



Cambridge International Examinations
Cambridge Pre-U Certificate

HISTORY (PRINCIPAL)

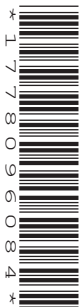
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Paper 5k Special Subject: The Civil Rights Movement in the USA, 1954–1980

May/June 2016

2 hours

Additional Materials: Answer Booklet/Paper



READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO NOT WRITE IN ANY BARCODES.

Answer Question 1 in Section A.

Answer **one** question from Section B.

You are reminded of the need for analysis and critical evaluation in your answers to questions. You should also show, where appropriate, an awareness of links and comparisons between different countries and different periods.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.

The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document consists of **4** printed pages.

Section A**Nominated topic: Direct action and major events**

- 1 Study all the following documents and answer the questions which follow. In evaluating and commenting on the documents, it is essential to set them alongside, and to make use of, your own contextual knowledge.

- A** *Martin Luther King recalls the response of leading civil rights activists after the arrest of Rosa Parks in Montgomery in December 1955.*

After Mrs Parks's arrest, Ralph Abernathy and others discussed the need for some organisation to guide and direct the protest. Up to this time things had moved forward more or less spontaneously. These men were wise enough to see that the moment had now come for a clearer order and direction. Meanwhile Roy Bennett had called several people together to make plans for the evening mass meeting. Everyone was elated by the tremendous success that had already attended the protest. But beneath this feeling was the question, where do we go from here? A new organisation was required and it was decided to call it the Montgomery Improvement Association. I was unanimously elected President by those present. It had happened so quickly that I did not have time to think it through. We all agreed that the protest should continue until certain demands were met.

Clayborne Carson (editor), *The Autobiography of Martin Luther King, Jr.*, 1998.

- B** *The President of the Arkansas NAACP describes the events of 3–4 September 1957 in Little Rock, Arkansas, concerning the attempt to integrate nine African-American pupils into Central High School.*

The African-American pupils had been selected by the school authorities to enter Central High School. However, National Guardsmen surrounded the building. The Superintendent of Schools called a meeting of leading African-American citizens and the parents of the nine children and instructed the parents not to accompany their children to school the next day. 'If violence breaks out,' he said, 'it will be easier to protect the children if the adults are not there.' I, and my colleagues, talked to the police and asked whether the children could be accompanied by some ministers. The parents were called to tell them to meet at Twelfth Street at 8.30 am. The family of one of the children, Elizabeth Eckford, had no telephone so I decided to handle the matter in the morning. Before I could reach her, Elizabeth had walked, by herself, to school to be faced by a jeering mob.

Daisy Bates, *The Long Shadow of Little Rock*, 1962.

- C** *One of the four students who took part in the original sit-in in Greensboro, North Carolina, on 1 February 1960, explains their actions and the response to it.*

I was particularly inspired by the people of Little Rock. Somehow many of us wanted to make a contribution, too. Woolworth seemed a logical target because it was national in scope. I don't think there's any specific reason why that particular day was chosen. We had played over in our minds possible scenarios and how we would conduct ourselves. We walked in that day and sat at a lunch counter, where blacks had never sat before. We asked for service and we were denied. It was our intent to sit there until they decided to serve us. Others found out what we had done because the press reported it. The next day, I think there were 15 of us, on the third day probably 150, and then it mushroomed to a thousand or so. All rather spontaneously, of course, and before long it had probably spread to 15 or 20 cities.

Joe McNeil, interview, 1990.

- D** *In a magazine article a white student from Chicago who attended a conference on the sit-in movement at Shaw University, North Carolina, on 15 April 1960, records the response of students in the north of the United States.*

It is from a desire to do *something* that many northern white students look at the sit-in movement. That the northern response to the sit-in movement in the South has been almost unanimously favourable is no surprise. We all agree that segregation must end. In February 1960 we began hearing about the southern sit-in demonstrations and by March we had set up picket lines in front of Chicago's Woolworth stores. We were picketing to demonstrate sympathetic support, to arouse northern interest, to pressure Woolworth, to be part of the movement. Few of us thought we would go to jail. But mixed as they were, our feelings must have been duplicated throughout the North. The spread of similar picket lines to other cities was in no way coordinated, and they seem to have been as spontaneous as the sit-ins themselves. The conference agreed to set up a planning committee.

Ted Dienstfrey, *Commentary*, June 1960.

- E** *In a magazine interview, an African-American student recalls his experience of a Freedom Ride.*

In early May 1961, I heard that the Congress of Racial Equality (CORE) was looking for volunteers to ride from Washington, D.C., to New Orleans by bus. I forgot about the CORE-sponsored trip until I saw a newspaper showing a student leaving a flaming bus on the outskirts of Anniston, Alabama. The caption said that the student had been struck on the head as he left the bus. I was infuriated. The next day, I boarded a Greyhound bus with tickets for Montgomery. The bus station there was surrounded by Army jeeps and the National Guard in battle gear. We found the people from the Southern Christian Leadership Council who had been sent to meet us and drove away with them. Later, back on the bus, we crossed the Mississippi state line and two police cars followed us. At Jackson bus station we were arrested for refusing to obey a policeman's order to move on.

William Mahoney, *Liberation*, June 1961.

- (a) How far does the evidence of Document D corroborate the recollections in Document C on the sit-in movement of 1960? [10]
- (b) How convincing is the evidence provided by this set of documents for the view that direct action was dependent on the leadership of civil rights organisations? In making your evaluation you should refer to contextual knowledge as well as to all the documents in this set (A–E). [20]

Section B

Answer **one** of the following questions. Where appropriate, your essay should make use of any relevant documents you have studied as well as contextual knowledge.

- 2 Assess the significance of Malcolm X as a leader within the Black Power movement. [30]
- 3 Who was the more significant in the advancement of civil rights for African-Americans in the 1960s: Kennedy or Johnson? [30]
- 4 'The police were the section of white society in the South most resistant to the civil rights movement in the period 1954–1980.' Discuss. [30]

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