



GCE

History A

Y319/01: Civil rights in the USA 1865-1992

Advanced GCE

Mark Scheme for June 2019

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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.

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

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
SC	Simple comment
	Unclear
V	View

3. Here is the mark scheme for this question paper.

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 position of African Americans during the Gilded Age.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answer might argue that Interpretation A puts forward the view that segregation was part of the modernisation process and was accepted by both groups. • In evaluating Interpretation A, answers might argue that this view is valid as segregation happened in the North as well as the South. • Answers might argue that Interpretation A is valid as segregation did spread to all aspects of life, including orphanages, prisons, funeral homes and cemeteries, with Tennessee rail starting the process in 1891. • Answers might argue that Interpretation A is not valid as it ignores the attitude of the Supreme Court who prevented some of the measures, notably segregation in residential areas, from becoming law. • Answers might argue that Interpretation A is not valid as it ignores African American protest and resistance to segregation and discrimination in this period. <p>• In locating the Interpretations within the</p>	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>2</p>		<p>wider historical debate, answers might argue that Interpretation B puts forward the view that African Americans were disenfranchised in response to the rise of power they experienced due to the Populist Party, and that segregation was a backward-looking measure trying to preserve the ‘Old South’, which blacks had to accommodate to.</p> <ul style="list-style-type: none"> • In evaluating Interpretation B, answers might argue it is valid as measures were taken to prevent African Americans from voting, most notably with the grandfather clauses. • Answers might argue that Interpretation B is valid as intimidation was also used to stop African Americans from voting. • Answers might argue that Interpretation B is invalid as it ignores the pressure that was put on African Americans through lynching. • Answers might argue that Interpretation B is valid as Mississippi began a stringent process of voter registration in 1890, which was followed by other states. <p>‘The quality of African American leadership was the most important factor in the advancement of African American civil rights in the period from 1865 to 1992.’ How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that under the leadership of Martin Luther King the greatest advances were made. 	<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.
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<p>3</p>		<ul style="list-style-type: none"> • Answers might consider that Washington brought about gradual improvement through his Institute • Answers might consider that African American leaders made the public aware of issues, as with Du Bois and Garvey publicising the issue of civil rights • Answers might consider that Randolph and King won support through non-violent methods. • Answers might consider that the scale of the activity of leaders made it possible to get legislation passed. • In challenging the hypothesis in the question, it might be argued that it ignores the importance of the support of Presidents and the Federal Government. • Answers might consider that the role of the Supreme Court was more important, as with <i>Brown v Board</i>. • Answers might consider that it ignores the impact of war, particularly the Second World War. • Answers might consider how the extent of the discrimination and violence in the South discredited attempts to hinder progress. <p>‘The Dawes Act was the most important turning point in the development of Native American Civil Rights in the period 1865-1992.’ To what extent do</p>	<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.
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		<p>you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis that it was the most important turning point it might be argued that it was an economic turning point by turning Native Americans into landowners. • Answers might consider that politically it was an important turning point as it turned Native Americans into citizens. • Answers might consider that it was important economically as it led to a decline in the land held by Native Americans. • Answers might consider that socially it was a turning point as it destroyed the idea of land being held communally. • Answers might consider that it was a turning point for Native American women as it destroyed the matriarchy in some tribes. • Answers might consider that it was turning point culturally as it undermined the belief that land belonged to all creatures. <ul style="list-style-type: none"> • In challenging the hypothesis that it was the most important turning point, it might be argued that the termination policy was the biggest turning point as it ended the reservation system. • Answers might consider that indirectly the policy of reservations was the most important turning point as it unintentionally helped to preserve Native American culture. • Answers might consider that the Indian Reorganisation Act was the biggest turning point as it was the first move to preserve Native American culture. 		<ul style="list-style-type: none"> • 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.
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<p>4</p>		<ul style="list-style-type: none"> • Answers might consider that Supreme Court decisions in the 1970s and 1980s were the biggest turning point as they began to restore land that was lost. • Answers might consider that the granting of citizenship was the greatest political turning point. <p>‘Changing economic and employment opportunities were the most important reason for the advancement in women’s civil rights in the period from 1865 to 1992.’ How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that women made gains during the two World Wars. • Answers might consider how women benefited from economic developments post World War II, with the growth in light industry and technology. • Answers might consider that the increase in women in higher education led to greater opportunities. • Answers might consider how the wars widened job opportunities and the chance for travel, as well as giving women independence with husbands away. • Answers might consider that the growth in white collar work gave women more opportunities. • In challenging the hypothesis in the question, it might be argued that the gains made during the wars were often temporary and led to a conservative reaction. 	<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.
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		<ul style="list-style-type: none">• Answers might consider the work of the suffrage movement from 1869 to 1919.• Answers might consider the role of the feminist movement in the 1960s and 1970s.• Answers might consider the role of women within the prohibition movement and how that helped gain experience of participation in public life.• Answers might consider that for much of the period women were unable to take advantage of economic developments and changes as their place was seen to be at home.• Answers might consider that the Depression reinforced traditional values.• Answers might consider the importance of birth control legislation in giving women control over their bodies.		
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APPENDIX 1 – this contains a generic mark scheme grid

	<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.

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