

GCSE (9–1)

Examiners' report

**HISTORY A
(EXPLAINING THE
MODERN WORLD)**

J410

For first teaching in 2016

J410/07 Summer 2022 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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Paper 7 series overview

To perform well on the non-British Depth Study, candidates need to display an understanding of the relationship between the people and the state and how key political, social and economic developments affected the people. Candidates' learning is examined through questions asking for knowledge and understanding and ability to explain and analyse, as well as use and evaluate historical sources. These skills focus on Assessment Objectives 1, 2 and 3.

Candidates' scripts spanned a wide range of ability, and it was clear that most candidates had been well prepared for the examination and demonstrated an understanding of the 'broad sweep' of this specification. Marks were awarded across the entire mark range for all six questions, although generally candidates performed less well on the questions requiring use of sources.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • used examples, issues and events relevant to the time periods examined by the questions • managed their time effectively, balancing their answers proportionally to the mark allocations for each of the questions (especially important for Question 5) • established clear explanatory links back to the issues in the questions (Question 2, Question 3 and Question 5) • made effective use of the historical sources and addressed the question given • had a clear grasp of the key concepts required from study of the specification. 	<ul style="list-style-type: none"> • displayed less secure historical knowledge, for example about Black Power and offered generalised answers • described and identified issues without explaining them fully or by linking back to the issue in the question • left insufficient time to offer a fully developed response to Question 5 • offered answers to Question 5 that were unbalanced, whether by looking at only one side of the argument or offering more generalised answers that lacked specifics on one side of the argument • used the historical sources as stimulus material rather than addressing their value and responding to the question given.

Question 1

- 1 Describe **one** action taken by the women's movement between 1964 and 1975. [2]

This question was well answered. Candidates needed to identify one action taken and give supporting detail, or it was also acceptable to identify two examples of action. Many candidates identified picketing the Miss America contest and crowning a sheep, others talked about Women's Lib bra-burning, and the Rose v Wade court case. Other likely answers have been included on the mark scheme that was updated after a review of candidate responses. It is worth noting that very general comments like 'strikes' and 'protests' were not creditable, but in fact few students offered these. Most had enough to talk about.

Question 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. [10]

This question required candidates to use their knowledge and understanding of the Supreme Court to explain their role in African Americans achieving civil rights. It was answered well by many candidates, particularly with regards to Linda Brown or the Montgomery Bus Boycott. To achieve Level 2 candidates needed to identify something the Supreme Court did, or a case it was involved in; for Level 3 describe the case or action; and for Level 4 explain what was important about this. Most were able to explain how the Supreme Court were able to effectively end segregation in the case of the Bus Boycott or Brown v Board, offering detail and some explanation.

The best answers were able to see the significance of what the Supreme Court did, either for civil rights in general or in setting a precedent. A few looked at James Meredith and 'Ole Miss or the Little Rock 9, but many struggled for details on these. Some confused the role of the Supreme Court by thinking that they had the power to pass legislation in the Civil Rights Acts.

Misconception



A significant number of candidates thought that the Supreme Court was responsible for legislating Civil Rights Acts. As the role of the Supreme Court is an articulated part of the specification, centres are strongly advised to clarify the difference between Central and State Governments and the role of the courts in achieving civil rights.

Question 3

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

[10]

This was not answered as effectively as Question 2, although again, responses showed that candidates had been well prepared for the paper.

Many candidates could make reference to 'reds under the bed', McCarthy and paranoia. However, some responses were descriptive and lacked the specific details to help turn them into a valid explanation. Others concentrated on the causes of the Red Scare: what was going on in American foreign policy, which was not creditable as the impact of the scare, unless it was by one of the very few candidates who then made the link to the Red Scare feeding into attitudes of senior figures in diplomacy. Some got lost in McCarthy's story, explaining his rise and then fall from power but failing to link adequately to the impact generally.

Those that did respond well were able to show the impact of the Red Scare on US society, on an individual and national level.

Exemplar 1 is an excellent example of how to respond to a question about impact. The candidate identifies the impact of 'McCarthyism' and offers multiple concrete details about it, ranging from McCarthy's own list, to his attack on Tydings, and then to university professors losing posts. All of this is linked to the sense of threat of being accused of communist sympathies.

Advice for centres preparing for impact questions

Impact/consequence questions can often be more difficult for candidates to secure higher marks on than causation questions. Centres should give their students enough preparation for these.

For impact, it is essential to concentrate not on the cause of the impact but on how the given issue affected people's lives and why in that way. A successful approach is to start by identifying an impact, then follow this up with specific and concrete factual support. This then needs to be explained by linking back to the issue.

Exemplar 1

3	<p>One impact of the red scare was between 1945 and 1954 was the rise of McCarthyism. Senator Joseph Mc McCarthy, came forward with a list of 700 suspected communists. This list slowly dwindled down to around 82 50 in which 35 had already been cleared. However,</p>
	<p>this was only the beginning. McCarthyism grew substantially and anyone who opposed or called out McCarthy for his flimsy evidence and claims to fame would be called a communist and damage their reputation. Examples of this include Willard Wyden who called McCarthy out, then later lost his seat to a McCarthy supporter. Also the hundreds of university professors and teachers who were accused of being communist and lost their jobs. Once accused of being communist it was very hard to find employment.</p>
	<p>Another impact of the red scare was the Rosenbergs. The American government was so scared of Soviet spys that they accused many people, of passing information to Soviets. An example Klaus was accused of passing information, however, this brought in the Rosenbergs who were accused of passing information about the Atomic Bomb to Soviets, as they had developed it much sooner than Americans threw thought they would (1949). The Rosenbergs were put on trial but denied these accusations, however they were later executed in 1953, on flimsy evidence. However, historians now look back and can agree that they were due to telegrams discovered between the Rosenbergs and Soviets.</p>

Question 4 (a)

4 (a) Study **Source A**.

Why was this source published in 1956?

[5]

This question focuses on AO3 analysis, evaluation and use of historical sources. Candidates are expected to interpret an historical source, in this case, a political cartoon referring to the Montgomery Bus Boycott, and explain its purpose, in other words, why it was published then.

Those that answered well were able to identify the purpose of gaining support for the bus boycott and then support that with detail from the source and contextual knowledge. However, many focused on the bare message of the source, 'there is a boycott going on and people are supporting it'. Even more perhaps were just seeing the source as a stimulus, and proceeded to tell us all they knew about the boycott: a 'this source is about the boycott and this is what I know...' approach. Candidates weren't short of knowledge, just unclear what the question was looking for. Inferences were made by many candidates mainly within Level 2, but lots of candidates were capped at Level 1 as they almost ignored the source in their responses.

Advice for centres preparing for impact questions

When answering questions about why a historical source was published at a particular time, candidates should be encouraged to look for the purpose, thinking about what they know of the historical context at the time of writing. A purpose can usually be defined as an intended impact or call to action. A successful approach in responding is to start by identifying that purpose, then use detail from the source and historical context to explain.

Exemplar 2

4	a	<p>Source A was published in 1956 to encourage the working people ^{who were dissatisfied against} to carry on carry on the ideas of the Montgomery Bus Boycott that started ^{started} the year prior. The point of the source was to gain support / more people to take part and fight against segregation using the wording, "VH. VH = I'm not going your way!" to convey this message / idea to reject the 'normal idea' of US society and how they want you to live as working / lower class citizens and take your own path in life to achieve affairs equality and end discrimination.</p>
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Exemplar 2 was awarded Level 3, 5 marks. The purpose is articulated, there is contextual knowledge and use of features of the source to explain.

Question 4 (b)

(b) Study Source B.

Explain how this source is useful to a historian studying the civil rights movement between 1954 and 1964.

[5]

Again, the focus of this question is AO3: the use and evaluation of sources. This source was guidance from Martin Luther King, after the bus boycott, on how African Americans should conduct themselves on buses. Candidates needed to make an inference on the usefulness of the source to achieve Level 2, and then use a quote from the source to support their point to achieve Level 3. This proved challenging for many, but those who were successful focused on him confirming his support for peaceful protest and looking to achieve acceptance one step at a time. Other inferences seen were that many whites in Alabama were clearly unhappy with bus integration and King's confirmation of the success that had been achieved so far. Many candidates seemed to get lost in the detail and so this question was mainly answered at Level 2; candidates could make some inference about utility. There was a lot for candidates to select from as evidence, but sometimes this led some candidates into description rather than inference.

Advice for centres preparing for source questions

Both of these source questions seem to have been answered less well than in the past. Whether this is the impact of the pandemic and time away from school/dislocated learning is unclear, but it was surprising that candidates did not response well to the prompt 'Why was this question produced then?'. It is important that students continue to have exposure to a range of historical sources in their study of these periods and maintain their critical evaluation skills through practice.

Exemplar 3

4	b.	<p>Source B is an extract from the document 'Integrated Bus Suggestions' issued by the MIA and signed by Martin Luther King. This source is useful to a historian studying civil rights, as in 1956 this shows that buses had been integrated and this was one of the first big achievements of the civil rights movement. The source says to 'to be polite and well behaved', and for there to be it to be 'non-violence' and to be 'friendly'. This shows that the bus company and most people wanted to have the buses integrated and would accept this, however, it also does show us that there had to be certain rules that people had to follow which doesn't seem quite nice, as people should be able to be non-violent</p>
		<p>and friendly to anyone. This is very useful to historians, as, as well as it giving us information about the integration, it shows how people felt about this and that if there needed to be rules and suggestions it must not be have been accepted by everyone.</p>

Exemplar 3 is a very good example of a response which makes several attempts at inference, the second being very well made. The first, that buses have been integrated, is weaker but the final one is very strong, that the fact there are rules means that not everyone is happy about the integration. This is supported by use of the source earlier so is a Level 3 full mark response.

Question 5*

- 5* 'Black Power did **more to harm** than to help the struggle for civil rights between 1964 and 1974.'
How far do you agree? [18]

Question 5 requires candidates to use their historical knowledge and understanding to consider a statement and offer explained examples of how it could be both supported and challenged. Three explained examples covering both sides of the argument opens up the highest mark band.

Strong responses were able to identify and explain how the Black Power movement both helped and harmed the struggle for civil rights. There were significant numbers of candidates who were able to do this, citing the harm that negative publicity did when riots and police shootings took place, but the outlet that Black Power offered to young people. Many explained the positive work the movement did with breakfast clubs and aid for the marginalised, giving them a voice. Others focused on Malcolm X and the Nation of Islam gaining support in the North for civil rights or on the Black Panthers and riots.

That said, many candidates appeared much less confident with this topic than with some others. Some confused the term Black Power with the work of Martin Luther King and peaceful protest. Others saw the question as a comparison with peaceful protest, which resulted in a lower mark. References to Malcolm X were often in contrast to King. Some, but not as many, were able to explain the role of Carmichael in the movement.

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