



Activity 3: AO2 sources in context

- 'The highest levels require students to show that they interpret sources 'in the context of the values and concerns of the society' from which they are drawn.
- Suggest ways this quality might be evident in answers dealing with Question 1 in Option 39.1 and taking account of the 'values and concerns' of the author of the source.
- The indicative content bullet points give some examples.

39.1 SECTION A QUESTION

Study Source 1 in the Sources Booklet before you answer this question.

1 Assess the value of the source for revealing the approaches of Martin Luther King to civil rights and the nature of the relationship of white Americans with black Americans in the 1960s.

Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.

Sources for use with Section A. Answer the question in Section A on the option for which you have been prepared.

Option 39.1: Civil rights and race relations in the USA, 1850–2009

Source for use with Question 1.

Source 1: From a letter written by George Jackson, a black prisoner in San Quentin Prison, California, to his father on 11 April 1968. Jackson was born in 1941 in Chicago and later moved to Los Angeles. He had been given a prison sentence for robbery in 1960. Martin Luther King was assassinated on 4 April 1968. George Jackson was associated with the movement known as the Black Panthers.

Martin Luther King organised his thoughts much in the same manner as you have organised yours. He was indeed a devout pacifist. It is very odd, almost unbelievable, that so violent and tumultuous a setting as this country can still produce such men. He was out of place, out of season, too naive, too innocent, too cultured, too civil for these times. This is why his end was so predictable. 5

Violence in its various forms he opposed, but this does not mean that he was passive. He knew that nature allows no such contradictions to exist for long. He was perceptive enough to see that men of color across the world were on the march and their example would soon influence those in the US to also stand up and stop trembling. So he attempted to direct the emotions and the movement 10 in general along lines that he thought best suited to our unique situation: non-violent civil disobedience, political and economic in character. I was beginning to warm somewhat to him because of his new ideas concerning US foreign wars against colored peoples. I am certain that he was sincere in his stated purpose to 'feed the hungry, clothe the naked, comfort those in prisons, 15 and trying to love somebody'. I really never disliked him as a man. As a man, I accorded him the respect that his sincerity deserved.

It is just as a leader of black thought that I disagreed with him. The concept of non-violence is a false ideal. It presupposes the existence of compassion and a sense of justice on the part of one's adversary. When this adversary has 20 everything to lose and nothing to gain by exercising justice and compassion, his reaction can only be negative.

The symbol of the male here in North America has always been the gun, the knife, the club. Violence is everywhere praised; the TV, the motion pictures, the best seller lists. The newspapers that sell best are those that carry the boldest, 25 bloodiest headlines.

King exhorted us in his own words 'to put away your knives, put away your arms and clothe yourselves in the breastplate of righteousness' and 'turn the other cheek to prove the capacity to endure, to love'. Well, that was good for him, perhaps, but I most certainly need both sides of my head. 30

George

Section A: indicative content

Option 39.1: Civil rights and race relations in the USA, 1850–2009

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source to consider its value in revealing the approaches of Martin Luther King to civil rights and the relationship of white Americans with black Americans in the 1960s. The author of the extract is not named in the specification, and candidates therefore cannot be expected to know about him.</p> <ol style="list-style-type: none"> The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: <ul style="list-style-type: none"> He was a young black American, clearly literate and politically aware He is writing to another black American of a different generation, namely his father His particular circumstances as a prison inmate may have influenced his views and made them more extreme and pessimistic than many black Americans not in his position It was written in the immediate aftermath of King's assassination, which may have affected the views expressed. The following inferences and significant points of information could be drawn and supported from the source: <p>Approaches:</p> <ul style="list-style-type: none"> It provides evidence that King's approach aroused real respect, even among opponents It provides evidence for a widening of King's appeal to those with more radical beliefs since King's approach has changed to include condemnation of current US foreign policy It provides evidence that some believe King's peaceful approach is naive in the context of the violent everyday reality of the USA It suggests that King is out of touch with some young black Americans. <p>Relationship of white and black Americans:</p> <ul style="list-style-type: none"> It suggests that some black Americans perceive the USA as a violent and bloody society, largely as a product of the values of white Americans It suggests that they believe that most white Americans have no sense of compassion or justice in their relationship with black Americans It suggests that they believe that white Americans were largely opposed to civil rights and had everything to lose and nothing to gain by the advance of civil rights It suggests a very bleak view of the relationship between the two groups. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the approaches of Martin Luther King to civil rights and the nature of the relationship of white Americans with black Americans. Relevant points may include: <ul style="list-style-type: none"> Knowledge of King's condemnation of US policy in Vietnam The recent growth in black American militancy and the splits in the civil rights movement The generational gap between the civil rights activists of King's age and the new militants

Question	Indicative content
	<ul style="list-style-type: none"> • The author's background in the urban north and west of America, as opposed to King's background in the south, and how in the late 1960s the focus had switched to urban issues of the north and west • Knowledge of the concerns of the Black Panthers about the need of black Americans to defend themselves.

Generic Level Descriptors: Section A

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8–12	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
4	13–16	<ul style="list-style-type: none"> • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two enquiries may be uneven. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	17–20	<ul style="list-style-type: none"> • Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion, • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.