



Cambridge Pre-U

HISTORY

9769/72

Paper 5 The Civil Rights Movement in the USA, 1954–1980

May/June 2023

MARK SCHEME

Maximum Mark: 40

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Introduction

This assessment is designed to test skills in the handling and evaluation of source material.

Generic guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

If the candidate's work **convincingly** meets the level statement, award the highest mark.

If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range.

If the candidate's work **just** meets the level statement, award the lowest mark.

Assessment Objectives

AO1

Recall, select and deploy historical knowledge appropriately.

AO2

Showing understanding of appropriate concepts, investigate and respond to historical questions clearly and persuasively using an appropriate coherent structure to reach a substantiated and sustained judgement.

AO3

Analyse, interpret and evaluate source material and/or interpretations of the historical events studied.

Levels-based mark schemes

The levels-based mark schemes address Assessment Objectives (AOs) 2 and 3, and should be used in conjunction with the indicative content for each question in the mark scheme.

Levels-based mark scheme for Question 1

Level	Level description	Mark
3	<p>Analyses both similarities and differences. Compares and contrasts the documents, integrating comments on both documents by content, theme or issue.</p> <p>Makes clear and well-supported comparisons of the content of the documents, and explores their themes and issues.</p> <p>Focuses consistently on the matter under discussion in the question.</p> <p>Analyses the extent to which the documents agree or disagree, and explains why with reference to their provenance.</p> <p>Demonstrates supported critical evaluation of both documents as historical evidence.</p>	8–10
2	<p>Describes the main similarities or the main differences and includes some reference to the alternative viewpoint.</p> <p>There may be some imbalance between comparison and contrast. At the lower end of the level, may treat the documents separately.</p> <p>Makes clear and supported comparisons of content, themes and issues.</p> <p>Deals largely with the matter under discussion, but use of the documents in relation to the question may be uneven.</p> <p>Some analysis of how far the documents agree or disagree. At the higher end of the level, there may be some explanation of why they might agree or differ, though the consideration of provenance will not be well developed.</p> <p>At the higher end of the level, demonstrates some critical evaluation of the documents as historical evidence.</p>	4–7
1	<p>Refers to some differences or similarities. May be uneven, for example, differences may be covered but not similarities or vice versa.</p> <p>Makes some comparison or contrast of content, themes or issues, but may be largely description or paraphrase. Likely to treat the documents separately.</p> <p>Makes reference to the wider topic but with limited focus on the specific matter under discussion in the question.</p> <p>Limited analysis of the extent to which the documents agree or disagree, though this may be implicit or asserted. Limited reference to provenance of the documents.</p> <p>At the lower end of the level, there may be simply description or paraphrase of the documents.</p>	1–3
0	No creditable response	0

Levels-based mark scheme for Question 2

Level	Analyse and interpret (AO3) 10 marks	Critically evaluate (AO3) and judgement in response to the question (AO2) 20 marks
5	9–10 marks Full analysis of all the documents as a set, interpreting them in relation to the question.	17–20 marks Well-sustained critical evaluation of evidence from the documents. Critical evaluation is well explained and supported throughout. Has a precise focus on the question. Coherent and developed judgement on the interpretation in the question, based on clear and persuasive evidence from the documents in their historical context.
4	7–8 marks Analyses all the documents, interpreting them in relation to the question, but some unevenness in depth or coverage of the documents.	13–16 marks Generally sustains a critical evaluation of evidence from the documents. Critical evaluation is mostly well explained and supported throughout. Has a broad focus on the question. Coherent judgement on the interpretation in the question, based on evidence from the documents in their historical context which is mostly clear and persuasive, but unevenly developed.
3	5–6 marks Some analysis of all the documents, with some interpretation of them in relation to the question. Uneven in depth of coverage of the documents with some omissions, description or irrelevance.	9–12 marks Some critical evaluation of evidence from the documents, but unevenly supported and explained. Generally coherent and contains some argument applicable to the question. Undeveloped judgement based predominantly on evidence from the documents which is occasionally clear and persuasive.
2	3–4 marks Limited analysis of the documents, with little interpretation of them in relation to the question. The depth of coverage of the documents will be very uneven, with significant omissions or evidence of misinterpretation of some documents, and with much description or irrelevance.	5–8 marks Limited critical evaluation of the evidence from the documents. Generalised critical comments with limited support and uneven explanations. Generally coherent and introduces argument which is mostly relevant to the topic. Attempts a judgement but offers limited supporting evidence from the documents.
1	1–2 marks Describes or paraphrases the documents. Little or no analysis and there may be major omissions of documents and very limited reference to the question. Answers reveal serious misinterpretation of the documents.	1–4 marks Little critical evaluation of evidence from the documents. Has some coherence. Few parts of the response are relevant. It responds to some of the issues raised by the topic. No judgement beyond simple and unsupported assertions or relies on description of the documents.

Level	Analyse and interpret (AO3) 10 marks	Critically evaluate (AO3) and judgement in response to the question (AO2) 20 marks
0	0 marks No creditable response	0 marks No creditable response

Question	Answer	Marks
1	<p>Compare and contrast the evidence in Documents A and B about the response of the federal government to civil rights. You should analyse both the content and provenance of both documents.</p> <p>Similarities:</p> <ul style="list-style-type: none"> • Document A and Document B show that Eisenhower and Kennedy were reluctant to be involved with the Civil Rights Movement. In Document A, Eisenhower’s reluctance is implied in ‘this became necessary’ and in Document B Kennedy is accused of being indecisive in his first two years and ‘a hesitant leader’. • Nonetheless, Document A and Document B confirm that both presidents were willing to act, Eisenhower by sending federal troops to Little Rock to support local forces and Kennedy by his last speech and a program of social progress. • Document A and Document B show that Eisenhower and Kennedy accepted change. This is explicitly stated in Document B which claims Kennedy ‘had a deep grasp of ... the necessity for social change’. Document A implies Eisenhower accepted change if only because the law had changed. <p>Differences:</p> <ul style="list-style-type: none"> • Document A emphasises Eisenhower’s ‘respect for law’ as the reason for his involvement in the Civil Rights Movement. He is said to be opposed to ‘disorderly mobs’ who ‘cannot be allowed to override the decisions of the courts’. Document B indicates that Kennedy was motivated by a sense of moral principle and genuine personal commitment implied in the speech which is described as an ‘earnest, human and profound appeal for understanding and justice’. • Document A suggests Eisenhower’s response to the Little Rock issue was also driven by a desire to defend ‘the fair name and honour of our nation’ at home and abroad. Document B, however, suggests that Kennedy was motivated more by ‘a keen sense of history’ implying he was conscious of his reputation. <p>Provenance:</p> <ul style="list-style-type: none"> • Document A presents a personal view of Eisenhower’s response to the Civil Rights Movement though his remarks were chosen to suit the purpose of the televised message. Document B is the view of M.L. King about Kennedy at an emotional time, following his assassination, and the relationship between them had a bearing on the comments made. • Document A is concerned with Little Rock only and is limited in what it reveals about Eisenhower’s response to the Civil Rights Movement in general. Document B reflects on Kennedy’s position over a few years and is more general about his response to, and involvement with, the Civil Rights Movement. • Both Document A and Document B omit much about each man that would otherwise help explain the response of each on the Civil Right Movement. Document A ignores Eisenhower’s racism and his instinctive preference to maintain the status quo. Document B ignores the specific criticisms made by M.L. King, at other times, about Kennedy or the limited gains made during his presidency. 	10

Question	Answer	Marks						
2	<p>How convincing is the evidence provided by this set of documents for the view that white opposition to civil rights for African Americans was primarily intended to maintain white supremacy? In evaluating the documents, you should refer to all the documents in this set (C–F).</p> <p>Main Issue:</p> <p>Was white opposition to the Civil Rights Movement motivated by a desire to maintain white supremacy or were other reasons relevant? White supremacy was the main concern of many whites who opposed the Civil Rights Movement in large part because of their fears of the consequences for them if white supremacy was lost. However, there were other reasons why whites opposed any extension of civil rights to African Americans.</p> <table border="1" data-bbox="304 719 1326 1921"> <thead> <tr> <th data-bbox="304 719 815 819">Analysis of interpretation in documents (AO3)</th> <th data-bbox="815 719 1326 819">Critical evaluation of documents (AO3)</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 819 815 1420"> <p>Document C supports the view that whites were concerned to defend white supremacy. Whites in Mississippi were outnumbered by African Americans and views expressed at the meeting confirm their fears of being ‘overrun’. If African Americans were allowed to vote whites feared they would lose ‘economic privileges’ and face retribution from African Americans. Document C also hints at other reasons for opposition such as states right (reference to ‘usurping courts’) and views that the NAACP was ‘subversive’.</p> </td> <td data-bbox="815 819 1326 1420"> <p>Document C was the view of a civil rights activist of long standing with, it might be assumed, experience of white attitudes and concerns. The strength of opposition to change in Mississippi might be verified, not least by the Freedom Summer campaign of 1964. Senator Eastland was a prominent white supremacist. The White Citizens Council (WCC) was formed in response to the Brown verdict of 1954 to oppose desegregation of education. The account of the meeting might be queried given that Rustin must have been reliant on information from others.</p> </td> </tr> <tr> <td data-bbox="304 1420 815 1921"> <p>Document D suggests that opposition was based on the principle of States Rights, made specific in the second sentence. Alabama refutes the idea that they surrendered the right to maintain segregated public institutions (first sentence). Further, they claim that until an agreement between the states and the federal government is made the Brown verdict will not be implemented (third sentence).</p> </td> <td data-bbox="815 1420 1326 1921"> <p>Document D is a clear statement on the position of the Congress of Alabama concerning the Brown decision of the Supreme Court. That it represented the views of whites in Alabama and other Southern states was confirmed by the Southern Manifesto, signed by white US Congressmen and Senators from the South, also in 1956, which made similar points, the resistance of Governor Wallace to change in Alabama and the Little Rock case in neighbouring Arkansas.</p> </td> </tr> </tbody> </table>	Analysis of interpretation in documents (AO3)	Critical evaluation of documents (AO3)	<p>Document C supports the view that whites were concerned to defend white supremacy. 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The account of the meeting might be queried given that Rustin must have been reliant on information from others.</p>	<p>Document D suggests that opposition was based on the principle of States Rights, made specific in the second sentence. Alabama refutes the idea that they surrendered the right to maintain segregated public institutions (first sentence). Further, they claim that until an agreement between the states and the federal government is made the Brown verdict will not be implemented (third sentence).</p>	<p>Document D is a clear statement on the position of the Congress of Alabama concerning the Brown decision of the Supreme Court. That it represented the views of whites in Alabama and other Southern states was confirmed by the Southern Manifesto, signed by white US Congressmen and Senators from the South, also in 1956, which made similar points, the resistance of Governor Wallace to change in Alabama and the Little Rock case in neighbouring Arkansas.</p>	30
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Question	Answer		Marks
2	Analysis of interpretation in documents (AO3)	Critical evaluation of documents (AO3)	
	Document E might be said to support the view that opposition was to maintain white supremacy in so far as the police, the WCC, the KKK and local businessmen sought to assert their authority with violence and arbitrary arrests. Yet, it might be argued that white opposition was a reaction to marches they regarded as disorderly and the responsibility of African Americans who were 'blamed for the violence.'	It might be argued that Document E is the view of an activist in whose interest it was to deflect responsibility for violence to the police. By 1964 more radical elements within the Civil Rights Movement were encouraging a more aggressive approach. However, it is possible that police claims of violence by marchers were merely an excuse and unfounded. The actions of 'Bull' Connor in Birmingham might be cited.	
	Document F supports the view that opposition was primarily motivated by concern to maintain white supremacy. The Democratic Party tried to deny African Americans the chance to stand as candidates for local office by raising the registration fee. The LCFO was denied the use of the lawn for a mass rally. Both obstacles were introduced to ensure 'the supremacy of 'the Southern whites'. To reinforce this bias, reference is made to the KKK being allowed to hold a rally on the lawn the previous year. In addition, however, the opening sentence hints at other reasons for white opposition. The LCFO was opposed as communist and in favour of black nationalism –both criticisms suggesting the LCFO was subversive or unpatriotic.	The author of Document F chaired the LCFO and might be regarded as reliable in explaining why the group was formed. It was also the case that whites went to great lengths to deny African Americans the vote including taking a test on constitutional matters before being allowed to vote. The power and influence of the KKK might also be explained. Similarly, candidates might elaborate on the dominance and racism of the Democratic Party. Charges of communism and black nationalism were common slurs pinned on civil rights activists. Violence from more radical activists in 1965 and the summer of 1966, as well as the formation of the Black Panthers in 1966 and their radical ideas, partly explains why the LCFO might have been criticised for its political views.	

Question	Answer	Marks
2	<p>Possible Judgements (AO2):</p> <p>It could be argued that the evidence supports the view that white opposition was primarily intended to maintain white supremacy. Documents C and F are explicit in highlighting the attempts of the whites to deny African Americans the chance to exercise their democratic rights for fear of losing political control in Mississippi and Alabama, respectively, but the same was the case throughout the South. Document E might be regarded as further evidence that whites were concerned to maintain their supremacy.</p> <p>However, it could be argued that the evidence supports the view that white opposition can be explained by other factors. Defence of the autonomy of states was the central concern of Document D and this is also mentioned in Document C. The latter also raises concerns about the subversive nature of civil rights organisations (the NAACP) which is echoed in Document F (LCFO). In addition, it could be argued that the evidence in Document E suggests that white opposition was also explained by the violence of demonstrators, though it may be argued that this was more a pretext to disguise the primary motive which was to maintain white supremacy.</p>	