



General Certificate of Education

AS History 1041

Unit 2: HIS2P

The Struggle for Equality: The Campaign for African-American Civil Rights, 1950–1968

Mark Scheme

2010 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 2010

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

**HIS2P: The Struggle for Equality: The Campaign for African-American Civil Rights
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 Malcolm X. (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

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 generic levels scheme.

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

- Source B suggests how very important Malcolm X was to the Civil Rights Movement as he diverted it towards Black Nationalism and militancy. Source A on the other hand, suggests that the importance of Malcolm X is not so important
- Source B suggests that Malcolm X changed the direction of the Civil Rights Movement and so he was significant. Source A claims that he is not a hero of the Civil Rights

Movement and there is a warning not to over inflate his significance to the Civil Rights Movement

- Source B refers to militancy while Source A points out that Malcolm X is just a ghetto victim.

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

- the animosity that existed between the leaders of the mainstream Civil Rights movement and Malcolm X. This emerged after the assassination of Malcolm X
- the move towards a more nationalist stance under Malcolm X.

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

- both sources acknowledge some importance of Malcolm X
- both sources acknowledge he has some popularity.

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

How important were the Black Muslims in gaining support for Black radicalism in the years 1960 to 1968? (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 generic levels scheme.

Relevant material from the sources would include:

- Source A shows Malcolm's large political influence among young blacks

- Source B shows Malcolm X still had enormous influence in Northern urban areas such as New York, Detroit and Chicago
- Source C shows the Muslim Temples attracted many more men than women. Nationalist sects, like the Black Muslims, spoke to the Northern ghetto male in a way that the Civil Rights Movement did not.

From their own knowledge:

Factors suggesting importance of the Black Muslims in gaining support for Black radicalism in the years 1960 to 1968 might include:

- Black Muslims had a philosophy that young blacks could understand
- the church gave them a sense of belonging. Large numbers did join the Muslim church despite what Source A says. The number of temples did increase
- the Black Muslims worked hard in the cities and went to the poorer areas such as the ghettos
- they instilled a pride in being black and had their roots in the Black Nationalism of Marcus Garvey
- the message of Black Power was a powerful recruitment for Black Nationalism
- individuals such as Mohammed Ali also recruited for Black Nationalism as he too was a Black Muslim.

Factors suggesting a lack of importance of Black Muslims in gaining support for Black radicalism in the years 1960 to 1968 might include:

- joining the Black Muslim church was only one way of becoming a Black Nationalist
- however, the work of other organisations must not be underestimated since SNCC had a large student base and it became increasingly Black Nationalist. The SNCC became more nationalist and their message appeared attractive to young students in the early sixties under Stokely Carmichael. They were very able recruiters amongst the under 30 age group and formed a break away to the mainstream civil rights groups
- however, the best known Black Nationalist group is the Black Panther Party who was extreme and this attracted young blacks
- those who disliked police brutality on African-Americans were attracted to BPP. They offered not just rhetoric but practical help in the ghetto. Also their message was much more militant and this attracted more violent individuals. Their ideas encompassed Black Power and this in turn attracted more African-Americans
- there are other religious groups that attracted recruits for Black Nationalism such as the Black Jewish Church and the Moorish Temple
- Black Muslims were not attractive to other religious groups or atheists and their religious message alienated some moderate blacks

Good answers are likely to conclude that the Black Muslim church itself was not as important as other groups.

Question 2

- (a) Explain why a bus boycott began in Montgomery, Alabama in 1955. (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 generic levels scheme.

- causation factor – the Rosa Parks incident in 1955
- short-term factor – there had been other efforts to tackle segregation on inter-state buses
- political factor – Rosa Parks was a suitable figurehead as she was a field officer for the National Association for the Advancement of Coloured People (NAACP) and the NAACP had been looking for the right person to build a campaign around
- economic factor – there was a large African-American population in Montgomery who used the buses and if they could be mobilised would be effective
- popular support factor – there was some sympathy among the white population for their African-American servants to help the event succeed
- success factor – they thought they could win and that this could lead to nationwide desegregation.

To reach the higher levels, candidates will need to show the interrelationship of the reasons given, for example they might explain that the Rosa Parks incident was the catalyst but the fact

she was in the NAACP was important because she was a person whites and blacks would feel sympathy for and it was likely to succeed.

- (b) 'The work of the National Association for the Advancement of Coloured People (NAACP) was the most important reason for the desegregation of schools in the years 1950 to 1960.'
- 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 generic levels scheme.

Candidates should be able to make a judgement by balancing points which agree with the view that 'the work of the National Association for the Advancement of Coloured People (NAACP) was the most important reason for the desegregation of schools, in the years 1950 to 1960.'

- the NAACP brought a number of cases to the Supreme Court which were concerned with all aspects of schools

- they targeted High School Education and were able to get the decision referred to the Supreme Court
- Thurgood Marshall was a most able legal advocate and orator on behalf of the NAACP
- they were effective in getting a positive decision in *Brown v Board of Education* in 1954 and with the follow up in 1955. This meant that schools should desegregate and with necessary speed
- the NAACP continued to support African-American students who tried to enter white schools; such as the Little Rock Nine in 1957–1958
- the NAACP encouraged other families and individuals before 1954 and after 1958 to allow their names to go forward to the Supreme Court to challenge segregation in other states and school. (*Brown* was just a figurehead).

Candidates should be able to make a judgement by balancing points which disagree with the view that 'the work of the National Association for the Advancement of Coloured People (NAACP) was the most important reason for the desegregation of schools in the years 1950 to 1960.'

- the Supreme Court deserves some credit. The Earl Warren court took the bold step to support desegregation and to pass the decision to desegregate
- President Eisenhower supported desegregation through his actions in Little Rock by protecting the children with military support. This showed the South that the federal government as a whole was behind desegregation
- the work and bravery of ordinary African-American individuals deserves some credit. They were prepared to take on white school segregationists. For example, Linda Brown and the Little Rock Nine
- white individuals helped to fund causes and offered support to black children and their families.

Good answers are likely to conclude that the NAACP had a vital role to play instigating the test case on High Schools. However, the Supreme Court as the highest court in the judicial system supported desegregation. The Executive enforced the Supreme Court decision in 1957. So it is arguable as to whose work is the most important reason.

Question 3

- (a) Explain why the March on Washington took place in 1963. (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 generic levels scheme.

There were a number of reasons:

- political – it was to highlight the issue of Civil Rights for African-Americans
- publicity – it was to get media attention
- cultural – African-Americans thought it would be successful if it brought together a number of leaders and organisations
- geographical – Washington is where the government is so it meant bringing a protest movement to the capital and the President could not ignore it
- historical – one had been planned before for the 1940s which had not happened and yet the threat of it had impacted on the President so it was thought an actual one would bring African-Americans their civil rights
- strategic – it was the culmination of other campaigns such as Non-Violence i.e. part of the plan.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given; they might interlink political and cultural reasons and say that the most important was to raise awareness of civil rights through media attention.

- (b) 'The use of non-violence was the most important reason for African-Americans gaining improved civil rights 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**
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- 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 generic levels scheme.

Candidates should be able to make a judgement by balancing points which agree with the view that 'the use of nonviolence was the most important reason for African-Americans gaining improved civil rights in the years 1960 to 1968.'

- a range of non-violent methods were used such as sit-ins, marches, speeches and freedom rides. These showed that peaceful means were being used
- the range of activities allowed whites to participate and hence widen the movement

- the March on Washington put pressure on President Kennedy and he framed a Bill for Civil Rights as a result
- the work of Martin Luther King and his advocacy of non-violence and campaign strategies such as in Birmingham and Selma helped to bring success as he learnt from his mistakes
- the bravery of individuals when using non-violence in the South.

Candidates should be able to make a judgement by balancing points which disagree with the view that 'the use of non-violence was the most important reason for African-Americans gaining improved civil rights in the years 1960 to 1968.'

- the role of the media, TV and the press publicised the unjust treatment of African-Americans. The whole world was watching events
- the actions of white racists such as the Ku Klux Klan forced the government to act
- within the government there was advice to change such as people like Bobby Kennedy
- the role of the executive office is an important factor which includes the Presidents
- the role of the legislative office in passing the Civil Rights Bill is hugely important
- riots in the Northern cities affected government sentiment
- Black Power affected the government and sentiment sometimes negatively as well as positively for Civil Rights.

Good answers are likely to conclude that there are a large number of factors which can be credited here. However, the role of non-violence in harnessing a large group of African-Americans in working together is extremely important without which there would have been little pressure on the government to act.