



Oxford Cambridge and RSA

GCSE (9–1)

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 Autumn 2021

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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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1. Annotations

Annotation	Meaning
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
	Noted but no credit given
	Not answered question
	

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

Describe **one** example of a Chicano campaign for civil rights between 1964 and 1974.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
Additional Guidance	All content is indicative only and any other correct examples of Chicano campaigns for civil rights between 1964 and 1974 should also be credited. 2 eqs or one eq explained = 2 marks

Levels	Indicative content	Marks
N/A Points marking	<p>One example of a Chicano campaign was Cesar Chavez' campaign for higher wages and better conditions for Chicano farm workers [1]. He led a strike of grape pickers in California and organised a national boycott of grapes [2].</p> <p>OR</p> <p>One example of a Chicano campaign for civil rights was the protest against the poor standard of education for Chicano students [1]. For example, in 1968, student activists organized a mass walk-out of Chicano students in Los Angeles [2].</p>	2

2. Explain why the 1954 Supreme Court case of Brown vs Board of Education was important.

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	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. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question. 	<p>Level 5 answers will typically identify two or more reasons why the 1954 Supreme Court case Brown vs Topeka Board of Education was important and explain them fully.</p> <p><i>Firstly, Brown vs Topeka Board of Education was important because the ruling effectively made it illegal for US states to have separate schools for black and white children. Previously, states had claimed that schools could be 'separate but equal'. But the court ruled that segregated schools could not be considered equal because it created a feeling of inferiority for black students. This was important because it effectively outlawed segregation in education and southern states were ordered to set up integrated schools.</i></p> <p><i>Secondly, the case was important because it set the pattern for the future. It proved that the Supreme Court could be used as an important tool to gain civil rights. The campaigners continued to use this method by picking up an individual story of discrimination and taking it to the Supreme Court to see if they would declare illegal practice. For example, in 1956, civil rights lawyers fought Rosa Parks' case and the Supreme Court declared Montgomery's bus laws – and by implication all segregation of public services – to be illegal.</i></p> <p>THRESHOLD ANSWERS</p> <p><i>Firstly, Brown vs Board of Education was important because the ruling made it illegal for US states to have separate schools for black and white children. The court ruled that segregated schools could not be considered equal because it created a feeling of inferiority for black students which was a huge change in the law.</i></p> <p><i>Secondly, the case was important because it proved that the method of using the courts was effective. Civil Rights campaigners continued to challenge individual cases of discrimination through the courts. For example, the Supreme Court eventually ruled in favour of Rosa Parks and against segregation of public services.</i></p>	9–10

<p>Level 4</p> <ul style="list-style-type: none"> Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question. 	<p>Level 4 answers will typically identify one reason why the 1954 Supreme Court case Brown vs Board of Education was important and explain it fully.</p> <p><i>Brown vs Topeka Board of Education was important because the ruling effectively made it illegal for US states to have separate schools for black and white children. Previously, states had claimed that schools could be 'separate but equal'. But the court ruled that segregated schools could not be considered equal because it created a feeling of inferiority for black students. This was important because it effectively outlawed segregation in education and southern states were ordered to set up integrated schools.</i></p>	7–8
<p>Level 3</p> <ul style="list-style-type: none"> Response demonstrates accurate knowledge and understanding that is relevant to the question. This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. 	<p>Level 3 answers will typically identify or describe reason(s) without explaining them e.g.</p> <p><i>Brown vs Board of Education was important because it made it illegal for US states to have separate schools for black and white children.</i></p> <p><i>Brown vs Board of Education was important because it made it illegal to have segregated schools.</i></p> <p><i>Also because it showed that the Supreme Court would support black people's efforts to get civil rights.</i></p> <p><i>It was the first big case won against segregation and encouraged African Americans to strive for more.</i></p>	5–6
<p>Level 2</p> <ul style="list-style-type: none"> Response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. 	<p>Level 2 answers will typically contain description of events linked to the 1954 Supreme Court Case of Brown vs Board of Education.</p> <p><i>Linda Brown was a girl who had to attend a black school far away from her home because she was not allowed to attend a whites-only school near her house. The NAACP took her case to the Supreme Court who ruled in her favour.</i></p>	3–4
<p>Level 1</p> <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. 	<p>Level 1 answers will typically contain general points or assertions about the 1954 Supreme Court Case of Brown vs Board of Education.</p> <p><i>The case was about segregation in schools.</i></p>	1–2
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		0

3. Study Sources A and B. Is one source more useful than the other for a historian studying women in the USA between 1964 and 1974?

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [10]
Additional Guidance	<p>Analysis of a single source, no matter how thorough, cannot achieve more than the top mark in Level 2.</p> <p>For Level 3, a reasonable coverage of both sources and a balance between the treatment of sources is expected.</p> <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
<p>Level 3</p> <ul style="list-style-type: none"> Response analyses both the sources by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the question about the sources. 	<p>Level 3 answers will typically make valid supported inferences about the usefulness of the source(s) as evidence about women in the USA between 1964 and 1974.</p> <p><i>Both of the sources are useful, but for different reasons. Source A is useful because it shows the kinds of difficulties that women were facing at the time. For example, the fact that NOW are making demands about things like abortion and contraception shows that these were now available to women at the time and women in many places have been denied them.</i></p> <p>[Alternatively, candidates might argue that the source is useful as an example of the methods women were using to campaign for equality at the time, or about the nature of NOW's aims, e.g. they were striving to achieve legal/formal equality as opposed to the radical feminists who wanted revolutionary change.]</p> <p><i>Source B is useful because it reveals the kinds of attitudes that women were facing at the time, and therefore the reasons that they were campaigning in this period. The advert is clearly targeted at women using the stereotypical view of a woman as the homemaker to try and sell their cereal. She must also be 'keeping her weight down' so physical attractiveness was seen as important. This is useful because it shows what society thought was normal in terms of the role of women. They would not say anything people thought would be controversial.</i></p> <p>[Alternatively candidates may argue that B is useful as lack of change for women by 1970.]</p> <p>Nutshell: Usefulness of source(s) based on valid supported inferences NB: Inferences can be based on the content of the source(s) or from the fact of its publication</p>	<p>7–10</p>

	NB: Valid supported inference from only one source is maximum of 8 marks	
<p>Level 2</p> <ul style="list-style-type: none"> Response analyses both the sources by using relevant detail from the source content and provenance or historical context to construct an argument to answer the question about the sources. 	<p>Level 2 answers will typically make valid unsupported inferences about the usefulness of the source(s) as evidence about women in the USA between 1964 and 1974, e.g.</p> <p><i>Source A is useful because it shows what women were up against – they didn't have equal rights in many areas. Source B is useful because it shows us the sexist attitudes towards women.</i></p> <p>Nutshell: Usefulness of source(s) based on unsupported inferences</p> <p>NOTE: Unsupported inference(s) from one source = 5 marks</p> <p>Alternatively Level 2 answers will make valid comments on the usefulness of the source(s) by evaluating reliability e.g.</p> <p><i>Source A is more useful because it's more reliable about the aims of women at the time but B is just an advert. A was produced by NOW which was set up by Betty Friedan but there were thousands of other groups all campaigning for equal rights for women as well. There were also the women's liberation movement which was quite radical and aimed to change people's presumptions about women. For example, there was a huge protest against the Miss America beauty contest in 1968.</i></p> <p>Nutshell: Usefulness of source(s) based on reliability</p>	3–6
<p>Level 1</p> <ul style="list-style-type: none"> Response analyses the sources 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(s). 	<p>NB: Answers which criticise or dismiss the usefulness of the source(s) capped at 4 marks.</p> <p>Level 1 answers will typically assert the usefulness of the content or provenance or make a simple comparison</p> <p><i>Source A is more useful because it is women themselves producing it.</i></p> <p><i>Source B is more useful because it is an advert.</i></p> <p>OR</p> <p><i>B is an advert that was made at the time and A is useful because it tells us women want contraception.</i></p> <p>NB: In this level, answers may focus almost entirely on one of the two sources.</p> <p>Nutshell: Valid comparison of selected extracts provenance</p>	1–2
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		0

4.* President Johnson did more than any other US president between 1957 and 1968 to advance the civil rights of African Americans.’ How far do you agree with this view?

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	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. 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. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
<p>Level 5</p> <ul style="list-style-type: none"> The response has a full explanation and thorough analysis of historical events/periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question. This is supported by a range of detailed and accurate knowledge and understanding that is fully relevant to the question. There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured. 	<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>President Johnson did a huge amount to advance civil rights. He brought in the Civil Rights Act of 1964 which was much more radical than Kennedy's original proposal and forced it through the Congress. The Act made it illegal for local governments to discriminate in areas such as housing and employment and there was now a ban on exclusion from restaurants and other public places. Furthermore, Johnson also passed the Voting Rights Bill in 1965 and this became law in 1968. This was important because it brought huge progress to black voter registration by placing it in the hands of federal authorities and banned literacy tests.</i></p> <p><i>However, Eisenhower and Kennedy had laid the foundations for Johnson's work. In 1957 Eisenhower used his power to enforce integration of schools when a white school in Little Rock, Arkansas refused to listen to the Supreme Court ruling which had ordered the state governor to allow 9 African American students to attend. When the governor tried to prevent the students from entering, President Eisenhower sent federal troops for six weeks to protect the students. This sent an important message to the southern states, that they would be forced to integrate their schools.</i></p> <p><i>President Kennedy also stood up to the southern states who were brutally defending segregation. For example, in 1963, peaceful civil rights protesters in Birmingham were turned on by the police, and over 1,000 protesters were put in jail. President Kennedy put pressure on George Wallace, the governor to release all the protesters and give more jobs to African Americans. Birmingham then outlawed segregation.</i></p> <p><i>On balance I think it was Johnson who did the most to advance civil rights because his legislation was more comprehensive and tackled discrimination across the whole country. By contrast, Kennedy and Eisenhower's interventions were more isolated.</i></p> <p>NB: 18 marks = As below plus a clinching argument 16-17 marks = 4 explained examples (3-1 or 2-2) 15 marks = 3 explained examples (2-1)</p>	15–18

<p>Level 4</p> <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 examples e.g.</p> <p><i>President Johnson did a huge amount to advance civil rights. He brought in the Civil Rights Act of 1964 which was much more radical than Kennedy's original proposal and forced it through the Congress. The Act made it illegal for local governments to discriminate in areas such as housing and employment and there was now a ban on exclusion from restaurants and other public places.</i></p> <p><i>However, Eisenhower had laid the foundations for Johnson's work. In 1957 he used his power to enforce integration of schools when a white school in Little Rock, Arkansas refused to listen to the Supreme Court ruling which had ordered the state governor to allow 9 African American students to attend. When the governor tried to prevent the students from entering, President Eisenhower sent federal troops for six weeks to protect the students. This sent an important message to the southern states, that they would be forced to integrate their schools.</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
<p>Level 3</p> <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 construct a one-sided argument with support from one valid explained example e.g.</p> <p><i>President Johnson did a huge amount to advance civil rights. He brought in the Civil Rights Act of 1964 which was much more radical than Kennedy's original proposal and forced it through the Congress. The Act made it illegal for local governments to discriminate in areas such as housing and employment and there was now a ban on exclusion from restaurants and other public places.</i></p>	7–10
<p>Level 2</p> <ul style="list-style-type: none"> The response has an explanation about the historical events/period, which uses 	<p>Level 2 answers will typically identify reasons and/or describe advance in civil rights without relating this to the work of Johnson or other presidents e.g.</p> <p><i>Johnson did a lot to advance civil rights because he passed the Civil Rights Act in 1964.</i> OR</p>	4–6

<p>relevant second order historical concepts, and gives an answer to the question set.</p> <ul style="list-style-type: none"> • 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><i>In 1957 segregation in public places was widespread and by 1968 this had been outlawed so significant advances had been made.</i></p>	
<p>Level 1</p> <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> 	<p>Level 1 answers will typically make general assertions e.g.</p> <p><i>President Kennedy was concerned about civil rights but moved quite slowly.</i> OR <i>Many changes were made in civil rights by 1968.</i></p>	1–3
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		0

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