



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 - June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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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

Specimen Mark Scheme for examinations in June 2010 onwards

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

01 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 President Eisenhower and the desegregation of education. (12 marks)

Target: AO2(a)

Levels Mark Scheme

	Nothing written worthy of credit.	0
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.	1-2
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

Candidates will need to identify difference between the views of the two sources, for example:

- Source B suggest that Eisenhower supported the decision to desegregate education in a very open way by sending in Federal troops. Source A on the other hand suggests him not supporting the desegregation of education because he fails to say anything
- Source B states that he passed a Federal Law in 1957 whereas Source A claims that he really is regretful of his appointment of Warren and subsequent events
- Source B refers to his legislation, the first since the nineteenth century, while Source A shows he does not think Federal Law will do anything to help the situation
- candidates will need to apply their own knowledge of context to explain these differences. They might, for example refer to Eisenhower as a conservative
- Eisenhower was under the mistaken impression that Warren was a conservative, however he turned out to be a liberal.

To address 'how far' they should also indicate some similarity between the sources, for example:

- both sources suggest he is still not convinced that men's hearts can be changed through the making of laws
- he is cautious/slightly reluctant to act.

In making a judgement about the degree of difference, candidates may conclude that the sources are very different about how much Eisenhower really supported the desegregation of American schools.

Question 1

02 Use **Sources A, B and C** and your own knowledge.

How important was the Supreme Court in the development of African-American civil rights in the years 1950 to 1962? (24 marks)

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

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-6**
- 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

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the levels scheme.

Candidates should be able to make a judgement by balancing points supporting importance against others which do not and the answer could be exclusively based on the focus of the question.

Relevant material from the sources would include:

- Source A shows the appointment of Earl Warren to be Chief Justice and it refers to the Brown Case which leads to the desegregation of education
- Source B shows the role of the President by sending in troops to enforce integration at Little Rock
- Source C shows a decision made by the Supreme Court with regards to a case in 1950. The court found for the Negro in Oklahoma at a graduate law school.

Factors suggesting the importance of the Supreme Court in the development of African-American civil rights in the years 1950 to 1962 might include:

- Brown v Topeka Board of Education as catalyst for change
- the follow-up decision of 1955 with regards to speed needs to be assessed
- the role the court actually takes in overturning previous decisions such as 'Separate but Equal'
- other decisions such as Sweatt v Painter could also be used as support.

Factors suggesting the lack of importance of the Supreme Court in the development of African-American civil rights in the years 1950 to 1962 might include:

- Supreme Court cannot enforce its own decisions
- Supreme Court judgement on Brown did not give time limit
- the role of the President is very important. This should extend to President Kennedy and his actions with regards to the New Frontier and also James Meredith in 1962
- the role of Congress who pass the Civil Rights Act of 1957 needs to be examined. This is a weak piece of legislation which merely creates a commission to look into Civil Rights
- Eisenhower is not that sympathetic to Civil Rights so progress is limited since there are no major amendments to the constitution in this decade
- whilst education has been tackled there is a long way to go to full Civil Rights
- other factors may be referred to such as media, individuals and events.

Good answers are likely to conclude that the Supreme Court of all the branches of government does the most in this decade in terms of decisions but another branch of the Federal Government has to support them to make integration of schools work.

Question 2

03 Explain why there were sit-ins in Greensboro in 1961. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-2**
- 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

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the levels scheme.

Please note that the date of 1961 was used in error – the sit-ins took place in 1960. With this in mind, all scripts must be viewed sympathetically if the candidate demonstrates confusion as a result of the error.

Answers should include a range of reasons as to why there were sit-ins in Greensboro.

Candidates might include some of the following factors:

- personal – African-American students were prepared to do them and brave white intimidation
- progress – to show white racists that they were moving on to public accommodation
- method – it was considered a non violent tactic which could succeed
- media interest – it was used as a tactic to get publicity across the USA for civil rights
- strategic – because Greensboro was in the Deep South
- political development – it was an attempt to desegregate public places.

To reach higher levels, candidates will need to show the interrelationship of the reasons given, for example they might explain that non violence was used to get media attention to put pressure on the government.

Question 2

- 04** 'President Johnson's Civil Rights Act of 1964 was successful in achieving equality for African Americans by 1968.'
Explain why you agree or disagree with this view. (24 marks)

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

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-6**
- 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

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the levels scheme.

Candidates should be able to make a judgement by balancing points which agree with the view that 'President Johnson's Civil Rights Act of 1964 was successful in achieving equality for African-Americans by 1968'.

Points which agree with the view that 'President Johnson's Civil Rights Act of 1964 was successful in achieving equality for African-Americans by 1968' might include:

- it outlawed discrimination on the basis of race, colour, religion, sex or national origin not only in public accommodation but also in employment
- this was part of the Great Society
- it meant it was no longer permissible to stop African-Americans getting jobs because they were black
- it also allowed the Federal Government to withhold funding from public agencies that discriminated on the basis of race
- this established de jure equality.

Points which disagree with the view that 'President Johnson's Civil Rights Act of 1964 was successful in achieving equality for African-Americans by 1968' might include:

- it was tested out in various cases before the SC so that progress towards equality was slow
- it did not get much support in the South until further steps were taken
- it drove racism underground and did not eliminate it, i.e. *de facto*
- it needed another Act in 1965 to get equal voting rights
- average incomes were not equal, employment was not equal since African-Americans were still in ghettos with low paid jobs
- difficult to change attitudes in 4 years.

Good answers are likely to conclude that equality was not achieved but progress had been made.

Question 3

05 Explain why there was unrest following the assassination of Martin Luther King in 1968.
(12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-2**
- 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

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the levels scheme.

Answers should include a range of reasons as to why there was unrest following the assassination of Martin Luther King in 1968.

Candidates might include some of the following factors:

- Martin Luther King was the most well-known CRM leader and it caused huge dismay in the African-American community
- immediate impact – it was a huge shock
- numerical – the impact of his death affected a large range of people
- conspiracy – it was thought it might have been a government staged event
- opportunity – it gave the Black nationalists the chance to get support and riot against perceived injustices at the time
- perception – it showed that the USA was a divided nation because this was a racially motivated act.

To reach the higher levels, candidates will need to show the interrelationship of the reasons given, for example they might state that Martin Luther King's death provoked unrest because he was important to a large number of people that they wanted to show support for civil rights.

Question 3

06 'Malcolm X had a limited impact on the development of the Civil Rights Movement in the years 1960 to 1968.'

Explain why you agree or disagree with this view.

(24 marks)

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

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-6**
- 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

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the levels scheme.

Candidates should be able to make a judgement by balancing points which agree with the view that 'Malcolm X had a limited impact on the development of the Civil Rights Movement in the years 1960 to 1968'.

Points which agree with the view that Malcolm X had a limited impact might include:

- Malcolm X came to symbolise black defence and self-reliance
- he was a compelling figure who became a hero to increasing numbers of black nationalists and proponents of Civil Rights
- even after his murder in 1965 he was influential on the development of Black Power through his autobiography
- he was popular with urban young African-Americans especially in the North
- he influenced famous people to become Black Muslims
- he moved Civil Rights in a different direction to other African-American leaders.

Points which disagree with the view that 'Malcolm X had a limited impact on the development of the Civil Rights Movement in the years 1960 to 1968' might include:

- however, his influence was only on a certain section of the African-American community and was not mainstream
- other leaders were influential in different areas and at different times to Malcolm X showing the limitations of his effect on the Civil Rights Movement
- Stokely Carmichael picked up where Malcolm X had left off and he encouraged the SNCC to assert Black Power. He believed that African-Americans needed to control their own institutions. They should elect black candidates and organise their own schools. He was influential in moving African-Americans in a different direction to Martin Luther King
- Martin Luther King was very important as the leader of the non violent civil rights campaign which had begun in the middle of the 1950s. His speeches and guidance had helped the movement to develop in the early part of the 1960s. He had harnessed the power of the African-American churches. He was able to push civil rights without alienating all the whites
- Martin Luther King had the respect of whites whereas Malcolm X was more of a feared figure and this limited progress in some respects.

Good answers are likely to conclude that Malcolm X helped the Civil Rights Movement move into a more radical phase when progress seemed to be stalling. He was a figure looked on and revered after his death especially by young African-Americans and particularly in urban areas. So he was influential but this was limited.