

**Modified Enlarged 36pt**  
**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**Tuesday 21 May 2019 – Afternoon**

**A Level History A**

**Y319/01 Civil Rights in the USA 1865–1992**

**Time allowed: 2 hours 30 minutes**  
**plus your additional time allowance**

**YOU MUST HAVE:**  
**the OCR 12-page Answer Booklet**  
**(OCR12 sent with general stationery)**

**READ INSTRUCTIONS OVERLEAF**



# **INSTRUCTIONS**

**Use black ink.**

**Answer Question 1 in Section A and any TWO questions in Section B.**

**Write your answers in the Answer Booklet.  
The question number(s) must be clearly shown.**

# **INFORMATION**

**The total mark for this paper is 80.**

**The marks for each question are shown in brackets [ ].**

**Quality of extended responses will be assessed in questions marked with an asterisk (\*).**

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## **SECTION A**

**Read the two passages and then answer Question 1.**

- 1 Evaluate the interpretations in BOTH of the two passages and explain which you think is more convincing as an explanation of the position of African Americans during the Gilded Age. [30]**

### **PASSAGE A**

**Impulses toward comprehensive segregation became overpowering toward the end of the nineteenth century as an accompaniment to the forces of modernisation: to the rapid development of cities, industries and transportation networks. Segregation was understood by its advocates as a thoroughly modern way to organise different racial groups and as a liberal alternative to violent encounters on one side and empowering those regarded as ‘inferior’ or ‘backward’ on the other. Initial legal segregation came about first in two institutions which**

**typified the South's lurch into modernity: the new public schools and the railroads and streetcars. Segregation then spread to virtually all areas of public life – parks, theatres, waiting rooms, drinking fountains, restrooms\*. African Americans regarded all of these as despicable indignities and humiliations. Nevertheless they had come to see their survival and growth as best served by turning inwards. Many were attracted to 'black towns', usually built round family groups. Outposts of black teachers, ministers, shopkeepers, physicians and tradesmen aimed to uplift the poor black working people. They embraced race as a symbol of dignity and pride. On both sides a colour line was drawn more deeply than before.**

**\* restrooms = bathrooms/lavatories**

**Adapted from: S. Hahn, 'A Nation Without Borders: The United States and Its World in an Age of Civil Wars, 1830–1910 (Penguin History of the United States)', published in 2017.**

## **PASSAGE B**

**The rise of the Populist Party in the 1890s divided the white vote in the South to such an extent that in some places the black vote became the balance of power. Populists courted black voters and brought blacks prominently into their councils. In response the Bourbons [the Southern ruling class] revived the race issue and began arguing that the black vote should be eliminated. ‘Jim Crow’ segregation followed hard on disenfranchisement. Very soon the principle of racial segregation extended into every area of southern life, including street railways, hotels, restaurants, hospitals, recreations, sports and employment. The editor of the Richmond Times expressed the prevailing view that ‘God almighty drew the color line’. A few brave souls, black and white, spoke out against the new racist measures, but by and large blacks had to accommodate to them as best they could. The champions of a New South used the romantic myth of the Old South to bolster their creed. The Bourbons led the South into a new economic era without**

**sacrificing a mythic reverence for the Old South.**

**Adapted from: G. B. Tindall and D. E. Shi, 'America, A Narrative History', published in 1984.**

## **SECTION B**

**Answer TWO of the following three questions.**

- 2\* ‘The quality of African American leadership was the most important factor in the advancement of African American civil rights in the period from 1865 to 1992.’ How far do you agree? [25]**
- 3\* ‘The Dawes Act was the most important turning point in the development of Native American civil rights in the period 1865–1992.’ To what extent do you agree? [25]**
- 4\* ‘Changing economic and employment opportunities were the most important reason for the advancement in women’s civil rights in the period from 1865 to 1992.’ How far do you agree? [25]**

**END OF QUESTION PAPER**



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