



**General Certificate of Education  
June 2010**

**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 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.

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 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)**

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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 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

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June 2010

**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 March on Washington. (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 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 will need to identify differences between the views of the two sources, for example:

- Source B suggests that it was not successful as it did not change opinions of Senators or Congressmen
- Source A on the other hand suggests that it was a success because it had penetrated white America
- while Source B suggests that it was a farce
- Source A claims that even the media took it seriously and gave it good coverage
- Source B refers to neutrality of the Unions

- while Source A points out that the white churches were in support.

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

- Source A is from Martin Luther King who was very positive about black and whites working together
- Source B is a radical Black Nationalist view (Malcolm X) and he was anti white and blacks working together at this time.

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

- both sources suggest that black and whites took part and that blacks made some gains
- both sources suggest that some individuals were not supportive/positive of the March.

In making a judgement about the degree of difference, candidates may conclude that the views are very different because Martin Luther King sees this as very successful because of the involvement of white and blacks where as Malcolm X says little has changed.

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

How important was the role of the media in helping African-Americans to gain their civil rights in the years 1963 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 levels scheme.**

Relevant material from the sources would include:

- Source A 'treatment given to the March on Washington by all the media...first organised Negro event which was given respect and good coverage'
- Source B 'in a subsequent press poll...how was one televised 'integrated' picnic going to influence these representatives'
- Source C 'There can be little doubt that the backlash was encouraged by sensationalist media coverage of the ghetto revolts.'

From their own knowledge

Factors suggesting the role of the media was important would include:

- media raised awareness because of the growth of availability of TV
- media reached a wide audience not just in the USA
- politicians take notice of the Media especially polls
- specific campaigns that were televised raised awareness of police brutality.

Factors suggesting the role of the media was not important would include:

- the slow rate of change in Civil Rights
- media coverage could be negative and stir up fears
- more important factors such as leaders of Civil Rights movement
- mass movement had an impact on change.

Good answers are likely to conclude that the Media were very important because they embarrassed both Presidents Kennedy and Johnson and directly led to the Civil Rights Bills of 1964 and Voter Registration in 1965.



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**Question 2**

**03** Explain why many African-Americans in the North lived in poverty in 1950. (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 African-Americans in the North lived in poverty in 1950.

Candidates might include some of the following factors:

- movement to the ghettos in the decade that followed World War Two from the South
- lack of appropriate skills because used to share cropping
- discrimination (de facto) in employment particularly in better management jobs
- lack of good education hence either no job or poorly paid jobs
- run down tenements in Northern cities where landlords exploited recently arrived migrants
- overcrowding in ghettos such as Harlem because families and friends lived together.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might say discrimination was the most important because it is the root

of all the other problems or they might say that the movement to the North was the main reason because at least they had a job.

## Question 2

- 04** 'The lives of African-Americans living in the South changed considerably during the 1950s.'  
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.**

Points/factors/evidence which agrees with the view that 'The lives of African-Americans living in the South changed considerably during the 1950s' might include:

- education had been desegregated after Brown I and II and they could attend integrated schools
- some buses had been desegregated after Montgomery
- interstate travel on buses had been desegregated after Supreme Court decisions
- NAACP had carried out a campaign to get more voter registration and so more were voting.

Points/factors/evidence which disagrees with the view that 'The lives of African-Americans living in the South changed considerably during the 1950s' might include:

- Southern African-Americans still lived in segregated areas in Southern towns
- Southern African-Americans were still denied voting rights because of intimidation and Jim Crow
- Southern African-Americans lived in poverty and were still involved in share cropping which kept them poor
- job discrimination still existed
- only in limited areas were they able to get into white schools and higher education facilities were still segregated, e.g. Ole Miss.

Good answers are likely to conclude that despite some gains which were important such as High School Education there was a long way to go in terms of jobs and accommodation etc.

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**Question 3**

**05** Explain why the Southern Manifesto was issued in 1956. (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 the Southern Manifesto was published in 1956.

Candidates might include some of the following factors:

- explain white racist view against Brown decision
- promised to reverse Brown decision
- raise awareness of abuse of judicial power by Supreme Court Justices
- show depth of feeling against integration in schools
- provide platform for opposition to desegregation.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might say it was to stop school integration by reversing the Brown decision by challenging the Supreme Court's interpretation of the constitution.

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**Question 3**

**06** 'The Ku Klux Klan prevented African Americans from gaining civil rights in the years 1960 to 1964.'

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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**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.**

Points/factors/evidence which agrees with the view that 'The Ku Klux Klan prevented African Americans from gaining civil rights in the years 1960 to 1964' might include:

- KKK re-established in strength in the early 1960s

- KKK intimidation and murder of African-Americans stopped them from living in integrated areas and exercising their rights
- KKK caused many African-Americans living in the South to refuse to vote because of fear of being firebombed/murdered etc
- members of Ku Klux Klan were policemen and officials who assisted in denying African Americans rights and kept them segregated for example Bull Connor in Alabama
- African-Americans left the South to escape persecution of Ku Klux Klan.

Points/factors/evidence which disagrees with the view that 'The Ku Klux Klan prevented African Americans from gaining civil rights in the years 1960 to 1964' might include:

- schools and colleges continued to desegregate
- KKK a mainly Southern phenomena not across the whole USA
- in the South Voter registration continued with help from the NAACP
- passage of Civil Rights Act of 1964
- other whites also prevented African-Americans getting their civil rights.

Good answers are likely to conclude that the KKK were very important but that most of the white population in the USA were against giving civil rights to African-Americans in the early 1960s, especially in the South and yet the Civil Rights Act was passed.