

GCE

History A

Unit : Y319/01 Civil Rights in the USA 1865 - 1992

Advanced GCE

Mark Scheme for June 2017

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2017

These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Continuity/Change
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Synthesis
	Unclear
	View

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the impact of the New Deal on African Americans</p> <p>In locating the Interpretations within the wider historical debate, answer might argue that Interpretation A argues that the New Deal was beneficial for African Americans</p> <p>In evaluating Interpretation A,</p> <ul style="list-style-type: none"> • Answers might argue that the New Deal brought a wide range of benefits to African Americans in the social and economic spheres • Answers might argue that Interpretation A is valid as in the South some of the aid did not reach the African Americans • Answers might argue that Interpretation A is not valid as moves towards equality which had been made since the First World War were reversed due to the shortage of jobs. • Answers might argue that interpretation A is not valid as Roosevelt did not introduce measures specifically for African Americans and legislation that was passed, such as the NRA and the CCC was prejudicial to African Americans <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that the New Deal programmes did little to help African Americans</p> <p>In evaluating Interpretation B,</p> <ul style="list-style-type: none"> • Answers might argue that it is valid as NRA codes 	30	<ul style="list-style-type: none"> • No set answer is expected • 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. • To be valid, judgements must be supported by relevant and accurate material. • 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

			<p>allowed African Americans to be paid less than whites for doing the same job.</p> <ul style="list-style-type: none">• Answers might argue that interpretation B is valid as the man in charge of the CCC, Robert Fechner, was a racist.• Answers might argue that interpretation B is valid as a larger proportion of African Americans were unemployed.• Answers might argue that interpretation B is not valid as some jobs in entertainment were created for African Americans.		
--	--	--	---	--	--

2*		<p>Mark Scheme Section B</p> <p>‘The Second World War was the most important turning point in the development of African American Civil Rights.’ How far do you agree with this view of the period from 1865 to 1992?</p> <p>In supporting the hypothesis in the question, it might be argued that despite segregation horizons were widened with many African Americans experiencing a more equal society.</p> <ul style="list-style-type: none"> • Answers might consider that it increased migration north by many African Americans, which created tensions which had to be resolved. • Answers might consider that it was the fight against Nazism that encouraged Civil Rights campaigners to continue the campaign for full civil rights and led to the founding of CORE. • Answers might consider that it made many aware of the inequality in the USA. • Answers might consider that in some industries African American workers gained positions of authority. <p>In challenging the hypothesis in the question, it might be argued that segregation still remained.</p> <ul style="list-style-type: none"> • Answers might consider that the economic position of African Americans did not improve. • Answers might consider that little had changed since the late nineteenth century and any gains were short term. • Answers might consider that in terms of political and voting rights the 1960s was a more significant turning point, with the Voting Rights Act of 1965. • Answers might consider that educational opportunities for African Americans did not improve 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • 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.
----	--	---	----	--

<p>3*</p>		<p>until after the Little Rock incident.</p> <ul style="list-style-type: none"> • Answers might consider that there was still much resistance to Civil Rights as was seen at Birmingham. <p>‘Reagan did more than any other US President to limit labour rights and the power of Trade Unions.’ How far do you agree with this view of the period from 1865 to 1992?</p> <p>In supporting the hypothesis in the question, answers might consider that it was Reagan because his administration led to a redefinition of labour relations, with strike action decreasing.</p> <ul style="list-style-type: none"> • Answers might consider the diminishing influence and power of Unions after the 1981 PATCO strike. • Answers might consider the sending to prison of PATCO leaders for ignoring court injunctions and the impact it had. • Answers might consider the impact of the huge fines and the destruction of the PATCO Union. <p>In challenging the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might consider that Kennedy did not improve the position of workers. • Answers might consider the Presidency of Truman which did much to reverse the gains made before the Second World War. • Answers might consider the Presidents in the period before World War One who supported violent action to end strikes. • Answers might consider the support of presidents for laissez faire capitalism and big business before 	<p>25</p>	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • 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.
-----------	--	--	-----------	--

4*		<p>the First World War, which limited the power of Unions.</p> <ul style="list-style-type: none"> • Answers might consider that Johnson was less interested in the position of workers because of his war on poverty. <p>To what extent did the position of women improve in the period from 1865 to 1992?</p> <p>In supporting the hypothesis in the question, it might be argued that women gained political rights with the franchise and were more politically aware.</p> <ul style="list-style-type: none"> • Answers might consider that women gained greater employment opportunities. • Answers might consider that women gained greater control over their own bodies with abortion and contraception. • Answers might consider that women made considerable advances in education which gave greater opportunities. • Answers might consider the securing of women's rights by the 1964 Civil Rights Act. <p>In challenging the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might consider that women had not gained a secure base in the political system by 1992. • Answers might consider that equal pay and equal rights at work was not guaranteed. • Answers might consider that controversy still surrounded the Roe v Wade ruling. • Answers might consider that in employment there 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • 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.
----	--	--	----	--

			<p>was still evidence of the 'glass ceiling'.</p> <ul style="list-style-type: none">• Answers might consider that the improvement in the position of women was limited by division over priorities and that some were limited by class and ethnicity.• Answers might consider the problems that many married women faced which limited the improvements in their position.		
--	--	--	---	--	--

APPENDIX 1 – this contains the generic mark scheme grids

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section A, Question 1: Interpretation [30]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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>
	Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]
Level 6 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.
Level 5 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.
Level 4 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.
Level 3 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.
Level 2 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.
Level 1 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.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2017

