

Examiner's General Advice on Unit 2

In this AS Unit students are expected to demonstrate the following skills:

- the ability to recall, select and use appropriate historical knowledge and to communicate it effectively (AO1a)
- historical understanding involving explanation, analysis and judgement, and key concepts such as causation, consequence, change and continuity; and an understanding of the relationships between key features of the period studied (AO1b)
- the ability to analyse and evaluate a range of source material (AO2a)
- the ability to analyse and evaluate how the past has been interpreted and represented in different ways (AO2b).

These skills are also **assessment objectives (AOs)**. All questions will aim to test more than one of these objectives, and in an examination answer will be marked accordingly. On any given examination paper, there will be a planned balance of the various skills across the questions to ensure that all are covered. However, individual questions or part questions will focus on certain skills, not necessarily all of them at once. One of the ways of writing an effective answer is therefore to learn to recognise the particular skill that is the focal point of a particular question. However, it is also important to remember that accurate knowledge and understanding are key elements in any AS answer. In a source-based question, generalised statements showing, for example, a student's awareness that one piece of evidence is less objective and more biased than another will not earn much credit. There must also be a clear indication of some background knowledge and understanding of the topic in addition to the ability to make comparisons and contrasts between sources.

In **Unit 2** you must answer **one** compulsory two-part source-based question plus **one of two** two-part questions, not source-based, on the chosen option from European, World or British history.

It is important to divide your time well. The first part of each question carries 12 marks; the second part carries 24 marks. You should therefore aim to spend less time on the part (a) questions, or you will risk running out of time on the second and longer part (b) questions.

While Question 1 requires a precise focus on sources and your own knowledge, Questions 2 and 3 do not involve sources. Questions 2 and 3 require demonstration of your own knowledge. There are several skills implicit in this. One element is simple **recall**. You will need to **explain**, for example by giving the reasons for a particular event. This requires more than simply listing a series of reasons from memory – a high-level answer will require you to put these reasons in context and relate them to each other. The 24-mark question will require you to examine a particular historical issue, often dressed in the form of a quotation. You must not only call up your knowledge of the topic but also **use** that knowledge in such a way that you are able to **analyse** the issues and produce a **reasoned argument** using the knowledge you have.

<p>AQA – AS GCE Historical Issues: Periods of Change Unit 2 HIS2P</p>	<p>The Campaign for African-American Civil Rights in the USA, 1950–1968</p>	<p>SOURCES ACCOMPANYING EXEMPLAR QUESTION 1</p>
<p>SOURCE A</p>	<p>In Little Rock, Arkansas, under the leadership of demagogic extremists, disorderly mobs have deliberately prevented the carrying out of proper orders from a Federal Court. Local authorities have not eliminated that violent opposition.</p> <p>Whenever normal agencies prove inadequate to the task and it becomes necessary for the Executive Branch of the Federal Government to use its powers and authority to uphold Federal Courts, the President’s responsibility becomes inescapable. I have today issued an Executive Order directing the use of troops under Federal authority to aid in the execution of Federal Law at Little Rock, Arkansas. This became necessary when my proclamation of yesterday, calling upon the mob to disperse, was not observed.</p> <p>Let me make very clear that Federal troops are not being used to relieve local and state authorities of their primary duty to preserve the peace and order of the community. In the present case the Federal troops are there to enforce the law. Our personal opinions about the Supreme Court’s decision that compulsory school segregation laws are unconstitutional have no bearing on the matter of enforcement. Mob rule cannot be allowed to override the decisions of our courts.</p> <p><i>Adapted from a speech on the radio to the US nation from the White House by President Eisenhower, 24 September 1957, on the subject of Little Rock High School</i></p>	
<p>SOURCE B</p>	<p>Those who would integrate our schools at any price are still among us. They have seized upon the present situation to promote and foment concern and discontent, because of the temporary closing of our schools. They are the people who all along have been opposed to the majority will of the people of Arkansas. Last year I stated during the September crisis that I was not elected Governor of Arkansas to surrender all our rights as citizens to an all-powerful federal autocracy. The Supreme Court shut its eyes to all the facts, and in essence said – integration at any price, even if it means the destruction of our school system.</p>	

	<p>It is my responsibility, and it is my purpose and determination, to defend the constitutional rights of the people of Arkansas to the full extent of my ability.</p> <p><i>Adapted from a speech by Governor Faubus in Arkansas, 18 September 1958</i></p>
SOURCE C	<p>Although the Supreme Court’s <i>Brown v Board of Education</i> decision had outlawed school segregation in 1954, few changes had actually occurred in schools. But there was a restlessness that was slowly building in the black community. Young blacks were profoundly influenced by memories of Emmett Till’s brutal killing in 1955 and Elizabeth Eckford walking alone to Little Rock Central High School. It was out of this festering discontent that the sit-ins of the 1960s were born. These would eventually attract national media attention and federal intervention in the South. Mass support was generated for the civil rights movement among all segments of the black populace.</p> <p><i>Adapted from Eyes on the Prize, a book of documents, speeches and commentaries on American Civil Rights, published 1991</i></p>

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Examiner’s Specific Advice

Note that the question asks ‘how far’ the views expressed in one source differ from those put forward in the other. It is important, therefore, to identify **both** differences **and** similarities between the sources in order to arrive at an overall conclusion as to how different the sources are. The examiner will be looking for clear, precise and well-selected quotes from the sources which illustrate differences and similarities. Do not give long summaries of both sources as this will earn you very few marks. The question asks about differences in the **views** of the two sources so be careful to distinguish between the opinions of the authors (views) and mere factual information. The question also asks you to use **both** the sources **and** your own knowledge. In order to get to the higher levels you must be able to place these sources in their historical context by providing some background information. This does not have to be extensive but it does need to be accurate and relevant to the question. It should, therefore, be integrated into the answer, and not appear as a ‘bolt-on’ separate paragraph.

Exemplar Question

Read the sources and then answer the questions that follow.

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

1 (01) Explain how far the views in **Source B** differ from those in **Source A** in relation to the problems at Little Rock High School, 1957. **[12 marks]**

Plan

- Identify differences between sources
- Identify similarities between sources
- Include contextual information to explain differences/similarities
- Conclusion, including an overall judgement about the degree of difference/similarity

Examiner's Exemplar Answer 1

Sources A and B have similarities and differences in relation to their views on the events at Little Rock High School (1). Little Rock attracted national attention when nine Black students were refused admission at the start of the school year. There were ugly scenes outside the school and Federal troops were called in. Many people in Arkansas wanted to keep schools segregated in spite of what the Supreme Court had said three years before (2).

In Source A the President accuses the local government in Arkansas of being extremists and allowing disorderly mobs to cause violence. However in Source B the Governor accuses the Federal Government of encouraging discontent and fomenting concern (3).

Also Source A says that the President is there to uphold the decisions of the Supreme Court. Source B says that the constitutional rights of the people of Arkansas have priority over the powers of the Federal government (4).

Therefore, the two sources are from different points of view and opposed to each other (5).

Examiner's Assessment

This is obviously a weak answer. Although the opening talks of similarities and differences, only differences are highlighted. Secondly, there is no contextual information provided – only background information unrelated to the sources. In addition, there is no emphasis on the word 'views'. What is written is mostly source comprehension. This would probably be given a low Level 2 mark.

Examiner's Exemplar Answer 2

Sources A and B show differences and some similarities in their views about the events in Little Rock, Arkansas, in 1957. The dispute reflected a wider disagreement about the balance of powers between the Federal Government and the rights of individual states, as set out in the Constitution of 1787 (6).

(1) An unexciting but basically sound opening sentence.

(2) This section is not good. It is simply providing factual background and is not directly related to answering the question. It is only Level 1 in standard. Best to avoid this type of answer.

(3) A basic difference between the sources is stated clearly. The opportunity of providing contextual knowledge is not taken.

(4) Another basic difference stated, mostly using the phraseology of the sources.

(5) This conclusion merely re-states what has been said already.

(6) The opening sentence is very basic, but the focus is widened out in the second sentence by placing the dispute in a historical context, supported by accurate knowledge.

The two sources have fundamental disagreements. Source A talks of 'demagogic extremists' who have the intention of stopping the execution of decisions made by the highest federal legislative body, the Supreme Court. Source B alludes to the fears of individual states that the federal government was becoming more powerful at the expense of states' rights. It is true that the extension of executive powers of the Federal Government had grown (and have continued since to grow) much more than the Founding Fathers intended. The view of Governor Faubus is that he is defending the rights of individual states against Federal powers (7).

In Source A President Eisenhower says that federal troops were only employed as a last resort. It was only being done in order to restore order and regain control from the local mob. Source B, written almost a year later, and therefore looking back on events, argues that the use of the federal troops was merely an excuse to achieve the desegregation of schools in the south of the USA. Most people in the south did not want this as it would, they said, destroy their school system. Faubus is bitter that troops were used, and that local protesters were made to look like hooligans on national television (8).

Both speeches agree on the purpose of local governments. Source A states that local authorities have a primary duty to preserve local peace and order. Eisenhower had no intention of creating the autocracy that Faubus accuses him of. In Source B Governor Faubus is proud that he has been elected to defend the rights of the people of Arkansas. The difference hinges on whether it had been necessary to send Federal troops in that instance – and Faubus argues that it was not (9).

In fact, both speeches are using constitutional arguments to try to defend their beliefs. Most people in the north of the USA supported desegregated schools, whereas in the south it was the opposite. This is in spite of the fact that Eisenhower states that his personal views are irrelevant and that he is merely carrying out his duties as President. Both sources present constitutional arguments that suit their beliefs about the decision of Brown v Board of Topeka (1954) (10).

(7) This second paragraph explains a clear difference in views through the judicious use of phrases in the sources and through inserting details that provide explanations of the views. The wider historical context of the US constitution is again alluded to.

(8) Another basic difference is explained, again with the use of knowledge to amplify what is in the sources. An extra point is made through use of the fact that Faubus was writing a year later, and his speech would be affected by his views looking back on events where the Federal government won the argument as well as the battle.

(9) This paragraph aims to explain a similarity – with a qualification on this similarity near the end. Again, knowledge is used to provide contextual details to help the explanation.

(10) This paragraph continues the theme of the previous one, using knowledge of the 1954 Supreme Court decision to explain the point.

<p>Therefore, the two sources do disagree fundamentally because each is starting its arguments from a different position on whether all schools should be desegregated or not. But the constitutional differences are exaggerated because each of the two politicians is trying to retain credibility (11).</p>	<p>(11) A balanced summary, stating that differences predominate, but also suggesting that the differences are exaggerated for political motives.</p>
<p>Examiner’s Assessment</p>	
<p>A very good answer which is focused on the question and offers a clear conclusion on ‘how far’. Effective use is made of contextual information to support specific points. There is awareness throughout of bias in the language and tone of the speeches (this could have been developed further) and an understanding that this incident was part of a wider struggle between the Federal Government and the rights of individual states, especially in the south where the legacy of the emancipation of the slaves nearly a century earlier was still important in conditioning people’s attitudes.</p>	
<p>This answer would probably be judged to have sufficient detail to get into Level 4 (10–12 marks).</p>	

<p>Mark Scheme</p>	
<p>L1:</p>	<p>The answer simply writes out the sources and offers little or no comparison. [1–2 marks]</p>
<p>L2:</p>	<p>The answer identifies similarities or differences between the sources but offers little or no contextual information. [3–6 marks]</p>
<p>L3:</p>	<p>The answer compares the sources by reference to similarities and/or differences and provides some contextual information to explain the comparison. [7–9 marks]</p>
<p>L4:</p>	<p>The answer compares and contrasts the sources by identifying both similarities and differences, with some precise contextual information, and offers a judgement on the question of ‘how far’ the two sources agree/disagree. [10–12 marks]</p>

AQA – AS GCE Historical Issues: Periods of Change Unit 2 HIS2P	The Campaign for African- American Civil Rights in the USA, 1950–1968	QUESTION 1 (02)
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Examiner’s Specific Advice

As with the previous question, take note of the instruction to use **both** the sources **and** your own knowledge. If you omit either one of these elements in your answer you will not be able to get a high mark. Your references to the sources should be clearly indicated in your text, e.g. ‘Source A states that ...’, and you should refer to all three sources in your answer.

The question is about the importance of the role of the Supreme Court. There are aspects of this in Sources A and B, and in Source C there are hints of other factors that were encouraging change for African-Americans. You will also need to use your own knowledge to add more explanation of the factors mentioned in the sources and also to include extra factors. You should therefore be able to produce an answer that has both range and balance, two key elements in the requirements for higher levels. To reach the highest level you must offer a judgement and in your conclusion explain, on the basis of the evidence you have produced, how important the Supreme Court was in relation to other factors.

Exemplar Question

Read the sources and then answer the questions that follow.

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

1 (02) How important was the Supreme Court in the development of African-American Civil Rights from 1954 until the Freedom Rides of the early 1960s?
[24 marks]

Plan

- Introduction – indicating range of factors that encouraged change in the status of African-Americans
- The role of the Supreme Court – in making laws on the desegregation of education and transport
- Other factors encouraging change – effects of Second World War, changing economic circumstances, world opinion towards USA and its treatment of African-Americans, etc.
- Conclusion on how important the Supreme Court was; for example, was it reflecting the changes in attitude that were taking place anyway?

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Examiner's Exemplar Answer 1

The Supreme Court was important in promoting Civil Rights for African-Americans. It made various judgements which have the force of law. It said that segregated schools were wrong, and that caused a big crisis in Little Rock, Arkansas. It condemned segregated buses in Montgomery after Rosa Parks had protested. Following these decisions by the Supreme Court, the US Congress passed laws to put those decisions into action (1).

There were, however, other things that encouraged improvements to be made for African-Americans. For example, many Black Americans had fought side-by-side with White Americans in the Second World War and in Korea. White soldiers gained respect for Black soldiers, and this was bound to affect their attitudes back in the USA. Some Black Americans were gaining respect through their achievements in sport and entertainment, such as jazz (2).

Therefore, it wasn't just the Supreme Court that caused changes. There were other factors at work as well (3).

Examiner's Assessment

This answer is clearly too brief. However, it is accurate and it does attempt balance. What is not here is any reference at all to the sources. This means that it cannot be assessed at higher than Level 2. This answer does have merits, with relevant points being stated with accurate outline knowledge. It would gain a mark within Level 2 (7–11), probably mid to low.

Examiner's Exemplar Answer 2

The decisions of the Supreme Court in the 1950s hit the headlines, nationally and internationally. However, there were also several underlying factors at work that influenced the development of Civil Rights for African-Americans at that time (4).

The Supreme Court did play an important role in generating changes. In 1954 the Court passed the famous ruling on Brown v Board of Education, Topeka, declaring that separate education for

(1) The opening paragraph goes straight in with a summary of what the Supreme Court did in two famous cases. There is little detail provided, but the facts are accurate. It summarises the case for the Supreme Court being important.

(2) The second paragraph provides an attempt at balance, and outlines some points to suggest that it was not only the work of the Supreme Court that led to changes.

(3) This last paragraph adds nothing. It merely restates what has been said already.

(4) A clear introduction indicating that a balanced answer will be produced.

different races never allowed equality and was therefore wrong. Chief Justice Earl Warren annoyed President Eisenhower in declaring the Court's views in a forthright way. Whilst the President was not keen to enforce the ruling, events forced his hand. The disorder at Little Rock in 1957 led to more Supreme Court rulings such as Cooper v Aaron in 1958 which said that any law that aimed to keep public schools segregated was unconstitutional. The Supreme Court had provided the trigger, and the President was forced into action, providing Federal troops in Little Rock, as highlighted in Source A. Later he was pressurised into passing the Civil Rights Act of 1960 (5).

The Supreme Court also played an important part in stopping segregation in transport. In 1960 a Supreme Court ruling said that segregation on interstate transport was illegal. This decision was enforced by the young Attorney General, Robert Kennedy, brother of the President, in 1961 (6).

However, many historians have argued against these Supreme Court decisions being the major motivator of change (7). It is true that they did focus attention on education and transport. But, in themselves, they achieved little. This point is argued in Source C. It can even be argued that they reflected changing conditions rather than causing change. These historians are basically rejecting a 'top-down' model of change. Some historians even see the Supreme Court decisions as backwards moves for the advancement of African-American civil rights because of the White backlash against the decisions. This is one of the points being made by Governor Faubus in Source B, when he laments that the Supreme Court is causing the destruction of Arkansas's school system. What can be agreed on is that the Supreme Court decisions made change easier in the subsequent years (8).

Other agents of change include social attitudes in some parts of society becoming less rigid. This was partly the result of Blacks and Whites working as equals in the armed forces during the Second World War and the Korean War. It was partly the result of some Blacks gaining in status through jazz playing and singing, sports such as boxing, and other activities. Although this did not affect the southern states much, where prejudice was most pronounced, it did affect white attitudes to Black poverty and desperation (9).

(5) This paragraph accurately charts (without going into excessive descriptive detail) the famous actions of the Supreme Court. Therefore, the case is made for the Supreme Court being important in ending segregation in schools.

(6) This paragraph provides another argument supporting the importance of the Supreme Court.

(7) An element of historiography is introduced here.

(8) This paragraph acts as a pivot in the middle of the essay, introducing balance. It is not particularly well structured, but its main points are clear.

(9) An awareness that social change, partly caused by wartime experiences, was happening anyway – even without the Supreme Court.

The Eisenhower governments of 1953–1960, although not greatly in favour of changes, were forced to act in response to what was happening. Hence the various Civil Rights Acts and Eisenhower’s support for the black students at Little Rock in 1957. Television played an increasingly important role here, as violence against Blacks was shown on the small black-and-white screens – whether at Little Rock or at the sit-in protests in the southern states around the year 1960, or, as stated in Source C, the story of the brutal killing of Emmett Till in 1955 (10).

Another factor in encouraging change was the accusation that the USA was an inherently unequal society at a time when the USA government was condemning communism for allowing millions of people no voice in their government. Leaders of the USSR could point to the fact that few black people in the USA had the right to vote. This was at a time when Black peoples in some African nations were gaining their independence as part of the process of decolonisation. For example, Britain gave independence to Ghana in 1956, and US guests, both Black and White, were present at the ceremony (11).

The patient work of Black organisations such as the National Association for the Advancement of Coloured People (NAACP) showed that Black people had virtues such as patience. Their refusal to return violence played out powerfully on TV screens, as during the Montgomery Bus Boycott (1955) and the Freedom Rides of 1960–1961 (12).

Therefore, the exact significance of the Supreme Court in causing change has been questioned. At the time the decisions were seen as ‘landmarks’. Looking back, after the decisions were gradually put into effect, we can see that the decisions were signposts rather than major steps forward. The Supreme Court in the 1950s accurately reflected changes that were taking place in society, so that over a relatively longer period of time in the late 20th century African-Americans could gain their Civil Rights until, legally-speaking, they were equal to other races (13).

(10) The role of public opinion during the 1950s with the new medium of TV is highlighted here.

(11) The significance of world opinion is explained here – especially in relation to US criticisms of communism and the fact of decolonisation.

(12) An awareness of black organisations in this paragraph could have been more developed – but the basic point is made clearly.

(13) A balanced conclusion which seeks to place the actions of the Supreme Court in the context of other factors.

Examiner's Assessment

This is a very effective answer. It meets the criteria in the mark scheme, by referring to the sources and own knowledge, by identifying and explaining a range of factors, showing understanding of the issues, and concluding by attempting a balanced assessment of the relative significance of those factors. The argument is well sustained throughout most of the answer with some judgement in the conclusion. There could, however, be more use of the sources, more detailed references to the changing attitudes of historians, and a conclusion that integrated the factors into a coherent whole more effectively. These are relatively minor criticisms, and the answer certainly reaches Level 4 standard, and might well be considered for a mark within Level 5.

Mark Scheme

L1:

The answer is based on **either** own knowledge **or** sources. It is likely to be generalised, descriptive and/or assertive, and with little focus on the question.

[1–6 marks]

L2:

The answer may be based on relevant selection of material **either** from the sources **or** own knowledge, **or** they may be combined. The answer will be mainly descriptive about the developments in Civil Rights, with limited links to the question about the importance of the Supreme Court, **or** the answer may be explicit about the question but containing limited supporting evidence and argument.

[7–11 marks]

L3:

The answer shows developed understanding of the factors encouraging Civil Rights for African-Americans, using material **both** from the sources **and** from own knowledge. The answer is likely to lack depth or balance in assessing the importance of the Supreme Court, but it will be a relevant response, and there will be some understanding of interpretations.

[12–16 marks]

L4:

The answer shows explicit understanding of the demands of the question, and provides a balanced explanation of the factors encouraging the development of Civil Rights in the 1950s. There will be a good understanding of a range of factors, all clearly related to the question, and there will be a conclusion, though it may not be detailed or in depth.

[17–21 marks]

L5:

The answer is well focused and closely argued – supported by precise use of evidence from the sources and own knowledge. There will be a well-developed understanding and clear, precise explanation of a range of factors, leading to a balanced conclusion and explained judgement in relation to how important the Supreme Court was in relation to other factors.

[22–24 marks]

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Examiner’s Specific Advice

This question is testing your knowledge and your ability to communicate it effectively. Do both!

The key words are ‘Explain why ...’ and ‘non-violent protests’ in the context of the USA in the late 1950s. It is not enough to describe the events. It is essential that you provide reasons why the protests were so successful. With very limited time available, you need not write a full essay. Several well-focused paragraphs will be sufficient. An introduction is a luxury you cannot afford, but a short conclusion is essential.

Exemplar Question

2 (03) Explain why non-violent protests in Montgomery at the time of the bus boycott in 1956 were so successful. **[12 marks]**

Plan

- The role of the NAACP
- The role of Martin Luther King
- The influence of media coverage
- The background of slowly changing attitudes, as seen in decisions of the Supreme Court

Examiner's Exemplar Answer 1

In December 1955 Rosa Parks refused to give up her seat on a bus to a white person. She was arrested. As a result black people in Montgomery all decided to boycott the buses and walk to work (1). In spite of being taunted by white people, black people refused to show any anger. This was very effective and the bus company after nearly a year of the boycott was in danger of going bankrupt. The Federal Government intervened and the law was changed (2).

Examiner's Assessment

This answer is clearly very limited. It is mostly descriptive and only covers one incident. It would be given a mark in Level 1. If the examiner was generous, possibly the lowest mark in Level 2.

Examiner's Exemplar Answer 2

Non-violent protests in the southern USA at the time of the bus boycott in 1956 were so successful for a number of reasons. The most important one was the behaviour and attitude of African-Americans (3).

The NAACP had built up a large following among black people (with a little white support) since its formation in 1909. It was dedicated to legal changes and advocated patience and dignity. Following the arrest of Rosa Parks it was the organisation of the NAACP in Montgomery that was used to mobilise black support for the bus boycott. The time was right for a test case (4).

Secondly, Martin Luther King became the local leader of the boycott, and this meant that the influential black churches became closely allied with the NAACP. King stressed that the boycott was a non-violent protest. He also referred to the action as 'active non-violent resistance to evil'. He persuaded Black Americans not to retaliate when they were provoked verbally. This ensured that the protesters appeared dignified and they were able to argue their case in the federal district court and eventually in the Supreme Court which declared segregation on buses to be illegal (5).

(1) This is a simple description of the famous event. No explanation so far.

(2) This second short paragraph introduces a basic reason for the success before returning to narrative.

(3) The opening is clearly related to the question, and judgement is stated concisely.

(4) One reason is explained with some supporting detail.

(5) This second reason about Martin Luther King is also clearly explained.

<p><u>Media coverage helped the case. Black activists had been building up support for some time, especially after the Second World War, but by the mid-1950s many 'white' homes had a television, and the news reported the peaceful nature of the protest in Montgomery. This helped to change opinions in areas of the USA where most of the population was white-skinned (6).</u></p> <p><u>All this came against a background of slowly changing opinions and attitudes. It was a year after the Supreme Court had ruled against segregated schools in the Brown v Board of Education, Topeka case. It was at a time when the NAACP was well-organised and well-funded. The role of Black Americans in the Korean War, fighting side by side with White Americans, was fresh in people's minds (7).</u></p> <p><u>All these factors came together in support of Rosa Parks and the bus boycott (8).</u></p> <p>Examiner's Assessment</p> <p>This answer avoids a descriptive approach. It provides several reasons with precise details for the first two reasons, but not quite so much for the last two reasons. The concluding paragraph is very weak. The answer does show good understanding and does provide relevant explanations with some appropriately selected information. It is clearly organised. Therefore it would gain a mark within Level 3 (7–9 marks).</p> <p>A study of the mark scheme for Level 4 will show why the answer does not reach this top level.</p>	<p>(6) A third reason is introduced about the media. It is fairly general, but argued.</p> <p>(7) This paragraph puts the bus boycott into a wider context.</p> <p>(8) A disappointing concluding paragraph, not living up to the promise of the opening statements.</p>
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<p>Mark Scheme</p>	
<p>L1:</p>	<p>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, and limited in development.</p> <p style="text-align: right;">[1–2 marks]</p>
<p>L2:</p>	<p>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.</p> <p style="text-align: right;">[3–6 marks]</p>

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 marks]

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 marks]

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Examiner’s Specific Advice

The question is testing several skills, and also your knowledge of the topic. You will be expected to know the main factual details. You are also expected to provide a historical explanation and make a substantiated judgement.

The key thing is not to narrate and describe, but to keep the precise question in mind. Keep the focus on Martin Luther King and what he achieved. Whatever your approach in your answer, do make a judgement about his importance in relation to other factors.

It would be advisable for an essay-type question of this sort to write a brief plan before you start your answer.

Exemplar Question

2 (04) ‘Martin Luther King transformed the Civil Rights movement in the USA in the years 1960 to 1968.’

Explain why you agree or disagree with this view.

[24 marks]

Plan

- Introduction: summary of what Martin Luther King achieved
- Detailed explanation of his achievements in these years
- Other factors that helped to transform the Civil Rights movement in these years
- Conclusion: judgement on the extent to which Martin Luther King should be personally credited with achievements

Examiner's Exemplar Answer 1

In the 1960s Martin Luther King was very important in the Civil Rights movement in the USA (1). He led Freedom Marches and kept the movement as peaceful as possible. He taught non-violence in spite of what white people did to 'niggers'. He spoke very well and stirred up emotions. The most famous occasion was at Washington where he spoke to half a million people with his famous speech 'I have a dream...' To show how important the world thought he was he was given the Nobel Peace Prize. And when he was killed in 1968 he was regarded as a hero (2).

There were other reasons that helped Civil Rights as well. The Federal Government with the backing of the Supreme Court passed laws. These made black people less inferior. When necessary the Federal Government sent in troops to restore order (3).

Gradually attitudes towards Black Americans were changing anyway – at least among some white people. This was helped by news coverage on TV, showing white brutality to black people. Murdered black people such as Emmett Till became martyrs. Some Black people managed to rise in society – and this helped to show that Black people were not lacking in brains as many whites had assumed (4).

Therefore, Martin Luther King was important, but he was only one reason among several that helped Black Americans to gain their Civil Rights (5).

Examiner's Assessment

This answer is clearly weak. It does have a valid plan; it does make some relevant points; it does include a few details. However, nothing is well developed or with detailed factual information. It would gain a mark at the lower end of Level 2 (7–11 marks).

(1) A useful introductory sentence – but it does not fully reflect the complexity of the question.

(2) An outline of what King achieved. It is mostly very general and lacks much detail. It is also very short on explanations about what he actually achieved as a result of what he did.

(3) An attempt at balance by giving other reasons, but there is virtually no detail.

(4) Another paragraph outlining some other factors – but again lacking details or depth of thought.

(5) A concluding paragraph that merely re-states the plan of the essay.

Examiner's Exemplar Answer 2

Martin Luther King played a very important role in the US Civil Rights movement in the 1960s until his death in April 1968. However, the movement was already well-established and had secured achievements before 1960, and during the 1960s he was not solely responsible for what was gained by African-Americans. Indeed, much remained to be done at the time of his death, and it could be argued that the transformation was a much slower process over a longer period of time, extending back long before 1960 and continuing into the 21st century (6).

King did make a huge difference, and if the claim of 'transformation' is to be substantiated this could start with his speech in Washington in August 1963. 'I have a dream ...' came to be seen as the rallying cry of oppressed Black America. It is one of the famous speeches in world history. Before and after that his peaceful actions took Black Americans forward – for example, his support for Birmingham in 1963 against the racist 'Bull' Connor and the marches from Selma to Montgomery in Alabama in 1965. Events were shown on TV and King was the person instantly recognised by the viewing audience. He personified the struggle. His acceptance of the Nobel Peace Prize in 1964 was a public statement of his position (7).

It was King's public profile that forced President Kennedy to plan a Civil Rights Act, which then passed under President Johnson in 1964. This outlawed racial discrimination in many areas of life such as employment. Only private clubs could be 'whites only'. In 1965 the Voting Rights Act stopped racial discrimination in terms of voting. In 1967 the Supreme Court ruled that any state laws forbidding mixed marriages were illegal (8).

Not all historians agree, but Professor Badger has argued that King made the vital difference at a crucial time. He has said that no person was more important (9).

However, even he would recognise that there were other factors at work. First, the Civil Rights movement had been developing in the 20th century ever since the founding of the NAACP in 1909. In particular, it had grown in organisation and strength

(6) This opening paragraph is very impressive. It shows a clear understanding of the scope of the question, and then sets out a summary of the arguments to be used in the answer.

(7) This paragraph sets out some of the evidence for King being responsible for a transformation. The claims are backed up with exact details of events and dates.

(8) This paragraph neatly continues King's achievements by linking 'public profile' to Acts of Congress in 1964 and 1965.

(9) This short paragraph introduces an awareness of historiography, and provides a bridge to the next paragraph which starts the arguments against King's mega status.

after the Second World War. In the USA as a whole (but not in the Deep South) there was a gradual change of attitude towards African-Americans, partly reflecting their achievements in society and in particular the role of many Black soldiers in the Second World War and the Korean War. But in some of the Southern states the Jim Crow laws were being fully enforced (10).

This change in attitude within the USA as a whole had been reflected in the 1950s in the Supreme Court. For political reasons, President Eisenhower had made appointments that resulted in a swing to more liberal attitudes on racial issues. The famous Brown v Board of Education (Topeka) decision in 1954 was a landmark which led to the desegregation of schools. This development occurred mostly independently of Martin Luther King and the Black Protestant Churches (11).

In the 1960s there was also another transformation of the Civil Rights movement (12). This was the black power movement, linked to Islam. Malcolm X was particularly influential in the early 1960s and it appealed to discontented Black Americans. This movement, unlike King's, preached hatred and violence. In the later 1960s the Black Panthers went a stage further, routinely being involved in crime and with an agenda of very left-wing politics which was directed against the political establishment. Although the exact aims of the Black Power movement were vague, it did raise the morale of many Black Americans and their high-profile public activities did keep the subject of civil rights on the political agenda. However, these activities also helped to decrease the amount of white sympathy that had been so important in the early 1960s (13).

It is also true that any so-called transformation was not completed by the time of King's death. At the end of the 1960s there were race riots in over 100 cities including Washington and New York, and the economic and social position of Black Americans was still woefully inferior. In many cities Black Americans continued to suffer poor housing, poor schools, poor job opportunities and were stuck in the poverty trap. Inequality in racial representation in the police was a particular sore area for Black Americans. For example in 1970 in Detroit 39% of the population was Black, but only 5% of the police force was. In Washington DC the figures were 63% and 21%. Accusations of police brutality towards Black Americans were frequent, and often well-

(10) Starting the paragraph with 'However ...' is always a good ploy to signal a change in the flow of the argument. Again, the arguments are backed up with exact details.

(11) This paragraph is started in such a way that it neatly follows the previous one – taking the argument into the political sphere.

(12) Another development in the argument – other activities in the 1960s not connected to King and, indeed, opposed to him.

(13) Details that try to summarise the Black Power movement, concentrating relevantly on their impact on the civil rights movement in the 1960s.

<p><u>founded. The transformation in terms of daily life still had a long way to go (14).</u></p> <p><u>In conclusion, the extent of the achievements of Martin Luther King have been hotly debated. Some historians have argued that the changes would have happened anyway and that he was simply the public voice of the peaceful Black movement in the 1960s. Others argue that his role was vital in attracting political attention, aided by his expert use of the new media available to him, and he was able to galvanise the Black Protestant Churches to work alongside the politically-orientated NAACP (15).</u></p> <p>Examiner’s Assessment</p> <p>This is clearly a high-level answer. It shows an explicit understanding of the demands of the question. The argument is balanced, both within the 1960s, and by putting the 1960s into a wider context. There is an excellent range of appropriate evidence and an awareness of historical interpretations. It leads to a well-argued and relevant conclusion and judgement. This would have to be given a mark within Level 5 (22–24 marks).</p>	<p>(14) This completes the task of putting the 1960s into context, by examining the limitations in the transformation of the 1960s. This is illustrated with accurate details.</p> <p>(15) A concluding paragraph which reaches a balanced judgement, reflecting divisions among experts writing today. The writer resists a final sentence along the lines of ‘... so I think that ...’ which, unless properly substantiated, is bound to be superficial.</p>
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<p>Mark Scheme</p>
<p>L1:</p> <p>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.</p> <p style="text-align: right;">[1–6 marks]</p>
<p>L2:</p> <p>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 different historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured.</p> <p style="text-align: right;">[7–11 marks]</p>
<p>L3:</p> <p>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.</p> <p style="text-align: right;">[12–16 marks]</p>

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 marks]
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 marks]

Chronology: Key Events in *the Campaign for African-American Civil Rights in the USA, 1950–1968*

- 1950** Beginning of Korean War (until 1953).
- 1953** Eisenhower becomes president of the USA.
- 1954** *Brown v Board of Education* (Topeka) Supreme Court judgement.
- 1955** Rosa Parks arrested in Montgomery. Attacks on Black Americans by Ku Klux Klan continued.
- 1956** Montgomery Bus Boycott.
- 1957** Little Rock High School, Arkansas, crisis.
- 1958** Supreme Court declares school segregation unconstitutional.
- 1959** Television documentary *The Hate that Hate Produced* puts Black Power and Nation of Islam in spotlight.
- 1960** Sit-ins in the South. Civil Rights Act.
- 1961** Freedom Rides. John F. Kennedy becomes president.
- 1963** Martin Luther King's campaign in Birmingham. March on Washington – 'I have a dream ...' speech. Kennedy assassinated; Johnson becomes president.
- 1964** Civil Rights Act. Martin Luther King receives Nobel Peace Prize. US involved in Vietnam War.
- 1965** Selma to Montgomery March. Voting Rights Act. Watts riots. Malcolm X killed.
- 1966** Black Panther Party established. Ghetto riots.

1968 Martin Luther King assassinated. Race riots continue. Civil Rights Act passed.

Teaching Activities

1. Study Martin Luther King's 'I have a dream ...' speech. Write out a list of the Biblical references, e.g. to Moses, the Promised Land. Why do you think the speech contained all these religious references?
2. Draw a table to compare the beliefs and activities of the following.

	Beliefs	Activities
Ku Klux Klan		
NAACP		
Martin Luther King		
Malcolm X		
Black Panthers		
White segregationists in Alabama		

3. Compare the situation for African-Americans in the southern states of the USA in 1950 with their position in 1968.

You can include the following and then add your own ideas:

- education
 - housing
 - voting
 - standards of living
 - discrimination in public places and work.
4. By 1968 African-Americans had seen improvements in their lives. However, they were still far from being equal in society. Explain reasons why you think this was the case in 1968.
 5. The US Presidents in the period 1950–1968 supported the Civil Rights movement, though sometimes with reluctance. Explain the motives of Presidents Eisenhower, Kennedy and Johnson.

Additional Sample Questions

- (a) Explain the position of African-Americans in US society in 1950. **[12 marks]**
- (b) Explain the importance of the NAACP in the years 1950–1968. **[12 marks]**
- (c) Explain why radical Black Power movements gained popularity in the 1960s. **[12 marks]**
- (d) 'Malcolm X was the most important person in the Black Power movement in the 1960s.' Explain why you agree or disagree with this view. **[24 marks]**
- (e) 'The Civil Rights Act of 1964 was the most important piece of legislation for African-Americans in the period 1950–1968.' Explain why you agree or disagree with this view. **[24 marks]**
- (f) 'Television was the most important factor in changing the opinions of White people in the USA about African-Americans.' Explain why you agree or disagree with this view. **[24 marks]**

Resources

Clayborne Carson, *In Struggle: SNCC and the Black Awakening of the 1960s* (Harvard University Press, 1995)

A.G. Dickens, *The English Reformation*, 2nd revised edition (Batsford, 1991)

Adam Fairclough, *Better Day Coming: Blacks and Equality, 1890–2000* (Penguin, 2002)

Steven Lawson, *Freedom Then, Freedom Now: The Historiography of the Civil Rights Movement* (American Historical Review, 1991)

Aldon Morris, *The Origins of the Civil Rights Movement* (The Free Press, 1986)

Mark Newman, *The Civil Rights Movement* (Edinburgh University Press, 2004)

Bruce Perry, *Malcolm: The Life of a Man Who Changed Black America* (Station Hill Press, 1992)

Howard Sitkoff, *The Struggle for Black Equality* (Farrar, Straus & Giroux, 1993)

Brian Ward and Tony Badger (eds), *The Making of Martin Luther King and the Civil Rights Movement* (New York University Press, 1996)