



**General Certificate of Education  
June 2012**

**AS History 1041**

**HIS2P**

**Unit 2P**

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

**Final**

***Mark Scheme***

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 students' 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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)**

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**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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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

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June 2012

**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 the Ku Klux Klan in the 1960s. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

Nothing written worthy of credit.	<b>0</b>
<b>L1:</b> Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.	<b>1-2</b>
<b>L2:</b> 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.	<b>3-6</b>
<b>L3:</b> Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	<b>7-9</b>
<b>L4:</b> 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.	<b>10-12</b>

**Indicative content**

**Note: This content is not prescriptive and students 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.**

Students will need to identify differences between the views of the two sources. For example:

- Source A claims the government will do nothing about the Klan but talk
- Source B says there is a 'unique difficulty' in dealing with the Klan in Mississippi, suggesting Federal Government have tried
- Source A says 'cowardly', Source B suggests well-organised and growing
- Source A suggests blacks can stop the Ku Klux Klan through concerted action

- Source B suggests stopping the Klan will be very difficult when their activities had 'sanction of local law enforcement agencies, political officials, substantial segment of white population'
- Source A 'federal government has shown that it isn't going to do anything about it but talk' blames government for power
- Source B – US attorney general testifies to difficulty of doing anything, therefore blaming constitutional difficulty for power
- Source B – 'Violence swelled the Klan's ranks', 'There was also a wider pool of supporters who saw the Klan as the only organisation that did anything to counter the black encroachment into their lives.', 'drew its membership almost exclusively from that resentful portion of society that looked on physical resistance as the necessary and suitable expression of whites.' Inferring widespread support especially amongst white working class
- Source A – 'The Klan is a cowardly bunch', 'One Klan member will never come after one of you. They all come together. They're scared of you' – cowardice and weakness as characteristics; however Source B suggests 'sanction of local law enforcement agencies, political officials and a substantial segment of the white population.' Suggesting strength and power.

Students will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- the regularity of acquittals in cases of violence against blacks in the South, for example the Emmett Till murder
- the refusal to prosecute those implicated in the murders of Goodman, Chaney and Schwerner in 1964
- the need for stronger federal legislation to support civil rights demonstrated by the Civil Rights Act of 1964 and Voting Rights Act of 1965.

To address 'how far', students should also indicate some similarity between the sources. For example:

- both sources suggest that the government has been unable to address Klan violence
- both sources suggest that Klan violence is directed against the civil rights movement
- Klan was a threat, Source A 'it is our duty to our people, to organise ourselves and let the government know that if they don't stop that Klan, we'll stop it ourselves.'
- Source B – responsibility for murder of Evers, Liuzzo (own knowledge may also elicit Schwerner, Cheney and Goodman)
- Source A 'violence swelled the Klan's ranks', Source B 'they all come together' indicates power comes from group mentality and unity 'wider pool of supporters'
- Source A suggests failure of government to deal with situation, Source B agrees on difficulty of federal government dealing with situation,

In making a judgement about the degree of difference, students may conclude that the sources differ because X is rallying dissent against the government who are struggling to negotiate the complexity of interfering in state laws.

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**Question 1****02** Use **Sources A, B and C** and your own knowledge.

How important was Southern opposition in obstructing the advancement of Civil Rights in the years 1950 to 1963? (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 students 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 generic levels scheme.**

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Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A** – The Klan have 'perfected the art of making Negroes be afraid', and 'the federal government has shown that it isn't going to do anything about it but talk'
- **Source B** – 'Violence swelled the Klan's ranks', 'There was also a wider pool of supporters who saw the Klan as the only organization that did anything to counter the black encroachment into their lives.', 'drew its membership almost exclusively from that resentful portion of society that looked on physical resistance as the necessary and suitable expression of whites.'
- **Source C** – 'White Citizen's Councillor or the Ku Klux Klanner' mentioned in the context of 'the Negro's great stumbling block in his stride toward freedom'.

From students' own knowledge:

Factors suggesting Southern Opposition was important in obstructing the civil rights movement might include:

- Southern Manifesto 1956
- formation of White Citizen's Councils
- actions of Orval Faubus at Little Rock in 1957
- organised violence against Freedom Rides and Sit-ins
- the Klan's reputation for violence and lynching, stretching back over half a century was a strong deterrent for many Southern blacks from engaging with the movement
- George Wallace's inaugural 1963 address as Governor of Alabama in which he declared 'segregation now, segregation tomorrow, segregation forever'.

Factors suggesting southern opposition was less important in obstructing the civil rights movement might include:

- political difficulty of supporting the movement for Democratic Presidents, lack of urgency of Republican Presidents
- legal opposition to NAACP court cases and lack of explicit deadlines from Supreme Court after Brown and Brown II
- lack of coherence in the movement with rival organisations
- the growing media presence of the Nation of Islam and the alarm this spread amongst whites, especially after 1959.

Good answers are likely to/may conclude that though Southern Opposition was important, it took advantage of the lack of coherence of the civil rights movement, the lack of a clear timescale for integration from the Supreme Court in the most important legal case and the political difficulty of Presidential involvement.



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**Question 2**

- 03** Explain why the Plessy v Ferguson decision was undermined in the years 1950 to 1953.  
(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 students 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 generic levels scheme.**

Answers should include a range of reasons as to why Truman tried to address the problem of segregation in the armed forces.

Students might include some of the following factors:

- the NAACP had three successful court cases in 1950
- Henderson v US (1950) ruled segregation on railway dining cars was illegal under the Interstate Commerce Act
- McLaurin v Oklahoma (1950) ruled that a black student couldn't be physically separated from white students at the University of Oklahoma
- Sweatt v Painter (1950) ruled that a separate black law school at the University of Texas was inherently unequal
- Eisenhower nominated Earl Warren as Chief Justice in September 1953
- the Brown v Board case was first heard in 1951; media interest intensified as the case progressed.

OR Students may refer to some of the following long-term factors:

- the idea of segregation in the US was increasingly being exploited in Soviet propaganda
- the GI Bill had enabled many black soldiers to attend university, these more educated men were beginning to campaign against segregation.

And some of the following short-term/immediate factors

- Thurgood Marshall and the NAACP were clearly systematically targetting the pillars of Jim Crow
- Truman had taken tangible steps to involve the presidency in civil rights matters.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that some blacks were becoming increasingly educated and willing to challenge the civil rights issues, the most effective way to do this was to join the NAACP which was clearly building a head of steam with decisions like Shelley v Kraemer.

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**Question 2**

- 04** 'US Presidents did little to advance Civil Rights in the years 1953 to 1963.'  
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 students 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 generic levels scheme.**

Students should be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agree(s) might include:

- Eisenhower considered appointing Warren to have been a mistake
- Eisenhower stipulated that he would not send the National Guard in to support a Supreme Court decision but was forced to backtrack by the violence of Little Rock
- Eisenhower didn't fight to prevent his 1957 Civil Rights Act being watered down in Congress
- progress on integration after Brown was painfully slow
- Kennedy performed a series of symbolic actions but did little tangible for Civil Rights before his death
- Kennedy initially opposed the March on Washington
- Kennedy failed to intervene in Albany.

Evidence which disagree(s) might include:

- Eisenhower's intervention at Little Rock set a precedent that the President would mobilise the National Guard in defence of Supreme Court decisions
- Eisenhower appointed Earl Warren to the Supreme Court
- Eisenhower passed the Civil Rights Act of 1957, the first Civil Rights legislation for 82 years
- Eisenhower met with Martin Luther King, A. Philip Randolph and Roy Wilkins and was the first President to elevate an African-American to an executive level position in the White House, E Frederic Morrow.
- Kennedy intervened in the Freedom Rides and at Birmingham.

Good answers are likely to/may conclude that in Eisenhower and Kennedy did advance the Civil Rights movement but often because they were forced into action by adverse publicity or chose to intervene for the sake of political expediency.

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**Question 3**

- 05** Explain why there were race riots in major American cities in the years 1965 to 1967.  
(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 students 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 generic levels scheme.**

Answers should include a range of reasons as to why there were race riots in major American cities in the years 1965 to 1967.

Students might include some of the following factors:

- 'White flight' had left the ghettos as predominantly black areas
- Blacks were exploited, paying higher prices for food at neighbourhood shops and higher rents than equivalent accommodation for whites
- ghetto problems included alcohol abuse, prostitution, gambling and crime
- police brutality and institutional racism were a fact of life in the ghettos
- though ghetto blacks were often wealthier than their southern counterparts, they compared themselves to the cities whites and keenly felt the inequalities
- sympathetic mayors in major cities and the 'Great Society' program and civil rights legislation made no tangible changes to the situation in the ghettos.

OR Students may refer to some of the following long-term factors:

- quality of housing was poor in the ghettos, leading to a cycle of poverty
- unemployment was high as many industries had automated the jobs blacks had originally been hired to do in the 1940s and 1950s (eg. Ford in Detroit)

and some of the following short-term/immediate factors:

- police brutality often sparked riots as in Detroit in 1967
- increased militancy and violent rhetoric of Malcolm X or H Rap Brown agitated young black men.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might conclude that the progress made by the Civil Rights movement in the 1950s and early 1960s had kept a lid on the social tensions that were growing in the post war period, the difficulty of addressing economic inequality and the tension between police and young blacks was a powder keg.

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**Question 3**

- 06** 'US politicians did little to improve the lives of urban blacks in the years 1964 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 students 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 generic levels scheme.**

Students should be able to make a judgement by balancing points which agree with the view that the actions of US politicians in the years 1960–1968 did little to address the problems of Northern blacks.

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Points/factors/evidence which agree(s) might include:

- Mayors of major cities like Richard Daley in Chicago and Jerome Cavanagh in Detroit needed black votes and made large promises, but little was done
- the Voting Rights Act of 1965 and Civil Rights Act of 1964 largely dealt with problems faced by southern blacks
- the Vietnam draft fell disproportionately on northern blacks owing to exemptions to do with education
- King's Chicago campaign of 1966 drew little support from LBJ
- four summers of race riots in over 300 US towns and cities suggests the northern blacks felt let down.

Points/factors/evidence which disagree(s) might include:

- Kennedy's New Frontier introduced a minimum wage, increased welfare and unemployment benefit and attempted to address problems of youth crime and gender inequality
- the Great Society included measures to address problems with Education (Higher Education Act in 1965 to provide student loans and scholarships, the Elementary and Secondary Schools Act of 1965 to pay for textbooks, and the Educational Opportunity Act of 1968 to help the poor finance college educations), Health (Child Health Improvement and Protection Act of 1968 provided for prenatal and postnatal care, the Medicaid Act of 1968 paid for the medical expenses of the poor, and Medicare, established in 1965, extended medical insurance to older Americans under the Social Security system) and Housing (1968 Fair Housing Act barring discrimination in the sale or rental of housing)
- Johnson appointed Thurgood Marshall to the Supreme Court
- in 1960s, median black family income rose 53%; and black employment in professional, jobs doubled
- the proportion of blacks below the poverty line fell from 55 percent in 1960 to 27 percent in 1968. The black unemployment rate fell 34 percent.

Good answers are likely to/may conclude that the bulk of the political efforts to help northern blacks came from the federal government rather than state politicians who were often too concerned with re-election to undertake drastic action. Legislation designed to help the urban poor was not specifically targeted at blacks and so did not seem like a victory for the Civil Rights movement but, in fact, a great deal was done for black through the New Frontier and the Great Society in this period.

### **Converting marks into UMS marks**

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)