

---

# AS-LEVEL HISTORY

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

---

1041  
June 2015

---

Version V1 Final Mark Scheme

---

---

Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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 from [aqa.org.uk](http://aqa.org.uk)

## 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 2015****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 experience of African-Americans in the cities of the USA. **[12 marks]**

*Target: AO2(a)*

**Levels Mark Scheme**

Nothing written worthy of credit.	<b>0</b>
<b>L1:</b> Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.	<b>1-2</b>
<b>L2:</b> 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.	<b>3-6</b>
<b>L3:</b> Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	<b>7-9</b>
<b>L4:</b> 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.	<b>10-12</b>

**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 suggests that there was a significant issue amongst African-Americans in the major cities stemming from them not having enough money but Source B suggests that Los Angeles at least was rated first amongst American cities for employment and income of African-Americans

- 
- Source A also has King suggest that riots came about because of a bankruptcy of leadership in the cities of the USA but Source B says there are many ‘able and dedicated’ leaders in Los Angeles at least
  - Source B suggests that African-Americans in the major cities had failed to take responsibility for their own well-being whereas Source A suggests only ‘economic injustice’ and a ‘bankruptcy of leadership’.

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

- King had largely concentrated in the South hence the name of the SCLC
- Malcolm X and the NOI had referred extensively to conditions in the inner cities in speeches
- King had regularly fought campaigns in the South, Birmingham in '63, St. Augustine in '64 and Selma in '65 without ever making a concerted effort to target the major cities until Chicago in '66
- riots had begun in Harlem in the summer of 1964 and also in Philadelphia.

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

- both sources refer to the fact that the quality of leadership was an issue, in Source A King warns of a ‘bankruptcy of leadership’ and in Source B says that the ‘constructive assistance of all Negro leaders is absolutely essential’ suggesting that it had not been forthcoming previously
- Source A refers to King’s desire to get urban blacks ‘the money to afford them (hamburgers);’ Source B stresses that money and training are some of the ways that the problems of major cities might be addressed
- both sources suggest that African-American areas of the major cities were inferior to other areas with Source A referring to them being ‘deprived’ and Source B saying that while they are not slums ‘neither are they gems’.

In making a judgement about the degree of difference, students may conclude that clearly leadership was an issue but that it was less about bankruptcy and more about leaders working together on behalf of the community.

**Question 1**

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

How important were riots, in the years 1965 to 1968, in weakening support 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 suggests that a ‘bankruptcy of leadership’ in the ghettos was leading to the riots and that this would contribute to a decline in non-violence as a tool
- Source B argues that conditions in Los Angeles for African-Americans were not that poor and that African-Americans must take a full share of responsibility for their own well-being, continuing the idea held by many whites that African-Americans contributed to their own status as victims. In the light of the efforts made by LBJ through The Great Society and Civil Rights legislation this weakened the earlier sympathy of whites for the clear injustices seen in the South.
- Source C suggests that the riots were politically difficult for Johnson and alienated him but that Vietnam was also a factor in stymying the effectiveness of his Great Society programmes.

From students’ own knowledge:

Factors suggesting the riots did weaken support for the Civil Rights Movement might include:

- Johnson was alienated by the riots and felt betrayed by the black community
- middle-class whites were horrified by the behaviour of rioting blacks which brought back old prejudices
- support for the movement dried up in terms of donations to organisations
- the riots made it politically difficult for further legislation to be passed
- the riots made city mayors very wary about having Civil Rights leaders come to their cities, for example Richard Daley’s desire to get King out of Chicago in ‘66.

Factors suggesting the riots were less important in wakening support for the movement might include:

- the cost of the Vietnam war spiralling out of control and taking most of Johnson’s time
- the achievement of the 1964 Civil Rights Act and 1965 Voting Rights Act meant that political equality had been achieved, clarity about the direction of the movement was lacking after 1965
- the assassination of Malcolm X and the declining influence of King led to a lack of leadership in both North and South. King’s death in 1968 also sparked further riots in response
- the radicalisation of the SNCC and CORE and the rise of the Black Panthers alienated white liberal support
- the nebulous concept of ‘Black Power’ also alienated middle class support

- the growth of other rights movements such as Women's Rights and Native American rights reduced media coverage of civil rights campaigns.

Good answers are likely to/may conclude that the riots had a negative effect on liberal white support for civil rights but this was combined with a distaste for the more violent rhetoric of Stokely Carmichael while at the same time media attention was being drawn away from black civil rights to other campaigns and Vietnam.

**Question 2**

**03 Explain why the Southern Manifesto was issued in 1956.** **[12 marks]**

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

**Levels Mark Scheme**

Nothing written worthy of credit.	0
<b>L1:</b> 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
<b>L2:</b> Answers will demonstrate some knowledge and understanding of the demands of the question. They will <b>either</b> be almost entirely descriptive with few explicit links to the question <b>or</b> 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
<b>L3:</b> 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
<b>L4:</b> 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 Southern Manifesto was issued in 1956

Students might include some of the following factors:

- the Dixiecrats wanted to show they were united in their opposition to the Brown decision, expect names of Dixiecrats (e.g. Strom Thurmond, James Eastland etc.) in more comprehensive answers
- to promote the argument that the opposition to Brown was a question of states' rights and separation of powers/the principle of checks and balances rather than racist intent
- to raise awareness of a perceived abuse of judicial power by Supreme Court Justices
- to show the depth of feeling against integration in schools
- to provide a platform and legitimacy for opposition to desegregation.

To reach the higher levels, students will need to show the inter-relationship of the reasons given, for example they might say it was to stop school integration by reversing the Brown decision by challenging the Supreme Court's interpretation of the constitution.

**Question 2**

- 04** ‘The Democratic Party in the South was the biggest barrier to the Civil Rights Movement 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.	<b>0</b>
<b>L1:</b> Answers may <b>either</b> contain some descriptive material which is only loosely linked to the focus of the question <b>or</b> 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.	<b>1-6</b>
<b>L2:</b> Answers will show some understanding of the demands of the question. They will <b>either</b> be almost entirely descriptive with few explicit links to the question <b>or</b> 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.	<b>7-11</b>
<b>L3:</b> 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.	<b>12-16</b>
<b>L4:</b> 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.	<b>17-21</b>
<b>L5:</b> 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.	<b>22-24</b>

**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 sustained filibustering during the passage of the 1964 Civil Rights Act and 1965 Voting Rights Act reflected an attitude of pronounced opposition
- the Southern Democrats' lack of tolerance for the Mississippi Freedom Democratic Party especially at the Democratic Party's National Convention in New Jersey in 1964 showed an unwillingness to accept a black presence within Mississippi's representation
- the intransigence of Governors like George Wallace whose 1963 inauguration speech included the line, 'segregation now, segregation tomorrow, segregation forever'
- the presence of Dixiecrats in key positions such as Bull Connor's role as Birmingham's Commissioner of Public Safety and his actions during the Freedom Rides and the 1963 Birmingham Campaign
- the absence of black students for elections in the South from the Democratic Party despite the 1964 Civil Rights Act and 1965 Voting Rights Act.

Evidence which disagree(s) might include:

- the intransigence of the Democrats in the South was actually helpful, Kennedy commented, "The Civil Rights movement should thank God for Bull Connor. He's helped it as much as Abraham Lincoln."
- the divisions within the Civil Rights Movement were more important in holding it back, Malcolm X's outspoken comments about the March on Washington for example or the disputes between groups at Albany in 1961–1962 or over the Freedom Rides
- Kennedy's focus on international affairs with the building of the Berlin Wall in 1961 and the Cuban Missiles Crisis the following year prevented him from focusing on Civil Rights
- Kennedy also recognised that he had won only a very narrow victory in the 1960 Presidential election and didn't want to alienate southern support ahead of the 1964 election
- the attempts by the CIA through COINTELPRO to discredit and disrupt the Civil Rights Movement prevented it being effective
- the passing of the Civil Rights Act in 1964 and Voting Rights Act in 1965 suggests that the attitude of the Democratic Party in the South was not a significant barrier.

Good answers are likely to/may conclude that though opposition to the Civil Rights Movement from Democrats in the South was significant and organised in many cases it spurred activists on and created high profile media coverage. Meanwhile the divisions in the movement about direction, leadership and the distraction of Kennedy all prevented the Movement from gaining the legislation it wanted before 1964.

**Question 3**

**05 Explain why a bus boycott began in Montgomery, Alabama in 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 a bus boycott began in Montgomery.

Students might include some of the following factors:

- the arrest of Rosa Parks angered local blacks given her status in the community
- reference to the success of the bus boycott in Baton Rouge, Louisiana in 1953 providing a template for protest is a sophisticated response
- the planned nature of the boycott using Rosa Parks as a suitable figurehead as she was a field officer for the National Association for the Advancement of Coloured People (NAACP) and the NAACP had been looking for the right person to build a campaign around
- there was a large African-American population in Montgomery who used the buses and if they could be mobilised the economic effects would be powerful
- there was some sympathy among the white population for how African-American citizens were treated
- the efforts of the MIA allowed information to be disseminated to the large black population

- King as the new preacher agreed to head the MIA, as he was new he hadn't been co-opted by the local white society.

To reach the higher levels, students will need to show the interrelationship of the reasons given, for example they might explain that the Rosa Parks incident was the catalyst but the fact she was in the NAACP was important because she was a person whites and blacks would feel sympathy for and it was likely to succeed.

**Question 3**

- 06** 'Martin Luther King was the main influence on the development of the Civil Rights Movement in the years 1956 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.	<b>0</b>
<b>L1:</b> Answers may <b>either</b> contain some descriptive material which is only loosely linked to the focus of the question <b>or</b> 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.	<b>1-6</b>
<b>L2:</b> Answers will show some understanding of the demands of the question. They will <b>either</b> be almost entirely descriptive with few explicit links to the question <b>or</b> 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.	<b>7-11</b>
<b>L3:</b> 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.	<b>12-16</b>
<b>L4:</b> 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.	<b>17-21</b>
<b>L5:</b> 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.	<b>22-24</b>

**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 'Martin Luther King was the main influence on the development of the Civil Rights Movement in the years 1956 to 1960.'

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

- King was pivotal in maintaining the Montgomery Bus Boycott and keeping it peaceful in 1956
- King founded the SCLC in 1957 which gave him an organisational platform and brought funding for the movement
- King took part in the sit-ins when invited to join students and was arrested at a sit-in in Atlanta in October 1960
- King did manage to secure a meeting with Eisenhower in 1958 along with other civil rights leaders such as Roy Wilkins and A Philip Randolph
- King was often sought by the media for comments on developments even if he was not involved, such as commenting that the 1957 Civil Rights Bill was 'far better than no bill at all' and praising Eisenhower for restoring Law and Order in Little Rock
- King wrote and preached extensively during the period from 1956–1960, a book of his sermons was published in 1959 and The Montgomery Story, a comic book focusing on King was distributed throughout the South to encourage young blacks to understand more about civil rights
- King worked closely with Roy Wilkins of the NAACP in the period and the two groups collaborated on the 1957 Prayer Pilgrimage for Freedom.

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

- King was not involved in Little Rock which was an NAACP organised event
- King had little influence over Eisenhower
- the SCLC had little impact, many church leaders were afraid of affiliating with it and there were no repeats of the success of Montgomery
- the NAACP remained the dominant Civil Rights organisation in this period.

Good answers are likely to/may conclude that though King did not achieve anything like the success of the bus boycott in the years to 1960 he had presence and was working extensively behind the scenes with the NAACP and in writing and preaching and the fact that he was invited to take part in the Sit ins demonstrates his perceived worth.

#### 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](http://www.aqa.org.uk/umsconversion)