

GCE

History A

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

Advanced GCE

Mark Scheme for Autumn 2021

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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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Annotations

| 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 |
| P | Provenance |
| SC | Simple comment |
|  | Unclear |
| V | View |
| S | Synthesis |
| C | Continuity/Change |

Subject Specific Marking Instructions

| Question | Answer | 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 achievements of the Black Power movement.</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 Black Power helped bring about many improvements in the lives of African Americans. • In evaluating Interpretation A, answers might argue that this view is valid as Black Power did lead to an improvement in morale with a poll revealing 64% took pride in it. • Answers might argue that Interpretation A is valid as ghetto clinics gave advice on health, welfare and legal rights. • Answers might argue that Interpretation A is valid as in 1970 1700 meals a week were served to the ghetto poor. • Answers might argue Interpretation A is valid as their actions led to some violent shoot outs with police. • Answers might argue that Interpretation A is not valid as it ignores the demise of an effective civil rights movement. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B puts forward the view that the achievements of Black Power were very limited. | 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 |

| Question | Answer | Mark | Guidance |
|----------|---|------|--|
| 2* | <ul style="list-style-type: none"> • In evaluating Interpretation B, answers might argue it is valid as the movement led to riots in many cities in 1965, 1966 and 1967. • Answers might argue that Interpretation B is valid as Black Power divided the civil rights movement. • Answers might argue that Interpretation B is valid as Northern ghetto African Americans had not gained from the general prosperity of post-war USA. • Answers might argue that Interpretation B is valid as there was a white backlash with it being targeted by the FBI who were very successful in eliminating it. • Answers might argue that Interpretation B is invalid as a white backlash was already underway before Black Power developed. • Answers might argue that Interpretation B is invalid as the movement attracted Carmichael and Brown from the SNCC. <p>‘Trade union and labour rights in the USA changed more in the 1980s than in any other decade.’ How far do you agree with this view of the period 1865 to 1992?</p> <ul style="list-style-type: none"> • In arguing that labour and union rights changed more in the 1980s it might be argued that Reagan’s attempt to remove restrictions that hindered industry reduced labour and union rights. • Answers might consider the impact of the PATCO strike. | 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. |

| Question | Answer | Mark | Guidance |
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| | <ul style="list-style-type: none"> • Answers might consider that union rights were under attack from the public. • Answers might consider the decline in number of strikes, suggesting a major union weapon was being lost. • Answers might consider the use of scab labour. • Answers might consider the lack of solidarity among workers. • In arguing that other decades saw greater change, it might be argued that the period of the New Deal witnessed the greatest growth in union and labour rights. • Answers might consider the impact of the two World Wars on labour rights. • Answers might consider the period after the Second World War when labour rights were lost through legislation such as the Taft-Hartley Act. • Answers might consider that during the Gilded Age the demand for workers allowed them to win some concessions. • Answers might consider the 1920s when demand for consumer goods forced employers to recognise unions and bring in welfare capitalism. • Answers might consider the 1970s when economic change led to a decline in union membership which impacted union power • Answers might consider the 1890s when union power was restricted by government action against strikes. | | |

| Question | Answer | Mark | Guidance |
|-----------|---|-----------|--|
| <p>3*</p> | <p>‘Throughout the period form 1865 to 1992 the Federal Government helped the development of Native American Civil Rights.’ How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis that Federal Governments helped Native American civil rights it might be argued that progress was made from the 1930s. • Answers might consider that Roosevelt’s New Deal helped to preserve Native American culture with the Reorganisation Act. • Answers might consider Johnson’s Forgotten Americans speech. • Answers might consider Nixon’s legislation, such as education and the granting of self determination. • Answers might consider Ford’s range of legislation, including the Self Determination Act and Education Assistance Act. • Answers might consider that Carter passed the Native American Religious Freedom Act and Child Welfare Act. • Answers might consider the role of the Supreme Court at the end of the nineteenth century when it supported Native American Civil rights. • Answers might consider the influence of the Supreme Court since the 1960s with cases such | <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. |

| Question | Answer | Mark | Guidance |
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| <p>4*</p> | <p>as Oneida v Oneida and Madison Counties, Sioux v US, Fisher v Montana.</p> <ul style="list-style-type: none"> • Answers might consider the Federal Government to have been more supportive of Native American civil rights at the end of the period • In challenging the hypothesis that the Federal Government did not help the development of Native American Civil Rights, it might be argued that this was often evident in the period up to the 1960s and certainly before the 1930s. • Answers might consider the belief in Manifest Destiny which underpinned policies such as the Homestead Act. • Answers might consider the allotment policy which ignored the Native American tribal way of life. • Answers might consider the reduction in revenue to Native Americans when there were economic problems in the Civil War, 1890s, Second World War and under Reagan. • Answers might consider that the Federal Government failed to understand the Native American desire for self-government rather than assimilation. • Answers might consider the policy of termination. <p>‘The reasons for opposition to gender equality in the USA remained the same throughout the period from 1865 to 1992.’ How far do you agree?</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. • 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. |

| Question | Answer | Mark | Guidance |
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| | <ul style="list-style-type: none"> • In supporting the argument the reasons remained the same it might be argued that throughout the period there was a belief in separate spheres. • Answers might consider that many women believed in traditional values and felt that women should stay at home. • Answers might consider that there was always opposition to economic equality in terms of jobs and pay. • Answers might consider how religious and social attitudes acted to hinder womens' reproductive rights throughout the period. • Answers might consider that there was always male condescension and double standards. • In challenging the view that the reasons remained the same, it might be argued that the emergence of radical feminism created opposition. • Answers might consider that the debate over abortion laws led to opposition and the growth of anti-feminism. • Answers might consider that in the nineteenth century and early twentieth century there was opposition to women's involvement in politics. • Answers might consider that there were divisions between feminists and radical feminists over their aims. • Answers might consider the impact of the Depression when women often lost jobs to protect those of men and again after Wars. • Answers might consider opposition to the ERA as some argued they would lose more than they gained. | | |

| Question | | | Answer | Mark | Guidance |
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APPENDIX 1 – this contains a generic mark scheme grid

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| | <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. |

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| | <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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