

Teacher Resource Bank

GCE History

Candidate Exemplar Work (June 2009):

- HIS2P: The Campaign for African-American Civil Rights in the USA, 1950–1968



The following responses are not 'model' answers, nor are they indicative of specific overall grades, but are intended to illustrate the application of the mark scheme for this unit. These responses should be read in conjunction with the HIS2P Question Paper, Sources Booklet and Mark Scheme.

Copies of the paper and are available from e-AQA or the AQA History Department.

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AQA GCE History Teacher Resource Bank Commentaries on June 2009 AS answers

General Introduction by the Chief Examiner

The first June examination series for the new AS specification saw some excellent examples of well prepared candidates who were able to demonstrate their breadth of knowledge and depth of understanding by addressing the questions set directly and efficiently. Sadly, it also suggested that, whilst some candidates knew the material quite well, they struggled to apply it successfully to the questions asked. At the lowest end, there were, of course, some candidates whose knowledge let them down, but even these might have been able to achieve more highly had they thought more carefully about each question's demands.

The importance of timing for both Units needs to be stressed. In Unit 1 candidates should allow themselves approximately 12 minutes for the first part question and 25 minutes for the second. In Unit 2, they could spend 15 minutes on the first part question and 30 minutes on the second, but they are likely to need slightly longer for the source question. Good time keeping is essential in any examination. No matter how successful the answer to the first part question, an incomplete second part question will always mean a loss of marks (notes receive limited credit).

These commentaries are intended to help teachers and candidates to understand the demands of each question type and consequently to encourage students to perform at the highest level of which they are capable. Please note that errors relating to Quality of Written Communication (of spelling, syntax, etc.) have been reproduced without correction. Please note that the AQA convention for question numbering will be changing as from the June 2010 examination papers. Examples of the new format for question papers can be found elsewhere in the Teacher Resource Bank.

Unit 1

The first part of each question in Unit 1 (those questions labelled 01, 03 and 05 in the new numbering style from June 2010) asks candidates to 'explain why' an event, issue or development came about. The best candidates answered this question, not only with a selection of reasons (and a minimum of three well-explained reasons was expected for Level 3/4), but also by showing how those reasons linked together. This is essential to meet Level 4 criteria and can be achieved by prioritising, differentiating between the long and short-term factors, or showing how different categories of reasons, such as political, social and religious inter-link. It is not, however, enough to simply assert that the links exist – they also needed explaining.

Candidates who only performed at Level 2 often wrote too descriptively, whilst many achieved a good Level 3 by offering a range of relevant and clearly explained reasons but failing to make any links between them. As the exemplars demonstrate, answers did not need to be long but they had to be effectively focused and directed to achieve good marks.

The second part of each question (those questions labelled 02, 04 and 06 in the new numbering style) asked for a response to a question beginning 'how far, how important or how successful'. Each question stem invited candidates to offer a balanced response and this was the key to an award at high Level 3, 4 or 5. Most answers which achieved only a Level 2 or a low/mid-Level 3 mark contained too much description, were excessively one-sided or lacked depth and precision in their use of examples. Some candidates also failed to address the full question set, often

by ignoring starting or finishing dates. To achieve the higher levels, candidates needed to balance one side against another. For example, a question asking how far 'X' contributed to 'Y' demanded a consideration of the importance of other factors which also contributed to 'Y'. Sometimes questions, particularly 'how important' questions (e.g. how important was 'X' in bringing about 'Y?'), could be balanced by considering the ways in which 'X' was important as opposed to the ways in which it was not, rather than introducing 'other factors'; either approach was equally legitimate. The crucial test of an answer was, therefore, the degree to which the candidate was able to argue the issue and how well that argument was supported by accurate and precise evidence. The best answers at Level 5 managed to sustain a focus and convey convincing individual judgement.

Unit 2

The first part of question 1 (labelled 01 in the new numbering style from June 2010) asks students how far the views in two given sources (A and B) differ, in relation to a given topic. Perhaps the most common error was to waste time writing a paragraph or more about the source content before addressing differences. Levels were awarded according to how well candidates identified and explained differences of **view**. This was not simply an exercise in source comprehension, so such answers received an award of only Level 1/2. Contrasting 'views' required students to go beyond the mere words of the sources or their omissions, and to assess 'how far' the sources differed required some awareness of the degree of **similarity** they contained. To meet the full demands of the question and obtain an award at high level 3/4, candidates also needed to introduce some contextual own knowledge to explain the differences and similarities identified – possibly (but not necessarily) referring to provenance when it helped the explanation, and, more often, explaining references in the sources and drawing on their contextual knowledge to account for differing views.

In the second part of question 1 (labelled 02 in the new numbering) candidates were asked to answer a question beginning 'how far, how important or how successful' with reference to the sources as well as their own knowledge. The best answers to these questions maintained a balanced argument (as explained for Unit 1 above) and the information given in the sources was used in support of that argument. Poorer answers tried to address the sources separately – at the beginning or end of the answer, or sometimes as an asterisked afterthought. Those who omitted them altogether could not obtain more than top Level 2. Whilst the main criteria for the higher levels was the degree of argument, the precision of the evidence and the judgement conveyed, in addition to these, good source use could ensure that students were placed higher in a level than those who used the sources in a perfunctory way. Source use needed to be explicit, and the best candidates appreciated that Source C was provided to give further ideas and/or information that was of direct relevance to this question.

In questions 2 and 3 (03/04 and 05/06 in the new numbering) candidates were asked to respond to an 'explain why' question – on which comments will be found under the Unit 1 commentary above – and a short, provocative quotation about which they were invited to explain why they agreed or disagreed. The demands here were similar to those for the second part of Unit 1 (b) questions. In adopting a view about the quotation, candidates were expected to examine the opposing arguments in order to reach a balanced judgement on the extent of their agreement/disagreement.

Sally Waller Chief Examiner December 2009

GCE History HIS2P: The Campaign for African-American Civil Rights in the USA, 1950–1968

Responses to June 2009 Questions

Candidate 1

- 1 (a) Explain how far the views in Source B differ from those in Source A in relation to President Eisenhower and the desegregation of education. (12 marks)

Sources A and B differ in how far they claim Eisenhower to have supported the desegregation of education. Source A indicates how Eisenhower opposed the integration of schools under the belief that “improved race relations would only happen if started locally” in relation to compulsory federal law which he disagreed with. This opposition to federal law is also evident in Source B where after passing the Civil Rights Act of 1957 he said that people’s hearts cannot be changed by law. The main argument of Source A is that Eisenhower’s silence and regret at appointing Earl Warren as Chief Justice shows he did not support educational integration.

Source B however indicated that Eisenhower was a bit more supportive of integration because of how he sent troops to handle the situation in Little Rock. However Eisenhower only intervened here because the black students were endangered by white mobs and so he needed to protect them.

In my opinion Sources A and B do not differ that much because both show Eisenhower begrudgingly did things, such as allow BROWN without support in Source A, and send federal aid and pass his Civil Rights Act of 1957 showing that he was not in favour of integration.

Principal Examiner’s Comments

There were developed comparisons between the sources using quotations to illustrate the differences. These were supported by some own knowledge about events at Little Rock. This showed that the candidate had a contextual knowledge of the position of President Eisenhower. There was an attempt to show a similarity and hence it was placed in Level 4. Since the candidate was able to show more than one difference this was given the maximum mark. Level 4 – 12 marks.

Candidate 2

- 1 (a) Explain how far the views in Source B differ from those in Source A in relation to President Eisenhower and the desegregation of education. (12 marks)

Sources A and B talk about Eisenhower’s approach to desegregation of schools. Source A is of the opinion that Eisenhower was not fully in favour of integration, instead of clearly supporting the Supreme Court decision...’ the source also states that he ‘objected to compulsory federal law’ this contrasts to Source B, because in Source B it states that ‘he sent federal troops to enforce integration’ this is referring to the incident at Little Rock High School where 9 black students attempted to go to a previously all white school but were met with mass opposition. In the time that Eisenhower was President, many people still had the old attitudes they had in the past and it would have been difficult to try to achieve much during

this period, so Eisenhower had to put forward legislation that wasn't too radical else he would lose a lot of Southern and Northern support, Eisenhower is aware of this as in Source B it says that he said 'I don't believe you can change the hearts of men with laws or decisions...'. Sources A and B do differ slightly in what they say due to different interpretations but overall they acknowledge that the Southern people aren't going to change their view overnight.

Principal Examiner's Comments

There was an attempt to describe a difference between the sources. This was very thin because it was little more than a juxtaposition of the two sources. There was quite a lot of own knowledge of the events at Little Rock and so showed a contextual understanding. There was a similarity hinted at near the end which was asserted rather than explained. Hence the best fit for the answer was the top of Level 2. This was a rather borderline answer. Level 2 – 6 marks.

Candidate 3

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

Eisenhower appeals more to white southerners saying they are good people and shouldn't have to sit next to African-American children in school as Source A shows us. "White Southerners are not bad people. All they are concerned about is that their sweet little girls are not required to sit in school alongside some big, overgrown Negroes". So, Source A takes the view that Eisenhower cared much more about the white southerners than the blacks.

Source B differs greatly from this on the topic but Eisenhower wanted to help blacks through legislation but this won't change the minds of the people. "I don't believe you can change the hearts of men with laws and decisions". Eisenhower protected blacks with troops and tried to sustain a successful civil rights bill into law in 1957, unfortunately none of this really changed the situation. Source B adopts the view Eisenhower wanted to help but really felt it was an impossible task.

The Supreme Court's role in developing African-American civil rights in the years 1950 to 1962 was not all that important. I feel other factors were more important in developing African-American civil rights between 1950 and 1962.

I believe the most important factor for the development of African-American civil rights in the years 1950 to 1962 were the African-American civil rights activists within the civil rights movement. It is because of this that the topic of racial equality and prejudice became a national notice. Events such as the sit ins in 1960 that captured the whole nation's attention as more than 700,000 students took part in sit ins across the South alone. It is events like these that pushed for change. However, it could be argued that without a Supreme Court that wasn't all that sympathetic towards blacks, then there may have been no development for African-American civil rights between 1950–62.

Also, a major factor in developing African-American civil rights were the Presidents throughout the period of 1950–62. However this can be linked to the civil rights movement as it was activists from the movement that pushed the Presidents to develop civil rights for African-Americans. When Truman became President in

1954 he established the Fair Employment Board in the same year the end discriminating hiring policies. President Eisenhower used force to enforce Supreme Court rulings like BROWN, like in Little Rock in 1957. As Source A shows, “he sent federal troops to enforce integration at Central High School in Little Rock”. Eisenhower also got Congress to pass the first national civil rights legislation since the 1860s although it was a weak act as is shown in Source B. “Congress also passed the Civil Rights Act of 1957. This was a weak Act for Eisenhower.”

However it could be said that the Supreme Court played an important role in the development of African-American civil rights between 1950–62. It was the Supreme Court that passed BROWN in 1954, which was a major victory for blacks which may have inspired them to do more as they now knew they could win in court. Even before BROWN in 1950, when a black student admitted to the Graduate School of the University of Oklahoma as a candidate for a doctorate in education he was allowed to use the same classroom, library, lunch room as white students. However, his own table, row in classroom because he was black as Source C shows us, “however he was given a seat in the classroom in a row specified for Negroes”. The Supreme Court said this was denying him his personal right to the equal protection of law. Supreme Court said he must receive equal treatment, “he must receive the same treatment as students of other races”. This could have been a lead up to events like BROWN in 1954.

Although the Supreme Court did get blacks close to equality through rulings I do feel that civil rights activists made the situation of African-Americans known and it got a clear message to the nation that they wanted change. This led to presidential help that I feel key in developing African-American civil rights between 1950 and 1962.

Principal Examiner's Comments

The response argued against the premise in the question. Activists were mentioned and sit ins were referred to. The answer then looked at the role of the Presidents such as Truman and Eisenhower. This was then balanced with an examination of the role of the Supreme Court using the Brown case from Source B and also using evidence from Source C. Hence two of three sources were used in depth. The answer was well focused and quite closely argued which meant it was borderline Level 4/5. It was given Level 5 because there was an attempt to create a genuine argument and offer a judgement. Level 5 – 22 marks.

Candidate 4

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

The Supreme Court were actively involved in the civil rights movement in the years 1950 to 1962 and I think it can probably be said that they were usually on the side of the civil rights activists.

The Supreme Court's statement in Source C 'deprived him of his personal rights to equal protection of the law' demonstrates their sympathy for the Afro-Americans and also shows their genuine that blacks should have equal rights to whites.

The most notable case involving The Supreme Court was the BROWN ruling of

1954. The fact that they passed this judgement once again shows their support for the movement. However, this ruling was met with great opposition and in some southern states they found ways of avoiding integration, for example changing the entry requirements. Lack of comment for President Eisenhower highlights the Supreme Court's support for the movement even more as they passed the ruling despite lack of support from the President..

The BROWN decision was a step forward for the Civil Rights Movement and it encouraged activists to push for more legislation. However there was actually very little legislation passed by the Supreme Court after this, possibly due to the amount of opposition. It could be argued that there was a decline in legislation due to Earl Warren, who was clearly a civil rights sympathiser but backed down following the BROWN ruling.

There was other legislation passed between 1957 and 1962 such as the Interstate Travel Act due to the Montgomery Bus Boycott and the Freedom Rides in 1961. If not for these protests it is probable that nothing would have been done to change this.

Blacks also gained desegregation in public places, largely due to sit-ins like in Greensboro 1961. The growing support for the movement made legislation easier to pass.

When Kennedy became President in 1961 there was hardly any legislation until Johnson took over in 1963. I think it can be said that Supreme Court rulings helped to boost moral of civil rights activists and encouraged them to keep fighting. But in terms of enforcing legislation such as BROWN they were not so important.

Principal Examiner's Comments

There were some explicit comments with limited support displayed in this answer. There was some own knowledge of the Supreme Court and Brown case. However the answer became muddled as to the function of the Supreme Court. Some inaccuracies were contained in the answer. There was some description of events and assertions made. The material was loosely linked to the question. Only one source was explicitly referred to in the response. However since there was an attempt made to cover a range of years/events this was placed at the top of Level 2 – 11 marks.

Candidate 5

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

The assassination of Martin Luther King took place on 14th April, in Memphis, Tennessee. Whilst standing on his balcony he was shot. Later it was revealed it had been by a white protestor. This was a shock to millions and a hard blow for the civil rights community who'd lost a charismatic, inspirational leader.

The reason he was there in the first place was to lead a protest for black dustmen who wanted equal pay to the whites, however on the first day violence ensued and it had appeared King had lost control of the protest. He was in plans for the second when he was shot. After his assassination there was riots across the country, undermining King's whole approach to non-violence. But people were

angry with the authorities, who they held responsible for King's death. Also after a series of murders in the civil rights community including – JFK, and Medgar Evers (leader of the NAACP) (1963), Malcolm X (1966) – this was seen as the last straw.

Many had seen King work wonders during the 1955 Montgomery bus boycotts, where he showed himself to be a leader. And his work in the 1960s – obtaining white sympathies, using the media to his advantage and getting changes made in the courts. He'd also inspired so many with his speeches including his monumental 'I have a dream' speech at the Lincoln Memorial in 1963.

On the other hand, many began to see him as a 'tool of the white man', and a more extreme branch of civil rights group began to take the spotlight; like Malcolm X and the Black Panthers.

But even to this day the name Martin Luther King is synonymous with civil rights, so it's understandable why the rebellion and violent outbursts took place after his assassination. People, black and white, wanted justice for the death of a great figure who wanted equality for all.

Principal Examiner's Comments

This was almost exclusively a description of events rather than an analytical response. The main reason outlined was 'to end segregation' at the beginning of the answer. The answer was coherently expressed. The focus of the answer was not maintained. Since only one reason was outlined then it was given Level 2 – 4 marks.

Candidate 6

- 2 (b) 'President Johnson's Civil Rights Act of 1964 was successful in achieving equality for African-Americans by 1968.'

Explain why you agree or disagree with this view.

(24 marks)

I disagree with the statement as it didn't achieve full equality for blacks. However, it did help with black employment rates. More blacks as a result were able to acquire work. Nevertheless, there were areas in which the Act didn't cover. Voting rights was still an issue in the South and this was expressed in the events at Selma in 1965 where blacks who tried to vote were met with a vicious white resistance, for example some whites through poisonous snakes at the black voters. As a result, Johnson created a separate voting rights bill in 1965 which gave blacks in the South clear rights. This improved black voting but 40% in the first year. Therefore this expresses how other legislation was needed to provide better equality for the blacks.

Similarly President Johnson had to introduce other Acts to fill the gaps of the 1964 Civil Rights Act. He included an education act which he stated that more funding would be given to segregated schools which contributed to the civil rights. He also had to introduce a health care act to provide equal health care opportunities for blacks which proved the 1964 Act did not provide full equality.

However, as a result of the Civil Rights Act 1964 promising more opportunities for employment for blacks, more equality was achieved. This resulted in better housing which was also an aim which allowed many Afro-Americans to avoid or come out of the circle of poverty.

Nevertheless, after the Civil Rights Act 1964 was initiated, there were still many protests which suggests full equality wasn't achieved. The Watts riots of 1965 expressed black life in the ghetto still to be poor and bad equality as the blacks were acting out. Also, King visited Chicago in 1966 only to find the living conditions for blacks to be horrific. The water fountains had been removed as had air conditioning in places of black living which caused blacks to suffer in the sweltering heat. This express inequality in economy. Also the growth of black power in late 60s was result of bad equality. Police brutality.

Principal Examiner's Comments

The answer began with description. However three reasons were outlined. For example 'the anger felt at the death of Martin Luther King with the authorities'. The context and the feeling it was the 'last straw' were also mentioned. Then there was some development of his importance and significance which led to the last reason which was the need for justice for 'the death of a great figure'. There was enough support for the top of Level 3 contained in the response. However there was a lack of explicit links or prioritisation for Level 4 to be awarded. Level 3 – 18 marks.