



General Certificate of Education

AS History 1041

Unit 2: HIS2P

The Campaign for African-American Civil Rights in the USA, 1950–1968

Mark Scheme

2009 examination – January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:

AS EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

January 2009

GCE AS History Unit 2: Historical Issues: Periods of Change

HIS2P: The Campaign for African-American Civil Rights in the USA, 1950–1968

Question 1

- (a) Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to the role of President Kennedy in the development of African-American civil rights (12 marks)

Target: AO2(a)

- L1:** Answers will **either** briefly paraphrase/describe the content of the two sources **or** identify simple comparison(s) between the sources. Skills of written communication will be weak. **0-2**
- L2:** Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed. **3-6**
- L3:** Responses will compare the views expressed in the two sources, identifying differences **and** similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. **7-9**
- L4** Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication. **10-12**

Indicative content

- **Source A** indicates that Kennedy was important to the cause of African-American civil rights whereas **Source B** indicates that he was not important and did very little.
- **Source A** says he put the 'Presidential authority' behind the cause of civil rights whereas **Source B** quotes him as saying it was pointless to do anything as it would be unsuccessful.
- **Source A** shows that he actually didn't do anything concrete which agrees with what **Source B** is saying that he didn't really do anything.
- The context of **Source A** is that Kennedy was influenced by his brother and some commentators have said that it was really Bobby Kennedy who was the mover and shaker behind the civil rights agenda. However he wasn't the President and so he couldn't bring as much influence as JFK.
- A more general context would include James Meredith and 'Ole Miss'. Also events in Birmingham and the anticipation of the introduction of the Civil Rights Bill.
- The context of **Source B** is that in terms of legislation JFK did very little and actually the big movement came under Lyndon Baines Johnson. Also critics have said that he cynically and deliberately did little because he wanted to be re-elected and was having terrible trouble with Southern Democrats.

- A more general context is the career of JFK and the difference between his hopes and his actual success. Also his assassination in 1963 is a context for the lack of process made
- Therefore we have two very different opinions of JFK's role/interest in civil rights but there is a slight agreement because both sources realise he didn't actually do anything concrete.

(b) Use **Sources A, B and C** and your own knowledge.

How important was Southern opposition in obstructing African-American civil rights in the years 1950 to 1963?
(24 marks)

Target: AO1(b), AO2(a), AO2(b)

- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **0-6**
- L2:** Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

- The South battled against African-American civil rights and was extremely important in delaying integration. The means varied but as we can see in **Source A**, even white children were not in favour of the African-Americans getting rights as demonstrated by cheering the death of JFK because of his interest in civil rights.
- **Source B** shows the political problems for a northern politician of the solid white south in Congress who were able to frustrate JFK and any moves in civil rights. Also the fear that the South would vote Republican if it was pursued. It is also hinting here that political ambition was a stumbling block to African-Americans getting their civil rights.
- **Source C** indicates the violence and likely intimidation that civil rights activists, both men and women, received by Southern whites to stop them for getting civil rights. It explicitly refers to elections. Also the treatment of Fanny Lou Hamer is explicitly mentioned.

Other knowledge could support the importance of the South such as the role of the Ku Klux Klan. Their resurgence in this period needs to be assessed as well as their use of violence. The South also continued use of literacy tests:

- southern opposition not important as it only delayed civil rights
- however, it wasn't just the South that obstructed civil rights
- some presidents were not very helpful such as Eisenhower. He was very reluctant to intervene at Little Rock. Kennedy also wasn't immediately helpful at 'Ole Miss'; it wasn't an instant decision to intervene and challenge state authority
- Congress in the early 60s was controlled by racists through the committee system. This was because most chairmen came from the south. Even though they were democrat they did not necessarily support the actions of JFK
- the Supreme Court pre-1954 was not that helpful. The make up of the court was distinctively conservative in nature. It wasn't until there was a change in personnel that it became more liberal and also Supreme Court was dominated by whites
- northern whites were apathetic to the plight of African Americans and some were downright racist
- lack of leadership amongst African-Americans pre Martin Luther King and later the fragmented nature also obstructed progress
- arguably the Southern Pressure was the most important obstruction to civil rights because they controlled the South and parts of Congress.

Question 2

- (a) Explain why schools were not immediately desegregated after the verdict in the Brown versus Topeka Board of Education case of 1954. (12 marks)

Target: AO1(a), AO1(b)

- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **0-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

- They did not have to desegregate immediately because the verdict was vague and did not give any indication of how long this should take.
- Only after a further decision was made did they have to desegregate with 'due speed'.
- There was a lack of money to bring schools up to white standards because African-American schools had been under funded and under resourced for many years.
- There was a general lack of will or interest in the South.
- White parents would not let their children go to African-American schools and this meant that white schools had money, rather than the African-American ones.
- Southern whites refused to do anything at first and some politicians from the South published a manifesto to show they would oppose integration at schools.
- School boards worked as slowly as possible and actively tried to prevent integration since the boards were white in nature.
- The political will was missing in the South and this was vitally important as they were elected representatives and each state had a congress which controlled finance and other means to order integration through pressure on principals.
- Principals were reluctant because of the way they got their jobs through the board which again was elected and so answerable to the mainly white electorate.
- The electorate paid their taxes locally towards the upkeep and development of the elementary schools, colleges and high schools and state universities. They paid the salaries of all the staff in the education system.
- Some governors actively worked to prevent integration of educational establishments.

- (b) 'The Montgomery Bus Boycott was the major turning point in civil rights in the years 1955 to 1960.'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **0-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

- The Montgomery Bus Boycott was a significant turning point because it was the first time there had been a concerted boycott which succeeded. This was an economic boycott. It led to a year long boycott of the buses and eventually was successful when the bus company gave in and desegregated the buses. It was very important because it showed the economic strength of the African-Americans and it showed a significant feeling of discontent within their ranks. It showed that ordinary African-Americans were willing to support Civil Rights Action on a large scale since they were the ones that mainly used the buses.
- This was not the only turning point though and others in the years 1955 need to be considered
- The rise of Martin Luther King in this period to become the leader of the Civil Rights movement when he joined Rev. Abernathy to found the Southern Christian Leadership Conference based in the South who now began to supersede the NAACP as the focal point for the Civil Rights movement

- Greensboro in 1960. The work of the SNCC in terms of actions at lunch counters and being prepared to carry out non violent action. Also they were prepared to demonstrate and get on the TV and get publicity for the movement
- Little Rock in 1957 was where 9 students were being denied the right to go to High School and it meant that Federal means had to be deployed to ensure that integration was supported at the High School there. This was shown on TV around the world. This event showed that the federal governments were determined to support the Supreme Court in their decisions against state rights. The South was historically wedded to the principle of states rights.

Each turning point has significance. Montgomery was unconnected to education and more economic so emphasising the power that an economic boycott can have. However it only applied to buses and in Montgomery. This action is arguably symbolic. Little Rock possibly had greater significance because it showed the South that the Federal Government was going to uphold the Constitution and the rights of African-Americans to a fair education.

Question 3

- (a) Explain why there were riots in New York City in 1964. (12 marks)

Target: AO1(a), AO1(b)

- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **0-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

- The catalyst was the shooting of a black criminal suspect by the police and this led to a week's long rioting.
- This was indicative of what was happening elsewhere in the USA at the time.
- It was a long hot summer.
- Lack of progress with civil rights after the Civil Rights Bill of 1964
- Many African-Americans were unhappy that changes had not occurred after the 1964 Act
- Part of the rise of African-American assertiveness which seemed to be sweeping the USA.
- Change seemed slow. Unemployment had not significantly fallen in black ghettos. African-Americans were living in very poor conditions. Poverty was at the core of the riots
- However, there were a number of particular underlying causes which relate specifically to the Harlem area of New York.
- Cities had become more and more segregated after the Second World War and by 1964 there was a clear gap between the whites and the African-Americans in Harlem. Also downtown Manhattan for instance, leading to tension.
- African-Americans who had migrated to the cities in the 60s were now aware that they were excluded from the consumerism that's whites enjoyed in 1964 and in New York – 5th Avenue etc.
- The exploitation of African-Americans in Harlem was a particular cause and this was due to white landlords charging excessive rents for substandard housing in rundown tenements.

- White unions controlled jobs in Harlem which went to whites rather than African-Americans.
- In shops, although customers were black, shopkeepers hired whites to serve African-Americans hence there was severe unemployment in Harlem and no immediate prospect of change.
- The issue of police brutality towards the African-American community in Harlem was also a source of tension and frustration.
- The most serious reasons are arguably the fundamental problem of poverty and the lack of change.

- (b) 'In the years 1965 to 1968, black activism was the most important method of raising awareness amongst whites about poor social conditions of African-Americans.'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **0-6**
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- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

- Black activism was brought about by gaining attention through more violent means.
- Black Muslims such as Elijah Muhammad were not only hostile to whites but also to other black civil rights groups.
- The ideology of the Black Muslims was totally against any form of integration and it stressed black pride, unity and self-help.
- Black power began with symbolic acts like raising fists in the 1968 Olympics.
- The aggressive rhetoric and speeches of Malcolm X were significant, as were his writings, especially his book.
- The death of Malcolm X in such a violent method was also effective in hardening attitudes amongst African Americans and certainly raising awareness in whites.
- Anti-war demonstrations against black draft and the Vietnam War also received publicity and these made the connection between poverty and those sent to Vietnam.
- The Black Panther Movement in the ghettos particularly showed the poor conditions that African-Americans lived in. Riots with burning houses in 1965 such as Watts showed also the type of houses/tenements that African-Americans lived in, in cities such as LA. These riots led to the media getting involved and incidents appearing on television, in the cinemas and in newspapers. It raised awareness not only in the US but also abroad.
- Activism also had a negative effect by raising fear in the US. This led to tension and both sides being unable to compromise.
- Some whites felt the African-Americans were not capable of improvement if they resorted to violence and this, in turn, reinforced stereotypical views of them.
- Non violence was significant because it started off the movement and was continuing in this period through speeches, letters and lobbying of Martin Luther King and other members of the SCLC. Civil rights activists did a lot to encourage African-Americans to stand up for themselves, particularly in the South.
- They helped to show rural poverty in the South and to embarrass the US to the rest of the US and the world.
- This showed that change could be achieved peacefully.
- It also showed that African Americans could behave intelligently, responsibly and deserved civil rights.
- Civil rights workers visited the south in 1965 to help African-Americans register for voting rights, and this helped whites to realise they had nothing to fear as it was done peacefully.
- Speeches and marches made many people in the US aware of the problem of segregation and African-Americans living on the wrong side of the track.
- Johnson was influenced by non violence and he brought forward in the Voting Rights Bill
- Johnson also saw the poverty gap because of the lobbying by civil rights workers and their persuasive methods.

However progress was slow. Certainly both the more aggressive and the peaceful non-violent methods had a part to play and it is certainly debatable as to which the most important. Activism had both negative and positive effects.