

Oxford Cambridge and RSA

Centre
number

1	2	2	6	0
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Candidate
number

7	0	1	1
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Unit
code

Y 3 1 9 / 0 1

Unit
title

CIVIL RIGHTS IN THE USA 1865-1992

Write here how many booklets
you have used in total.

2.

INSTRUCTIONS TO CANDIDATES

- Write the information required clearly in the boxes above using capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- **DO NOT WRITE IN ANY BARCODES.**
- Write your answers in this booklet. Please leave two blank lines in between your answers to each question.
- Write the number of the question you are answering in the first margin.

Question	Part
1	a.
1	ai

- If the question you are answering also contains parts, for example 1a, write the question part in the second margin.
- Do all your rough work in pen using this answer booklet. Cross through any work you do not want marked without making it illegible.
- Do not tear out any part of this booklet. All work must be handed in.
- If you run out of space in this booklet, ask the invigilator for a continuation booklet. Please insert any continuation booklets inside this booklet.

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This document consists of 12 pages

ANSWER BOOKLET
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Candidate Marks Report

Series : 6 2017

This candidate's script has been assessed using On-Screen Marking. The marks are therefore not shown on the script itself, but are summarised in the table below.

Centre No :
Candidate No :
Candidate Name :

ment Code : Y319
ment Code : 01

Total Marks : 77 / 80

In the table below 'Total Mark' records the mark scored by this candidate.
'Max Mark' records the Maximum Mark available for the question.

Paper:	Y319/01	
Paper	77 / 80	
Total:		
Question	Total / Max	Used
	Mark	In
		Total
1	29 / 30	✓
2	24 / 25	✓
3	NR / 25	
4	24 / 25	✓

Question Part

1		In terms of African Americans, it has been debated whether the New Deal, aimed more at restoring America's economic stability than necessarily advancing Civil Rights, was able to help the African American (here on 'AA') population at of economic deprivation and charge institutionalised racist attitudes. Certainly
	EXP	Passage A focuses on the positive affects of the New Deal for AAs, whilst still appreciating that a change of attitude was not wholesale. Contrastingly B, which offers somewhat narrow in its interpretation, sees the New Deal as a period which merely affirmed racist and segregationist attitudes.
	V	Passage A speaks of a change, in favour of AAs, from a previously "uninterested" Federal Government. However, a change of attitude had begun to occur from as early as 1917, when cases such as Buchanan v. Warley, ruled Residential Segregation illegal. That said, the Stokes is correct in noticing the economic benefits of the New Deal on AA, which the historian Bancroft has described as "unprecedented". As the passage states, the Africa Americans found jobs and housing, with the WPA employing 350,000 AAs, some 15% of its workforce, whilst 1/3 of NYC housing went to AA families. The NYC
	AN	
	KU	



Question Part

		also provided assistance to 300,000 AA youth, on the postage notes, and so it is clear that AA did benefit in some ways from the New Deal. Moreover, 1/3 of New Deal Relief, what the postage calls 'financial assistance, went to AA families showing that in certain areas the New Deal (ND) did, as the postage states, "improve the situation of American blacks". That said, the postage perhaps overplays the significance of the New Deal in developing the "Black conscience". Indeed, the 'government sponsorship of culture' allowed musicians such as Duke Ellington to thrive, but these projects did not have the nationwide effect that other, say the WPA, did on AAs. Moreover
AN		it appears that the postage's assertion that 'many black sharecroppers became ^{independent} farmers, fails to fully appreciate the struggles forced by the agricultural AA workers; A) a result of the AAA some 200,000 Black sharecroppers lost their jobs (noted by Postage B), very few with the financial means to start their own farms; by 1930 only 12.4 of AA owned their own homes.
KU		
AN		The postage does however acknowledge the limitations of the ND for African Americans, and it is correct to note that 'New Deal agencies often discriminated
EVAL		



Question Part

		against blacks? The C.C.C. created all white, segregated trust whilst the labour codes of the 1933 NRA were often set far lower standards for blacks than whites. The passage also takes no notice of the ND to dramatically shift southern attitudes, where some 97% farms remained segregated and failed to appreciate the failure of many ND programmes to reach the South.
AN		That said, the positive effect of the New Deal on should not be forgotten, and the passage is fair in its analysis that the huge shift in AA votes to the Democrats (from 70%) was perhaps some indication of the help the ND gave AA.
AN		However, although the passage offers a fair reflection of the positives and negatives of the New Deal, it perhaps is optimistic in its assertion that 'New Dealers were responsive' to AA voices. The
EVAL		New Deal, on the basis of a request from the segregated A.A., refused to include any legislation banning discrimination in unions, a move which left many AA voiceless in the workplace. Overall, however, it offers a convincing explanation of the effect of the New Deal on AAs.
V		

Pro



Question Part

		Consequently B takes a far more
		perspective view. Whilst it is correct to
		point on the 'exclusion of domestic
		workers' from the FLSA, it perhaps fails
AN		to appreciate the benefits the ND offered
		on a larger scale. That said, does
		60% of AA ^{in employment} women have domestic events,
		and the ^{repud} probability of the New Deal to
EVAL		protect them allow them to gather for
		work at 'Slave Markets'. It was not until
		Wages themselves created the Domestic
KU		workers union that they were given
		some protection from exploitation. However
		the passage is correct to note the FHA's
		refusal to give mortgages out, conveying
		the fear that the ND was not, as
		it has been covered, 'colour blind'. Whilst
AN		B is fair to note the segregation and dis-
		crimination seen in the CCC, it fails to appreciate
		that by 1936 11% of participation in
		the CCC came from African Americans;
KU		moreover considering that they accounted
		for 11% of the population it appears that
		the Corps was not wholly backward in
		its approach to AAs. Regardless, the ND did
		not benefit all blacks, and although the
		passage is somewhat biased in its over-
		emphasis on the negative, it is
EVAL		correct to note both the effect of the



Question Part

		AAA on sharecroppers over the the fact that 'more black workers were employed than whites'. The historian Powell has suggested that the introduction of a minimum wage law 500,000 blacks lost their jobs as employers were not willing to pay the new required rate for unskilled black workers. That said, as the CIOA also benefit many
	KU	AA's, with around 30% of the population being classed as 'middle class' by 1945.
	HN	The passage is fair to note the fact that 'lunching increased' (from 20 cases in 1930 to 24 in 1934), and whilst Roosevelt
	C	did condemn 'lunching' for the first time as 'vile collective unwork' the lack of legislation (which B notes) was a terrible oversight
	EVAN	a rebuff of the administration. Whilst B does correctly acknowledge the
		whiteness of the New Deal, it is absolutely
		refused to recognize any of the economic benefits that it brought to the African American community. It speaks of a 'little
		attempt to change the pattern of racism'
	AN	and yet Roosevelt introduced 100,000 more AA into Federal Government, with 45 in Cabinet offices.
		In conclusion, whilst the New Deal
	AN	was perhaps not aimed at explicitly



Question Part

improving the conditions of AAs, in many ways it did. B refuses to acknowledge this whilst A does, at the same time recognising the limitations of the New Deal. To this extent A offers a far more convincing explanation of the impact of the ND on African Americans.

JU

2

In terms of African American (AA from this point) Civil Rights, the WW2 had not impact in the economic sphere. It has often been seen as the period after which AA civil rights began to improve, but in terms of turning points which brought that improvement about, it was not the most important or balance.

V

F

Politically, the 'Double V' campaign of Black demands which took place during WW2, which called for political equality at home, as well as victory abroad, certainly reflected awareness of the political discrimination felt experienced by AAs.

AN

However, whilst its tangible effect was limited, it has been credited (along with the work of AAs during the war) with the US Supreme Court ruling of Smith vs. Allwright in 1944, which allowed white primaries and gave AA voting in the

EVAL

KU



Question Part

		the from 2:1 to 12:1 and the cause of
		was? Whilst the war itself may not have
		led to this directly, it is certainly a
		possibility that the war made people
		more aware of the anarchistic nature
		of political discrimination. However,
		it appears that the next important factor
		in the coming of AA political rights
		was the 1965 VRA which outlawed the
		voting qualifications which had nullified
		black political rights since 1870. Whilst
		the 1870 15 th Amendment could be seen as
		the original turning point in favour of
		a AA political rights, the voting qualifications
		meant that by 1963 only 1.9% of AA in
		the South were registered to vote. The
		VRA, which got rid of the qualifications,
		effectively re-enfranchised the entire
		AA Southern population and, for that reason
		appears to be the next important turning
		point. It could be argued that the 1915
		SC ruling of Guinn vs US, whilst perhaps
		not the most important, was a vital
		step in favour of AA political rights. By
		ruling grandfather clauses unconstitutional,
		it set the precedent for the change of
		actives that would eventually be
		fully realised in 1965. Guinn was
		able to begin the move away from



Question Part

the negative turning point, such as US vs. Plessy (1896) and Mississippi v. Williams (1898) which have previously characterised AA political rights. That said, the VRA was undoubtedly the most important and most effective ~~the~~ turning point for political rights; it allowed over 5 million AAs to vote for Jesse Jackson in the 1988 Democratic primaries.

In the social sphere, the war, whilst perhaps not a turning point in itself, began to legislate the change of attitudes that would benefit AA social rights from ASD onwards. The Presidential Commission on Civil Rights, ordered by Truman in 1946, made clear the detrimental effects of segregation and may well have had an impact on the decision made by the Supreme Court from that point on. The 1954 ruling of Brown vs. Topeka Board of Education put an end to legal segregation, overruling the 1896 Plessy v. Ferguson case. The effect and significance of this turning point should not be underestimated.

However, its effect was nuanced somewhat by Brown 2 in 1955, which stated desegregation should occur, but with 'all deliberate speed'. This ambiguity meant that by 1970 only



Question Part

AN

C

EVAL

AN

EVAL

KU

5

reduced segregation in school from 68:1 to just 8:1. appears to have been the most influential turning point in favor of AA social rights. Through the 1971 Supreme Court ruling of *Swann v. Board of Education*, busing was approved and ^{social} real, tangible change brought about.

Economically, WW2 was a turning point, with some 2.5 AA serving in the Armed Forces, and over 700,000 moving North to work in war related industry. This unprecedented event saw Truman pass the ARA in 1948, which desegregated the Army and, in doing so, provided many black jobs. That said, the WW2 was the culmination of a attitude begun by Roosevelt and his New Deal, which seems to have been the most important turning point economically for AA. Nixon's agencies offered many jobs, with 350,000 being employed by the WPA, whilst over 30% of AA families received new federal federal aid. Moreover, other programs such as the Federal Art Project provided opportunities for previously disinterested AA youth, 300,000 of whom were helped by the NYC. Whilst the New Deal had its



Question Part

Constitutional, it was a key turning point in providing AAs with the confidence to assert themselves in the work place, a confidence demonstrated during 1962.

The policy of Affirmative Action was also a key turning point in the 1970s, although again it seems the precedent

AN

precedent was set in the 1930s. The ruling of *Ciggs vs. Duke's Peer* campers in 1971 ruled as unconstitutional

KU

E

any explicit tests aimed at exclusively against minorities, as a result, AAs

were employed in steel and construction industries, where they accounted for

20% of the workforce. Moreover in

Re. University of California vs. Bakke

(1979) Affirmative Action, although not

quated, was abolished. It is perhaps an

aspect of this that by 1992 some

EVAL

40% of AA were middle class, with

Nixon taking inspiration from Roosevelt's

PWA (1933) which had quotas for AA

workers. Despite these turning points however

by 1992 14% of AA were still unemployed,

two times the National Average, which

EVAL

limits the success of all the above

processes somewhat.

In conclusion, whilst WW2 was

JU

not the most important turning point.



GCSE and GCE Examining Bodies

Examining body	OCR									
Centre number	1	2	2	6	0	Candidate number	7	0	1	1
Subject/module title	Civil Rights in the USA									
Paper reference	Y319/01									
Surname	Benn									
Other names										
Candidate signature	Benn									

For office use

- Use black ink or ball-point pen.
- Write the information required in the spaces above.
- Use both sides of the paper.
- Write the question number in the left-hand margin.
- Rule a line across the page after each answer.
- Do all your rough work in this answer book and cross it through without making it illegible. Do not tear out any part of this book. All work must be handed in.
- Write the numbers of the questions you answer in the order attempted in the left-hand column of the boxes opposite.
- Check that you have written the information required on each additional sheet used and have attached each sheet to this book.

Write here how many supplementary sheets you have used (if any).

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Question
number

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2 In African American Civil Rights, ~~acts~~ ^{being} are three areas ~~it~~ marked the ~~boundary~~ ^{line} ~~flam~~ which a favorable attitude became the norm, and was therefore key, although not vital, in the development of AA Civil Rights.

4 Politically, ~~set~~ ^{socially} and Economically the position of women improved dramatically over the period. Although some women were opposed to the ^{more liberal} ~~activities~~ of the 1960s and 70s, women had ^a ~~the~~ control over their bodies and respect both politically and in the workplace they had not had in 1865. ^{the} ~~while~~ changes were not irreversible, the improvement of women's rights was both significant and clear to see.

6 Politically, women began the period with no vote. The issue of women's suffrage itself failed to galvanize women in the same way that issues of the home did. Indeed, it was not until the 1920s when women began to really assert themselves politically with the creation in 1921 of the National Women's Political Caucus. Despite gaining the vote in 1920, women had not been allowed to fully express themselves politically. By 1939 only 9 women had entered politics, with just 16 in Congress by 1960. The NWPC boosted the number of women in Congress from 15 to 72 by 1990, over the number of

women in state legislature by one 1,300.

Although overall representation remained worryingly low in 1992, with just 3% of politicians being female (despite them accounting for 50% of the population), the work of the NUPC was vital in raising the awareness of women's political rights. They continued the work of Roosevelt one forty years earlier, by

encouraging women ~~into~~ such as Theodore A. Wright (Sec. of State) and G. Ferraro (who ran as VP in 1984). Such an influx of high-profile female politicians had not been seen since the New Deal, and by 1992 women were in a far better position

than they had been in 1865. However, although the work of the NAWSA (1890) contributed to women going the vote in 1920, it was not until 1956 that women voted

on the same number as men, consequently few political rights were not immediately impactful ^{the} ~~do have~~ position of women improved gradually over the period.

In the economic sphere women did improve their rights, however, there was still a continuation of ^{the} ~~the~~ ^{up} ~~exist~~ ^{architectures} of the 19th Century even at the end of the period. In 1865 only 2m women were working, with married women still being viewed as the property of their husbands, ^{while mothers were} ~~enable~~ to

work. A significant change occurred between 1885 and 1900 with ~~clearance work~~ ^{work} for women increasing by ~~ten~~ ^{ten} ~~fold~~ ^{fold}, whilst

women in
 1 domestic service decreased by 50%. This
 merited some improvement in economic
 rights, and this was continued up until
 WWI, where some 12,000 women served.
 However, at this time only 33% of
 women were unionised, with union right
 up until 1940 causing explicit ^{discriminatory} ~~sex~~
 attitudes. That said, the ambiguous
 [EVAL] improvement in economic rights which
 had characterised the period improved
 somewhat during the New Deal, where
 803,000 women were unionised with the
 CIO chartering 3 white-collar female unions,
 something that may have seemed impossible
 at the start of the period. Moreover,
 [KU] the fact that after WWII 70%
 of women remained working, as opposed
 to just 8% in 1918 conveyed the definite
 change in attitudes that had
 occurred. This was a change in attitude
 [EVAL] felt also by Federal Government, who after
 losing a case against a female minimum
 wage in *Ashcroft v. ILL. State Hospital* (1922)
 were happy to rule in favour of
 [KU] women in 1931, where a ban on sex-
 segregation adverts was upheld in
Pittsburgh Press v. PHRC. Such a shift reflected
 that of women themselves; by 1970
 73% of mothers were working, a figure which
 [HN] had only previously been matched during
 the depression of the New Deal. However,
 whilst on the surface women's economic

position had drastically improved, discrimination was still present. In 1980 only 4.8% of the 3 million managers in America were women. However even the EEOC, a landmark piece of legislation designed to protect women in the workplace, did not cover professional, administrative or executive women until 1972, and the Equal Pay Act required proof of the same responsibility, effort and skill in order to be enforced. What is clear is that although the economic position of women improved on paper, there was a continuation of the ^{for more} attitudes that had been present since 1865, and these greatly hindered the ability of women to assert themselves in the workplace; there was protective legislation in place*, but archaic attitudes remained.

*Such as the Pregnancy Discrimination

Act of 1975)

On a social level, the position of a woman was far more positive in 1992 than it had been in 1865. The SC rulings of Eisenstadt v. Baird in 1971, which legalised contraception, and Roe vs. Wade in 1973 which legalised abortion represented a key turning point in the position of women socially. Finally, the 1973 Comstock laws had been overturned, and although some women were still... Phyllis Schlafly and the National Right to

Life Association opposed the changes, the
important thing is that women have ^{now} the
control over their own bodies, ~~as a privilege~~
not present in 1865. However, throughout
the period women have been ~~in~~ ⁱⁿ control of their social rights. The
acquisition of the 19th with the WCTU
and women's entrance led to the
18th Amendment in 1917. Furthermore when over
1.5m women joined WOPRF, to change the
Prohibition laws, this was also during
the 1930s (although economic factors
did play ~~some~~ a part). Similarly the establishment
of NAACP in 1909 was followed
soon after by the sponsored
Roe v. Wade, conveying the success
women did have in advancing their
social rights. That said, although
present in the 1860s, often remark, with
the 1976 Hyde Amendment decreasing
the abortion could not ^{receive} ~~have~~ federal
funding, ~~with~~ whilst the 1972 CDA,
which would have provided regulated, free
childcare to all was vetoed by
Nixon. Perhaps however there were
never so many as what was otherwise
a pattern of gradual, if not
complex, improvement in the social
sphere. However, leadership such
as the CBA and the 1992 FMLA meant
that by 1992 women were in a far
better position than they had been

in 1865. Yes, certain opposition remained,
where the requirement for the SC case
demanded something more. Casey, but overall

EVAL there was ~~as~~ for better women's social
rights were in a better place.

In conclusion, by 1992 ^{the position} ~~was~~
it was far better than in 1865.

Although there were still instances of
discrimination and under-representation,

JUL the improvement across all ^{spheres} ~~spheres~~ aspects
of life, on balance, cannot be doubted.

BP

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Off Page Comments

Item Name	Comment
1	Q1 L6 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.
2	Q2 L6 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. Very good synthesis.
4	Q4 L6The 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. Very good synthesis.