

Student work samples (from exam trials)

Student work samples—Stage 2 Sample Exam

The following three student work samples are responses by Year 11 students to the Stage 2 Sample Exam Section Three: Document Study, using the context Civil Rights Movement in the USA 1940s–1970s. These students were part of a class at Shenton College which trialled Civil Rights Movement in Semester Two 2007. They completed this work as part of their Semester Two exam. We thank the staff and students of Shenton College for providing this material.

NOTE: The Stage 2 Sample Exam and Marking guide have been developed for students completing Stage 2 in Year 12, however they can be adapted to Year 11 as the unit content is the same. Expectations of the sophistication of responses will be somewhat different between the different year groups.

Questions (A), (B), (C) and (E) are a familiar style of question recognisable from the current TEE exam. Question (D) is a question more directly related to the Historical thinking and methodology section of the unit content. The three papers show a range of responses to this question. One answer shows a high level of sophistication, particularly as there was only one semester of engagement with the new course content.

STUDENT A

SECTION A: DOCUMENT STUDY

This section has **ONE (1)** question made up of **FIVE (5)** parts. Attempt **ALL** parts. Write your answers in the spaces provided. Please write your answer using pen, not pencil.

The marks allocation for this section is 25 marks.

Allow approximately 45 minutes for this section.

(A) Describe the message of Source 1.

[3 marks]

Source 1 depicts a black man and his son, well dressed for church, but being stopped in the doorway by an elderly white man. On a sign outside the church is "First Segregationist Church", then, somewhat contradictory, "The Brotherhood of men" written below it. It also says "Pray keep moving, brother," the message being that even church is segregated, despite the bible saying that all men are equal. The church is contradicting itself by not allowing African-Americans to enter, and then preaching about the Brotherhood of mankind. "Pray keep moving" implies that ~~that~~ ^{black} men can't even pray in their church anymore, due to racism, and that pray is anywhere but there.

(B) Compare and contrast the messages of Source 1 and Source 2.

[5 marks]

Source 1 and Source 2 differ because 1 is ~~speaking~~ about the Lord, and the church, ~~however~~ and 2 is discussing police brutality, and the need for blacks to stand up for themselves, as Stokely Carmichael was all for "black nationalism"; etc.

However, they are both similar in the way that they ~~are~~ bring up the double standards of the white society against ~~American~~ African Americans, and the racism that ~~exists~~ exists so strongly.

Source 2 says "White people beat up black people everyday - Don't nobody talk about non violence. But as soon as black people start to move, the double standard comes into being!"

Both sources bring up the fact that America is "too hypocritical," and that the double standards put in place against other races, specifically African Americans, are unconstitutional and unfair.

- (C) What is the context of Source 3—that is, the people, actions or events shown?
[5 marks]

Source 3 shows the March on Birmingham, in which many black nonviolent protesters marched the streets in yet another bid to gain the civil rights they deserved. The strategy, set up by Martin Luther King, was to provoke authorities into filling up the Birmingham jails, so that ~~President Kennedy~~, ~~would~~ political intervention would be required. In order to gain media attention, school children were sent to march, and 'Bull' Connor took that bait and set police dogs on the protesters, even spraying them with powerful, and dangerous, fire hoses. The police dogs can be seen in the picture, ripping off the pants of one protestor, and in the background can be seen media photographers, gaining visual evidence. As planned by the protesters, the police brutality and the locking up of school children attracted media attention, worldwide, and the whole world were alarmed by seeing such atrocities. This embarrassed ~~the~~ America profusely, and so all prisoners from the protest were eventually released.

- (D) How useful are these three sources for an historian investigating the period? Your answer may include comments on reliability, relevance, bias and purpose.

[6 marks]

Source 1, being a cartoon, can be seen as not entirely reliable, as it isn't real visual proof of an event. However, cartoonists wrote about what would attract readers to their magazine, or newspaper (in this case, The Washington Post) so it can give some insight as to how people were feeling at the time, therefore ~~not~~ it could be relevant. Bias depends on who the cartoonist was, and what his personal views were and obviously, if he was black or white, and if he was racist. If he was black, it would give insight to how African Americans felt, and if he was white, and racist, obviously its purpose would be to insult African Americans.

Source 2 could be seen as very unreliable, as it's spoken by Stokely Carmichael, ~~black~~, and would be good if the historian was investigating that man's opinions. Obviously though, there would be bias, as he was a victim of the racism, and was for violence, and not all protestors were using violent methods. Source 3 is reliable on capturing the moment, however, because it's a photo, the full story goes unknown, so it would be manipulated or set up, and bias, depending on who the photo was taken by, and what they were trying to convey to readers or through the media.

- (E) To what extent do the three sources represent the major underlying trends and movements of the area of study?

[6 marks]

Source 1 represents the segregation of many facilities, including the church, to a somewhat fair extent, however because it is a cartoon, not much is said, and our idea is only being created, for viewers to interpret. However it does prove that there were double standards and exceptions used often, against blacks, to deny them their 'unalienable rights'

Source 2 provides an insight to the violent protests preached by Malcolm X, and later, and in this case, Stokely Carmichael, which were favoured by the African Americans who wanted more to be done, fast, and were perhaps less patient. However, this only displays one form of protest, and doesn't show the nonviolent direct action preached by Martin Luther King. It also proves that African Americans believed certain unfair double standards were applied to them.

Source 3 represents the police brutality and reaction towards the non violent protesters, which were possibly the most prominent or at least the most studied of all forms of action. Source 3 also shows the intolerance of the white racists, which was a very common and often thing. It also proves that the ~~most~~ non violent protest ~~gathered~~ attracted media attention, seen in the background of the photograph.

STUDENT B

SECTION A: DOCUMENT STUDY

This section has **ONE (1)** question made up of **FIVE (5)** parts. Attempt **ALL** parts. Write your answers in the spaces provided. Please write your answer using pen, not pencil.

The marks allocation for this section is 25 marks.

Allow approximately 45 minutes for this section.

(A) Describe the message of Source 1.

[3 marks]

The message of some one is that of the extent of Segregation throughout America. It is the message that even in a church, where men ~~were~~ are considered equal under the eyes of the Lord and are all men are "Brothers", there is still a segregation between the white community and the Black community. This message is depicted the quote at the top of the drawing "Pray Keep Moving ~~Brother~~" Brothers". The message of is purposely contrasted by "Brother" and the name of the sermon = "The Brotherhood of man".

- (B) Compare and contrast the message of Source 1 and Source 2.

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[5 marks]

The comparison of Some 1 + 2 is not just outlining the 'hate' towards blacks, but also the 'fear' that the black people have towards the white people. In Some 1, the white man ~~telling~~ ^{refusing to let} the black man + child enter the church, has a fearful and scared look in his eyes. In Some 2, Camichael states that "white people... are afraid to enter the black ghetto's at night". The two songs are expressing about the white community's constant fear that segregation, whether it be in church or in living, will result in a negative consequence by the black community - "They're afraid because they'd be "beat up". The contrast in the 2 songs is that it explores two very different forms of segregation. - In Some 1 expresses no segregation within a church - it is the fear of the white man knowing that while God created all men equal, somehow the black man + child is refused entry into the God's house. ~~and~~ ^{on the other hand} The man in Some 1 is also looking quite passive while Some 2 expresses what ~~the~~ that 'black man' would do to them - "They're afraid because they'll be "cut up".

segregation
el-sly

(C) What is the context of Source 3—that is, the people, actions or events shown?

[5 marks]

The context of Source 3 is the ~~Guatality~~, and ~~fore~~ the police put on the Black Protestor March. The attacks of police dogs, who are trained to viciously attack. The 3 'groups' or 'dunsm' of ~~people~~ shown, are perhaps the most important people of the Civil Rights Movement. That is the Black non-violent protest-centred-and-being attacked by vicious dogs. The ~~Third~~ Second is that of the police, a state employed force being shown to fore the attacker dogs upon the protest. The Third being the Media, at the corner of the picture are a group of white photographers, copying the ~~Guatality~~ of the event and giving the publicity that is shown nationally and internationally. And in showing that it is the Birmingham ~~protests~~ of 1963, we understand that it was this consequence of the protests, the attack of State employed Palutinum to Black Protestors, that gave the ~~probably~~ Civil Rights Movement the publicity for international and more substantial federal Government change to the equality of blacks.

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(D) How useful are these three sources for an historian investigating the period? Your answer may include comments on reliability, relevance, bias and purpose.

[6 marks]

These 3 sources show in 6 years the effect and change of the Civil Rights Movement in America - from 1960-66. The three sources together, in the context of the 6 year period, would be incredibly useful for an historian in that it shows the experiences, changes, and emotions of the most important 6 year period of the Civil Rights Movement. Source 1 was published in 1960 in the Washington Post. As such it shows much as Segregation had slowly been stopped - it still expresses the extent in which Segregation took place. The fact that it is a church, and Segregated is relevant for that period, for the historian to understand the full extent of what Segregated life was like. The reliability of one source can not be questioned as it was published in a well respected form/State and Paper in itself. Source 3 (Consentive true order) is from 1963 - and it expresses the brutality of the police force and Raist ~~the~~ Southern State governments in the 60s one of the most important years of Civil Rights Movement. It is relevant for the historian in that it is a clear example of a poor black protestor - advocating non-violence, the violent response of the State government, and the effect of the onlooking group of media. The purpose of such a source being important to the historian is stated. Source 2 (1966) is a quote from Stokely Carmichael addressing Students at a Uni in California. It would be useful for the historian to note the date 1966 in that at this point in the Civil Rights Movement, many young Urban blacks were moving away from non violent direct action and soon turned to advocating Violence. The fact that he is addressing 'gullible' or 'susceptible' young teenagers is also very important for the historian to note.

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- (E) To what extent do the three sources represent the major underlying trends and movements of the area of study?

[6 marks]

The three sources explore three very important themes in the Black Civil Rights movement and they express very important messages in the lines they were written, said and taken in. The overall extent of the three sources to showing the trends of the Civil Rights movement however, will always be questioned. Some 1 being published in the 'Washington Post' is enough in itself to know that the message being expressed influenced a lot of people/readers. The fact that it expresses segregation on a religious note would definitely have affected the readers, presumably mainly white. Some 2 was written in a time of non-violence being together and a new independent core of Action being taken. This known by the reader - Stokely Carmichael - the advocate of Black Power. The fact that it expresses things that any white man would refuse and be shocked at - "White people are afraid to go into the ghettos at night" and "The only time I hear people talk about 'nonviolence', is when black people move to defend themselves". Shows in itself no full extent of the charged time. Some 3 is a clear example of almost the full extent to which the Birmingham protest event could be described. The positioning of the Black people, Palawan and Photographs show the true brutality and publicity that the Civil Rights Protest had gained.

END OF SECTION A

STUDENT C

SECTION A: DOCUMENT STUDY

This section has **ONE (1)** question made up of **FIVE (5)** parts. Attempt **ALL** parts. Write your answers in the spaces provided. Please write your answer using pen, not pencil.

The marks allocation for this section is 25 marks.

Allow approximately 45 minutes for this section.

(A) **Describe** the message of Source 1.

[3 marks]

The message of source 1 is to communicate the hypocrisy of white society, or more specifically the contradictory nature of white Christian society against its supposed beliefs and philosophy. This is symbolised through the ironic scenario depicted in which a church advertising "The Brotherhood of Man" is afraid to accept a black man and his son. They are presented as grooved, innocent and decidedly placid to emphasise an implication of innocence (possibly reflective of the fundamentally righteous and non-hostile attempts of non-violent protest to integrate into white society, here depicted as 'the segregationist church') yet the white man stands obviously terrified and rejects the peaceful offer of the black man to commune. The white man's fear in spite of a non-hostile black man and his own self-proclaimed creed of universal acceptance therefore is used here to represent with ironic humour the deep hypocrisy of white Christian society in its time.

(B) Compare and contrast the messages of Source 1 and Source 2.

[5 marks]

Source 1 and Source 2 both convey messages about the hypocrisy of white society and the undeniable fear felt by white society towards blacks which inevitable results in separationism, racial inequality and hate. However, Carmichael's speech (Source 2) reflects this in much more blunt terms, while Source 1's message is conveyed more subtly. The messages are not wholly similar; chiefly due to the varying perspectives on non-violence in the 1960s.

Source 1 shows the black man and child as peaceful and passive, standing hand in hand, unmoving, in the face of an unrelenting white society. This suggests ~~that~~ non-violence is a reality and implies black society can be broadly represented by a peaceful, non-violent symbol. It implies remaining true to non-violent principle and action leads to integrational change. ~~In~~ In Source 2, however, Carmichael takes a more cynical approach, but perhaps a more realistic one, in suggesting non-violence is an idealistic and superficial notion, citing examples of violence in all aspects of society as proof of the ridiculousness of non-violence as relevant. He uses the hypocrisy of white society, with the Government bombing Vietnam and police brutalising blacks, as implied justification for black violent protest to instigate change.

(C) What is the context of Source 3—that is, the people, actions or events shown?

[5 marks]

Source 3 shows police dogs attacking non-violent civil rights protesters in Birmingham, Alabama, 1963, in one of the most publicised and symbolic events of the civil rights movement in the 1960s. The event arose from careful planning by Martin Luther King and the SCLC to organise protests in what King dubbed the "Worst big city for racism in the south." The theory behind the protest was that the highly racist police department led by "Bull" Connor (who had withheld police protection from freedom riders in 1961) would respond to the non-violent protests with sufficient force and aggression to garner national media attention, nationwide sympathy for civil rights activists, and give off a negative image for America internationally that would force the Kennedy administration to take action. Bull Connor did not let them down; even with 500 schoolchildren recruited for protests, the authorities attacked with brutality and excessive force (such as firehoses which blasted the clothes off student protesters). Images such as this one therefore became nationally famous and gained much support and notoriety for the movement.

- (D) How useful are these **three** sources for an historian investigating the period? Your answer may include comments on reliability, relevance, bias and purpose.

[6 marks]

These three sources are fairly useful for a historian in investigating the period for several reasons; but without in-depth understanding of context they offer perhaps insufficient insight into broad trends to be held in particularly high value; they are more useful as supporting evidence of mindsets and events in the 60s (especially sources 1 and 3). They are all taken from the time in which the relevant study focus was occurring, and thus have a certain edge over secondary sources. Source 1 is likely to be inherently biased, as it is a cartoon and therefore simplifies information and evidence into a very narrow symbolic image that conveys only one viewpoint. However as a significant media source it imparts insight on public exposure of issues at the time. Source 2 is also biased, but reliable as it is quoted directly from a prominent leader. (Archibald's speech intends to convince ~~black~~ listeners of a Black Power stance and is therefore biased and uses some emotive conventions, but offers a contrasting view to non-violence to source 1, when used in conjunction the two are therefore useful to compare. Source 3 is a photo and thus unlikely to be particularly biased; and is certainly reliable. It demonstrates the brutality of police to non-violent protesters and represents a significant event, but in terms of in-depth historical analysis its usefulness is limited.

- (E) To what extent do the three sources represent the major underlying trends and movements of the area of study?

[6 marks]

The three sources represent the major underlying trends of the civil rights movement to varying extents but overall the representativeness of the sources is quite high but fundamentally lacking in some areas.

The major trends of the movement can be divided into categorising, non-violent and violent and grass-roots organisations / large-scale political groups and organisations. Source 1 makes reference to non-violent protest and the continuous trend of an unaccepting white society, and is in this sense largely representative of two important trends but its scope is limited by the simplicity of the carbon medium. Source 2 demonstrates the perspective of a Black Power leader, certainly another major trend, and as Carmichael was a former SNCC leader it interestingly represents the pattern of some Black groups to move away from nonviolence towards Black Power, arguably due to frustration. Source 3 demonstrates actions of a significant large Civil Rights group, the SCLC, in organising grass-roots citizens to participate in protest, and the trend of violent or hostile white response. But notably none of the sources recognise the roles of the Kennedy or Johnson administrations, small grass-roots protests or individual actions (sit-ins, Rosa Parks) or the unfortunate but undeniably ongoing trends of extremist racist groups (Ku Klux Klan, etc.).