Mark Scheme (Results)

Summer 2024

Pearson Edexcel
In GCE History (9HI0/39)
Advanced

Paper 3: Themes in breadth with aspects in depth
Option 39.1: Civil rights and race relations in the USA, 1850–2009
Option 39.2: Mass media and social change in Britain, 1882–2004

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Generic Level Descriptors: Section A

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	**1–3**	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
4	**13–16**	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two enquiries may be uneven. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion, • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Sections B and C

Target: 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.

Level	Mark	Descriptor
	0	No rewardable material.
1	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Option 39.1: Civil rights and race relations in the USA, 1850–2009

Question	Indicative content
1.	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source to consider its value for revealing the limited impact of the Agricultural Adjustment Act on Southern black Americans and the problems faced by migrants to Northern cities. The author of the source is not named in the specification – candidates cannot therefore be expected to know about its authorship but should be aware of the context of the source, namely the New Deal and race relations. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • Wright conveys detailed knowledge of the experiences of Southern blacks during the Depression as he appears to write a first-hand account. Its descriptive powers give the account apparent reliability • The tone of the account reveals a very negative view of the treatment of black Americans by the authorities and by employers. It clearly emphasises the urgent need for answers to the problem of racial discrimination • As the editor of a left-wing newspaper, Wright may have been less interested in writing about positive outcomes for migrants achieved by the existing federal administration. 2. The following inferences and significant points of information could be drawn and supported from the source: **The limited impact of the Agricultural Adjustment Act on Southern black Americans:** • It states that both racial and class discrimination by Southern landowners are obstacles to the achievement of benefits provided by the AAA for black people ('the AAA is run… forming a wall between us and the government.') • It suggests that state governments in the South are at odds with the intentions of the federal government about improvements in welfare for Southern blacks ('Washington… the welfare of all...South… the white man') • It suggests that Southern blacks do not feel in touch with the reforms proposed through the AAA by the federal government and therefore any impact on their welfare will be negligible ('we hear…far-away Washington') • It implies that the lack of progress provided by the AAA for Southern black Americans is a cathartic final straw that impels them to migrate in search of a better life ('So, we are leaving! We are angry no more!'). **The problems faced by migrants to Northern cities:** • The account gives evidence that wellbeing is hard to achieve as only menial jobs are open to migrants ('Bosses decide that we must be porters, cooks and general servants.') • It suggests that the scale of migration leads to overcrowding as it is not just poor blacks who are migrating from the South ('competing with us for shelter are thousands of poor whites who have come up …') • It provides evidence that racial discrimination is an obstacle to the search for decent housing ('White people say we are destructive, and therefore do not want us in their neighbourhoods.') • It suggests that *de facto* segregation is just as great an obstacle to wellbeing in the North as *de jure* segregation is in the South ('our children are legally 'jim-crowed'. Local governors reduce services in our districts…').

Question	Indicative content
	3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the limited impact of the Agricultural Adjustment Act on Southern black Americans and the problems faced by migrants to Northern cities. Relevant points may include: • For those who lived and worked on land owned by others – particularly black sharecroppers – the results of the AAA were often disastrous, as landowners informed them that their labour was no longer necessary • The federal administration was Democratic and had to rely to a large extent upon the support of the dominant planter class of the South, who had no incentive to pass on the benefits of the AAA to farm labourers • The segregated public housing projects of Roosevelt's New Deal encouraged unconstitutional racial zoning ordinances enacted by Northern city governments, examples of state-sanctioned racial discrimination.

Option 39.2: Mass media and social change in Britain, 1882–2004

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source to consider its value for revealing the role of the media during the miners' strike (1984-85) and the attitude of the media towards Arthur Scargill. The author of the extract is not named in the specification – candidates cannot therefore be expected to know about its authorship but should be aware of the context of the source, namely the reporting of the strike. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • The author is well placed to assess the impact of Scargill and the role of the media in general as he won accolades for his coverage of precisely these issues • Jones was in a good position to identify Scargill's impact on both the political community and working people as he was both a political and industrial correspondent for the largest national broadcaster • Despite the fact that Jones identifies Scargill as an adversary of the media, the tone is generous in assessing Scargill's skills and impact. This gives weight to the source as a fair assessment • The main purpose was to publicise Scargill's formidable skills and influence in putting across his case in support of the mineworkers. 2. The following inferences and significant points of information could be drawn and supported from the source: **The role of the media during the miners' strike (1984-85):** • The source suggests there was an inherent media bias aimed at undermining the strike owing to a clash of personalities with the miners' leader ('mutual hostility fed through…') • The source states that the role of the media was relentlessly to attack the strike without being prepared to consider the miners' cause ('constant hostility… always siding with Mrs Thatcher.') • The source suggests that elements of the media were willing to give prominent coverage to the aims and objectives of the NUM ('Scargill …commissioned by Channel 4 News to prepare his own filmed report') • The source claims that the miners were told that there was an alliance between the media, government and mine owners to destroy the miners' cause ('…establishment conspiracy to assist the chairman…'). **The attitude of the media towards Arthur Scargill:** • The source states that Scargill was more than a match for the media in publicising the workers' cause during the strike, stating an anxiety on the part of the media towards Scargill ('unnerved the news media.') • The source gives evidence that the media's attitude was that they were dealing with a skilful operator ('He enlivened strike rallies across the coalfields… cheering and applause.') • The source suggests that the media recognised that Scargill could come across as a man of a people oppressed by their so-called betters ('…a language that his supporters understood... establishment conspiracy…') • The source suggests that prominent members of the media saw Scargill as having a huge impact on television audiences ('…showed Scargill's filmed report… Peter Sissons… ultimate tribute …').

Question	Indicative content
	3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the role of the media during the miners' strike (1984-85) and the attitude of the media towards Arthur Scargill. Relevant points may include: • One way in which media bias was manifested was in increasing personalisation of events, e.g. TV news referring to 'Scargill's pickets' that were in reality organised by local NUM committees • Further evidence of media bias is found in the disproportionate attention drawn to violence – pickets were not constantly in the midst of mob fury. Local newspapers reported positively about soup kitchens • The attitude of the media reflected a more general controversy – not only was Scargill criticised by the media and the establishment but also by many mining communities and by fellow trade unionists • Scargill perhaps manipulated coverage of the Battle of Orgreave by possibly staging an injury, maybe suggesting that he was the victim of police violence.

Section B: indicative content

Option 39.1: Civil rights and race relations in the USA, 1850–2009

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the how far it was the Fourteenth and Fifteenth Amendments that were most responsible for improving the lives of black Americans in the years 1865-77. Arguments and evidence supporting the judgement that it was the Fourteenth and Fifteenth Amendments that were most responsible for improving the lives of black Americans in these years should be analysed and evaluated. Relevant points may include: • The 14th Amendment granted citizenship to former enslaved people and guaranteed all citizens 'equal protection of the laws'. This formed the basis for many improvements in black Americans' lives during Reconstruction • The 14th Amendment clearly improved black lives by repudiating the notorious 1857 Dred Scott decision, that a black man, even if born free, could not claim rights of citizenship • The equal protection clause of the 14th Amendment stopped state governments discriminating against black Americans, ending a process by which former Confederate states obstructed improvements in black lives • With the adoption of the 15th Amendment, a politically-mobilised black American community joined with white allies in state legislatures to elect radicals across the South who made laws to improve black lives • One of the consequences of the 15th Amendment was that there was a significant presence of black Americans in Congress during Reconstruction. Arguments and evidence challenging the judgement that it was the Fourteenth and Fifteenth Amendments that were most responsible for improving the lives of black Americans in these years should be analysed and evaluated. Relevant points may include: • Constitutional Amendments succeeded politically but brought no great practical benefit. Lacking money, blacks were forced instead to begin a great migration • Federal Reconstruction went further than political gestures when Congress passed a Military Reconstruction Act, enforcing provisions designed to improve the lives of black Americans • The Freedmen's Bureau was set up by the federal government to support freed slaves in providing education. It trained black lawyers, scientists and teachers, and educated black Americans had their livelihoods transformed • By the late 1870s, despite the Amendments, discriminatory practices were used to prevent black citizens from exercising their right to vote, especially in the South • The Ku Klux Klan was driven underground by the Enforcement Acts passed by Congress, improving the lives of black Americans intimidated by the racist demagogues • Some Black Code regulations set up by Southern states improved the lives of black Americans. Marriages were allowed, property could be owned, and black people could testify in court, sue and draw up contracts. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how accurate it is to say that the status of black people in American society changed very little in the years 1957-68. Arguments and evidence supporting the statement that the status of black people in American society changed very little in these years should be analysed and evaluated. Relevant points may include: • Victories in the Supreme Court achieved by the NAACP in education were more apparent than real. Obstructionism by Southern governors, and *de facto* segregation elsewhere, meant there was little change in black schools • Despite the Voting Rights Act (1965), many black Americans continued to find their voting rights challenged by intimidation or by legal loopholes, especially in Southern states • The necessity of bringing the case of Boynton v Virginia, and the subsequent Freedom Rides in support of its ruling, showed that there was still widespread discrimination against black Americans on transportation • Progress in the workplace for black Americans ground to a halt as union membership in the old staple industries dropped by more than 50% in these years • Official surveys found that both rural and urban black Americans remained disproportionately poor. Arguments and evidence that counter the proposition that the status of black people in American society changed very little in these years should be analysed and evaluated. Relevant points may include: • The impact of Brown v Topeka led to a change in the legal status of black students, allowing for increased integration in schools and colleges later, beginning with federal interventions, e.g. at Little Rock (1957) • Much progress was made in desegregating downtown areas by 1963. The impact of the Montgomery Bus Boycott forced Southern cities to reconsider local segregation laws from 1957, following the case of Browder v Gayle • The federal government intervened to improve the status of black Americans through five civil rights acts (1957-68). These variously improved the status of black people in citizenship, society and the workplace • Black Americans drew benefits from the campaigns of SLCC, CORE and SNCC, which challenged segregation and discrimination. The Birmingham campaign persuaded Kennedy to draw up a bill to outlaw Jim Crow laws • The Civil Rights Act (1964) was a landmark in changing the status of Southern black Americans by effectively removing Jim Crow segregation laws. Other relevant material must be credited.

Option 39.2: Mass media and social change in Britain, 1882–2004

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how far Lord Beaverbrook played a significant role in the downfall of Asquith's Government in December 1916. Arguments and evidence supporting the judgement that Lord Beaverbrook played a significant role in the downfall of Asquith's Government should be analysed and evaluated. Relevant points may include: • Beaverbrook was instrumental in promoting the War Cabinet idea in the *Daily Express* (2 December 1916), urging Lloyd George to bring the crisis to a head by resigning as war minister. This precipitated Asquith's resignation • Beaverbrook served as a go-between for Lloyd George and Bonar Law and is regarded as 'the kingmaker' in Lloyd George's appointment as Prime Minister • Beaverbrook regarded himself as the main cause of Asquith's fall, which he later claimed was caused by 'an honest intrigue' precipitated by himself • Beaverbrook had regular access to the political elite through his positions as press baron and MP. He was able to pass on details of the War Cabinet scheme to the *Express* and to the *Daily Chronicle*, undermining Asquith. Arguments and evidence that challenge the judgement that Lord Beaverbrook played a significant role in the downfall of Asquith's Government should be analysed and evaluated. Relevant points may include: • The influence of the Beaverbrook press in contributing to Lloyd George's rise to the position of prime minister is weakened by the fact that the King offered the position to Bonar Law • Asquith was not influenced by press baron Beaverbrook but had designed his own resignation to strengthen his position by exposing rebels in his government. He could not conceive of anyone else forming a government • Bonar Law was not influenced by Beaverbrook acting as a go-between. He was happy to agree with Asquith over the issue of a War Cabinet under the existing Prime Minister. It was Asquith who reneged on that agreement • It was a *Times* editorial by Dawson, influenced by Northcliffe and using information from the influential Unionist MP, Carson, that led Lloyd George and Bonar Law to resign. Without their support, Asquith resigned • It was Lloyd George's equivocation that most undermined Asquith. He wrote to Asquith the day before the latter's resignation on the 'importance to your retaining your present position' - before resigning himself. Other relevant material must be credited.

Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how far the use of satire by the media led to a change in popular attitudes to the monarchy in the 1960s. Arguments and evidence supporting the judgement that the use of satire by the media led to a change in popular attitudes to the monarchy during the 1960s should be analysed and evaluated. Relevant points may include: • *Beyond the Fringe* is credited with giving many other performers the courage to be satirical and broke the conventions of not lampooning the Royal Family, with an increasing audience willing to criticise the monarchy • Television comedies such as *TW3* brought the monarchy within the sights of disrespectful performers. This helped to encourage a new era of declining deference • The satirists' weapon was laughter and its main enemy was pomposity, meaning that monarchy provided an ideal target, which increasingly found an audience that was willing to harden its attitudes towards the Court • A cover of *Private Eye* in 1964 showed the Queen making a speech for the opening of Parliament and using a four-letter word. Readers could almost feel centuries of deference starting to give way to something new • Rules forbidding portrayal of members of the royal family on stage were abolished in 1968. The satirical underground press wove the monarchy into its fantasies, giving rise to a lack of respect for the institution. Arguments and evidence opposing the judgement that the use of satire by the media led to a change in popular attitudes to the monarchy during the 1960s should be analysed and evaluated. Relevant points may include: • The monarchy remained largely popular throughout the 1960s, despite satire directed against the institution by the media, owing to the personal popularity of a young queen and her children • Satire was largely powerless to change popular attitudes towards the monarchy as republicans were in a small minority and satire could not change the views of ardent monarchists • Media coverage of events, such as the opening of the Windsor Castle art gallery and various royal 'walkabouts', helped the continuing popularity of the monarchy, automatically undermining the bite of satirical sketches • The monarchy got off lightly compared to politicians, e.g. there was little to change attitudes to monarchy on the scale of Peter Cook's bitter and cruel attack on Macmillan, which really did change attitudes to politicians • The monarchy neutralised the power of satire to change attitudes negatively by introducing its own strategy to maintain its popularity through TV productions such as *Royal Family* (1969). Other relevant material must be credited.

Section C: indicative content

Option 39.1: Civil rights and race relations in the USA, 1850–2009

Question	Indicative content
7	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how far the development of Levitt estates in the 1950s was the most important factor in changing patterns of segregation in the USA in the period 1910-2009? Arguments and evidence supporting the judgement that the development of Levitt estates in the 1950s was the most important factor in changing patterns of segregation in the USA in the period 1910-2009 should be analysed and evaluated. Relevant points may include: • From the 1950s, the development of Levittowns led to a turning point in patterns of segregation, with black Americans excluded from white suburbia and concentrated in the inner city • The Federal Housing Administration (FHA) supported anti-Jewish and anti-black restrictive covenants on Levittown developments, accentuating the *de facto* segregation of cities • Levittowns grew as a result of home loans from the FHA to buyers. Most black people were priced out of the market, leaving suburbs as all-white areas • As new suburban settlements grew, the government granted tax exemptions to groups formed for the purpose of enforcing racial barriers, which made *de facto* segregation, in effect, *de jure* segregation • As the Levittown suburban pattern grew across US cities, state prosecutors and local police tolerated, even encouraged, mob violence against black Americans who dared to try to stay in white-only neighbourhoods. Arguments and evidence opposing the judgement that the development of Levitt estates in the 1950s was the most important factor in changing patterns of segregation in the USA in the period 1910-2009 should be analysed and evaluated. Relevant points may include: • Cities that had been virtually all white in 1910 became centres of black culture and politics by 1930, leading to informal residential segregation and to concentrations of black people in certain areas, beginning in Harlem • The scale of change during the First World War was hitherto unprecedented. This established *de facto* segregation in the industrial North and Midwest, quite different from rural and small-town segregation patterns in the South • The collapse in cotton prices during the 1920s, in the Black Belt of the South, intensified the movement of black farm workers away from rural Jim Crow segregation in the South to *de facto* segregation in the northern cities • The Second World War was a turning point in changing patterns of racial segregation, with many black people moving to the Pacific Coast, where segregation was not so apparent in housing, employment and recreation • The late 1940s saw a decisive turning point in the pattern of racial segregation in the armed forces, as desegregation was mandated by the federal government • The 1960s saw a turning point in patterns of segregation as a combination of legislation and disturbances in the north and west led to large-scale black migration back to the South, where Jim Crow segregation no longer applied • Many more black Americans received college educations in the last thirty years of this period. The development of a black American middle class led to a blurring of racial segregation in many American cities and their suburbs. Other relevant material must be credited.

Question	Indicative content
8	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the statement that it was paintings, photographs and lithographs produced in the years 1850-80 that contributed most to changing perceptions of race relations in the USA in the years 1850-2009. Arguments and evidence supporting the judgement that it was paintings, photographs and lithographs produced in the years 1850-80 that contributed most to changing perceptions of race relations in the USA in these years should be analysed and evaluated. Relevant points may include: • The coming of photography from the 1850s significantly portrayed some of the excesses of white prejudice against black Americans, many of which stimulated abolitionist movements • Several American painters, in the years 1850-80, made realistic depictions of black Americans' lives, changing perceptions that they could only do unskilled, menial work, e.g. Thomas Eakins • The Civil War created such turmoil that artists like Eastman Johnson chose to reinforce the idea of unity, sometimes showing black soldiers as loyal to the Union, changing perspectives of black Americans outside the South • In the 1870s, Winslow Homer painted in a style dubbed as 'perfect realism' that sometimes shocked viewers as to the plight of freedmen • *Frank Leslie's Illustrated Newspaper* was not afraid to use lithographs of black Americans being killed by white supremacists, raising the issue of lynching to a shocked American public outside the South. Arguments and evidence challenging the judgement that it was paintings, photographs and lithographs produced in the years 1850-80 that contributed most to changing perceptions of race relations in the USA in these years should be analysed and evaluated. Relevant points may include: • From its inception in 1850, *Harper's Monthly/Weekly* magazine reinforced popular stereotypes, with lithographs depicting a fictional idyllic life for black Americans living in the Old South • In literature, *Uncle Tom's Cabin (1852),* Stowe's portrayal of the heroic struggle of one woman, Eliza, was significant, as it did much more than hundreds of abolitionist publications to turn liberal minds against slavery • In *Huckleberry Finn* (1885), the portrayal of Jim as a caricature of black Americans used irony, satire and subtlety. This marks it as a significant literary strategy, used to change attitudes and to improve race relations • Throughout the years from 1915 to the end of the period, film had the effect of changing perceptions of race relations, from negative views portrayed by *The Birth of a Nation* to more positive movies such as *The Help* (2009) • The immediacy of television introduced Americans outside the South to Southern repression of black Americans. In the Cold War context, the Till Case had a significant influence on popular and government attitudes • Iconic photographs of civil rights protests in the 1960s, especially by Bob Adelman and Bill Hudson, served as the public-awareness catalyst to the passage of Civil Rights legislation through their portrayals of repression • Television news in the modern era had a significant influence, moderating the attitudes of racist white police authorities and governors in high-profile cases such as Rodney King (1992) and Hurricane Katrina (2005). Other relevant material must be credited.

Option 39.2: Mass media and social change in Britain, 1882–2004

Question	Indicative content
9	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how accurate it is to say that the most significant change to women's employment conditions, in the years 1882-2004, resulted from direct action by female employees. Arguments and evidence supporting the judgement that the most significant change to women's employment conditions, in the years 1882-2004, resulted from direct action by female employees should be analysed and evaluated. Relevant points may include: • The matchgirls were significant as the Bryant & May dispute was the first strike by non-unionised women workers to gain national publicity. It was successful, helping to inspire union status for women all over the country • Brenda Webber, of the union IPCS, led a strike of around 5,000 government scientific assistants over pay, most of whom were women. The strike (1961) gained national attention for the equal pay movement • It was four pioneering employee campaigners who organised the Dagenham Ford car factory strike (1968) and the National Campaign Committee for Women's Equal Rights, leading to less unfair factory pay and conditions • In 1976, in a protest exposing racism, ageism, misogyny and industrial exploitation of immigrant workers, Jayaben Desai led female employees at the Grunwick Film Processing laboratories towards greater diversity for all. Arguments and evidence challenging the judgement that the most significant change to women's employment conditions, in the years 1882-2004, resulted from direct action by female employees should be analysed and evaluated. Relevant points may include: • Suffragist Mary Macarthur pioneered the National Federation of Women Workers (NFWW), persuading the government to pass the Trades Board Act (1909), doubling minimum pay in some mainly female trades • Pressure groups, e.g. the Anti-Sweating League and the National Federation of Women Workers, helped to persuade the government to pass the Trades Board Act (1909), doubling minimum pay in some trades • Wartime was significant: as a result of two World Wars, women worked in key areas like munitions factories, civil defence, nursing and transport • Organised union activity sponsored by Labour MPs during the Second World War was significant: women's pay and equal compensation for men and women suffering work injuries were improvements they drove forward • The actions of government were significant in the Sex Discrimination Act, 1975, under which women were to have equal treatment in employment, among other areas • Membership of the EEC (later EU) from 1973 enforced changes in favour of women's status in the workplace, e.g. the EU regulations of 2000 on part-time workers, the majority of whom were women. Other relevant material must be credited.

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10	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how far developments in means of transport were mainly responsible for changing British leisure patterns outside the home in the years 1882-2004. Arguments and evidence supporting the judgement that developments in means of transport were mainly responsible for changing British leisure patterns outside the home in these years should be analysed and evaluated. Relevant points may include: • Technological innovation took outdoor leisure activities further away from home, e.g. seaside and adventure holidays, taking advantage of a revolution in transportation, from railways, charabancs, coaches to cars and aircraft • The development of the safety bicycle in the years from the late 1880s enabled new patterns of leisure through cycling clubs and the accessibility of a range of local leisure activities before the First World War • The railway revolution aided the growth of attendance at sporting events from the beginning and throughout the period • Developments in motor vehicle technology opened up new patterns of leisure in rural areas and at the coast, e.g. caravan holidays • The innovation of passenger jet aircraft led to a dramatic rise to 6 million in the number of Britons taking foreign package holidays, rather than domestic holidays, from the 1970s onwards • The addition of wide-bodied jets with longer range saw the most dramatic change in leisure activities, widening the choice of holiday destinations by making them truly global. Arguments and evidence challenging the judgement that developments in means of transport were mainly responsible for changing British leisure patterns outside the home in these years should be analysed and evaluated. Relevant points may include: • A fundamental change in British outdoor leisure patterns was facilitated by bank holidays and half-days from the late 19th century, enabling a move from simply a break from work towards travel and leisure • The 1930s was a boom time for going out to the cinema, often walking distance from home. Gracie Fields and others emerged as British film stars; Korda and J. Arthur Rank built huge studios • The coming of Butlin's camps in 1936 led to great increases in mass participation holidays • The Holiday Pay Act (1938) decisively changed the duration of the average working-class family's single break. Before, most holidays were shorter than four days. Week-long excursions now became common • Historians have called the years 1950-75 the golden era of capitalism, unique in British history. Real wages surged ahead, increasing spending disproportionately on leisure *away* from home, e.g. adventure holidays. Other relevant material must be credited.