

**MARK SCHEME for the May/June 2011 question paper
for the guidance of teachers**

9769 HISTORY

9769/75 Paper 5n (Special Subject – The Civil Rights Movement in the USA, 1954–1980), maximum raw mark 60

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

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Special Subjects: Document Question

These banding definitions address Assessment Objectives 1, 2, 3 and 4, and should be used in conjunction with the indicative content mark schemes for each question.

Introduction

This question is designed largely to test skills in the handling and evaluation of source material but it is axiomatic that answers should be informed by and firmly grounded in wider contextual knowledge.

Examiners should be aware that the topic on which this question has been based has been notified to candidates in advance who, therefore, have had the opportunity of studying, using and evaluating relevant documents.

The Band in which an answer is placed depends upon a range of criteria. As a result not all answers fall obviously into one particular Band. In such cases, a 'best-fit' approach should be adopted with any doubt erring on the side of generosity.

In marking an answer examiners should first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

Question (a)

Band 1: 8–10

The answer will make full use of both documents and will be sharply aware of both similarities and differences. Real comparisons of themes and issues will be made across the documents rather than by separate treatment. There should be clear insights into how the documents corroborate each other or differ and possibly as to why. The answer should, where appropriate, demonstrate a strong sense of critical evaluation.

Band 2: 4–7

The response will make good use of both documents and will pick up the main features of the thrust of the argument (depending upon whether similarity or difference is asked) with some attention to the alternative. Direct comparison of content, themes and issues is to be expected although, at the lower end of the Band, there may be a tendency to treat the documents separately with most or all of the comparison and analysis being left to the end. Again, towards the lower end, there may be some paraphrasing. Clear explanation of how the documents agree or differ is to be expected but insights into why are less likely. A sound critical sense is to be expected especially at the upper end of the Band.

Band 3: 0–3

Treatment of the documents will be partial, certainly incomplete and possibly fragmentary. Only the most obvious differences/similarities will be detected and there will be a considerable imbalance (differences may be picked up but not similarities and vice versa). Little is to be expected by way of explanation of how the documents show differences/similarities, and the work will be characterised by largely uncritical paraphrasing.

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Question (b)

Band 1: 16–20

The answer will treat the documents as a set and will make very effective use of each although, depending upon the exact form of the question, not necessarily in the same detail. It will be clear that the demands of the question have been fully understood and the material will be handled confidently with strong sense of argument and analysis. Good use of supporting contextual knowledge will be demonstrated. The material deployed will be strong in both range and depth. Critical evaluation of the documents is to be expected. The argument will be well structured. Historical concepts and vocabulary will be fully understood. Where appropriate an understanding and evaluation of differing historical interpretations is to be expected. English will be fluent, clear and virtually error-free.

Band 2: 11–15

The answer will treat the documents as a set and make good use of them although, depending on the form of the question, not necessarily in equal detail. There may, however, be some omissions and gaps. A good understanding of the question will be demonstrated. There will be a good sense of argument and analysis within a secure and planned structure. Supporting use of contextual knowledge is to be expected and will be deployed in appropriate range and depth. Some clear signs of a critical sense will be on show although critical evaluation of the documents may not always be especially well developed and may well be absent at the lower end of the Band. Where appropriate an understanding and evaluation of differing historical interpretations may be expected. The answer will demonstrate a good understanding of historical concepts and vocabulary and will be expressed in clear, accurate English.

Band 3: 6–10

There will be some regard to the documents as a set and a fair coverage, although there will be gaps and one or two documents may be unaccountably neglected, or especially at the lower end of the Band, ignored altogether. The demands of the question will be understood at least in good part and an argument will be attempted. This may well be undeveloped and/or insufficiently supported in places. Analysis will be at a modest level and narrative is likely to take over in places with a consequent lack of focus. Some of the work will not go beyond paraphrasing. Supporting contextual knowledge will be deployed but unevenly. Any critical sense will be limited; formal critical evaluation is rarely to be expected; use of historical concepts will be unsophisticated. Although use of English should be generally clear there may well be some errors.

Band 4: 0–5

The answer will treat the documents as a set only to a limited extent. Coverage will be very uneven; there will be considerable omissions with whole sections left unconsidered. Some understanding of the question will be demonstrated but any argument will be undeveloped and poorly supported. Analysis will appear rarely, narrative will predominate and focus will be very blurred. In large part the answer will depend upon unadorned paraphrasing. Critical sense and evaluation, even at an elementary level, is unlikely whilst understanding of historical concepts will be at a low level. The answer may well be slight, fragmentary or even unfinished. English will lack real clarity and fluency and there will be errors.

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Special Subject Essays

These banding definitions address Assessment Objectives 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question.

Introduction

- (a) The banding definitions which follow reflect, and must be interpreted within the context of, the following general statement:

Examiners should give their highest marks to candidates who show a ready understanding of the relevant material and a disciplined management of the discussion the question provokes. They should be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit should be given for evidence of a good historical intelligence and for good use of perhaps unremarkable material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners should use these banding definitions in combination with the paper-specific mark schemes.
- (c) It should go without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners are also asked to bear in mind, when reading the following, that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may well yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well-sustained and well-grounded account, to provide sufficient implicit analysis to justify a Band 2 mark.
- (e) The Band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular Band. In such cases a 'best-fit' approach should be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners should first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

Band 1: 25–30

The answer will be sharply analytical in approach and strongly argued. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or certain arguments deployed less strongly than others, need not preclude a mark in this Band. The material will be wide-ranging and handled with the utmost confidence and a high degree of maturity. Historical explanations will be invariably clear, sharp and well developed and historical concepts fully understood. Where appropriate there will be conscious and successful attempts to engage with the historiography, to evaluate source material critically and to demonstrate an awareness of competing interpretations. Use of English will be clear and fluent with excellent vocabulary and virtually error-free.

Such answers may be expected, where appropriate, to make use of relevant primary sources. Nevertheless, where the answer is strong in all or most of the other criteria for this Band, limited or no use of such sources should not preclude it from being placed in this Band.

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Band 2: 19–24

The answer will be characterised by an analytical and argued approach, although there may be the occasional passage which does not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The essay will be coherent and clearly structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. Where appropriate there will be a conscious and largely successful attempt to engage with the historiography, to evaluate source material and to demonstrate an awareness of competing interpretations. The material will be wide-ranging, fully understood, confidently deployed and well controlled with high standards of accuracy. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary. Use of English will be highly competent, clear, generally fluent and largely error-free.

Such answers may be expected, where appropriate, to make use of or refer to at least some relevant primary sources. Nevertheless, where the answer is strong in all or most of the criteria for this Band, very limited or no use of these sources should not preclude it from being placed in this Band.

Band 3: 13–18

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a recognisable sense of argument. The material will be clearly understood, with a good range, and organisation will be sound. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Some understanding of differing and competing interpretations is to be expected and some evaluation of sources may be attempted but probably not in a very sophisticated form. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected. Use of English will be competent, clear and largely free of serious errors.

Use of relevant primary sources is a possibility. Candidates should be credited for having used such sources rather than penalised for not having done so.

Band 4: 7–12

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood, at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may well be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations will be generally clear although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. There may be some awareness of differing interpretations and some attempt at evaluating source material but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated. Some errors of English will be present but written style should be clear although lacking in real fluency.

Use of or reference to relevant primary sources is unlikely at this level but credit should be given where it does appear.

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Band 5: 0–6

The answers will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. If an argument is attempted it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; unsupported generalisations, vagueness and irrelevance are all likely to be on show. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated whilst investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources is not to be expected. The answer may well be fragmentary, slight and even unfinished. Significant errors of spelling, grammar, punctuation and syntax may well hamper a proper understanding of the script.

Use of or reference to relevant primary sources is highly unlikely at this level but credit should be given where it does appear.

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- 1 (a) To what extent does the evidence in Source D challenge the view of the success of the Civil Rights movement in Source E? [10]**

The view in E is of a successful movement which became a sustained force and affected all elements of US society. There is specific reference to the impact on politics in the 1960 presidential election in which both candidates acknowledged the importance of civil rights. Success is seen in terms of the ability to bring in black civil rights into the national – and therefore predominantly white – political agenda. D challenges this by arguing for an 'opt out'. Success in D's terms would be separate institutions, not bringing any civil rights to national prominence as in E. Even if Civil Rights had been taken up by the presidential candidates (and E does say this was merely 'lip service'), D thinks that the issue is being used merely as a tool by white liberals. D suggests that by 1967 there is still a colonial relationship between white and black and not as E thinks, that the movement is challenging racism and integrating black political issues into national politics. There are two irreconcilable assumptions here – one in E that the movement brought issues into national politics and challenged racism in US society and that the non-violent sit-ins and mass demonstrations were an effective tactic. The other undermines the basis of all this – racial integration is not necessarily a positive and a hallmark of success; the system is fundamentally flawed and even if black issues were discussed, it would still be an essentially oppressive system in which 'citizenship' was meaningless. The two positions do come together in the recognition that the 1960 candidates had little real commitment to radical change, but generally they are far apart. The historian is seeking to establish success in terms of the aims of the movement; the activist and radical Stokely Carmichael is driven by economic and social inequalities – hence the reference to colonialism, and rejects political integration. Candidates may be aware of the context of 1967 – the disappointment with the Civil Rights legislation and the movement towards Black power among radicals. The judgement is whether D's view challenges the view of success and here candidates may feel that given the problems of the USA in the 1950s, it would be fair to accept success in the terms that E uses but that in a broader sense success might be challenged. No set judgement is required.

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- (b) How convincing is the evidence offered by this set of documents that non-violent, mass protest proved to be a very powerful tactic for the Civil Rights movement? [20]**

In making your evaluation, you should refer to contextual knowledge as well as to all the documents in the set.

The answer should treat the documents as a set and make effective use of each, although some will need more attention than others. It should be clear that the demands of the question have been fully understood and the material should be handled confidently with a strong sense of argument and analysis. Good use of supporting contextual knowledge should be demonstrated, and critical evaluation of the documents is to be expected. Historical concepts and vocabulary should be fully understood. Where appropriate, an understanding of differing historical interpretations is also to be expected. Some of these documents do support the proposition. The most direct statement about success probably comes in C with its reference to the demise of the Jim Crow laws, with the emergence of mass movements and with the practical result of desegregating 120 terminals. This is obviously not an objective view and is actually written before the Civil Rights legislation, so does not fully see the possible results of the tactics. However, it does seem to confirm the validity of the policies and philosophy set out in B. This did gain the moral high ground and might be read in conjunction with A. The president was pointing out that the US moral position in the world was harmed by the actions of the State authorities who rejected federal authority. Keeping to the law was crucial and lawful and peaceful protest could be seen as the key to gaining white liberal support, keeping Civil Rights respected and high profile internationally and pressuring administrations, as E says, into putting Civil Rights onto the agenda. However, B can say little about the actual effects of the policy and is urging it as an act of faith. Both B and C are by committed peaceful activists with a different outlook to D. A is written before the full emergence of mass movements but could be used to show the effectiveness of lawful actions taken to secure rights. D is the odd one out here as it rejects a lot of the premises about aims and methods seen in B and C. However, it is later and should be seen in the context of some disillusionment with progress. E has a greater ability to see events in perspective. Candidates might well use contextual knowledge to confirm that the movement did increase and become more intense and might develop the idea that it had increasing political impact by looking beyond 1960. It might be agreed that neither candidate in 1960 had as much impact as, say, Johnson. There could be contextual knowledge of the way that the Civil Rights legislation was seen as disappointing and about the development of more radical agitation. Contextual knowledge could be used too to explain the situation which led to the remarks in A and to assess the consequences of Eisenhower's support, and to explain how B's message was put into practice. The power of the tactic could be accepted and justified using evidence here and from knowledge, or it could be challenged either by looking at its philosophy critically as D does, or by being critical about the results of this type of tactic. No set judgement is required.

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2 'The Civil Rights movement succeeded because it had a clear and coherent ideology.'
Discuss. [30]

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: it is not asking for a survey of factors that led to success but an essay which focuses mainly on ideology. This should entail an assessment of the arguments put forward by the movement, such as the moral and constitutional cases for equal rights. In addition, there needs to be a focus on the way that religious ideals informed the movement. The non-violent methods arguably stemmed from a particular spiritual ideology. At points, the movement showed that it was not always clear and coherent and this should entail examination of unsuccessful campaigns such as the Albany episode. The rivalry between Civil Rights groups could be seen as indicating a certain lack of cohesion at times. The legalism of NAACP, for example, was in contrast to the radical direct action of SNCC. The relative failure after 1965 could also be touched upon. Other factors in the success of the movement should be looked at, but not allowed to dominate.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well considered judgement. The definition of ideology will be clearly important. This might lead to a discussion of the philosophy behind the movement and here Dr King's interest in Gandhi might be brought in, although it is also true that Christian beliefs equally inspired the movement. Where appropriate, attempts to deal with historiography and differing historical interpretations (although not required), may well enhance responses, as will an ability to engage with controversy. It might be argued that the ideology was not that complex and derived from relatively simple moral issues and that it was the tactics which made it successful. However, it can be argued that the tactics derived from the ideology and that they are in that sense part of the ideology. A wider consideration of the changing context of the Civil Rights issue, the role of other elements such as the Supreme Courts and Presidents would be acceptable. Stronger candidates will make this case.

AO3 – [not applicable to Special Subjects.]

AO4 – write in a coherent, structured and effective way. The writing should show both a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in these areas will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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3 What best explains the emergence of the Black Power movement?

[30]

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: Black Power began to develop from 1964, and came to prominence in 1966 when Stokely Carmichael became head of the SNCC organization. It aimed to create and strengthen a well-defined sense of identity for black Americans, rejecting the ideals of integration and stressing separate history, linguistic characteristics, and institutions. It was criticised for being nationalistic and racist, but the essential message was black Americans needed to fight their own battles, seek justice and resist discrimination and oppression independently. There was acknowledgement of white help but the thrust was away from the previous history of Civil Rights since 1945 and renewed interest in previous separatist movements.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well considered judgement. The reasons for the development could be seen in the changing context and in the impact of particular leaders. The successes of the Civil Rights Movement had brought some disappointments, and a weakening of the alliance between King and the Democrats appeared by 1964. The Vietnam War had revealed ongoing problems with a high proportion of the human costs being carried by black Americans; police brutality and prison condition issues seemed to indicate that winning political victories might not be addressing key issues; the wave of race riots after 1964 and the ongoing violence – seen with the assassination of King in 1968 disappointed civil rights idealists. The problems of Northern cities where poor ghettos had emerged did not seem likely to be solved by campaigns fought in alliance with the white liberals on constitutional and legal issues. Black Power may have emerged out of discontent with this context but it had historical precedents and it had role models like Malcolm X on which to build, as well as articulate figures like Carmichael and heroic examples such as the Olympic athletes Tommie Smith and John Carlos, disgraced after raising the Black Panther salute at the 1968 Olympics. Some candidates might put the movement into a wider world context of a post-war generation rejecting materialism and embourgeoisement in western society. Some may argue that continuing economic inequality, fostered by residual racism and assumptions about blacks and low paid jobs, best explains unrest. Better answers will offer a judgement about the relative importance of possible explanations. Where appropriate, attempts to deal with historiography and differing historical interpretations (although not required), may well enhance responses, as will an ability to engage with controversy.

AO3 – [not applicable to Special Subjects.]

AO4 – write in a coherent, structured and effective way. The writing should show both a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in these areas will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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- 4 'Of all the various Civil Rights organisations, the National Association for the Advancement of Colored People (NAACP) was by far the most influential.' How far do you agree with this view? [30]**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: although it is vital that candidates should be able to explain and analyse the achievements of NAACP there is also a need for a comparative approach, bringing in the role of groups such as SNCC, SCLC and CORE. The case for the importance of the NAACP rests mainly on its legal work. It was central to most of the Supreme Court breakthroughs, such as in *Brown versus the Board of Education* in 1954. The role of lawyers within the NAACP such as Thurgood Marshall should also be looked at. The NAACP also is the oldest of the various organisations and this might be said to give it a greater standing than others. However, the legalism of the NAACP was also in some ways one of its weaknesses. It was always nervous about flagrant civil disobedience. This might allow other organisations such as the more radical SNCC to be seen as of equal or even greater influence. Certainly, the SNCC was the force behind the sit-ins tactic. However, it was CORE who brought about Freedom Rides, so the picture becomes complex. The SCLC was also important, particularly as it was the main vehicle for Dr King. Clearly, all manner of arguments can be put forward and much will depend upon the factual detail that is used to support views. However, the use of the phrase 'by far' should lead the stronger candidates to be very sceptical about the proposition.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well considered judgement. The idea of 'legal' protest, as against civil disobedience, could be explored. The idea of 'influence' is important; it might be argued that having influence at the level of the Supreme Court is very important but also that the other groups developed a different sort of influence, largely by exploiting the media. Where appropriate, attempts to deal with historiography and differing historical interpretations (although not required), may well enhance responses, as will an ability to engage with controversy.

AO3 – [not applicable to Special Subjects.]

AO4 – write in a coherent, structured and effective way. The writing should show both a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in these areas will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.