

## June 2021 – Morning/Afternoon

### GCSE (9–1) History A (Explaining the Modern World)

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

#### Time allowed: 1 hour

Sample question paper for 2021 only. To see what adaptations have been made for 2021 please ensure you have referred to the [Your guide to the changes for 2021](#) document.

#### You must have:

- the OCR 12-page Answer Booklet



#### INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Answer **all** the questions.

#### INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document has **4** pages.

#### ADVICE

Read each question carefully before you start your answer.

## The USA 1945–1974: The People and the State

Answer **all** the questions

1. Describe **one** method used by civil rights activists in their campaigns during the 1960s. [2]
2. Explain why McCarthy became important in the 1950s. [10]
3. Explain why the Stonewall riots of 1969 were significant. [10]
4.
  - (a) Study **Source A**. Why was this source published in 1963? [5]
  - (b) Study **Source B**. How reliable is this source? [5]

### Source A

There can be no denying that racial injustice engulfs this community. Birmingham is probably the most segregated city in the United States. Its ugly record of police brutality is widely known, as is its treatment of Negroes in courts. There have been more unsolved bombings of Negro homes and churches in Birmingham than in any other US city.

The purpose of our direct action programme is to create a situation so tense, so full of crisis, that it will force those who refuse to negotiate to do so. We have not made a single gain in civil rights without determined legal and moral pressure.

**Extract from a newspaper article written by Martin Luther King, published while he was in prison in Birmingham, Alabama in 1963.**

### Source B

The Black Panthers are the greatest threat to the internal security of the country. Schooled in communist ideology and the teaching of Chinese Communist leader Mao Tse–tung, its members have perpetrated numerous assaults on police officers and have engaged in violent confrontations with police throughout the country. Leaders and representatives of the Black Panther Party travel extensively all over the United States preaching their gospel of hate and violence not only to ghetto residents, but to students in colleges, universities and high schools as well.

**J Edgar Hoover, FBI Director, quoted in the New York Times, 9 September 1968.**

- 5.\* 'The main reasons for protest in the period 1964–1974 were economic.'  
How far do you agree?  
You should consider a range of possible reasons.

[18]

**END OF QUESTION PAPER**

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Copyright Information:

Source A: From 'Letter from Birmingham Jail', an open letter by Martin Luther King to Clergymen, 16 April 1963.

Source B: From J Edgar Hoover, in the New York Times, 9 September 1968

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**June 2021**

**GCSE (9–1) History A (Explaining the Modern World)**

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

**SAMPLE MARK SCHEME**

**Duration: 1 hour**

**MAXIMUM MARK 50**

**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. 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** method used by civil rights activists in their campaigns during the 1960s.

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
<b>Additional Guidance</b>	<p>First mark for identification of method + second mark for descriptive detail for each response.</p> <p>Note that a maximum of 1 mark can be given for correct identification of methods, even if more than one method is identified.</p> <p>All content is indicative only and any other correct examples of methods used by civil rights activists in their campaigns during the 1960s should also be credited.</p>

Levels	Indicative content	Marks
N/A  Points marking	<p>One method used by civil rights campaigners in this period was non–violent direct action. This was more than protesting, it involved actions such as sitting at whites only lunch counters or on segregated areas of buses.</p> <p>OR</p> <p>One method used by campaigners in this period was the peaceful but large scale march. Martin Luther King organized numerous marches, the largest one was on Washington in 1963 where he made his famous ‘I have a dream’ speech.</p>	<b>2</b>

2. Explain why McCarthy became important in the 1950s.

<b>Assessment Objectives</b>	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]
<b>Additional Guidance</b>	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.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 5</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically contain a range of more detailed description and fuller explanation that is directly relevant to the question e.g.</p> <p><i>Firstly, McCarthy became important because of atmosphere of the 'Red Scare.' There was a perceived threat from Communist USSR, which had made huge gains in territory after the Second World War, moving its sphere of influence further West in Europe. In 1949 they had developed their own atomic bomb. China was also taken over by Communists. The USA was determined to stop the spread of Communism, so McCarthy's claim that he had a list of over 200 Communists in the US government generated a lot of publicity, hysteria and it gave him prominence. McCarthy's eminence led to him being in a position of power – he was made head of a White House committee to investigate Communist activities. The second reason he became important was linked to the first reason. McCarthy exploited the fears of Communism with his bullying methods. Targeting of high-profile figures created more fear and hysteria. Even President Eisenhower did not want to clash with McCarthy. McCarthy's 'witch-hunts' blacklisted hundreds of people such as university lecturers and Hollywood personalities. People's lives and careers were ruined because they could not work.</i></p>	<b>9–10</b>

<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>• This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 4 answers will typically contain a range of description and explanation that is directly relevant to the question e.g.</p> <p><i>McCarthy became important because of the Cold War, which made the USA determined to stop the spread of Communism. There was a perceived threat from Communist USSR, which had made huge gains in territory after the Second World War, moving its sphere of influence further West in Europe. In 1949, they had developed their own atomic bomb. China was also taken over by Communists in 1949. At home in the USA the The Hiss case and the Rosenbergs showed there were strong grounds for suspecting Communist infiltration. These overarching concerns created a Red Scare which McCarthy and others exploited.</i></p>	<p><b>7–8</b></p>
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>• This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 3 answers will typically contain description with explanation that is directly relevant to the issue in the question e.g.</p> <p><i>McCarthy became important because of the ‘Red Scare.’ The Cold War made the USA determined to stop the spread of Communism, so McCarthy’s claim that he had a list of over 200 Communists in the US government generated a lot of publicity and hysteria. Also, his bullying methods created more fear and hysteria and his ‘witch–hunts’ led to people’s lives and careers being ruined.</i></p>	<p><b>5–6</b></p>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>• This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 2 answers will typically contain description of events that is linked to the issue in the question e.g.</p> <p><i>McCarthy became important because of the Cold War, which made the USA determined to stop the spread of Communism. McCarthy was in charge of a committee to investigate Communist activities. He blacklisted hundreds of people who worked in Hollywood. He even tried to attack the army.</i></p>	<p><b>3–4</b></p>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>• 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.</li> </ul>	<p>Level 1 answers will typically contain general points e.g.</p> <p><i>McCarthy blacklisted hundreds of people who worked in Hollywood.</i></p> <p>OR</p> <p><i>During the 1950s there was a ‘Red Scare’ in the USA. The government of the USA was scared of Communist influence and spies.</i></p>	<p><b>1–2</b></p>

<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>
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## 3. Explain why the Stonewall riots of 1969 were significant.

<b>Assessment Objectives</b>	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]
<b>Additional Guidance</b>	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.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 5</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically identify at least two reasons why the Stonewall riots were significant and explain them fully e.g.</p> <p><i>Firstly, the Stonewall riots were significant as they gave the LGBT community courage to speak out. After the week of protests which followed the police raid on the Stonewall Inn in 1969, the gay community started to organise itself to campaign for their rights. Within six months, three gay newspapers had been set up, and a number of groups like the Gay Liberation Front formed to campaign. At the time, homosexuality was still illegal in all but one US state, but the Stonewall riots seems to have given the gay community courage to make a stand. Within two years, gay rights groups had been started in nearly every major city in the United States.</i></p> <p><i>The events at the Stonewall Inn also inspired an effective type of protest. Gay Pride marches raised the visibility of gay issues across the USA, and the organisations set up like the Gay Activists Alliance were well organised and well run campaigning machines. With the help of these, changes were finally achieved in the law and more importantly in people's attitudes. For example, after determined campaigning the GLF persuaded the American Psychiatric Society to stop classifying homosexuality as a psychological disorder. Without Stonewall inspiring these organisations, change would have been much slower in coming.</i></p>	<b>9–10</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of accurate</li> </ul>	<p>Level 4 answers will typically identify one reason why the Stonewall riots were significant and explain it fully e.g.</p> <p><i>Firstly, the Stonewall riots were significant as in the wake of the riots, discussions</i></p>	<b>7–8</b>

<p>knowledge and understanding that is fully relevant to the question.</p> <ul style="list-style-type: none"> <li>This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p><i>about civil rights were held amongst New York's LGBT community which led to the formation of various groups in America such as the Gay Liberation Front. They inspired the LGBT throughout the country to organise in support of gay rights, and within two years, gay rights groups had been started in nearly every major city in the United States. Their campaigns would lead to a huge change in attitudes and law at a time when homosexuality was illegal in most states and homosexuals were despised. This affected millions of Americans' lives.</i></p>	
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 3 answers will typically identify and describe one reason why the Stonewall riots were significant e.g.</p> <p><i>The Stonewall riots of 1969 were significant as they led to groups being set up to campaign for civil right for the LGBT community. Gay rights groups were started in nearly every major city in the United States, such as the Gay Liberation Movement.</i></p>	<b>5–6</b>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 2 answers will typically describe the Stonewall riots without reference to their impact e.g.</p> <p><i>The Stonewall riots of 1969 were set off by the police raiding the Stonewall Inn, a well-known bar where gay people met to socialise. Homosexuality was forbidden in the state and when the locals resisted arrest the police lost control. Riots against police action carried on for a week.</i></p>	<b>3–4</b>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>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.</li> </ul>	<p>Level 1 answers will typically contain general points or assertions about the Stonewall riots.</p> <p><i>The Stonewall riots led to the creation of protest groups.</i> OR <i>During the 1960s the gay community were not treated fairly which is why the Stonewall riots happened.</i></p>	<b>1–2</b>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<b>0</b>

4a Study Source A. Why was this source published in 1963?

<b>Assessment Objectives</b>	AO3 (a): Analyse sources contemporary to the period. [5]
<b>Additional Guidance</b>	<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>

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Level 3 answers will typically make a clear statement of intended purpose and develop this with reference to content of source and context e.g.</p> <p><i>This source was published to force the US President to take action against discrimination against African Americans. In the article King is clearly pressurising 'those who refuse to negotiate' by talking about how the actions of the civil rights movement will bring about a 'crisis.' He is using the article to draw attention to the discrimination against black Americans, hoping that this will further pressure the government. At this time King and many other protesters were in prison after having been arrested during a peaceful protest against the discrimination and segregation in Birmingham. The city was deliberately picked to draw national attention to its treatment of black people in order to force the government to take action.</i></p>	<b>4–5</b>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>Response analyses the source by using relevant detail from the source content and provenance or historical context to construct an argument in answer to the question about the source.</li> </ul>	<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 make the American people aware of the extent of discrimination against black people. He says that 'racial injustice engulfs this community ... police brutality is widely known.' He is using the article to raise awareness of the treatment of black people and in fact Birmingham was picked for the protest precisely because its police force was so racist and had links to the KKK.</i></p>	<b>3–2</b>
<b>Level 1</b>	Level 1 answers will typically argue the source was meant to provide information e.g.	<b>1</b>

<ul style="list-style-type: none"><li>• 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.</li></ul>	<i>It was published to tell people about bombings in churches.</i> OR <i>It was published to tell people about the programme of direct action.</i>	
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

## 4b Study Source B. How reliable is this source?

<b>Assessment Objectives</b>	AO3 (a): Analyse sources contemporary to the period. [5]
<b>Additional Guidance</b>	<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>

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>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 question about the source.</li> </ul>	<p>Level 3 answers will produce a developed evaluation of the source to explain how the source is or is not reliable e.g.</p> <p><i>This source is not very reliable as a source of information about the Black Panthers. We know that Hoover was an extremely suspicious and almost paranoid individual who saw almost all civil rights activists as a threat, even the non-violent Martin Luther King. Hoover actually had an official FBI programme called COINTELPRO to observe and disrupt the Panthers, allegedly trying to assassinate some of them. Hoover first made his name in the McCarthy period tracking down alleged Communists. We can see his paranoia in this source. Saying that they were the greatest threat to the security of the USA was surely an exaggeration. It is true that some Black Panther leaders visited Korea and China but the language of Hoover twists this to show them as an organisation intent on violence and hatred. It is true that the Panthers did engage in violence and did try to spread their message, so some parts of the source are true. However, overall this is not a reliable source because Hoover cannot be trusted.</i></p>	<b>4–5</b>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Level 2 answers will typically argue the source is reliable/not reliable based on their own knowledge e.g.</p> <p><i>The source is reliable. We know that Black Panthers clashed with police officers and followed their police patrols around 'policing the police'. Also Huey Newton shot and killed a police officer in 1967. We also know some Black Panther leaders went to China and Korea although this was not until 1970.</i></p>	<b>2–3</b>

<b>Level 1</b> <ul style="list-style-type: none"><li>• Response analyses the source in a very basic way by selecting detail from the source content or provenance that is linked to the question.</li></ul>	Level 1 answers will typically assert that the source is reliable/not reliable because of selections from it or provenance e.g.  <i>The source is not reliable because Hoover was paranoid.</i>	<b>1</b>
<b>Level 0</b>  No response or no response worthy of credit.		<b>0</b>

5. 'The main reasons for protest in the period 1964–1974 were economic.' How far do you agree? You should consider a range of possible reasons.

<b>Assessment Objectives</b>	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]
<b>Additional Guidance</b>	At Level 3, at least two distinct reasons should be considered.  At Level 4, at least two distinct reasons should be developed. Level 4 and above should consider 'how far' (both sides of argument).  At Level 5, responses should address how far the <b>main</b> reasons for protest in the period 1964–1974 were economic, based on a nuanced argument considering a range of possible reasons, with a conclusion.  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.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 5</b> <ul style="list-style-type: none"> <li>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.</li> <li>This is supported by a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></li> </ul>	Level 5 answers will typically construct a well-supported argument which reaches a valid conclusion e.g.  <i>So the statement is partially correct. Economic factors did create protests. It is true that some protests were not primarily economic but economic problems often influenced them. The civil rights campaigns had great support partly because it was a just cause but also because African Americans suffered economically because of discrimination so it is very difficult to separate these factors out.</i>	<b>15–18</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>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.</li> <li>This is supported by a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></li> </ul>	Level 4 answers will typically construct a well-supported argument around more than one factor explaining why there was protest e.g.  <i>It is true that economic factors played a large role in protests in this period. They played a direct role in that economic problems in this period tended to hit the poor the hardest. So, for example, when the Vietnam War began to damage the American economy it was often African Americans and other minorities who were worst affected. This is why Martin Luther King was beginning to shift the focus of his</i>	<b>11–14</b>

	<p><i>campaigning on to economic affairs in the later 1960s before he was murdered. The Watts riots of 1968 in Los Angeles were also sparked by poverty.</i></p> <p><i>However, other protests in this period had a more political focus. For example, in 1968–1970 there were massive protests against the Vietnam War. Many students opposed being drafted in to fight a war they thought was wrong, especially after the media highlighted the actions of US troops at the ‘My Lai’ massacre. Thousands refused to serve when they received the draft. 40,000 students protested against the war in the first part of 1968 alone. The largest protest was in 1969 when almost 700,000 people demonstrated in Washington. Students were injured and even killed in the 1970 protests in an Ohio university after USA invaded Cambodia.</i></p>	
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• This is supported by accurate knowledge and understanding that is relevant to the question.</li> <li>• <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></li> </ul>	<p>Level 3 answers will typically construct a supported argument around one factor e.g.</p> <p><i>It is true that economic factors played a large role in protests in this period. They played a direct role in that economic problems in this period tended to hit the poor the hardest. So, for example, when the Vietnam War began to damage the American economy it was often African Americans and other minorities who were worst affected. This is why Martin Luther King was beginning to shift the focus of his campaigning on to economic affairs in the later 1960s before he was murdered. The Watts riots of 1968 in Los Angeles were also sparked by poverty.</i></p>	<b>7–10</b>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• This is supported by some knowledge and understanding that is relevant to the question.</li> <li>• <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></li> </ul>	<p>Level 2 answers will typically identify reason(s) for protest e.g.</p> <p><i>There were different protests in this period. Civil Rights groups protested because they wanted equal rights for black Americans. Students protested against American involvement in the Vietnam War.</i></p>	<b>4–6</b>

<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• There is basic knowledge that is relevant to the topic of the question.</li> <li>• <i>The information is communicated in a basic/unstructured way.</i></li> </ul>	<p>Level 1 answers will typically demonstrate simple knowledge of protest e.g.</p> <p><i>Protesters were students and black Americans.</i></p> <p>OR</p> <p><i>Mexican Americans were one of the poorest sections of American society.</i></p>	<p><b>1–3</b></p>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<p><b>0</b></p>

## Assessment Objectives (AO) grid

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	<b>Marks</b>
<b>1</b>	<b>2</b>				<b>2</b>
<b>2</b>	<b>5</b>	<b>5</b>			<b>10</b>
<b>3</b>	<b>5</b>	<b>5</b>			<b>10</b>
<b>4</b>			<b>10</b>		<b>10</b>
<b>5</b>	<b>12</b>	<b>6</b>			<b>18</b>
<b>Total</b>	<b>24</b>	<b>16</b>	<b>10</b>		<b>50</b>