

GCE

History A

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

Advanced GCE

Mark Scheme for June 2018

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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
	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

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.

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 Dawes Act on Native Americans</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A suggests that there were some positive impacts of the Act. • In evaluating Interpretation A, answers might argue it did give the Native Americans the opportunity to gain full citizenship. • Answers might argue that Interpretation A is invalid as the Native Americans did not want citizenship or civil rights, but self-determination. • Answers might argue that the Dawes Act improved conditions from the reservation system, which was destroyed. • Answers might argue that Interpretation A is invalid as Native Americans struggled to assert their rights. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that the Dawes Act did not help the civil rights of the Native Americans. • In evaluating Interpretation B, it might be argued that the Native Americans did not want civil rights, but self-determination. • Answers might argue that interpretation B is valid as white settlers acquired much of the land. • Answers might argue that interpretation B is valid as many Native Americans spent the money from the sale of their land on alcohol and got into debt. • Answers might argue that interpretation B is valid as women in the Iroquois and Cherokee owned family 	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/Indicative content	Mark	Guidance
	<p>property, whilst the responsibility of men was hunting and making provision for the family.</p> <ul style="list-style-type: none"> Answers might argue that interpretation B is valid because many failed to adapt to the new system of farming and were often given poor quality land. 		
2	<p>‘Discrimination against African Americans remained strong throughout the period 1865-1992.’ How far do you agree?</p> <ul style="list-style-type: none"> In supporting the hypothesis in the question, it might be argued that for much of the period the KKK were influential. Answers might consider that lynching was a problem for much of the period. Answers might consider that economic discrimination in terms of pay and unemployment remained strong throughout the period. Answers might consider that police action against African Americans was discriminatory even at the end of the period with Birmingham and the Rodney King affair. Answers might consider that there was discrimination in terms of housing. Answers might consider whether discrimination was ended in the South. Answers might consider that the economic gap between African Americans and whites continued to widen. In challenging the hypothesis in the question, it might be argued that political discrimination ended with the granting of civil rights in the 1960s. Answers might consider that educational discrimination was ended with cases such as Little 	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/Indicative content	Mark	Guidance
	<p>Rock.</p> <ul style="list-style-type: none"> • Answers might consider that the attitude of government was less discriminatory at the end than in earlier periods. • Answers might consider the weakening of movements such as the KKK • Answers might consider the attitude of the Supreme Court at the end of the period 		
3	<p>‘The 1930s were the most important turning point in the development of Trade Union and labour rights.’ How far do you agree with this view of the period from 1865 to 1992?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that the New Deal extended the rights of workers in the workplace. • Answers might consider that union membership grew. • Answers might consider that the Wagner Act was a turning point as it gave workers the right to join unions and bargain collectively. • Answers might consider that it saw the establishment of the NLRB and the passing of the Fair Labor Standards Act. • In challenging the hypothesis in the question, it might be argued that the New deal did little for unskilled workers. • Answers might consider that Reagan’s period in office was more significant as it took away many gains and led to a decrease in union power. • Answers might consider that the period after the Second World War was more important as many gains from the New Deal were lost by the Taft-Hartley 	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/Indicative content	Mark	Guidance
	<p>Act.</p> <ul style="list-style-type: none"> • Answers might consider that the period before the First World War was more significant as the number of Union members grew significantly. • Answers might consider that the changes in technology after the Second World War were a turning point as it led to a decline in membership and militancy. 		
4	<p>‘Throughout the period 1865-1992, Native Americans took little action themselves to improve their Civil Rights.’ How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that for most of the period they were divided in their opposition to assimilation. • Answers might consider that they were reliant on others, such as John Collier to take action. • Answers might consider that they were often divided by tribal loyalties and even fought against each other. • Answers might consider that the Native Americans lacked strong leadership for much of the period and were therefore unable to take action. • Answers might consider that the granting of citizenship was due to the government and not due to the actions of Native Americans. • In challenging the hypothesis in the question, it might be argued that the Red Power movement took action to improve the position of Native Americans. • Answers might consider that the establishment of the NCAI in 1944 was a realisation of the need to unite. • Answers might consider that the siege of Alcatraz 	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/Indicative content	Mark	Guidance
	<p>was evidence of united action.</p> <ul style="list-style-type: none">• Answers might consider that Native American action persuaded Nixon and Ford to pass legislation.• Answers might consider that Red Power helped to bring about federal reform through the Supreme Court.• Answers might consider the impact of growing militancy from the 1960s		

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.

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