



**General Certificate of Education
January 2011**

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

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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 2011

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 NAACP. (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 levels scheme.

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

- Source B is critical of the NAACP and suggests it is concentrating on the wrong method
- Source A is saying the NAACP is a success through its legal strategy
- Source B suggests that it was not a success because it had ignored the talents of black people because it just concentrated on court cases, the judicial system and fundraising
- Source A on the other hand suggests that they had used the talents of an African-American Thurgood Marshall

- while Source B suggests that the NAACP did not help ordinary African-Americans but tended to represent the middle and professional class
- Source A claims that the NAACP did help and support ordinary African-American families even if it was to fight court cases.

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

- Source A is from the education campaign which later led to Brown v Board of Education
- Source B is after Brown in 1960 when the SCLC wanted to move towards more public action rather than the legal process.

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

- both sources suggest that the NAACP were successful in concentrating on court cases
- both sources suggest that the NAACP were trying to help professionals.

In making a judgement about the degree of difference, candidates may conclude that the views of the activities of the NAACP are different because the NAACP does try to encourage and support African-Americans to fight against segregation and doesn't ignore their talents but it does so through the court system.

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

How important was the work of civil rights groups in challenging segregation in the years 1950 to 1960? (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.

Candidates 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.

Candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

- Source A 'The NAACP attorneys, including the African-American Thurgood Marshall, began a legal strategy designed to end segregation in education'
- Source B 'Since 1958, Martin Luther King's close associate and a member of the Southern Christian Leadership Conference (SCLC), the Reverend James Lawson had been preparing the way for a campaign of civil disobedience in Nashville'
- Source C 'In Mrs Parks's words, 'My resistance to being mistreated on the buses and anywhere else was a regular thing with me and not just on that day.....secretary for the NAACP.'

From their own knowledge:

Factors suggesting that the work of civil rights groups was of the most importance in challenging segregation in the years 1950 to 1960 would include:

- work of SCLC, for example in leading campaigns throughout the South
- work of Local associations of the NAACP in court cases and voter registration
- work of CORE
- student groups in 1960 in the South
- factors suggesting that the work of civil rights groups was not of the most importance in challenging segregation in the years 1950 to 1960 would include:
- civil rights groups were not united
- some civil rights groups did not develop until the end of the decade
- work and combined strengths of various Presidents such as Truman and Eisenhower
- the decisions of the Supreme Court on education
- individuals – ordinary African-American citizens played a significant part through their personal bravery.

Good answers are likely to conclude that groups within the Civil Rights Movement were very important but so too were government agencies and individuals.

Question 2

- 03** Explain why African-American organisations began the 'Freedom Summer' campaign in 1964. (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.

Indicative content

Answers should include a range of reasons as to why African-American organisations began the 'Freedom Summer' campaign in 1964.

Candidates might include some of the following factors:

- end political disenfranchisement of African-Americans
- chose Mississippi because it had the lowest percentage of African-American voters
- set up Freedom schools to teach African-American history and encourage literacy and the ability to vote.

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

- long-term lack of voter registration in the South
- end Jim Crow with regards to voting i.e. grandfather clauses.

And some of the following short-term/immediate factors

- media attention at the all white Democratic party convention
- 1964 Presidential and Congressional elections in November and pressurise candidates
- highlight injustice in South and embarrass USA.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might say that being able to vote and possibly change the outcome of the 1964 Presidential election was the most important.

Question 2

- 04** 'The Civil Rights legislation of 1964 and 1965 was successful in giving political rights to African-Americans in the years up 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 generic levels scheme.

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

Evidence which agrees with the view that 'The civil rights legislation of 1964 and 1965 was successful in giving political rights to African-Americans in the years up to 1968' might include:

- 1964 act ended discrimination in public places and so allowed African-Americans to exercise their political rights
- 1965 act meant African-Americans had the right to vote federally i.e. de jure protected which would override any state law which officially meant the end of Jim Crow
- the end of literacy tests, soap bars etc as these were all outlawed
- it also meant that they were free to vote for African-American candidates and propose African-American candidates
- end of tokenism
- numbers of African-American voters in the South increased substantially after this (but from a very low base)
- the number of African-Americans who held political posts at local level such as Mayors increased, e.g. Washington.

Evidence which disagrees with the view that 'The civil rights legislation of 1964 and 1965 was successful in giving political rights to African-Americans in the years up to 1968' might include:

- the acts did not deal with de facto problems such as discrimination or violence and continued intimidation in the South from organisations such as the KKK and this still left many without political rights
- in the North de facto discrimination still occurred
- without education/literacy it was difficult to vote or make an informed choice and the acts did not address these issues
- many African-Americans still did not register to vote because they were disillusioned as the vast majority of candidates were still white
- growth in voter registration was slow and uneven compared to the numbers of African-Americans living in the South
- few political candidates at the Federal and State level rather than the local level
- racial discrimination still existed within the main political parties.

Good answers are likely to conclude that whilst the 1964 and 1965 Acts were a great step forward it did not mean that every African-American was able to exercise their political rights.

Question 3**05** Explain why Malcolm X left the Nation of Islam. (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.

Answers should include a range of reasons as to why Malcolm X left the Nation of Islam. Candidates might include some of the following factors:

- Malcolm X disliked the leadership of the Nation of Islam and resented their interference with what he was trying to say
- Malcolm X didn't think the Black Muslims represented his views any longer
- to begin his own organisation, Organisation of Afro-American Unity
- threat to his personal safety.

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

- differences in philosophy and methods to achieve success.

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

- Malcolm X fell out with Elijah Muhammad
- Elijah Muhammad's immorality
- Elijah Muhammad was trying to have him killed and Malcolm X learned of the plot.

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might say it was a difference in ideas brought to a head by Elijah's behaviour with young girls.

Question 3

- 06** 'The growth of radicalism among African-Americans was important in helping them gain their civil rights during the 1960s.'
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**
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- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

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.

Points/factors/evidence which agrees with the view that ‘The growth of radicalism among African-Americans was important in helping them gain their civil rights during the 1960s’ might include:

- speakers like Malcolm X and Stokeley Carmichael and their message of black power attracted younger African-Americans to the cause and so widened the appeal
- gave the Civil Rights Movement more strength and presence in the North
- violence such as riots attracted media attention and hence the attention of the world which put pressure on the President especially while the Vietnam War was going on
- It meant that racism was made visible and so difficult for politicians/the President to ignore
- pressure led to tangible results – more Civil Rights legislation and the Kerner Commission.

Points/factors/evidence which disagrees with the view that ‘The growth of radicalism among African-Americans was important in helping them gain their civil rights during the 1960s’ might include:

- alienated some white and African-American moderates and a crack developed in the Civil Rights Movement which made it less effective
- some politicians refused to be intimidated and condemned the methods used
- led to a crack down on African-Americans by the FBI and the police especially on Black Panthers
- led to resistance to civil rights by whites
- the CRM made gains with non-violent methods especially in the South and arguably at federal level with the first Civil Rights Act rather than radicalism.

Good answers are likely to conclude that radicalism possibly speeded up the process of obtaining civil rights but it also hindered it with the threat it posed to law and order. Other non violent methods were arguably more successful before 1964.