



General Certificate of Education

AS History

Unit 2: HIS2P

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

Specimen Mark Scheme

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

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

Specimen Mark Scheme

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

- (a) Use **Sources B** and **C** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source C** in relation to the non-violent methods used by the Civil Rights movement. (12 marks)

Target: AO2(a)

- 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. **0-2**
- 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

Source C indicates that Malcolm X thinks that African-Americans should stand up for themselves when provoked by whites and that it is wrong to not defend themselves. He also thinks that it is within the law to defend oneself. Furthermore he doesn't think that non violent methods are going to work. Source B differs greatly from Source C because it advocates the use of non-violent methods. It is a tactic that worked for Gandhi, as mentioned in the source. Source C is about reaction; the other is about a more carefully thought out campaign. Clearly the author admires this type of action. The background to Source C is the rise of black nationalism in the early part of the 1960s where the influence is more Marcus Garvey and black activism than peaceful demonstration. The raised gloves at the 1964 Olympics were an example of this type of refusal to be dismissed. Riots in Watts, Los Angeles, also indicate a different method to be used. The background to Source B is the non-violent methods used first by Gandhi in the struggle for the independence of India. Also in the USA the rise of the Civil Rights movement using non-violent methods which not only included Martin Luther King but students as well. Also the 'freedom riders' and the Montgomery bus boycott are also pertinent to this type of action.

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

How important was the contribution of Martin Luther King in mobilising mass support for African-American civil rights in the years 1955 to 1964? (24 marks)

Target: AO1(b), AO2(a), AO2(b)

- 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. **0-6**
- 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

Source A shows the importance of Martin Luther King in the 1950s. The source talks about the speeches that Martin Luther King made. Source B shows the significance of Martin Luther King; it is the famous dream speech from Martin Luther King from the march on Washington, which inspired not only African-Americans, but whites as well, to support the Civil Rights movement. This speech indicates that much has yet to be done. Source C refers to the opposite view i.e. that African Americans should respond to attacks and not take a non-violent approach but defend themselves. This therefore indicates there is another contribution to Civil Rights that of the more radical approach of Malcolm X.

From their own knowledge, candidates may well refer further to the work that Martin Luther King did and the qualities of leadership that he brought with him. The fact that he was prepared to go to prison was important since it showed how determined he was. His actions in Chicago also served to put Civil Rights on a nationwide basis rather than just in the South. However, other groups such as the SCLC and NAACP were involved and it could be argued that they were very important in mobilising some support. However, the SCLC was more popular in the South than the North. Also the NAACP tended to focus on a case-by-case basis. However they did have spokesmen to talk to the media. The role of students in the non-violent campaign helped to rally support, especially on campuses across the USA. Individuals such as Rosa Parks made a contribution, e.g. the Montgomery bus boycott. The role of the media in mobilising support was extremely important, especially the television which beamed pictures of racism into the living rooms of Americans. This was very important as a factor because it reached right across the USA.

Question 2

- (a) Explain why the issue of education for African-Americans was so controversial in the 1950s. (12 marks)

Target: AO1(a), AO1(b)

- 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. **0-2**
- 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

The first African-American to attend the University of Louisiana was Roy Wilson. The NAACP put forward a case for desegregation based on education in the early 1950s by Thurgood Marshall, although the decision was not handed down until 1954. In 1954 the desegregation of education began with Brown versus Board of Education. This applied to schools and overturned the Plessy versus Ferguson decision of 1896 when it said 'separate is not equal'. In 1955 it asked for schools to be desegregated 'with all deliberate speed.' This applied to elementary schools because the NAACP thought that it would set a precedent for the rest of the education system. In 1956 the Southern manifesto denounced the decision. However, many

schools, approx. 500 did desegregate in the South. However, in many other towns, councils were set up to stop desegregation of schools. The ban on segregation was extended to tax supported colleges and universities. The Little Rock crisis of 1957 occurred when African American students were escorted to the Central High School in Little Rock by federal troops after the state governor called out the National Guard to stop the students entering. The public schools were closed in 1958 and 1959 rather than let in African American students. Little Rock did integrate once it reopened. By 1960 only 1% of all schools had desegregated.

- (b) 'President Eisenhower's failure to intervene was the most important reason why discrimination against African Americans continued through out the 1950s.' Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

- 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. **0-6**
- 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

Eisenhower was reluctant to intervene in matters of race until the actual nature of federal government was under threat. Eisenhower did intervene in 1957 to uphold the Supreme Court decision in Brown versus Board of Education, which was being actively held in contempt by Governor Faubus. In the early part of the 1950s Eisenhower did not intervene because he felt it was wrong to impose national legislation and that it should evolve locally. He feared a white backlash. This meant that discrimination continued. Other reasons for continuing discrimination

was that until 1954 the doctrine of 'separate but equal' was enshrined in law. Hence it made segregation legal. This was probably the single most important reason. Public indifference to the question of race persisted until 1955. White Southerners actively worked for discrimination. The US was involved in Korea and this distracted Congress from domestic issues early on in the 1950s. Arguably African-Americans lacked influence in the government or a charismatic leader to fight discrimination. There was a certain amount of apathy amongst African Americans that allowed discrimination to continue.

Question 3

- (a) Explain why the freedom riders were formed in May 1961. (12 marks)

Target: AO1(a), AO1(b)

- 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. **0-2**
- 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

Segregated buses in Alabama had been declared unconstitutional in June 1956 by a federal court and subsequently upheld in November 1956. This was as a direct result of the Montgomery bus boycott. However Jim Crow still persisted. In May 1961 CORE led by James Farmer launched Freedom Rides. This was similar to the action that had been taken in 1947 to end interstate Jim Crow. Two buses with integrated passengers embarked from Washington DC headed for New Orleans. The first bus was sent on fire. The second was attacked by the Ku Klux Klan. Robert Kennedy replaced them with a bus. When they reached Alabama, bedlam broke loose and Robert Kennedy had to send federal marshals to protect the freedom riders. During the summer of 1961, 400 Freedom riders were arrested. 3 were murdered. Robert Kennedy suggested a cooling off period and Farmer refused. In the autumn of 1961, regulations were issued desegregating busing facilities to be effective as of November 1961. In 1963, 30 freedom trains and 2000 buses took protestors to the March on Washington, showing that desegregation of public transport was successful.

- (b) 'The political skill of President Johnson was the most important factor in passing the legislation to grant civil rights for African-Americans'
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

- 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. **0-6**
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Indicative content

LBJ had considerable political skill in passing legislation. He had the advantage of being a Southern white who understood the South. He was adept at the committee system and having been a leader on the floor of the House knew how to get legislation through. He was held in high regard as a politician in both parties.

Personal commitment was also important because Johnson wanted to carry on Kennedy's legacy. He was committed to the 'Great Society' and 'War on Poverty' which clearly was to benefit African-Americans as well as other ethnic minorities. He was committed to making life better for all Americans. Therefore he was keen to bring in legislation on voting.

Both commitment and political skill were important. Other reasons for the legislation being passed include a favourable climate in Congress because of a Democrat majority. LBJ had the benefit of sympathy because of the assassination of JFK.

Pressure from the African-Americans' actions both through non violence and more radical measures had an effect because of the media interest. This also affected individual congressmen who became increasingly aware that the African-American vote could prove to be important in winning future elections. The USA was also keen to look democratic to the rest of the world, especially since it was fighting Communism in Vietnam.