3.6 EXTENDED WRITING

3.6.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]

SYNOPSIS

Candidates should briefly discuss the changes that were influenced by the Civil Rights movement in the United States of America in the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should discuss the processes that the Civil Rights Movement engaged in their struggle.

ELABORATION

- Brief background to reasons for the Civil Rights Movement
- Demands for the abolition of racial discrimination
- Segregation in public schools
- Banning of discrimination in employment practices in public accommodation
- Restoration of voting rights
- Dignity and respect regained
- Any other relevant response

- Conclusion: Candidates should tie up their argument by mentioning the success of the Civil Rights Movement in effecting changes in the United States of America. (30)

Use the matrix on page 6 in this document to assess this extended writing.
3.6.2 Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 - LO1 (AS 3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)

SYNOPSIS

In writing the article candidates must focus on the role played by the Civil Rights Movement in the struggle for equality of African-Americans

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should give a brief background on the activities of the Civil Rights Movement.

ELABORATION

- Commitment to end segregation and racial discrimination
- Influence of Black Power Movement - racial dignity, economic and political self-sufficiency
- Southern Freedom movement – fundamental issues
- Passage of Civil rights Act of 1964
- Judicial victory between Brown v Board of education
- Civil rights Act of 1968 – banned discrimination in the sale or rental housing
- Any other relevant point

- Conclusion: Candidates should tie up their argument with a relevant conclusion.

Use the matrix on page 7 in this document to assess this extended writing.
EXTENDED WRITING (The length of your response should be about TWO pages.)

Answer ONE of the following questions: QUESTION 3.6.1 OR 3.6.2.

3.6.1 Discuss how Martin Luther King Jr influenced the American Civil Rights Movement in the 1960s. (30)

OR

3.6.2 Using the information in all the sources and your own knowledge, write an article for your school's History magazine highlighting the legacy of Martin Luther King Jr. (30)
3.6 EXTENDED WRITING

3.6.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should briefly discuss how Martin Luther King Jr influenced the American Civil Rights Movement in the 1960s. Relevant examples of civil rights protest should be used to back up their line of argument.

MAIN ASPECTS

• Introduction: Candidates should briefly discuss why the Civil Rights Movement took place and discuss Luther’s influence.

ELABORATION

• Brief background to reasons for the Civil Rights Movement
• Rosa Parks and Montgomery Bus Boycott - origin of the movement
• Role and influence of King – success of non violent protest
• Non –violent strategy e.g. sit –ins, freedom rides marches
• Birmingham March
• Press and media cover leads to wave of public sympathy
• Significance of the Washington March
• Civil Rights Act of 1964
• Selma –Montgomery March – Voting Rights Act passed
• Any other relevant response

• Conclusion: Candidates should tie up their argument by commenting on the influence of Luther in the Civil Rights Movement.

Use the matrix on page 6 in this document to assess this extended writing.
3.6.2 [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

Candidates should include the following aspects in their response:

SYNOPSIS
In writing the article candidates must pay tribute to the legacy of Luther emphasising his role in ending segregation and his contribution to the liberation of Americans.

MAIN ASPECTS
• Introduction: In paying tribute to Martin Luther King Jr candidates should focus on his role and influence and how he helped end segregation

ELABORATION
• Commitment to end segregation and racial discrimination
• Rosa Parks and Montgomery Bus Boycott launched King's political career
• Letters and speeches inspired ordinary people to resist discrimination
• King's philosophy of non-violent protest and civil disobedience gained wide media and press coverage- gave momentum to the movement
• Leader of the march on Washington and significance of Luther's 'I have a dream' speech
• Significance of the Civil Rights Act (1964) for African Americans
• Significance of the Selma to Montgomery March (1965)
• Significance of the Voting Rights Act (1965)
• Time Magazine names King Man of the year
• Nobel Peace Prize recipient
• Both awards just recognition for his tireless zeal in ending segregation and discrimination
• Any other relevant point

• Conclusion: Candidates should tie up their argument with a relevant conclusion.

Use the matrix on page 7 in this document to assess this extended writing.
3.6 EXTENDED WRITING (The length of your response should be about TWO pages.)

Answer ONE of the following questions: QUESTION 3.6.1 OR QUESTION 3.6.2.

3.6.1 Discuss Martin Luther King Jr as the inspiration and kingpin (key player) of the Civil Rights Movement in the USA. (30)

OR

3.6.2 Using the information from all the sources and your own knowledge, write an article for your local newspaper explaining why King can rightly be regarded not only as the conscience of his generation, but also as the transformer of the world. (30) [75]
3.6 EXTENDED WRITING

3.6.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

SYNOPSIS

Candidates should explain how Martin Luther King became an inspiration and a kingpin (key player) of the Civil Rights Movement in the United States of America.

MAIN ASPECTS

Candidates should include the following aspects in their response:

• Introduction: Candidates should briefly explain why the Civil Rights Movement took place and discuss Luther’s role and influence.

ELABORATION

• Brief background to reasons for the Civil Rights Movement
• Rosa Parks and Montgomery Bus Boycott - origin of the movement
• Role and influence of King - success of non violent protest
• Non-violent strategy e.g. sit-ins, freedom rides marches
• Birmingham March
• Press and media cover leads to wave of public sympathy
• Significance of the Washington March
• Civil Rights Act of 1964
• Selma–Montgomery March – Voting Rights Act passed
• Any other relevant response

• Conclusion: Candidates should tie up their argument by commenting on the influence of Luther in the Civil Rights Movement. (30)

Use the matrix on page 7 in this document to assess this extended writing. [75]
3.6.2  [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3&4); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

SYNOPSIS

In writing the article candidates must explain why King is regarded not only as the conscience of his generation but also as the transformer of the world. They should emphasise his role in ending segregation and his contribution to the liberation of Americans which also had an impact on the world.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should focus on why King was regarded not only as the conscience of his generation but also as the transformer of the world.

ELABORATION

- Brief background to reasons for the Civil Rights Movement
- Rosa Parks and Montgomery Bus Boycott - origin of the movement
- Role and influence of King - success of non violent protest
- Non –violent strategy e.g. sit –ins, freedom rides marches
- Birmingham March
- Press and media cover leads to wave of public sympathy
- Significance of the Washington March
- Civil Rights Act of 1964
- Selma –Montgomery March – Voting Rights Act passed
- Impact of the USA as the leading proponent of democracy and civil liberties through the efforts of King on the world
- Any other relevant response

- Conclusion: Candidates should tie up their argument with a relevant conclusion.  (30)

Use the matrix on page 8 in this document to assess this extended writing.  [75]
EXTENDED WRITING (The length of your response should be about TWO pages.)

Answer ONE of the following questions: QUESTION 3.7.1 OR QUESTION 3.7.2.

3.7.1 Explain how the march to the Lincoln Memorial helped to gather momentum for the Civil Rights Movement in the USA in the 1960s. (30)

OR

3.7.2 Using the information from ALL the sources and your own knowledge, write an article for your local newspaper showing how peaceful resistance brought about changes to the policy of segregation in the USA. (30)
3.7 EXTENDED WRITING

3.7.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]

SYNOPSIS

Candidates should explain how the march to the Lincoln Memorial helped to gather momentum for the Civil Rights Movement in the United States of America in the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate how the march to the Lincoln Memorial helped to gather momentum for the Civil Rights Movement.

ELABORATION

- Provide an outline of the activities that preceded the march to Lincoln Memorial
- Reasons for the Civil Rights Movement (racial discrimination; and segregation in public institutions; etc.)
- Role of Martin Luther King
- The march to Lincoln Memorial/Civil Rights Movement - significance
- Led to a significant reassessment of the implementation of the USA constitution (e.g. Civil Rights Act; Voting Rights Act; Fair Housing Act, etc.)
- Any other relevant response

Conclusion: Candidates should tie up their argument by referring to the changes that resulted from the march to the Lincoln Memorial. (30)

Use the matrix on page 6 in this document to assess this extended writing.
3.7.2 Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS 3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]

SYNOPSIS

In writing the article, candidates must show how peaceful resistance brought about changes to the policy of segregation in the USA.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should give a brief background of the activities of the Civil Rights Movement.

ELABORATION

- Commitment to end segregation and racial discrimination
- Role of Martin Luther King
- President JF Kennedy's support
- The support and publicity from New York times
- Forms of resistance - peaceful
- The Washington march to Lincoln Memorial
- Unity among Black Americans and the support received from the fellow white Americans
- Civil Rights Movement gained confidence.
- Changes to USA legislation
- Any other relevant point

- Conclusion: Candidates should tie up their argument with a relevant conclusion.

Use the matrix on page 7 in this document to assess this extended writing.
3.5 EXTENDED WRITING (Your response should be about TWO pages in length.)

Answer ONE of the following questions: QUESTION 3.5.1 OR 3.5.2.

3.5.1 Martin Luther King Jr ended his 'I have a dream' speech with the following words: 'Free at last! Free at last! Thank God Almighty, we are free at last!'

Discuss this statement by referring to the role and influence of Martin Luther King Jr in the Civil Rights Movement. (30)

OR

3.5.2 Using the information from all the sources and your own knowledge, write an essay in which you explain why the Civil Rights march to Lincoln Memorial in 1963 was necessary for the liberation of all Americans. (30) [75]
3.7 EXTENDED WRITING

3.7.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]

SYNOPSIS

Candidates should explain how the march to the Lincoln Memorial helped to gather momentum for the Civil Rights Movement in the United States of America in the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- **Introduction:** Candidates should indicate how the march to the Lincoln Memorial helped to gather momentum for the Civil Rights Movement.

ELABORATION

- Provide an outline of the activities that preceded the march to Lincoln Memorial
- Reasons for the Civil Rights Movement (racial discrimination; and segregation in public institutions; etc.)
- Role of Martin Luther King
- The march to Lincoln Memorial/Civil Rights Movement - significance
- Led to a significant reassessment of the implementation of the USA constitution (e.g. Civil Rights Act; Voting Rights Act; Fair Housing Act, etc.)
- Any other relevant response

Conclusion: Candidates should tie up their argument by referring to the changes that resulted from the march to the Lincoln Memorial. 

Use the matrix on page 6 in this document to assess this extended writing.
3.7 EXTENDED WRITING

3.7.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 &4)]

SYNOPSIS

Candidates should explain how the march to the Lincoln Memorial helped to gather momentum for the Civil Rights Movement in the United States of America in the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- **Introduction:** Candidates should indicate how the march to the Lincoln Memorial helped to gather momentum for the Civil Rights Movement.

ELABORATION

- Provide an outline of the activities that preceded the march to Lincoln Memorial
- Reasons for the Civil Rights Movement (racial discrimination; and segregation in public institutions; etc.)
- Role of Martin Luther King
- The march to Lincoln Memorial/Civil Rights Movement - significance
- Led to a significant reassessment of the implementation of the USA constitution (e.g. Civil Rights Act; Voting Rights Act; Fair Housing Act, etc.)
- Any other relevant response

Conclusion: Candidates should tie up their argument by referring to the changes that resulted from the march to the Lincoln Memorial. (30)

Use the matrix on page 6 in this document to assess this extended writing.
3.7.2 [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS 3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]

SYNOPSIS

In writing the article, candidates must show how peaceful resistance brought about changes to the policy of segregation in the USA.

MAIN ASPECTS

Candidates should include the following aspects in their response:

• Introduction: Candidates should give a brief background of the activities of the Civil Rights Movement.

ELABORATION

• Commitment to end segregation and racial discrimination
• Role of Martin Luther King
• President JF Kennedy's support
• The support and publicity from New York times
• Forms of resistance - peaceful
• The Washington march to Lincoln Memorial
• Unity among Black Americans and the support received from the fellow white Americans
• Civil Rights Movement gained confidence.
• Changes to USA legislation
• Any other relevant point

• Conclusion: Candidates should tie up their argument with a relevant conclusion.

Use the matrix on page 7 in this document to assess this extended writing.
EXTENDED WRITING (Your essay should be about TWO pages long.)

Answer ONE of the following questions: QUESTION 3.5.1 OR QUESTION 3.5.2.

3.5.1 Explain why the 1965 Selma–Montgomery marches were of special significance in the Civil Rights Movement.  

OR

3.5.2 Using all the sources and your own knowledge, write an article for a historical journal on the role played by Martin Luther King Jr in the Selma–Montgomery marches of 1965.
3.5 EXTENDED WRITING

3.5.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should briefly explain why the Selma-Montgomery Marches of 1965 were of special significance in the Civil Rights Movement.

MAIN ASPECTS
- Introduction: Candidates should briefly explain why the Selma–Montgomery marches took place and emphasise that it was successful as it lead to the passing of the Voting Rights Act.

ELABORATION
- Brief background to reasons for the Civil Rights Movement
- Rosa Parks and Montgomery Bus Boycott - origin of the movement
- Served to awaken and conscientise Afro-Americans
- Role and influence of King – success of non-violent protest
- Marches were all non-violent in keeping with King's philosophy
- First March – Bloody Sunday. Violence of state troopers
- Second March led by King – again violence used to stop the marches
- Third March ends successfully- television coverage
- Rosa Parks and Martin Luther King address crowds
- Selma - Montgomery march – Voting Rights Act passed
- Any other relevant response

- Conclusion: Candidates should tie up their argument by commenting on the significance of the Selma–Montgomery marches and the passing of the Voting Rights Act

Use the matrix on page 6 in this document to assess this extended writing.
3.5.2 Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument – L2 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)

Candidates should include the following aspects in their response:

SYNOPSIS
In writing the article candidates should focus on the role played by Martin Luther King Jr in the Selma–Montgomery marches of 1965.

MAIN ASPECTS
• Introduction: In assessing King's role candidates should focus on the thrust given to the Selma-Montgomery marches and Civil Rights Movement.

ELABORATION
• Commitment to end segregation and racial discrimination
• Rosa Parks and Montgomery Bus Boycott launched King's political career
• Letters and speeches inspired ordinary people to resist discrimination
• King's philosophy of non-violent protest and civil disobedience gained wide media and press coverage gave momentum to the movement
• Selma, southern town, much segregation and discrimination
• Afro-Americans denied the right to vote
• Voters League appealed to King to support the drive to secure the vote
• King launched a series of demonstrations in Alabama
• King lead peaceful march over Pettus Bridge – state used violence to stop the march
• King lead the last march which lasted for 5 days under difficult conditions
• At the conclusion of the march King addressed the crowd
• Voting Rights Act passed in the same year (1965)
• Any other relevant point

• Conclusion: Candidates should tie up their argument with a relevant conclusion.

Use the matrix on page 7 in this document to assess this extended writing.
3.7 EXTENDED WRITING (Your response should be about TWO pages in length.)

Answer ONE of the following questions: QUESTION 3.7.1 OR QUESTION 3.7.2.

3.7.1 Discuss the role and impact of the Civil Rights Movement in bringing about change in the USA during the 1960s.  

OR

3.7.2 Martin Luther King Jr. played a significant role in trying to establish a just and equal society for all Americans.

Do you agree with this statement? Discuss by using the information from ALL the sources and your own knowledge.
3.7 EXTENDED WRITING

3.7.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]

SYNOPSIS

Candidates should discuss the role and impact of the Civil Rights Movement in bringing about change in the USA during the 1960s. Relevant examples should be given.

MAIN ASPECTS

Candidates should include the following aspects in their response:

• Introduction: Candidates should indicate the reasons for the formation of the Civil Rights Movement or any other relevant introduction.

ELABORATION

ROLE

• Brief background to Martin Luther King Jr. and the reasons for the formation of the Civil Rights Movement (discrimination / segregation)
• Demands for the abolition of racial discrimination (e.g. Greensboro sit-ins in 1960)
• Other protests included, Birmingham and Alabama protests etc.
• Impact of the Freedom Riders on the USA
• Segregation in public schools e.g. (Georgia)
• Selma, Montgomery marches e.g. role of Bull Connor
• Support also received from white Americans during the march

IMPACT

• The march to Lincoln memorial and Luther’s ‘I have a dream speech’
• This led to a significant realignment of US policies
• These included reforms such as, Civil Rights Act, Voting Rights Act, Fair Housing Act, etc.
• Banning of discrimination in employment practices in public accommodation
• Dignity and respect regained especially for African Americans
• Any other relevant response

Conclusion: Candidates should tie up their argument by referring to the significant changes that the Civil Rights Movement was responsible for. (30)

Use the matrix on page 6 in this document to assess this extended writing.
3.7.2 Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)

SYNOPSIS

Candidates can either agree or disagree with the statement. In agreeing with the statement they should discuss the role played by Martin Luther King Jr. in trying to establish a just and equal society for all Americans. In disagreeing with the statement they must substantiate their response with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate whether they agree or disagree with the statement and substantiate their line of argument.

ELABORATION

In agreeing with the statement, candidates should discuss the following:

- Commitment to end segregation and racial discrimination
- Role played by Martin Luther King Jr. in terms of better education; better housing; fighting for equal rights
- The march to Lincoln Memorial
- Support received during the march from white Americans
- Unity among black and white Americans during the march
- Significance of the march - 'I have a dream' speech
- Civil Rights Movement gained confidence
- Changes to USA legislation e.g. Civil Rights Act of 1964
- Segregatory laws were gradually repealed
- African Americans now enjoyed the fruits of King’s significant role
- Any other relevant response

- Conclusion: Candidates should tie up their argument with a relevant conclusion.

If candidates disagree with the statement, they need to support their argument with relevant evidence

Use the matrix on page 7 in this document to assess this extended writing.
3.6 EXTENDED WRITING (Your response should be about TWO pages in length.)

Answer ONE of the following questions: QUESTION 3.6.1 OR QUESTION 3.6.2.

3.6.1 Discuss the influence of the Civil Rights Movement in bringing about change in the United States of America in the 1960s.

OR

3.6.2 Martin Luther King Jr was solely responsible for championing the cause of African Americans.

Do you agree with this statement? Critically discuss this statement by using the information from ALL the sources and your own knowledge.
EXTENDED WRITING

3.6.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]

SYNOPSIS
Candidates should discuss the influence Civil Rights Movement in bringing about change in the USA during the 1960s. Relevant examples should be given.

MAIN ASPECTS
Candidates should include the following aspects in their response:

- Introduction: Candidates should discuss reasons for the formation of the Civil Rights Movement.

ELABORATION
- Brief background to Martin Luther King Jr. and the reasons for the Civil Rights Movement (discrimination/segregation)
- Demands for the abolition of racial discrimination (e.g. Greensboro sit-ins in 1960)
- Other protests included, Birmingham and Alabama protests etc.
- Impact of the Freedom Riders on the USA
- Segregation in public schools e.g. (Georgia)
- Selma, Montgomery marches e.g. role of Bull Connor
- Support also received from white Americans during the march
- The march to Lincoln Memorial and King's 'I have a dream speech'
- This led to a significant realignment of US policies
- These included reforms such as, Civil Rights Act, Voting Rights Act, Fair Housing Act, etc.
- Banning of discrimination in employment practices in public accommodation
- Dignity and respect regained especially for African Americans
- Any other relevant response

- Conclusion: Candidates should tie up their argument by referring to the significant changes that the Civil Rights Movement was responsible for.

(30)

Use the matrix on page 6 in this document to assess this extended writing.
3.6.2  [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]

SYNOPSIS
Candidates can either agree or disagree with the statement. In agreeing with the statement they should discuss the role played by Martin Luther King Jr. in championing the cause of Americans. In disagreeing with the statement they must substantiate their response with relevant evidence.

MAIN ASPECTS
Candidates should include the following aspects in their response:
- Introduction: Candidates should indicate whether they agree or disagree with the statement and substantiate their line of argument.

ELABORATION
In agreeing with the statement, candidates should discuss the following:
- Commitment to end segregation and racial discrimination
- Role played by Martin Luther King Jr. in terms of better education; better housing; fighting for equal rights
- Establishment of the Civil Rights Movement
- Role and impact of the Civil Rights Movement and Malcolm X
- Support received during the march from white Americans
- The march to Lincoln Memorial
- Unity among black and white Americans
- Civil Rights Movement gained confidence
- Changes to USA legislation e.g. Civil Rights Act of 1964
- Segregatory laws were gradually repealed
- African Americans now enjoyed the fruits of King's significant role
- Any other relevant response

- Conclusion: Candidates should tie up their argument with a relevant conclusion.

If candidates disagree with the statement, they need to support their argument with relevant evidence.

Use the matrix on page 7 in this document to assess this extended writing.
Answer ONE of the questions: QUESTION 3.5.1 OR QUESTION 3.5.2.

3.5.1 Explain how the Freedom Riders and other forms of civil society protest contributed to bringing about change in the United States of America (USA) during the 1960s. (30) 

OR

3.5.2 The civil rights march to Washington in 1963 was regarded as a significant turning point in the liberation of all Americans.

Do you agree with this statement? Substantiate your answer by using the information in the relevant sources and your own knowledge. (30) [75]
3.5 EXTENDED WRITING

3.5.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]

SYNOPSIS

Candidates should discuss how the Freedom Riders and other forms of civil society protests contributed to bringing about change in the USA during the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate the reasons for the formation of the Civil Rights Movement.

ELABORATION

- Brief background of the Montgomery Bus boycott and the reasons for the Civil Rights Movement (discrimination / segregation)
- Demands for the abolition of racial discrimination (e.g. Greensboro sit-ins in 1960)
- Reasons for the Freedom Riders embarking on protest action and consequences
- Other protests included, Birmingham and Alabama protests etc.
- Segregation in public schools e.g. (Georgia)
- Selma-Montgomery marches e.g. role of Bull Connor
- The march on Lincoln Memorial and Martin Luther Jr's 'I have a Dream speech' - impact
- Freedom Summer
- This led to a significant realignment of US policies
- These included reforms such as, Civil Rights Act, Voting Rights Act, Fair Housing Act, etc.
- Banning of discrimination in employment practices in public accommodation
- Dignity and respect regained especially for African Americans
- [Other Civil society protests]
- Any other relevant response

Conclusion: Candidates should tie up their argument by referring to the significant changes that the Civil Rights Movement was responsible for.

(30)

Use the matrix on page 6 in this document to assess this extended writing.
3.5.2 [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]

SYNOPSIS

Candidates can either agree or disagree with the statement. In agreeing with the statement candidates should discuss how the march to Washington was regarded as a significant turning point for the liberation of all Americans. In disagreeing with the statement candidates must substantiate their response with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate whether they agree or disagree with the statement and substantiate their line of argument.

ELABORATION

In agreeing with the statement, candidates should discuss the following:

- Commitment to end segregation and racial discrimination by embarking on protest action
- Role played by Martin Luther King Junior in terms of better education; better housing; fighting for equal rights
- The march on Washington
- Support received during the march from white Americans
- Unity among black and white Americans during the march
- Civil Rights Movement gained confidence
- Significance of the march - 'I have a Dream' speech - impact
- Changes to legislation in the USA e.g. Civil Rights Act of 1964
- Segregatory laws were gradually repealed
- African Americans now enjoyed the fruits of Martin Luther King Jr's role
- Any other relevant response

- Conclusion: Candidates should tie up their argument with a relevant conclusion.

If candidates disagree with the statement, they need to support their argument with relevant evidence

Use the matrix on page 7 in this document to assess this extended writing.
3.4 EXTNED WRITING (Your response should be about TWO pages long.)

Answer ONE of the following questions: QUESTION 3.4.1 OR QUESTION 3.4.2.

3.4.1 Discuss the role and impact of the Civil Rights Movement in resisting racial discrimination and segregation in the USA during the 1960s. (30)

OR

3.4.2 It has been argued that some activists in the Civil Rights Movement put their lives on the line in order to attain full citizenship.

Assess the accuracy of the statement by using the information from ALL the sources and your own knowledge. (30) [75]
3.4 EXTENDED WRITING

3.4.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]

SYNOPSIS

Candidates should discuss the role and impact of the Civil Rights Movement in resisting racial discrimination and segregation in the USA in the 1960s. Relevant examples should be used to support their answer.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should indicate why the Civil Rights Movement used various methods to resist racial discrimination and segregation in the USA.

ELABORATION

The following were some of the key activities that the Civil Rights Movement used to ensure that the USA was free of racism:

DESEGREGATION OF FACILITIES

- The Students Non-violent Coordinating Committee (SNCC), in Greensboro, started a campaign to end segregation in restaurants (Also in Nashville, Tennessee, sit-ins in churches, libraries)
- 1961 the American Supreme Court ruled that segregation at bus terminals, restaurants and on buses was illegal
- Congress for Racial Equality (CORE ) and SNCC embarked on the 'Freedom rides' (United States Supreme Court ruled in 1960 that segregation on buses was illegal)
- The South did not want to change. Freedom Riders deliberately rode on buses in the city of Birmingham, Alabama
- 1965 most facilities were desegregated in the South (Albany, Georgia desegregated facilities in 1962)

VOTER EDUCATION

- The National Association for the Advancement of Coloured People (NACCP) undertook voter education in the South (African Americans were taught voting procedures and how to vote)
- Summer of 1964 was called 'Freedom Summer' (African Americans were encouraged to vote. More than 430 000 blacks registered to vote in about two years)
- In 1965 Martin Luther King undertook a march through Selma, Montgomery (Only 2, 4% of African Americans were registered voters. 'Bloody Sunday' forced President Johnson to sign the 'Voting Rights Bill' in 1965.)
MARCHERS AND DEMONSTRATIONS

- 1963 Martin Luther King undertook a march in Birmingham, Alabama (march exposed racism in Birmingham)
- Bull Conner was brutal and racist against the marchers who were often beaten, arrested, jailed and attacked by police dogs
- In August 1963 over 250,000 people marched on the capital, Washington DC (Aim was to put pressure on Kennedy to pass the Civil Rights Bill; This had an impact on American public opinion)
- In 1964 President Johnson signed the Civil Rights Act (Made it illegal for local government to discriminate against African Americans regarding the provision of housing and employment)
- Any other relevant response

- Conclusion: Candidates should tie up their argument with a relevant conclusion.

Use the matrix on page 6 in this document to assess this extended writing.
3.4.2 [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]

SYNOPSIS

Candidates need to assess the accuracy of the statement. They should support their line of argument with relevant examples.

MAIN ASPECTS
Candidates should include the following aspects in their response:

Introduction: Candidates should focus on the accuracy of this statement and indicate how they will support their argument.

ELABORATION
• Throughout the Civil Rights campaign the leaders and activists were subjected to intimidation and threats e.g. were beaten, arrested, jailed and murdered
• For example Freedom Riders endured the worst violence during the Civil Rights campaign
• Martin Luther King Jnr. faced harassment by US security officials when he embarked on civil rights protest across America
• Civil rights workers who were part of 'Freedom Summer' were either imprisoned or murdered
• Slowly the Civil Rights Movement gained victories
• Led to the Civil Rights Bill been signed in 1962 - illegal for local government to discriminate in the allocation of houses and jobs
• The Voting Rights Bill passed in 1968
• Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)

If candidates disagree with the statement, they need to support their argument with relevant evidence.

Use the matrix on page 7 in this document to assess this extended writing.
EXTENDED WRITING (Your response should be about TWO pages long.)

Answer ONE of the questions: QUESTION 3.7.1 OR QUESTION 3.7.2.

3.7.1 Discuss the various strategies that the Civil Rights Movement used to challenge the United States government in the 1960s. (30)

OR

3.7.2 A store manager, CL Harris, said the following about the sit-in campaigns: 'They can just sit there. It's nothing to me.' Using the information in the relevant sources and your own knowledge, critically discuss this statement in the context of the sit-in campaigns that were launched by the Civil Rights Movement. (30)
3.7 EXTENDED WRITING

3.7.1 Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]

SYNOPSIS
Candidates should discuss the various strategies that the Civil Rights Movement used to challenge the United States government in the 1960s.

MAIN ASPECTS
Candidates should include the following aspects in their response:

• Introduction: Candidates should briefly indicate the various reasons for the formation of the Civil Rights Movement.

ELABORATION
The following were some of the key strategies that the Civil Rights Movement used to ensure that the USA was free of racism:

• The Students Non-violent Coordinating Committee (SNCC), in Greensboro, started a campaign to end segregation in restaurants in the 1960s (Also in Nashville, Tennessee, sit-ins in churches; read-ins in libraries; wade-ins in beaches.)
• Congress for Racial Equality (CORE) and SNCC embarked on the 'Freedom rides' in the 1960s (United States Supreme Court ruled in 1960 that segregation on buses was illegal)
• Demonstration Birmingham (1963);
• March to Washington (August 1963);
• The National Association for the Advancement of Coloured People (NACCP) undertook voter education in the South (African Americans were taught voting procedures and how to vote) in 1964
• Summer of 1964 was called 'Freedom Summer' (African Americans were encouraged to vote. More than 430 000 blacks registered to vote in about two years)
• Selma to Montgomery (March 1965)
• Any other relevant response
• Conclusion: Candidates should tie up their argument with a relevant conclusion.

(30)

Use the matrix on page 6 in this document to assess this extended writing.
3.7.2 Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]

SYNOPSIS
Candidates should critically discuss whether sit-ins were effective or not in the Civil Right Movement’s attempts to desegregate facilities.

MAIN ASPECTS
Candidates should include the following aspects in their response:

- Introduction: Candidates should discuss the reasons for sit-in campaigns.

ELABORATION
- Civil Rights Movement embarked on various campaigns to ensure equality amongst Americans
- Various civil rights strategies were used to campaign for desegregation in, for example, restaurants, stores, libraries, beaches etc.
- A major campaign of the civil rights movement was 'sit-ins'
- Throughout the Civil Rights campaign the leaders and activists were subjected to intimidation and threats e.g. were beaten, arrested, jailed and even murdered
- Owners of stores started putting signs on store windows to stop activists from doing their 'sit-ins'
- Resulted in some restaurants opening their doors to all racial groups
- Other strategies that the civil rights movement used included marches, demonstrations and voter education
- Led to the passing of the Civil Rights Act (1964) and the Voting Rights Act (1968)
- Any other relevant answer
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

Use the matrix on page 7 in this document to assess this extended writing
3.6 EXTENDED WRITING (Your answer should be about TWO pages long.)

Answer ONE of the following questions:  QUESTION 3.6.1 OR QUESTION 3.6.2.

3.6.1 Discuss how the Civil Rights Movement influenced change in the United States of America during the 1960s.

OR

3.6.2 Using the information from all the sources and your own knowledge, write an article for your local newspaper explaining how the civil rights struggle liberated African Americans at long last.