

**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for November 2020**

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 2020

## Annotations

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

## Subject Specific Marking Instructions

## MARK SCHEME

Question	Answer	Mark	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the impact of Black Power on the African American civil rights movement.</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answer might argue that Interpretation A puts forward the view that the fear of Black Power, particularly the NOI, strengthened the position of non-violent civil rights organisations, and also increased awareness of and engagement with a wider range of civil rights issues.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue that this view is valid as Black Power did provide a movement for African Americans outside the South where the SCLC were based.</li> <li>• Answers might argue that Interpretation A is valid as it did raise issues such as housing and unemployment in the northern ghettos, which had not been well addressed by NVDA.</li> <li>• Answers might argue that Interpretation A is valid as a number of Civil Rights concessions were made by the government in the early to mid 1960s, including the Civil Rights Act and Voting Rights Act.</li> <li>• Answers might argue that Interpretation A is not valid as it ignores the ending of civil rights measures by Johnson following riots.</li> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that</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>

2*		<p>Interpretation B puts forward the view that the Black Power movement created divisions within the civil rights movement and left it weaker</p> <ul style="list-style-type: none"> <li>• <b>In evaluating Interpretation B</b>, answers might argue it is valid as the relative unity of the civil rights movement was broken as McKissick and Carmichael lost faith in the non-violent philosophy.</li> <li>• Answers might argue that Interpretation B is valid as Carmichael broke with the SNCC and joined the Black Panthers.</li> <li>• Answers might argue that Interpretation B is valid as Wilkins of the NAACP described Black Power as the KKK in reverse.</li> <li>• Answers might argue that Interpretation B is valid as there was a white backlash.</li> <li>• Answers might argue that Interpretation B is invalid as a white backlash was already underway before Black Power developed.</li> </ul> <p><b>‘The Supreme Court had more influence on the African American struggle for civil rights than any other branch of government.’ 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 arguing that the Supreme Court had the greatest influence</b>, it might be argued that they played a crucial role in the judgements that underpinned the Jim Crow segregation, notably the Slaughterhouse Case and Plessy v Ferguson.</li> <li>• <b>Answers might consider</b> that in some more recent cases the Supreme Court has been less supportive of minority rights and might refer to, for example Antonio Independent School District v Rodriquez or Grove City v Bell.</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>
----	--	--	----	--

		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that in the period after the Second World War the Supreme Court helped to facilitate the civil rights movement.</li> <li>• <b>Answers might consider</b> the involvement of the Supreme Court in the two Brown cases, 1954, 1955.</li> <li>• <b>Answers might consider</b> the importance of the Smith v Allwright Case of 1944.</li> <li>• <b>In arguing that other branches of government had a greater influence</b>, it might be argued that Congress played a significant role, particularly during the Reconstruction period.</li> <li>• <b>Answers might consider</b> the 13<sup>th</sup>, 14<sup>th</sup> &amp; 15<sup>th</sup> Amendments and the Civil Rights Acts of 1866 and 1875.</li> <li>• <b>Answers might consider</b> the period of military rule in the south and the Enforcement Act designed to suppress the KKK.</li> <li>• <b>Answers might consider</b> that at times Congress was indifferent to civil rights and was even hostile to measures such as federal anti-lynching laws.</li> <li>• <b>Answers might consider</b> the role of the Presidency.</li> <li>• <b>Answers might consider</b> that Presidents such as Andrew Johnson and Wilson were hostile.</li> <li>• <b>Answers might consider</b> that many Presidents in the period from 1877 to 1933 were indifferent.</li> <li>• <b>Answers might consider</b> that Presidents such as Roosevelt, Truman and Eisenhower provided modest support.</li> <li>• <b>Answers might consider</b> that Democrat Presidents, such as Kennedy, Johnson and Carter provided greater support than Republicans Nixon, Reagan and Bush.</li> <li>• <b>Answers might consider</b> the role of state governments, particularly the southern states in</li> </ul>		
--	--	---	--	--

3*		<p>maintaining legal discrimination and resisting desegregation (Little Rock).</p> <p><b>'It was the activism of the Native Americans themselves that was the most important factor in the advancement of their civil rights.'</b> How far do you agree with this view of the period from 1865 to 1992?</p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis that Native American activism was the most important factor</b>, it might be argued that this was evident in the period after the Second World War.</li> <li>• <b>Answers might consider</b> the establishment of the National Congress of American Indians which put pressure on the Government and led to the establishment of the Indian Claims Commission.</li> <li>• <b>Answers might consider</b> the formation of the National Indian Youth Council which took on law cases.</li> <li>• <b>Answers might consider</b> the establishment of Red Power and AIM which put pressure on Government and encouraged Nixon, Carter and Ford to pass legislation.</li> <li>• <b>Answers might consider</b> some of the actions taken in the 1970s and 1980s, particularly the siege of Alcatraz, the occupation of Mount Rushmore, occupation of the Bureau of Indian Affairs and occupation of Wounded Knee.</li> <li>• <b>Answers might consider</b> the legal cases taken to regain lands.</li> <li>• <b>In challenging the hypothesis that Native American activism was the most important factor</b>, it might be argued that the Government was the most important factor.</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>
----	--	--	----	--

4		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Presidents, such as Roosevelt, Johnson, Ford, Carter and Nixon that were most important.</li> <li>• <b>Answers might consider</b> Johnson’s Forgotten Americans speech.</li> <li>• <b>Answers might consider</b> Nixon’s legislation, such as education and the granting of self determination.</li> <li>• <b>Answers might consider</b> Ford’s range of legislation, including Self Determination Act, Education Assistance Act.</li> <li>• <b>Answers might consider</b> that Carter passed the Native American Religious Freedom Act and Child Welfare Act.</li> <li>• <b>Answers might consider</b> the role of the Supreme Court at the end of the nineteenth century when it supported Native American Civil rights.</li> <li>• <b>Answers might consider</b> the influence of the Supreme Court since the 1960s with cases such as Oneida v Oneida and Madison Counties, Sioux v US, Fisher v Montana.</li> </ul> <p><b>How united were American women in support of gender equality in the period from 1865 to 1992?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the argument they were united</b>, it might be argued that at the start of the period many women pressed for social reform, particularly over temperance.</li> <li>• <b>Answers might consider</b> that the degree of support mobilized for franchise reform suggests some unity.</li> <li>• <b>Answers might consider</b> that the support for the ERA suggests some unity, particularly when it was passed in Congress.</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>
---	--	---	----	--



		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the role of second wave feminism in seeking to unite women by gender, potentially overcoming differences of class, race, religion etc.</li> <li>• <b>Answers might consider</b> the high degree of de facto support for advances which improved gender equality such as the birth control pill.</li> <li>• <b>In challenging the view that they were united</b>, it might be argued that women have been divided over whether they wanted equality with men or their differences properly acknowledged.</li> <li>• <b>Answers might consider</b> how a significant number of women supported the concept of separate spheres.</li> <li>• <b>Answers might consider</b> that the flappers were criticized by other women.</li> <li>• <b>Answers might consider</b> that not all women wanted the vote.</li> <li>• <b>Answers might consider</b> that there were divisions between feminists and radical feminists.</li> <li>• <b>Answers might consider</b> that there were divisions over tactics between the various Suffrage groups.</li> <li>• <b>Answers might consider</b> that class, race and religion often divided women, particularly as many groups were led by middle class women who had little interest in the conditions of those in low paid work.</li> <li>• <b>Answers might consider</b> how religion caused divisions over the ERA and opposition to the Roe v Wade judgement.</li> </ul>		
--	--	--	--	--

APPENDIX 2 – this section contains additional subject specific information

Use this space if you have extensive subject specific information that is inappropriate to include elsewhere.

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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