



**General Certificate of Education
January 2012**

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 students' 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 students' 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 students' 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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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 2012

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 impact of the Brown v Topeka decisions. (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 students 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.

Students will need to identify differences between the views of the two sources. For example:

- Source A claims the decision has ‘has planted hatred and suspicion where there has previously been friendship and understanding’
- Source B claims Louisville, Kentucky, managed this ‘major social change’ with relative ease
- Source A claims the decision has created ‘chaos and confusion in the states principally affected.’

- Source A claims the Supreme Court is 'threatening immediate and revolutionary changes'
- Source B argues that 'it appeared as if the Supreme Court was trying to give the South as much opportunity as possible to comply in the South's own reluctant way'.

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

- the Southern Manifesto was drafted by racist Southern politicians, notably Richard Russell and Strom Thurmond
- the legal argument revolved around the legal issue of states rights rather than the moral issue of segregated education
- in some areas the desegregation process began quickly and was relatively incident free, notably Arkansas before the Little Rock incident of 1957 and, as mentioned in Source B, Louisville, Kentucky.

To address 'how far', students should also indicate some similarity between the sources. For example:

- both sources agree that the proposed desegregation constituted a major social change
- both sources agree that problems are not universal, Source A claims problems are occurring in the states "principally affected" and goes on to stress that the decision will "destroy the system of public education in some of the States"
- Source B points out the difference the effect of desegregation on "a substantial city, with a strong liberal newspaper, a university which had already been racially integrated. Louisville managed a major social change with more grace than small, backward communities with long traditions of rugged conservatism.

In making a judgement about the degree of difference, students may conclude the sources differ to a considerable degree but the Southern Manifesto was attempting to stoke up a sense of injustice amongst Southern whites.

Question 1**02** Use **Sources A, B and C** and your own knowledge.How far was the Supreme Court responsible for advancing Civil Rights in the 1950s?
(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 students 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.**

Students 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.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A** – the Supreme Court's action led to the Southern Manifesto and widespread white opposition; this gave the movement something to fight against. Talk of 'amicable relations between the white and Negro races' led blacks to seek to publicise their grievances with segregation in the South
- **Source B** – shows that the actions of the Supreme Court led to racial segregation being 'abolished at a stroke' throughout the public school system of Louisville, Kentucky
- **Source C** – shows that King advocated that the NAACP legal strategy of using the Supreme Court should be employed alongside the strategies of other civil rights groups.

From students' own knowledge:

Factors suggesting the importance of the Supreme Court might include:

- Sweatt v. Painter (1950) over admission to the University of Texas Law School for a Black Student
- McLaurin v. Oklahoma (1950) over admission to the University of Oklahoma
- Brown II and "with all deliberate speed", declaration in 1955
- 1956 Supreme Court upholds a ruling by Federal Court that Montgomery's segregation of buses is illegal, helping to end the bus boycott
- 1957 President Eisenhower sends troops to Little Rock to support Supreme Court's decision in Brown case.

Factors suggesting other factors may have galvanised the movement might include:

- the Montgomery Bus Boycott
- the actions of Truman in addressing discrimination in the armed forces 1950–1953
- the leadership of King from 1954 onwards
- grassroots activism at Montgomery
- the importance of the media
- Civil Rights Act 1957.

Good answers are likely to/may conclude that though the role played by the Supreme Court was vital, as King stresses in Source C 'there was no single road to the promised land', and large scale protest was required both to place pressure on the Supreme Court and test its subsequent rulings.

Question 2

03 Explain why the Voting Rights Act was passed in 1965. (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 students 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 the Voting Rights Act was passed in 1965.

Students might include some of the following factors:

- the influence of the Mississippi Freedom Democratic Party and the Mississippi Freedom Summer voter registration drive in 1964, illustrating how voting remained a problem for blacks in the South
- the voting rights protests in Selma, Alabama in 1965 including 'Bloody Sunday'
- the Selma to Montgomery march
- the continuing use of literacy tests
- the political gains in new black Democrat voters after Johnson's Civil Rights Act of 1964 had lost the Democratic Party many southern white voters.

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

- the failure to enforce the 15th Amendment of 1870 which stipulated that no citizen could be denied the right to vote on grounds of race or colour
- the culmination of NAACP and other civil rights groups' aims to rid the South of all vestiges of Jim Crow

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

- to fill in the gaps in the Civil Rights Act of 1964
- Johnson's famous speech to Congress about the negro 'not being fully free tonight'.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might see the link between the increasing commitment to civil rights shown by Democratic Presidents and the paradox that black voters were unable to have a say through voting or that Johnson had pushed the civil rights agenda so far along that he had to see through the remaining issues and claw back some support in the south to offset the loss of white votes.

Question 2

04 'The Democratic Party in the South was the biggest barrier to Civil Rights in the years 1960 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 students 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.

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

Evidence which agree(s) might include:

- the difficulty for Democratic Presidents to pass Civil Rights legislation without risking splitting the party
- the need for State politicians such as George Wallace and Orval Faubus to 'play the race card' in order to appeal to white voters
- the impact of the Southern Manifesto and the subsequent founding and growth of White Citizens' Councils.

Evidence which disagree(s) might include:

- divisions within the movement SNCC and CORE became more radical from 1965
- the decline of media interest in Civil Rights after 1964 with the increased focus on Vietnam and Women's Rights
- the difficulty in addressing economic issues, especially in the North
- the declining influence of Martin Luther King.

Good answers are likely to/may conclude that the attitude of the Democratic Party in the South was a considerable barrier and led to Democratic students being wary of making explicit promises on Civil Rights; however the increased radicalisation of the movement and the declining influence of King were more significant factors.

Question 3

- 05** Explain why the Student Nonviolent Coordinating Committee (SNCC) became increasingly radical after 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 students 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 the SNCC became increasingly radical after 1964.

Students might include some of the following factors:

- frustration with the slow pace of change
- failure of the President to protect activists during the Freedom Summer, Freedom Rides
- leadership of Stokely Carmichael
- declining influence of Martin Luther King.

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

- lack of appetite amongst government for addressing issues of economic and social segregation
- success of direct action through Freedom Rides, Sit-ins led to escalation

- impact of the rhetoric of Malcolm X and Nation of Islam.

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

- growth in American involvement in Vietnam
- development of the Black Panther movement
- Black Power gaining global attention after 1968 Olympics.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might suggest the declining influence of King left a vacuum that Stokely Carmichael sought to fill, the clear difficulty and cost of addressing economic problems for the government looked to Civil Rights leaders like intransigence and direct action became the preferred route for a generation of young blacks.

Question 3

- 06** 'The growth of radicalism among African-Americans was the major reason for the decline of the Civil Rights Movement in the years 1964 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**
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- 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 students 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.

Students should be able to make a judgement by balancing points which agree with the view that the growth of radicalism among African-Americans between 1964 and 1968 was the major reason for the decline of the Civil Rights Movement.

Points/factors/evidence which agree(s) might include:

- actions of Black Panthers suggested that the Civil Rights movement was becoming increasingly militant, this alarmed politicians
- radical demands such as compensation and a separate black state were seen by many as ludicrous
- banning of whites from membership of CORE and SNCC alienated wealthy white supporters in the North who had previously bankrolled the movement.

Points/factors/evidence which disagree(s) might include:

- Vietnam was becoming increasingly prevalent as an issue for Johnson
- the influence of Martin Luther King as a leader had declined
- after the passing of the Civil Rights Act and the Voting Rights Act further attempts to address segregation would have been financially costly
- Johnson felt blacks had been unappreciative of his efforts
- the summer race riots in many cities from 1964–1968 led many to feel that blacks were ungrateful and uncivilised.

Good answers are likely to/may conclude that radicalisation cost the movement its financial support at a time when other issues were dominating the media such as Vietnam. The declining influence of King and the political and economic costs of addressing the remaining issues meant that the fractured movement was increasingly marginalised and seen as extreme.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion