

## A Level History A

### Unit Y319

#### Civil Rights in the USA 1865–1992

Sample Question Paper

Version 0.14

### Date – Morning/Afternoon

Time allowed: 2 hours 30 minutes



**OCR supplied materials:**

- 12 page Answer Booklet

**Other materials required:**

- None



<b>First name</b>										
<b>Last name</b>										
<b>Centre number</b>										
<b>Candidate number</b>										

#### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer Question 1 in Section A and any 2 questions in Section B.
- Write your answer to each question on the Answer Booklet.
- Do **not** write in the bar codes.

#### INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [ ].
- Quality of extended responses will be assessed in questions marked with an asterisk (\*).
- This document consists of **4** pages.

**Section A**

Read the two passages and then answer Question 1.

- 1 Evaluate the interpretations in both of the two passages and explain which you think is the more convincing explanation of the impact of the New Deal on Trade Union and Labour Rights.

[30]

**Passage A**

The Second New Deal was more radical than the first as it tried to reform areas which affected ordinary people, such as union rights. Following the 1934 elections, with the left making huge gains, Roosevelt wanted to realign himself with this development. This encouraged a more radical outlook. The first major Act was the National Labor Relations Act, also known as the Wagner Act which was passed in July 1935. Roosevelt was reluctant to become involved in labour relations and did not initiate this act, only giving it his support when it had passed the Senate and was likely to become law. The act was a landmark in US history as it forced employers to recognise unions, forbade the sacking of workers for being union members, gave workers some legal the protection and established the National Labor Relations Board. The Act helped to create a peaceful way to solve labour disputes and end the violence that had characterised industrial unrest in the USA. Its success can be seen in the rise of union membership.

Adapted from: N. Fellows and M. Wells, *History for the IB Diploma: The Great Depression and the Americas 1929–39*, published in 2013

**Passage B**

It was to stabilise labour relations in the face of industrial unrest that the Wagner Act of 1935 was passed. There were waves of sit down strikes not controlled by the regular union leadership. In 1936 there were 48 and in 1937 477. In Chicago in 1937 a strike at Republic Steel brought the police out, firing at the strikers. The Wagner Act, from the unions' point of view, helped union organizing. From the government's point of view it was an aid to the stability of business and trade. Employers did not want unions but they were more controllable – more stabilizing for the system than wildcat strikes by rank and file workers. Workers won most during the spontaneous uprisings before the unions were recognised or well organised. Even when union membership rose enormously during the Second World War, the power of the unions was less than before. The members of the National Labor Relations Board were less sympathetic to workers, and state governments passed laws to hamper strikes.

Adapted from: H. Zinn, *A People's History of the United States: 1492 to the Present*, published in 1999

**Section B**

Answer **TWO** of the following three questions.

- 2\*** 'Opposition to African-American civil rights remained powerful throughout the period from 1865 to 1992.' How far do you agree? **[25]**
- 3\*** 'The policies of the Federal government failed to support the civil rights of Native Americans.' To what extent do you agree with this view of the period from 1865 to 1992? **[25]**
- 4\*** 'Gaining the vote in Federal elections in 1920 was the most important turning point in the campaign for gender equality in the USA.' How far do you agree with this view of the period from 1865 to 1992? **[25]**

**BLANK PAGE**

---

Copyright Information:

**Passage A:** Nick Fellows, Mike Wells, *History for the IB Diploma: The Great Depression and the Americas 1929–39* © Cambridge University Press 2013. Reproduced with permission from Cambridge University Press.

**Passage B:** Adapted from: Zinn, H (2003), *A People's History of the United States: 1492 to the Present*. Harper Collins, USA. Reproduced with permission from The Roam Agency.

OCR is committed to seeking permission to reproduce all third-party content that it uses in the assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements booklet. This is produced for each series of examinations and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.



Oxford Cambridge and RSA

**...day June 20XX – Morning/Afternoon**

**A Level History A**

**Unit Y319 Civil Rights in the USA 1865–1992**

**MARK SCHEME**

**Duration:** 2 hour 30 minutes

**MAXIMUM MARK      80**

**This document consists of 16 pages**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

<b>Descriptor</b>	<b>Award mark</b>
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

**11. Annotations**

<b>Annotation</b>	<b>Meaning</b>



## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
<b>Level 5</b> 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
<b>Level 4</b> 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
<b>Level 3</b> 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
<b>Level 2</b> 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
<b>Level 1</b> 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
<b>Level 5</b> 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

## Section A

Question	Answer	Marks	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is the more convincing explanation of the impact of the New Deal on Trade Union and Labour Rights.</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation A argues that the Wagner Act had a major and largely positive impact on labour relations by helping union organisation, reducing violence in industrial disputes and increasing union membership, and note that it mentions the major terms of the Act, such as making employers recognise unions in support of this claim.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue that this is valid, because it is supported by the growth of unions and the role of the NLRB in moderating disputes.</li> <li>• <b>Answers might argue that Interpretation A is</b> assuming the act was radical – FDR was not entirely happy with it despite the reforming agenda of the Second New Deal and employers challenged it. However, there is evidence of organised labour not being effective in making improvements until the changed economic circumstances brought about by rearmament and war.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B argues that the changes to the rights of unions led to less effective pressure by workers than the direct action and sit-ins and wildcat strikes. It also claims that violence did not end with the passing of the Act and note that it mentions police firing on strikers in Chicago in support of this claim.</li> <li>• <b>In evaluating Interpretation B answers</b>, might argue this is valid because it is supported by the pressure on wages brought by continued unemployment and the limitations able to be imposed by state governments.</li> <li>• <b>Answers might argue that Interpretation B</b> is over-sympathetic to unorganised and spontaneous demonstrations and that organised labour was a better way forward for workers to improve conditions.</li> </ul>		

## Section B

Question	Answer	Marks	Guidance
2*	<p><b>‘Opposition to African-American civil rights remained powerful throughout the period from 1865 to 1992.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that the use of intimidation and terror was constant, at least until c1940 with the KKK and Knights of the White Camelia.</li> <li>• Answers might consider the hostility of the Supreme Court.</li> <li>• Answers might consider the attitude of southern Whites from the Jim Crow Laws to resistance to the Civil Rights movement in the 1950s and 1960s.</li> <li>• Answers might consider the continued discrimination in housing, employment and political representation throughout the period.</li> <li>• Answers might consider the attitude of the Federal Government which became less supportive again after 1968.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that the Federal Government was not always opposed, Reconstruction and Second World War.</li> <li>• Answers might consider the decline in support for the KKK.</li> <li>• Answers might consider Supreme Court judgements which supported African-Americans.</li> <li>• Answers might consider the attitude of supportive presidents such as Johnson and Carter.</li> <li>• Answers might consider support from Whites especially in the 1960s and the decline in the acceptability of racism.</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>



Question	Answer	Marks	Guidance
3*	<p><b>‘The policies of the Federal government failed to support the civil rights of Native Americans.’ To what extent do you agree with this view of the period from 1865 to 1992?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that during the Indian Wars the aim was to destroy opposition to westward expansion and this was continued with reservations and their later break up.</li> <li>• Answers might consider the attempts to destroy Native American culture and separate identity, converting them to Christianity and teaching children in special schools.</li> <li>• Answers might consider the denial of political rights as, although the 1924 Citizenship granted US citizenship to all Native Americans who did not have it, many were denied the right to vote in western states</li> <li>• Answers may consider the policy of ‘termination’ as a continuation of earlier policy in arguing the Federal government failed throughout the period to support them.</li> <li>• Answers may consider attempts to seize Native American land throughout the period and the disposal of Indian land without their consent following the 1903 Lone Wolf v Hitchcock ruling and by encouraging them to relocate to cities.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that there were periods of support and consider the work of John Collier who ended the assimilation policy.</li> <li>• Answers might consider the impact of the Indian Reorganisation Act and the respect for culture and traditions which has continued since the 1960s.</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Answers might consider the impact of the Red Power movement and the support and recognition it gained, linking it to the passing of legislative measures.</li> <li>• Answers may consider the decisions of the Indian Claims Commission and Supreme Court in arguing that lack of support was not consistent as compensation has been granted over land losses.</li> <li>• Answers might consider that Federal policy is complicated as there is a lack of clarity about what Native American rights should be.</li> </ul>		
4*	<p><b>‘Gaining the vote in Federal elections in 1920 was the most important turning point in the campaign for gender equality in the USA.’ How far do you agree with this view of the period from 1865 to 1992?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that it was the most significant as it allowed women full participation in political life for the first time and compare it with the position beforehand.</li> <li>• Answers might compare the situation in 1865 when women could not vote with 1984 and Ferraro was the vice-presidential Democratic candidate.</li> <li>• Answers might consider the Flappers of the 1920s and compare their liberalism with previous periods and link it to gaining the vote.</li> <li>• Answers might consider its significance as, within 13 years, Frances Perkins became the first female member of Cabinet.</li> <li>• Answers might consider that it was significant as an example of the success of women’s activism and in inspiring later campaigns.</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that it was less significant as the vote had already been granted in nearly half the states beforehand.</li> <li>• Answers might consider that it was not as significant as African-American women in the South did not gain the vote.</li> <li>• Answers might consider that in economic terms the wars had a greater impact as they expanded employment and earning power.</li> <li>• Answers might argue that it was changes in educational provision and attitudes that were a greater turning point.</li> <li>• Answers may argue that changes to abortion were the most important turning point as they gave women control over their bodies and therefore consider the 1960s and 1970s.</li> </ul>		

## Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	Total
1			30	30
2/3/4	50			50
<b>Totals</b>	<b>50</b>		<b>30</b>	<b>80</b>

## Summary of updates

---

Date	Version	Change
November 2020	0.14	Updated copyright acknowledgements.