

A-LEVEL HISTORY

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

1041
June 2014

Version 1.0: Final

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

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

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

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

Question 1

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

Explain how far the views in **Source B** differ from those in **Source A** in relation to the impact of the events in Little Rock. **[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 refers to the domestic impact of the events in Little Rock whereas Source B stresses the International impact
- in Source B Eisenhower suggests that the crisis is providing material for Soviet propagandists and Eisenhower's top aides refer to the damage Little Rock is doing to

foreign relations whereas in Source A the focus is on the conflict caused by the defiance of federal law

- in Source B Brogan quotes Eisenhower as saying the Soviets are describing Little Rock as an example of 'racial terror' whereas in Source A the situation is described as merely 'bitter resistance' or a breakdown of 'order'

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

- Eisenhower believed the process of desegregation should be gradual, famously saying 'I don't believe you can change the hearts of men with laws or decisions.' and so was reluctant to intervene at all
- the US was in a period of Cold War tension with the USSR having crushed a rebellion in Hungary only the previous year
- Faubus was worried that he would lose the forthcoming election to a candidate who was playing the 'race card'
- the 1950s was a period of extensive decolonisation and competition between the US and USSR for influence over newly decolonised nations at the UN
- Faubus had promised Eisenhower he would address the situation but failed to do so repeatedly, prompting Eisenhower to federalise the National Guard

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

- both of the sources suggest that there is disorder in Little Rock, source A refers to 'riots' and Source B to the presence of 'a mob'
- both of the sources suggest that Eisenhower was alarmed by the impact of events at Little Rock with Source A suggesting he felt obliged to intervene and Source B stating that Eisenhower felt the crisis would 'feed the soviet propagandists'.
- Source A refers to Faubus' 'self-serving reasons' and B's focus on the international implications confirms that Faubus was thinking about himself and Arkansas politics rather than the international situation

In making a judgement about the degree of difference, students may conclude that whilst both sources recognise that disorder was taking place, Source A stresses the damage to the US's international status whilst Source B focuses on Eisenhower's need to enforce the decision of the Supreme Court.

Question 1

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

How important were the events in Little Rock in delaying desegregation in the years 1956 to 1961? **[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** – shows the importance of the White Citizen's Councils in providing grassroots opposition to desegregation. It also shows how states could get around Supreme Court rulings which only applied to public schools. In addition it emphasises how 'states rights' became the basis for opposition to desegregation
- **Source B** – shows that if the opposition was violent or media worthy it could become an embarrassment for the President on the international stage, this forced a reticent President to act and hence speeded up desegregation
- **Source C** – shows how the real beneficiary of the Little Rock Crisis was Faubus himself in terms of his reputation and subsequent repeated re-election. Faubus was therefore a model of how to use the racial issue to gain votes.

From students' own knowledge:

Factors suggesting Little Rock was important in delaying desegregation:

- Faubus showed how easy it was to inflame a mob of opponents
- Little Rock showed how reluctant Eisenhower was to move in and help desegregation
- Little Rock showed how politically popular opposition to desegregation could be for Governors in the South, a lesson learned by George Wallace
- Little Rock showed how the Southern Manifesto's promise to 'resist forced integration by all lawful means' could be carried out
- Black students and white students did not mix in Little Rock schools throughout 1958.

Factors suggesting Little Rock was unimportant in terms of delaying to desegregation:

- integration of Little Rock High began again in autumn 1959
- the Little Rock incident forced Eisenhower to act, setting a precedent for Presidential intervention to support Supreme Court rulings
- the Cooper v Aaron case that resulted from Little Rock ended the idea that state's rights were more significant than Supreme Court rulings
- Faubus was the main beneficiary from the crisis
- Other schools boards and whole states managed to integrate successfully over the years following Brown eg. Louisville in Kentucky (mentioned in a previous sources question)
- Other acts of opposition such as Laurie Pritchett at Albany and the filibustering of the Civil Rights Acts of 1957 and 1960, along with the violence directed at participants in the sit-ins were far more successful and often less newsworthy at delaying desegregation.

Good answers are likely to/may conclude that Little Rock was a temporary success that had more value for Faubus and that the most effective ways to delay desegregation were by sabotaging bills and working within the law and without the mob.

Question 2

03 Explain why the 1961 Freedom Rides took place. **[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 Freedom Rides took place in 1961

Students might include some of the following factors:

- the desire to test the Supreme Court decision on *Boynton v Virginia* (1960)
- to provoke angry white reactions and violence which would draw media attention
- as a way of following the successes of the Sit-ins which began the previous year
- re-establish CORE as a leading Civil Rights group after the establishment of the SNCC
- capitalise on a new President who seemed to be more in favour of Civil Rights than Eisenhower
- the Freedom Rides were a re-enactment of the 1947 Journey of Reconciliation
- the successes of the mid-1950s, and particularly King's SCLC, seemed increasingly distant.
- after the sit-ins there were young people of both races like Jim Zwerg willing to put their lives on the line for the cause

- the Freedom Rides were an opportunity to put pressure on Kennedy and try to force him to intervene.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that the Boynton decision provided the opportunity to force the issue, as Little Rock had done for Brown, and that the sit-ins had shown how effective a confrontational form of passive resistance could be in attracting media attention.

Question 2

- 04** 'The Southern Christian Leadership Conference (SCLC) was the most effective of the Civil Rights groups in the years 1962 to 1966.'
Explain why you agree or disagree with this view. **[24 marks]**

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

Levels Mark Scheme

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

Indicative content

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

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

Evidence which agree(s) might include:

- the Selma campaign in 1965 was rescued from SNCC incompetence by King
- their involvement in the March on Washington of 1963 and particularly King's 'I have a dream speech' and the national/international attention it gained
- The March on Washington showed how vital the SCLC were in bringing the different groups together as all six major players shared the stage successfully
- King's Nobel peace Prize win in 1964
- the success of the SCLC in Birmingham in 1963 and the higher profile of King at the March on Washington
- King's high profile presence and relationship with LBJ
- The passing of the Civil Rights Act of 1964 and Voting Rights Act of 1965 as a direct consequence of the SCLC.

Evidence which disagree(s) might include:

- the failure at Albany and subsequent disagreements with the SNCC
- King's failure in Chicago in 1966
- the failure of the SCLC at St. Augustine in 1964
- the founding of the Freedom Summer Campaign by the SNCC
- the increasing radicalism of the movement after the failure of the Federal government to intervene in the Freedom Summer, especially in terms of SNCC, CORE and NOI
- King's failure to control resentment at the Meredith March and the take up of the 'Black Power' chant
- the role of NOI in the North and the formation of the Black Panthers suggesting the SCLC had little influence in the North
- the role of the Urban League

Good answers are likely to/may conclude that the SCLC achieved a great deal and had an important role in the period but the role of the other groups cannot be discounted and the SCLC declined in importance as the focus of the movement changed.

Question 3

05 Explain why Malcolm X appealed to the young black men in the northern cities. **[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 Malcolm X appealed to young black men in the North. The focus of the question is Malcolm X rather than 'radicalism' as an appealing idea.

Students might include some of the following factors:

- Malcolm X addressed the problems of the ghettos in his speeches such as drugs, violence and police brutality
- Malcolm X was an impressive orator, many of his more famous speeches included powerful rhetoric such as 'By Any Means Necessary' or 'The Ballot or the bullet'

- Malcolm X was relatable, he had been a drug dealer and pimp and had served time in prison, his life experience was far more like those of young black men in the North than the experiences of King
- X had huge charisma, and was a role model for many young black men both through his presence and intelligence. His ability to take a stand against the police also helped.
- Malcolm X's appearance on the TV documentary 'The Hate that Hate Produced' brought him to national attention.
- X's role as editor of 'Muhammad Speaks' gave him a platform to address the NOI's followers

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

- Elijah Mohammed's NOI had been working hard to promote black self-awareness, Mohammed recognised X's potential to promote the movement further and promoted him accordingly
- Malcolm X's was tall handsome and charismatic

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that the message X promoted was closer to the experience of young black men in the northern ghettos and that X's rhetoric had an appeal both in terms of the confrontational language used and the charisma of its delivery.

Question 3

- 06** 'The radicalisation of the Student Non-violent Co-ordinating Committee (SNCC) after 1965 was the most important factor in the decline of the Civil Rights Movement.' 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 radicalisation of the SNCC was the most important factor in the decline of the Civil Rights Movement.

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

- the SNCC's rejection of white member's was quickly followed by CORE and this cut off vital funding to the organisation
- Stokely Carmichael's increasingly radical stance saw the SNCC merge with the Black Panthers which was a step too far for many of its members
- the SNCC's radicalisation meant it could never hope to work with federal government again, undermining the possibilities for the Mississippi Freedom Democratic Party
- Carmichael's invocation of 'Black Power' marginalised King on the Meredith March and began his decline as a key player in Civil Rights
- Carmichael's rhetoric created a climate in which the riots of 64-68 were more likely to occur.

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

- other factors were more significant, the increased focus on Vietnam both in terms of cost and LBJ's attention meant no group could hope to keep Civil Rights at the forefront
- Other protest movements such as Feminism, Native American Rights and the anti-war movement were taking media attention
- the riots led to a white backlash against the civil rights movement and alienated LBJ
- King's outspoken stance against Vietnam also alienated LBJ
- the Moynihan Report had suggested that there were problems within the black community
- the cost of addressing the huge socio-economic problems facing the blacks living in ghettos was too great for any organisation to make headway
- other kinds of radicalism such as CORE and the Black Panthers damaged the movement profoundly after 1965, culminating in the divisive protest by Tommy Smith and John Carlos at the Mexico Olympics in 1968.

Good answers are likely to conclude that the SNCC may have contributed to the decline of the movement but other factors including both external and internal issues had at least as much importance.

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