



**General Certificate of Education
June 2011**

AS History 1041

HIS2P

Unit 2P

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

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

June 2011

GCE AS History Unit 2: Historical Issues: Periods of Change

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

Question 1

01 Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to the causes of the race riots of 1965 to 1967. (12 marks)

Target: AO2(a)

Levels Mark Scheme

	Nothing written worthy of credit.	0
L1:	Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak.	1-2
L2:	Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed.	3-6
L3:	Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	7-9
L4:	Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication.	10-12

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the levels scheme.

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

- Source B suggests that the causes were economic and social
- Source A on the other hand suggests the causes were related to frustration with the treatment of King and violence against blacks
- Source B suggests that the comparative situations of whites and blacks angered the black population
- Source A claims no national Civil Rights organisation could effectively speak for young blacks both in northern ghettos and in the South

- Source B refers to unemployment among Northern blacks
- while Source A argues that the Civil Rights movement had nothing to offer other than non-violence in the face of violence.

Candidates will need to apply their own knowledge of context to explain these differences.

They might, for example refer to:

- Source A is from a book co-authored by Stokely Carmichael which focuses on the Black Power movement and the need for increased militancy amongst blacks
- Source B is a government report commissioned by President Johnson to look at the causes of the riots that occurred annually in cities every summer from 1964
- the most infamous line in the report argued, "Our nation is moving toward two societies, one black, one white – separate and unequal."

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

- Both sources suggest that rioting was extensive in Northern cities in 1967
- both sources suggest that the Civil Rights movement had failed to address the problems faced by northern blacks.
- both sources refer to young blacks having cause for complaint.

In making a judgement about the degree of difference, candidates may conclude that the views are very different because Stokely Carmichael was seeking to push the SNCC to more militant action whereas the Kerner Commission had a duty to be impartial and look at longer term causes.

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

How important was Martin Luther King in advancing African-American civil rights in the northern cities of the USA in the years 1963 to 1968? (24 marks)

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

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Relevant material from the sources would include:

- Source A 'no national organization which could speak to the growing militancy of young blacks'
- Source B 'social and economic conditions in the riot cities showed a clear pattern of severe disadvantage for Negroes compared with whites' these were areas that had not been a focus for King in his campaigns in the South
- Source C 'despite all his efforts and the attention of the national press they had received, Negroes had rioted not only in Chicago, but in thirty-nine other cities that spring and summer.'
- nor could King forget the obstinacy and blindness of Chicago's white leaders in his meetings with them.

From their own knowledge:

Factors suggesting King was important would include:

- Raised awareness in the media owing to King moving his family to Chicago
- series of marches organised by King and the SCLC
- politicians take notice of the media and polls, King was able to meet regularly with the city leaders.

Factors suggesting the role of the King was not important would include:

- Difference in problems for northern and southern blacks (economic conditions and housing in the north, voting rights and intimidation in the South)
- the influence of Malcolm X even after his death
- increasing militancy of SNCC, growth of Black Power movement
- mass movement had an impact on change.

Good answers are likely to conclude that King was not important because his methods were rejected and he eventually left Chicago with little achieved. Excellent answers might also point to the fact that little was also achieved by the more militant actions of the Black Power movement other than to alienate Northern whites.

Question 2

- 03** Explain why the Civil Rights Movement made little progress in the years 1950 to 1954.
(12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the Civil Rights movement did not emerge immediately after WWII.

Candidates might include some of the following factors:

- Conflation of communism with union dominated civil rights movement
- absence of well known leaders
- relatively slow pace of NAACP legal campaigns
- movement of young southern blacks to North during war period
- post-war recovery and GI Bills seemed to be addressing some of the economic and educational Civil Rights problems
- growth of the media and nationwide coverage only really began in the late 1940s and gathered pace in the early 50s
- focus of US attention on the Cold War

To reach the higher levels, candidates will need to show the inter-relationship of the reasons given, for example they might say that the absence of a developed nationwide media prevented the development of well known national leaders and inhibited coverage of the drawn out legal cases of the NAACP.

Question 2

- 04** 'The 1957 Little Rock crisis was the major turning point in the campaign for Civil Rights in the years 1955 to 1960.'

Explain why you agree or disagree with this view.

(24 marks)

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

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Points/factors/evidence which agrees with the view that 'the 1957 Little Rock Crisis was the major turning point in Civil Rights in the years 1955 to 1960' might include:

- Eisenhower's hand was forced, setting a precedent of presidential intervention to enforce Supreme Court rulings
- Faubus's actions provided a template for southern politicians to follow in order to appeal to segregationists
- the media coverage highlighted the problems southern blacks faced and forced northern white liberals to acknowledge the racism of the south
- the bravery of the Little Rock Nine provided inspiration for other blacks to stand up for their rights

Points/factors/evidence which disagrees with the view that 'the 1957 Little Rock Crisis was the major turning point in Civil Rights in the years 1955 to 1960' might include:

- The 1955 Montgomery Bus Boycott highlighted the effectiveness of economic boycotts and introduced Martin Luther King to the movement
- the murder of Emmett Till was a more visceral exposure of the violence of the South
- the first sit-ins began in Greensboro in 1960 demonstrated the importance of grass roots activism and economic boycotts
- the period saw the foundation of the SNCC and the SCLC
- Brown II also stressed the Supreme Court's desire for desegregation to begin 'with all deliberate speed.'

Good answers are likely to conclude that the Little Rock Crisis was highly significant but that there were a number of other events in this period that could easily be argued to have been more important, notably the Montgomery Bus Boycott.

Question 3

05 Explain why the Albany campaign of 1961–1962 failed. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why the Albany campaign of 1961–1962 failed.

Candidates might include some of the following factors:

- NAACP, SNCC and SCLC failed to co-ordinate their actions effectively
- changes promised by the city officials were never followed up, especially after King and the SCLC left to campaign elsewhere
- the lack of violence ensured that the federal government were not pressured into intervening
- black youths turned violent, leading King to call for a 'Day of Penance' to limit the damage done to the campaign by media coverage of the violence
- when King left, and without visceral violence or injustice on the streets, the media soon lost interest.

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

- the campaign lacked a focus, bus segregation, swimming pools, lunch counters and libraries were all targeted
- King was being led rather than leading, his presence galvanised the movement but he was spreading himself too thinly and consequently when he left Albany he undermined coverage of the campaign.

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

- Albany Police Chief, Laurie Pritchett, policed the campaign very effectively, minimising violence
- when King was incarcerated, Pritchett arranged for his bail and release
- Pritchett also ensured there was plenty of jail space in surrounding cities thus making Albany's jails seem less overcrowded and emotive to the press.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might argue that Albany demonstrated that a non-violent response from the police could rapidly undermine the non-violence of the protesters and that King was not a powerful enough leader to redirect the campaign once it had been detailed.

Question 4

- 06** 'The actions of President Johnson were far more important to the Civil Rights Movement than those of President Kennedy in the years 1960 to 1965.'

Explain why you agree or disagree with this view

(24 marks)

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

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Points/factors/evidence which agrees with the view that 'the actions of President Johnson were far more important to the Civil Rights movement than those of President Kennedy in the years 1960–1965' might include:

- passing of the Civil Rights Act and Voting Rights Act by Johnson
- Johnson's long standing commitment to desegregation, his failure to sign the Southern Manifesto, for example
 - Johnson's adaptation of the New Frontier into the Great Society
 - Johnson's measures to alleviate poverty through further, non-civil rights focused legislation
- the reticence of Kennedy in pushing for a Civil Rights Act early in his administration
- Kennedy's attempts to interfere with the organisation of the March on Washington.

Points/factors/evidence which disagrees with the view that 'the actions of President Johnson were far more important to the Civil Rights movement than those of President Kennedy in the years 1960–1965' might include:

- Kennedy's eventual enthusiasm for the March on Washington
- the drafting and introducing of the bills by the Kennedy administration
- Kennedy's conversion to the Civil Rights cause despite the danger of splitting the Democratic party
- Johnson's ability to pass the legislation being helped by public sympathy following Kennedy's assassination
- Kennedy's vision of the New Frontier.

Good answers are likely to conclude that Johnson's skill in exploiting public sympathy and passing bills through Congress was helped by Kennedy's adoption of Civil Rights. Answers might also include the impact of foreign affairs on the time of both Presidents, notably Vietnam and the Cuban Missile Crisis.

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