



GCE

History A

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

A Level

Mark Scheme for June 2025

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.
5. **Crossed-Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed -out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM Assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

Y319/01

Mark Scheme

June 2025

7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response: Not applicable in F501

To determine the level – start at the highest level and work down until you reach the level that matches the answer

To determine the mark within the level, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
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

Y319/01

Mark Scheme

June 2025

Annotation	Meaning
S	Synthesis
C	Continuity/Change

Question			Answer	Mark	Guidance
1			Evaluate the interpretations in both of the two passages. Explain which you think is more convincing as an explanation of how far the New Deal improved the position of African Americans. In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation A argues that the New Deal did little to improve the position of African Americans. • In evaluating Interpretation A, answers might argue many African Americans were sharecroppers and the Social Security Act or the National Labor relations Act did not apply to the mass of them in the South. • Answers might argue A is correct as the number of African Americans on relief remained high throughout the 1930s. • Answers might argue A is correct as Roosevelt was too conscious of the political influence of Southern Democrats to pass direct measures to aid African Americans. • Answers might argue that minimum wage regulations meant that some 500,000 African Americans, particularly in the South, lost their jobs. • Answers might argue the AAA cut farm production and forced up prices which reduced the demand for work.	30	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • 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 will reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid judgements they 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 sources, in line with the descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			• Answers might argue the Wagner Act meant union monopolies were legal and unions were allowed to exclude African Americans. In locating the Interpretations within the wider historical debate, answers might suggest that Interpretation B argues that the New Deal improved the position of African Americans, although there were some limitations. • In evaluating Interpretation B, answers might argue the New Deal gave support to African American culture, boosting their status. • Answers might argue that Lena Horne, Duke Ellington and Richard Wright were aided by federal arts projects. • Answers might argue federal arts projects cemented the influence of the Harlem Renaissance. • Answers might argue African Americans benefited from the relief programme, slum clearance, housing projects and efforts to alleviate the problem of rural tenancy. • Answers might argue B is correct as many African Americans did change their voting allegiance to the Democrats. • Answers might argue B is correct as there were limits to their gains, particularly political as little was done to increase African American voting.		

Y319/01

Mark Scheme

June 2025

Question			Answer	Mark	Guidance
			Answers might argue B is correct as segregation in the armed forces remained.		

Question			Answer	Mark	Guidance
2*			To what extent did the aims of the campaigners for African American civil rights remain the same in the period from 1865 to 1992? Answers might consider some of the following themes: political, social, economic. In supporting the hypothesis in the question, • It might be argued campaigners stressed social and economic improvement. • Answers might consider all campaigners fought against discrimination. • Answers might consider the campaign for voter registration throughout the period. • Answers might consider the aim to remove segregation. • Answers might argue that campaigners used the courts to challenge denial of constitutional rights established in Reconstruction. • Answers might argue there was a stress on economic improvement throughout the period. In challenging the hypothesis in the question, • It might be argued that some campaigners wanted integration, whilst others aimed for segregation. • Answers might consider some wanted to win the support of whites, such as MLK, whilst Malcolm X wanted to promote African heritage. • Answers might consider Du Bois wanted to achieve equality within the system, but Garvey	25	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected. • At higher levels answers might establish criteria against which to judge the key issue. • 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
			wanted a separate African American community as part of a Pan African movement. • Answers might consider MLK focused on political rights compared to other leaders. • Answers might consider that Booker T Washington stressed the importance of African Americans relying on their own efforts to make progress and that personal improvement was more important than political civil rights. • Answers might argue some, such as Garvey, wanted to establish a separate state.		

Question			Answer	Mark	Guidance
3*			‘The Federal Government was the most important factor limiting the development of trade union and labour rights in the period from 1865 to 1992.’ How far do you agree? Answers might consider some of the following themes: economic changes, federal governments, war, union unity and division. In supporting the hypothesis in the question, • It might be argued that Federal government legislation was the most important factor in limiting Union and labour rights • Answers might consider the action of the Reagan government • Answers might consider the laissez-faire policy adopted by governments which tended to favour employers • Answers might consider the government sending in troops to break strikes, as with the Pullman Strike of 1894 • Answers might consider the Supreme Court legalizing the use of injunctions and the issuing of the Omnibus indictment Act, which remained in force until 1935. • Answers might consider the impact of the Taft-Hartley Act to restrain union power • Answers might consider the actions of the Supreme Court with <i>Lochner v New York</i>,	25	The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected. • At higher levels answers might establish criteria against which to judge the key issue. • 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
			Coppage v Kansas, Adkins v Children's Hospital and the declaration NIRA was unconstitutional In challenging the hypothesis in the question, • It might be argued that the development of mass production threatened the position of skilled workers. • Answers might consider new technology and automation resulted in a decline in blue collar workers who had been traditional union members. • Answers might consider the impact of unemployment on union rights. • Answers might consider the scattered location of industries and growth of smaller enterprises which limited unionisation. • Answers might consider the impact of two World Wars. • Answers might consider the impact of Union action, such as strikes. • It might be argued divisions between skilled and unskilled workers (blue and white-collar) limited membership and influence. • Answers might consider the growth in the numbers of white-collar workers who were less likely to join unions and more willing to sign no-strike agreements. • Answers might consider ethnic divisions, as many white workers saw other ethnic groups as a threat to their jobs.		

Question			Answer	Mark	Guidance
			• Answers might consider the refusal of unions to allow African Americans to join weakening the movement. • Answers might consider the arrival of immigrants from Asia who accepted lower wages and work for non-Union enterprise firms. • Answers might consider gender divisions as women were more concerned with equal pay than union activity. • Answers might consider that some Presidents helped with labour and Union rights, such as Roosevelt, Kennedy and Johnson		
4*			‘Women in America gained greater gender equality in the period before the end of the Second World War than after.’ How far do you agree with this view of the period from 1865 to 1992? Answers might consider some of the following themes: political, economic, social, religious. In supporting the hypothesis in the question, • It might be argued that women gained political equality with the 19th amendment. • Answers might consider the employment opportunities provided by the First and Second World Wars. • Answers might consider the social freedoms gained after the First World War. • Answers might consider women serving in the armed forces, 1941-5.	25	The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected. • At higher levels answers might establish criteria against which to judge the key issue. • 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
			• Answers might consider women serving in Congress by 1945. • Answers might consider the increasing number of female high-school graduates, which exceeded males. • Answers might argue that women achieved an amendment to the constitution in 1920, something not achieved post World War II. In challenging the hypothesis in the question, • It might be argued that women did not gain equal pay in the period before the end of the Second World War. • Answers might consider the impact of Roe v Wade. • Answers might consider the impact of second-wave feminism in the 1960s. • Answers might consider the Equal Pay Act of 1963. • Answers might consider the expansion of educational opportunities for women. • Answers might consider that women were becoming more represented in politics. • Answers might consider the availability of contraception.		

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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