Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE
In 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.

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 obstacles to the achievement of democratic rights faced by black Americans and the methods used by President Johnson to achieve civil rights for these citizens. President Johnson is named in the specification – candidates can therefore be expected to know about the authorship of the source, and be aware of the context of the source, namely the introduction of comprehensive voting rights laws. 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 tone of the statement reveals a very negative view of the enforcement of existing legislation with regard to black Americans. It clearly emphasises the urgent need to find congressional support for voting rights • Johnson conveys detailed knowledge of franchise avoidance techniques and his words seem to be a mission statement to persuade Congress to support remedial legislation. Its apparent sincerity gives the speech reliability • These are the Chief Executive's thoughts. The fact that Johnson is making a special message to Congress reveals the importance he attaches to its content for persuading the legislature to take responsibility for civil rights. 2. The following inferences and significant points of information could be drawn and supported from the source: **The obstacles to the achievement of democratic rights faced by black Americans:** • It provides evidence that racial discrimination is the overarching obstacle to the achievement of democratic rights for black people ('… men and women are kept from voting simply because they are black.') • It states that many American law-makers are determined to resist existing democratic rights by finding loopholes, a tactic that Johnson must persuade Congress is unworthy ('Many underhand methods… to deny this right.') • It suggests that the imposition of obstacles is sectional ('There is no Southern problem. There is no Northern problem. There is only an American problem.'). The quote implies the opposite is true. • It provides evidence that tests applied by election officials in order for a black citizen to qualify to vote are impossible to pass ('…may be asked to recite the entire Constitution or explain the most complex provisions…'). **The methods used by President Johnson to achieve civil rights:** • The speech suggests that there is no bipartisan consensus for civil rights legislation and that Johnson's goal is to find it by use of lofty rhetoric ('we are meeting… as Americans – not as Republicans or Democrats.') • It suggests that a whole new system of politics is unnecessary to support black Americans, rather there needs to be a reaffirmation of the existing Constitution ('… to support and to defend that Constitution') • It states that the current laws must be overhauled to allow black voting rights ('… the existing process of law cannot overcome systematic and determined discrimination.')

Question	Indicative content
	• It states that Johnson sees Congress, as the legislative body of all of the country, as pivotal to the achievement of civil rights ('There is only an American problem'; 'we are meeting here…to solve that problem.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the obstacles to the achievement of democratic rights faced by black Americans and the methods used by President Johnson to achieve civil rights for these citizens. Relevant points may include: • Southern congressmen and state governors were opposed to civil rights legislation; the Southern Manifesto (1956), signed by the entire delegations to Congress of seven Southern states, was still active in the mid-1960s • Martin Luther King had appealed to President Johnson for federal support in the wake of the police riot during the first Selma March against obstacles to voter registration earlier in the month • Johnson used King's words in appealing to Congress to pass the Voting Rights Bill: 'we shall overcome'. Johnson had already been successful in using stirring phrases to ensure the passage of the Civil Rights Act, 1964.

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 objectives of the *Daily Herald* during the editorship of George Lansbury and the challenges it faced as a national newspaper during this time. The author of the extract is named in the specification; candidates can therefore be expected to know about him and should be aware of the context. 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 proprietor and editor would be best placed to assess the objectives and challenges faced by the newspaper. Lansbury held both functions • Lansbury is writing just a few years after the end of his role as editor and proprietor, with a clear mind about the objectives he had sought, but with enough hindsight to assess the challenges he had faced • The main purpose was to publicise the financial challenges faced by a newspaper not backed by plutocrat supporters of the Conservative Party • As autobiography, a purpose was to emphasise the noble objectives of the author, especially the pursuit of the truth. 2. The following inferences and significant points of information could be drawn and supported from the source: **The objectives of the *Daily Herald* during the editorship of George Lansbury:** • The source suggests that an objective was to assist the downtrodden by association with their plight ('we never knew how to pay our bills…we made funds available to assist… the unemployed') • The source suggests that the *Daily Herald* was a crusading newspaper for the rights of the working class ('whenever a strike took place, we were involved.') • The source claims that the *Daily Herald* aimed to stand for truth against the unacceptable excesses of its rivals ('Poisonous trash poured out… in the devious form of news propaganda.') • The source implies that the *Daily Herald's* objective is to support many worthy but noble causes ('worthy movements…struggle to end all wars.'). **The challenges the Daily Herald faced as a national newspaper:** • The source suggests that lack of financial support is a significant challenge ('money has never been available for me or for any other Labour press manager or editor.') • The source implies that those who might be the paper's natural supporters do not yet possess the awareness to challenge what they are fed by rivals ('… growing intelligence of the masses will turn…trash.')

Question	Indicative content
	• The source suggests that the *Daily Herald* has teetered on the edge of extinction, being almost completely reliant on a few well-off people ('…individuals have rescued us… never … overcome without her help.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the objectives of the *Daily Herald* during the editorship of George Lansbury and the challenges it faced as a national newspaper during this time. Relevant points may include: • The Labour movement, as a whole, was not always in step with Lansbury's pacifism, especially during the First World War. Lansbury saw it as his duty to speak for the left wing as a whole • The *Daily Herald* was limited to weekly publication by a lack of finance during the First World War • One of the benefactors that kept the *Daily Herald* afloat was the new Russian communist government, leading to censure by Prime Minister, Lloyd George, who claimed the paper's objective was to create unrest • Following huge financial losses, Lansbury was forced to give up proprietorial and editorial control of the *Daily Herald* to the Labour Party and the TUC in 1922.

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 statement that New Deal legislation barely changed the lives of black Americans in the USA. Arguments and evidence supporting the statement that New Deal legislation barely changed the lives of black Americans in the USA should be analysed and evaluated. Relevant points may include: • NIRA provisions covered the industries from which black workers were usually excluded. Neither farm nor domestic labour, two sectors where black Americans were well represented, were covered under NIRA • The 1935 Social Security Act did not provide old-age pensions for farm and domestic workers, which automatically excluded a substantial number of senior black Americans from potentially life-changing relief in old age • Black participation in the work programmes created by New Deal legislation did not change rampant discrimination, e.g. in the CCC. Black workers were still given the most menial jobs and largely segregated • New Deal relief programmes were implemented at state level by governors who, especially in the South, discriminated against ethnic minorities as to how relief was distributed - black lives were unchanged • The TVA provided much-needed housing for whites but excluded black people from such benefits. Arguments and evidence challenging the statement that New Deal legislation barely changed the lives of black Americans in the USA should be analysed and evaluated. Relevant points may include: • Some educated black Americans benefited. Roosevelt employed more to work on New Deal laws. The employment of black American civil servants tripled, significantly changing their lives and those of their families • Coming as a result of relief payments and jobs through the Emergency Relief Appropriation Act, the swing of grateful black voters to the Democrats was a reflection of changes they saw in their lives • There was significant change in black livelihoods as a result of legislation providing positive discrimination for black Americans through the NYA (National Youth Administration) • Legislation led to a dedicated black group in the WPA set up to provide insight into the needs of black Americans. There had never been so many blacks chosen at one time to work together to improve black lives • New Deal legislation led to some agencies that changed black lives decisively for the worse, e.g. AAA subsidies to white farmers to reduce production drove black sharecroppers from the land • Though black Americans were not specifically targeted by New Deal programmes, they benefited as many citizens did. Labour laws that encouraged unionisation and defined minimum wages changed black lives. 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 whether the main reason for Barack Obama's victory in the campaign for the Presidency was the weakness of his opponents throughout his campaign. Arguments and evidence supporting the statement that the main reason for Barack Obama's victory in the campaign for the Presidency was the weakness of his opponents throughout his campaign should be analysed and evaluated. Relevant points may include: • Obama's march to victory in 2008 began with his nomination by the Democrats, achieved largely as a result of the weaknesses in Hillary Clinton's campaign and her association with her now-tainted husband • Dislike of the aftermath of the Iraq War and the economic crisis proved pivotal weaknesses for the campaign of John McCain • McCain was portrayed as yesterday's man, 72 years old and linked to the unpopular outgoing Republican administration • McCain's wealth worked against him at a time of economic downturn associated with failed mortgage schemes, especially when he told a journalist that he could not remember how many homes he owned • The 'Palin effect' became decisive. McCain's running mate displayed a lack of knowledge of foreign affairs and a series of gaffes led to her being ridiculed and portrayed as a bumpkin on TV, damaging McCain's chances. . Arguments and evidence challenging the statement that the main reason for Barack Obama's victory in the campaign for the Presidency was the weakness of his opponents throughout his campaign should be analysed and evaluated. Relevant points may include: • Obama's Keynote Address at the Democratic Convention (2004) electrified the nation, introducing Americans to the man who would become President. Admiration for the Founding Fathers appealed to whites • In 2008, Obama ran extremely well among black Americans and other minorities, white urban dwellers, liberals and the young. His speeches and an autobiography appealed to independents and suburbanites • Obama's policies appealed to both wings of the Democratic Party, e.g. an emergency economic plan, but with fiscal responsibility; the end of involvement in Iraq, but the turning of the tide against global terror • Obama's use of social media proved decisive, helping to get across his message by emphasising him as the candidate for change, representing a young generation • Obama secured 95% of the black vote, up from 84% who had voted Democrat in 2004 and an even steeper rise in Latino support • Obama's ability to raise funds through local networking was crucial, enabling him to support four times as many campaign offices as McCain and outspending him by 4:1 in the vital swing states. 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 on how far it is the BBC that deserves the greatest credit for raising public morale on the Home Front during the Second World War. Arguments and evidence supporting the judgement that the BBC deserves the greatest credit for raising public morale on the Home Front during the Second World War should be analysed and evaluated. Relevant points may include: • The BBC was responsible for raising public morale by frequently broadcasting Churchill's inspiring speeches • The BBC was the principal origin of raised public morale as it broadcast programmes straight after the news, e.g. Priestley's *Postscripts,* designed to put a positive spin on the news, aiming to turn disasters into victories • Light entertainment programmes, such as *ITMA,* were credited with positive boosts to public morale, providing catchphrases, e.g. Mona Lott's line, 'It's being so cheerful as keeps me going' • The variety, music and talks department of the BBC was a principal cause of raising public morale, producing a range of incredibly popular shows that raised the spirits, e.g. *Hi Gang!* and *Happidrome* • For many, conscription war work was a depressing imposition, and it was the BBC that took the initiative in raising morale in the factory through shows like *Music While You Work* and *Workers' Playtime.* Arguments and evidence that other factors challenge the judgement that the BBC deserves the greatest credit and/or other factors deserve the greatest credit should be analysed and evaluated. Relevant points may include: • Especially in the earlier years of the War, the BBC was prejudiced against light, trivial or popular entertainment of the type that would raise public morale, so many people chose Radio Luxembourg to cheer themselves up • Although light entertainment was a source of higher public morale, the war situation was the key determinant of the nation's mood, as gauged by Mass Observation pessimist/optimist polls at times of specific emergency • Public entertainment venues, such as theatres, cinemas and sports stadiums continued to play an important role in raising public morale throughout the War • The government used the cinema to help raise people's spirits and share victories. Newsreels put a positive spin on the news, while the film industry produced pro-British and pro-war films • Propaganda and censorship were tools used by the government to reassure people so the government must take a great deal of credit in raising public morale. 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 whether the Hutton Inquiry (2003) had a highly significant impact on the relationship between the Labour Government and the BBC. Arguments and evidence supporting the judgement that the Hutton Inquiry (2003) had a highly significant impact on the relationship between the Labour Government and the BBC should be analysed and evaluated. Relevant points may include: • The damaging conclusions of the Hutton Inquiry findings, the Hutton Report, led to the resignations of senior BBC executives, Gavyn Davies and Greg Dyke, straining relations with the Labour Government • The Labour Government lost its senior communications and strategy adviser, Alastair Campbell, who resigned during the Hutton Inquiry. Many members of the Government blamed the BBC's role in this decision • The Hutton Inquiry led to a radical shake-up of government communication; widespread obsession with dominating the news agenda reduced, facilitating a more comfortable new relationship with the BBC • As a result of the Hutton findings, new ways of coordinating government media operations with the BBC were devised, using the civil service, thus largely returning to the way operations were run before Blair's election. Arguments and evidence opposing the judgement that the Hutton Inquiry (2003) had a highly significant impact on the relationship between the Labour Government and the BBC should be analysed and evaluated. Relevant points may include: • The Hutton Report was so widely condemned for being an official whitewash that it had remarkably little impact on the long-term relationship between the Labour Government and the BBC • An internal review at the BBC in response to the Hutton Report, known as 'the Process', did little to change the somewhat frosty relationship with the Government as it confirmed existing BBC editorial guidelines • The BBC was not cowed by the Hutton Inquiry and continued to broadcast news, interviews and documentaries that were sharply critical of the Government • The Report confirmed an already consistent trend in the relationship, even before the Gilligan affair. A series of media embarrassments had already occurred involving Government resignations, e.g. Moore and Sixsmith • The Hutton Inquiry, and its subsequent Report, did not bring an end to political party spin, indicating that the basis of the relationship between the BBC and the Government did not change substantially. 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 First Great Migration (c1910-30) was the key turning point in the changing pattern of segregation of black Americans in the 20th Century. Arguments and evidence supporting the judgement that the First Great Migration (c1910-30) was the key turning point in the changing pattern of segregation of black Americans in the 20th Century 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 blacks in certain areas, beginning in Harlem in 1910 • 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 • Competition for housing and the creation of black-dominated areas, e.g. in the South Side of Chicago, stimulated the Red Summer of 1919, which greatly altered the pattern of segregation in a number of northern cities. Arguments and evidence opposing the judgement that First Great Migration (c1910-30) was the key turning point in the changing pattern of segregation of black Americans in the 20th Century should be analysed and evaluated. Relevant points may include: • The Second World War was a turning point in changing patterns of segregation, with many blacks 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 segregation in the armed forces, as desegregation was mandated by the federal government • From the 1950s, the development of new forms of suburbia outside of the South, such as Levittowns, led to a turning point in patterns of segregation, with blacks excluded from white suburbia and concentrated in the inner city • 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 • Judicial decisions meant that the 1960s and 1970s were key decades for changing patterns of segregation, e.g. in the desegregation of education, especially through bussing, and on transport • The economic boom in the last quarter of the 20th century in the Sunbelt was a key determinant in new patterns, as millions of blacks moved from small towns to the city to work in new industries where they were not segregated. 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 how accurate it is to say that film was the most significant medium influencing changes in attitudes towards race relations in the years 1850-2009. Arguments and evidence supporting the judgement that film was the most significant medium influencing changes in attitudes towards race relations in these years should be analysed and evaluated. Relevant points may include: • The film *Birth of a Nation* (1915) was significant as a shocking new medium to illustrate the repression of black people as a race; it strengthened prejudicial attitudes and helped fuel the revival of the KKK in the 1920s • The movie *In the Heat of the Night* (1967) was significant in changing attitudes as one of the film's most fascinating and challenging elements is the suggestion that Tibbs sees racism as a natural extension of violent crime • Film was significant as a medium as it was able to show most graphically portrayals of repression that changed white perceptions. Such graphic movies included *Mississippi Burning* (1988) and *Panther* (1995) • It was black film directors like Spike Lee who were most able to produce alternative media to change attitudes towards race relations by showing that black culture was more inclusive than stereotypes portrayed elsewhere. Arguments and evidence supporting the judgement that other media were more significant in influencing changes in attitudes towards race relations 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 • 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 • 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 • The immediacy of television introduced Americans outside the South to southern repression of black Americans and enlightened them through series such as *Roots* (1977) • 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 work of pioneering female campaigners was the most significant factor in the changing status of British women at work and within the family in the years 1882-2004. Arguments and evidence supporting the judgement that the work of pioneering female campaigners was the most significant factor in the changing status of British women at work and within the family in these years should be analysed and evaluated. Relevant points may include: • The work of Annie Besant was significant as the Bryant & May dispute was the first strike by unorganised women workers to gain national publicity. It was successful, helping to inspire union status for women all over the country • Mary Macarthur pioneered the National Federation of Women Workers (NFWW), persuading the government to pass the Trades Board Act (1909), raising women's status by doubling minimum pay in some mainly female trades • Marie Stopes' clinics were the pioneering origin of the National Birth-Control Council (1930), whose aim was to raise women's status in the family by spacing or limiting families to mitigate the evils of ill health and poverty • By the 1930s, there were women MPs who were able to address specifically female working status. In 1940, Nancy Astor pioneered the Women Power Committee to promote improvements in women's working lives • It was four pioneering campaigners who organised the Dagenham Ford car factory strike (1968) and the National Campaign Committee for Women's Equal Rights, highlighting unfair pay and leading to the Equal Pay Act, 1970. Arguments and evidence contradicting the judgement that the work of pioneering female campaigners was the most significant factor in the changing status of British women at work and within the family in these years should be analysed and evaluated. Relevant points may include: • The 1882 Married Women's Property Act profoundly changed women's status by undermining couverture, allowing women to keep previously-owned property within married life rather than surrendering it to their husbands • With men away during the First World War, many unmarried women were allowed a much greater freedom as attitudes towards their war work changed. Many were accorded the status of 'flaming flappers' by the 1920s • The Sex Disqualification Act (1919) had great significance; it made it easier for women to go to university and enter the professions. Middle-class women benefited from better job opportunities, improving their career status • Changes in technology, e.g. typewriters and telephones, gave women greater job opportunities • The practical demands of the Second World War loosened conservative attitudes towards women's roles, which led to profound changes in social status, leading, for example, to increased casual encounters with men • It was the availability of the contraceptive pill on the NHS from 1961, that improved women's status in the family by putting them firmly in control of delaying, spacing or limiting families • Membership of the EEC (later EU) from 1973 enforced changes in favour of women's status in the workplace, e.g. the 2000 EU regulations on part-time workers, the majority of whom were women.

	Other relevant material must be credited.

Question	Indicative content
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 technological innovation was the main reason for changes in British leisure patterns in the years 1882-2004. Arguments and evidence supporting the judgement that technological innovation was the main reason for changes in British leisure patterns in these years should be analysed and evaluated. Relevant points may include: • New home leisure technologies, from phonographs in the 1880s through television in the 1950s to the internet in the 2000s, decisively changed leisure patterns, bringing them increasingly indoors • 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 • 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 to car travel • The development of coaches and charabancs, and the growth of coach companies, changed leisure patterns for those not able to afford a family car in the 1950s, offering day trips and seaside 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 contradicting the judgement that technological innovation was the main reason for changes in British leisure patterns in these years should be analysed and evaluated. Relevant points may include: • A fundamental change in British 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 the idea of travel and leisure • Changes in competition hobbies were not driven by technology. Cheaper chess sets enabled working-class participation and relatively cheap board games grew in popularity as modern classics were invented from the 1930s • 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. • Increasing domestication provided far more opportunities for leisure in the home. From the 1960s, men began to enjoy drinking at home rather than at the pub. Off-licence alcohol sales increased from 2% to 25%, 1960-2004 • There was a great rise in the general affluence of the British people during the course of these c120 years, opening up time and opportunities for new leisure activities.

	Other relevant material must be credited.

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