assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.There is basic knowledge that is relevant to the topic of the question.<i>The information is communicated in a basic/unstructured way.</i>	Level 1 answers will typically make general assertions e.g. <i>Black Power was very radical.</i> <i>Black Power gained a lot of attention at this time.</i> <i>Black Power was about violence.</i>	1–3
Level 0 No response or no response worthy of credit.		0

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