



**General Certificate of Education
January 2013**

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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

Copyright © 2013 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered schools and colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools and colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

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 2013

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 Bobby Kennedy's attitude to Civil Rights. (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 that Bobby Kennedy was pursuing a civil rights agenda for political reasons "Bobby was doing what needed to be done for political reasons"
- Source A claims the Kennedys were worried about antagonising the 'Dixiecrats' in the South, given JFK's narrow Presidential election victory, and that Bobby's attitude was 'cautious'
- Source B suggests that Bobby understood the 'humiliations' that blacks had 'suffered' and admired their protests

- Source B suggests that Bobby felt that African-Americans had been denied justice because of the “failure of our legal system to be responsive to the legitimate grievances”.

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

- Robert Kennedy was the Attorney General and so had oversight of the legal system and Supreme Court
- Source B followed very soon after the Birmingham Campaign and, in particular, the bombing of the 16th Street Baptist Church
- James Farmer was director and founder of CORE and had been involved in organising the Freedom Rides.

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

- both sources agree that Bobby Kennedy was trying to help the Civil Rights Movement
- both sources show that Bobby Kennedy was distant from the members of the movement ‘these people’ in Source B and Farmer’s comments about the Kennedys not knowing many blacks.

In making a judgement about the degree of difference, students may conclude that the sources agree that Bobby Kennedy was in support of the movement but disagree about his motivations with Source A claiming that it was purely for political reasons, but Source B shows Kennedy himself arguing that the campaigners had legitimate grievances and that the legal system had let them down.

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

How far was the decision of the Kennedy administration to challenge segregation due to the Civil Rights Movement? (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 how far the Kennedys were forced to act against segregation because of the action of the Civil Rights Movement.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A** implies that Bobby Kennedy's calculations about whether to support civil rights were often political: "he was doing what had to be done for political reasons" and "his brother had won a narrow election victory" and he (Bobby) was afraid that if they antagonised the South, the Dixiecrats would cost them the next election
- **Source B** suggests that Bobby Kennedy felt prompted by the failings of the justice system but that these had been brought to his attention by the Civil Rights Movement: "They are protesting because the very procedures supposed to make the law work justly, have been changed into obstructions that prevent it from working at all."
- **Source C** suggests that JFK felt that segregation was wrong and should be challenged on the grounds that it was inhibiting America's global standing, was damaging to the economy ('hampers our economic growth') and was unlawful. Kennedy also invokes the spirit of Lincoln's Emancipation Declaration.

From students' own knowledge:

Factors suggesting the Kennedy's decision to challenge segregation was not influenced by the Civil Rights Movement include:

- JFK's willingness to appoint racist judges in the south
- JFK's opposition to the 1957 Civil Rights Act
- the unwillingness of Bobby Kennedy to intervene in the protests at Albany in 1961
- the reticence of the administration to embrace the March on Washington of 1963 until they were forced to do so
- the administration's failure to support the SNCC in their 1961 voter registration drive in Mississippi.

Factors suggesting the Kennedy's decision to challenge segregation was influenced by the Civil Rights Movement might include:

- Kennedy's appointment of Thurgood Marshall as a judge to the Court of Appeal for the 2nd Circuit
- the decision to send Andrew Young to Birmingham in 1963 to help pave the way to desegregation
- intervention at the University of Mississippi in 1962 and Alabama in 1963
- Kennedy's relationship with King and eventual willingness to support the March on Washington
- Kennedy's willingness to appoint blacks and challenge federally funded organisations that excused them such as the Washington Redskins.

Good answers are likely to/may conclude that though the Kennedys moved quite slowly to challenge desegregation and considered political, economic and geopolitical factors in their decision making they were often forced to act by the actions of the Civil Rights Movement.

Question 2

- 03** Explain why the Supreme Court ruled in support of Civil Rights in the years 1950 to 1955. (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 Supreme Court ruled in favour of Civil Rights in the years 1950 to 1955.

Students might include some of the following factors:

- Eisenhower's appointment of Earl Warren made the Supreme Court more liberal
- the succession of well-chosen and well-argued cases by the NAACP and the skill of Thurgood Marshall
- the media attention given to the cases and the public sympathy for blacks brought about by non-violent protest
- psychological evidence about the detrimental effect of 'separate but equal' on blacks, especially in the Brown case.

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

- many of the cases the Supreme Court were called to rule upon related to aspects of the Constitution (such as the 13th, 14th and 15th Amendments) which were incontrovertible
- the Supreme Court had passed a number of rulings before 1950 that upheld Civil Rights such as *Shelley v Kraemer* in 1948.

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

- the weakness of Eisenhower's efforts to help Civil Rights and his lukewarm public proclamations
- the series of events that kept civil rights in the public eye such as the Till murder, Autherine Lucy case and the Montgomery Bus Boycott.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that Eisenhower's lack of interest and commitment to civil rights in the face of media pressure made the court responsible for taking big decisions which they felt were straightforward given the constitutional precedent.

Question 2

- 04** 'The Greensboro Sit-ins were the key reason for the advancement of Civil Rights in the years 1956 to 1961.'

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 that the Greensboro sit-ins were the key reason for the advancement of Civil Rights in the period against the view that other factors were more significant.

Evidence which agree(s) might include:

- the Sit-ins re-energised the movement after five years of relative stagnation post Montgomery
- the Sit-ins showed how grass-roots activism could be successful and spread rapidly
- the Sit-ins led to the creation of the SNCC
- the Sit-ins drew considerable media attention both overseas and domestically.

Evidence which disagree(s) might include:

- the Freedom Rides were important in bringing the SNCC, SCLC and CORE together for joint campaigns
- the Freedom Rides led to Bobby Kennedy enforcing the Supreme Court rulings on integrated travel
- the 1957 Civil Rights Act was the first Civil Rights Act since reconstruction
- the 1957 Little Rock Crisis set a precedent of Presidential intervention to support a Supreme Court ruling.
- the Sit-ins didn't lead to specific legislation
- the creation of the SNCC created dissent within the movement about direction and the level of militancy.

Good answers are likely to/may conclude that the Sit-ins were certainly important in terms of bringing media attention and re-energising the movement but the political involvement garnered by the Freedom Rides and the Little Rock Crisis was more significant in the longer term.

Question 3

05 Explain why the Montgomery Bus Boycott lasted for more than a year. (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 Montgomery Bus Boycott lasted over a year.

Students might include some of the following factors:

- King managed to keep the boycott peaceful and rooted the protest in non-violence and biblical principles, giving it the feel of a righteous crusade
- the bus company refused to acquiesce to the initial demands of the boycotters which led to an escalation in demands and a refusal to compromise on behalf of the city commissioners
- the media attention led to substantial donations to the MIA which enabled the boycott to be well organised and funded.

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

- the slow progress of the NAACP Browder v Gayle case gave the boycotters a deadline to work towards
- the longer the boycott continued the more entrenched the two sides became.

And some of the following short-term/immediate factors

- the effectiveness of the MIA in spreading information through leaflets and word-of-mouth via hundreds of committed activists
- the importance of the church as a meeting point and rallying cry.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that the entrenched situation allowed the media to devote substantial time to the evolution of the boycott which led to greater exposure for King and more money coming in to support the movement.

Question 3

- 06** 'Martin Luther King did little to advance the Civil Rights Movement in the years 1965 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 points which agree with the view that King did little for the Civil Rights Movement between 1965 and 1968 against the view that he advanced the Civil Rights Movement.

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

- the failure of the Chicago 1966 campaign and King's dejection as a result, particularly about how Mayor Daley outwitted him
- King's criticism of LBJ's actions in Vietnam which damaged the relationship between the President and King
- the growth of radical black groups like the Black Panthers and radicalisation of CORE and SNCC which led to criticism of King and his marginalisation
- divisions emerging on the Meredith March of 1966 where Stokeley Carmichael pulled the movement in a new direction
- the poor organisation and failure of the Poor People's Campaign
- Media attention had switched to other protest groups such as women's rights and King failed to address this.

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

- the success of Selma in attracting media attention and forcing Johnson to pass the 1965 Voting Rights Act
- King's assassination and the huge outpouring of grief that followed, helped by recordings of his seemingly prophetic 'Mountain-top' speech
- King's success in switching the attention of the media and government from the *de jure* problems of blacks in the south to the *de facto* economic problems of blacks in the North as shown in the Kerner Commission report of 1968
- the fact that King was still being invited to come and help/appeal for calm in areas of dispute or conflicts such as Watts in 1965 and Tennessee in 1968.

Good answers are likely to/may conclude that King's influence certainly diminished after 1965 although the Selma campaign was a significant success but his martyrdom in 1968 ensured that the movement would leave a powerful legacy and overshadowed the damage that had been done by radicalisation and four years of rioting in the major cities.

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