



**General Certificate of Education
June 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.

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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

June 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 segregation in the Southern States. (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 'segregation is not discrimination' whereas Source B talks about 'the fear of being killed just because I was black'
- Source A claims that the 'vast majority of the members of both races...live side by side under harmonious conditions' whereas Source B 'I hated all the other whites who were responsible for the countless murders which Mrs Rice (my teacher) had told me about'

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- Source A claims 'segregation is not a badge of racial inferiority' but Source B makes repeated reference to being a negro being sufficient to get you killed and that negroes failed to stand up for themselves.

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

- Eastland was a Senator for Mississippi and a staunch defender of segregation and consistently argued that most southerners of both races preferred segregation
- the date of Eastland's speech is 27 May 1954, this was 10 days after the Brown v Board of Education decision and Eastland realised that segregation was now seriously threatened
- the Till murder made national headlines thanks to the decision of Till's mother to have his body displayed in an open casket, this increased awareness of the dangers blacks in the South faced.

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

- in Source B it refers to negroes not standing up for themselves which suggests that for whites like Eastland it could seem as if they were satisfied with the status quo
- Source A refers to negroes following their own pursuits and Source B mentions that the author studied at an all-black school.

In making a judgement about the degree of difference, students may conclude that Source B differs from Source A in relation to the feelings of southern whites towards Southern blacks because Eastland had to be careful about revealing the brutal reality of segregation to Congress given the clamour for desegregation that surrounded the Brown decision. In addition, the nature of black resentment was not obvious given how cowed the population were by the threat of violence.

Question 1**02** Use **Sources A, B and C** and your own knowledge.How far was the murder of blacks by whites in the South responsible for 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 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** – Eastland is responding to the Brown v Board decision in 1954 due to his fear that this would lead to a concerted attack on segregation.
- **Source B** – Anne Moody suggests that it was the Till murder that made her aware of the depth of hatred that existed between black and white and led to her resenting the fact that blacks did not stand up for themselves.
- **Source C** – Rosa Parks 'said Emmett Till was on her mind' when she refused to give up her seat. In addition, the murder was 'the subject of the first play by the Nobel laureate Toni Morrison, of a poem by the Harlem Renaissance writer Langston Hughes, and of a song by Bob Dylan'.

From students' own knowledge:

Factors suggesting that Till's murder did kick-start the Civil Rights Movement might include:

- Till's mother ordered an open casket so the world could see how Till had been abused
- Till was from Chicago, his murder brought home the conditions in the South to both northern blacks and northern whites
- the murder and subsequent trial generated a huge amount of interest
- the acquittal of Milam and Bryant (Till's murderers) seemed to confirm that justice in the South was dependent on the colour of your skin provoking potential conflict with the Executive and Supreme Court.

Factors suggesting Till's murder did not kick start the movement might include:

- Brown v Board of Education had taken place one year earlier and raised the subject of desegregation
- Till's murder produced no consequent action, no laws were passed, cases won, groups formed or protests engaged with
- the Montgomery Bus Boycott had a far greater influence as it introduced the world to King and showed blacks could organise effectively
- the Civil Rights Movement had been emerging since 1950 through the early actions of Truman and the successes of the NAACP in cases such as McLaurin v Oklahoma.

Good answers are likely to/may conclude that although Till's murder was brutally shocking, it had more influence over popular culture than directly on the starting of the Civil Rights Movement. However its visceral impact, particularly in the minds of the young, contributed to many people's willingness to take part when a Civil Rights Movement did begin to coalesce.

Question 2

03 Explain why few African-Americans in the South voted in the 1950s. (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 blacks in the South didn't vote in the 1950s.

Students might include some of the following factors:

- the use of poll taxes and literacy tests prevented many from exercising their rights
- voting required registration and intimidation prevented many from daring to register
- the Democrats dominated Southern politics and were uniformly racist
- no electable candidates offered any prospect of change.

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

- the psychological impact of the Ku Klux Klan and the profusion of lynchings in the 1920s ensured most blacks were unwilling to jeopardise the status quo

- the 15th Amendment ensured the right to vote could not be denied on grounds of race, but states chose to circumvent this and there was insufficient political will from doing this to prevent them.

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

- Eisenhower's 1957 Civil Rights Act was watered down in Congressional Committees by James Eastland.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that the absence of any electable candidates and the difficulty of registering made voting seem a risk that was not worth taking given the history of violence and intimidation that blacks had faced before the war.

Question 2

- 04** 'The work of the National Association for the Advancement of Colored People (NAACP) in the years 1950 to 1960, was the main reason why Southern opposition to the Civil Rights Movement developed.'
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 the work of the NAACP was the main reason why southern opposition to the civil rights movement developed against points which disagree with the view.

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

- the NAACP landmark case of Brown v Board of Education prompted both the Southern Manifesto and formation of White Citizens' Councils
- the NAACP decision to turn Little Rock High into a test case gave Orval Faubus the chance to play the race card in his speeches
- ED Nixon and Rosa Parks were both members of the NAACP
- the Browder v Gayle case showed how the NAACP planned to systematically challenge segregation.

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

- the NAACP won the Brown case largely because of the liberal inclination of Earl Warren. The Supreme Court was therefore a more powerful reason why opposition developed
- the growing significance of Martin Luther King gave a personal focus to white Southern opposition
- the behaviour of the Dixiecrats in obstructing legislation and criticising the Supreme Court gave legitimacy to the opposition
- the grass roots movement, especially the sit-ins and attempts by Autherine Lucy to enrol at the University of Alabama, antagonised Southern racists more than the complex legal cases of the NAACP.

Good answers are likely to/may conclude that though the NAACP did much to push the movement forward, it was other factors that led to the growth in Southern opposition. The Supreme Court's changing stance under Earl Warren and the seeming attack on state rights were more significant.

Question 3

05 Explain why the Black Panther Party was founded in 1966. (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.

Students might include some of the following factors:

- they were inspired by the more militant stance taken by Malcolm X
- they were determined to combat police brutality in the black ghettos
- they took some of their political ideas from international far left figures such as Castro and, especially, Mao
- riots in Watts in 1965 created even greater tension between the police and the black population of LA.

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

- the Panthers Ten Point Program included reference to many of the traditional problems of blacks in major cities, lack of education, poor quality housing, lack of jobs and poor quality healthcare
- the declining influence of Martin Luther King and non-violence had left a vacuum in the Civil Rights Movement.

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

- the assassination of Malcolm X in 1965 suggested that the Civil Rights Movement was increasingly descending into violence
- the Civil Rights Act of 1964 and Voting Rights Act of 1965 as well as had failed to address the problems of urban blacks (Johnson's Great Society Program).

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that the combination of police brutality and increasingly assertive Black Power rhetoric meant that a more militant movement was highly likely in the ghettos.

Question 3

- 06** 'Radical Black organisations were of no help to 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**
- 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:

- no further legislation emerged as a result of radical black organisations
- many of the organisations' demands, such as a separate black state and the trials of all blacks by an all black jury were ludicrous
- the Black Power movement lasted barely four years before collapsing on itself with the imprisonment of Huey Newton, the exile of Eldridge Cleaver, assassination of Malcolm X and emigration of Stokely Carmichael
- Elijah Mohammed was exposed as a hypocrite and the split with Malcolm X profoundly damaged the movement
- The radicalisation of the Civil Rights Movement side-lined Martin Luther King
- Funding for the Civil Rights Movement rapidly dried up as radicalism overtook King's agenda. The SNCC was forced to close many of its branches.

Evidence which disagree(s) might include:

- the powerful psychological impact of armed black men standing up for their rights
- the Black Power salute given by Tommie Smith and John Carlos at the 1968 Olympics gave the movement and its demands an international profile
- the Black Panthers free breakfast programmes and legal and health advice made a positive contribution to black awareness
- the Nation of Islam's promotion and support for all black stores in northern cities
- Malcolm X claimed that his role was to make whites aware of the alternative to Martin Luther King's attitude of non-violence
- the long term impact of Black Power on black culture was pronounced including the adoption of the Afro, the start of the 'Black is Beautiful' movement and the founding of college courses in black culture and history.

Good answers are likely to/may conclude that though the Black Power movement was short lived and produced no concrete achievements its legacy of awareness and black pride were significant in taking the Civil Rights Movement from a focus purely on legal rights to an emphasis on black pride.

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