



Mark Scheme (Results)

Summer 2025

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.

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 US federal government approach to racial discrimination and the issues of racial separation in the late 19th century raised by Plessy v. Ferguson (1896). Plessy v. Ferguson is named in the specification – candidates can therefore be expected to know about the issues raised by the case, and be aware of the context of the source, namely separate but equal public accommodations. 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 opinion reveals a very negative view of the enforcement of existing protections for black Americans. It clearly emphasises the urgent need for the Judiciary to support the meaning of the US Constitution • As a Supreme Court justice, Harlan conveys detailed knowledge of three constitutional Amendments and his words seem to be a mission statement to persuade the American people of the misjudgement made in this case • The tone is clearly liberal towards civil rights and does not represent the views of the Harlan's colleagues on the Court or those of Southern state legislators. 2. The following inferences and significant points of information could be drawn and supported from the source: The US federal government approach to racial discrimination: • The source suggests that the federal government approach was positive, amending the Constitution to end slavery, the most pernicious feature of racial discrimination ('halted...slavery', 'prevented... slavery by another name.') • It gives evidence that the federal government's approach was to challenge racial discrimination by enacting the 14th Amendment providing equal legal rights for all ('No state shall deny... the equal protection of the laws'.') • It suggests that the federal government approach was to clarify the Constitution by removing discrimination from the democratic process ('the right of citizens to vote shall not be limited ... on account of race, colour...') • It suggests that the federal government sought a universal solution to the problem of racial discrimination, with which every American state should comply ('They removed the race issue from our governmental systems.'). The issues of racial separation in the late 19th century raised by Plessy v. Ferguson (1896): • It suggests that Plessy raised inconsistencies between federal and state government policies on racial separation by ruling on state government discrimination ('state laws, assume that coloured citizens are so inferior...') • It states that Harlan believed that separation of the races on public transportation was unconstitutional, even though the Court's judgement allowed it ('It cannot be justified upon any legal grounds.') • It suggests that the Supreme Court's ruling on racial separation would be directly responsible for creating a major deterioration in race relations ('...this case will poison relations between the races...') • It suggests that 'separate but equal' was a contradiction as state laws imply that 'coloured citizens are so inferior and dishonoured that they cannot be allowed to sit in public coaches occupied by white citizens.'.

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 US federal government approach to racial discrimination and the issues of racial separation in the late 19th century raised by Plessy v. Ferguson (1896). Relevant points may include: • Southern governors had resorted to Jim Crow laws to find loopholes in the 13th and 14th Amendments, requiring the separation of white from black people on public transport and in schools, e.g. in Florida and Mississippi • The case of Plessy v. Ferguson arose when Homer Plessy, who was one-eighth non-white, was prosecuted for taking a ticket in a railway carriage reserved for white passengers, in violation of a Louisiana state law • The majority judgement (7-1, with Harlan dissenting) ruled that the state law, based on separate but equal accommodations, did not violate the 14th Amendment, which intended to secure only legal, not social equality.

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 television advertising in reflecting society and the impact of television's engagement with social issues. The source is not named in the specification; candidates can therefore not be expected to know about the publication but will be aware of the importance of television in reflecting social issues and prejudices. 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 article seems to be a personal recollection by the author, who has clearly engaged with the detail of the subject material, seemingly as an avid viewer at the time • <i>Reader's Digest</i> is described as writing with positivity, so the image of society and its prejudices portrayed here may be somewhat idealised • <i>Reader's Digest</i> has the stated aim of providing knowledge on subjects including culture, which may add to the source's reliability on the importance of television in reflecting society and its prejudices. 2. The following inferences and significant points of information could be drawn and supported from the source: The role of television advertising in reflecting society: • The source suggests that television advertising reflected a conservative image of a near-perfect society ('portrait of a perfect modern Britain.', 'presented an image of an ordered society') • The source suggests that advertising cemented a woman's place as in the home, providing for her husband's needs ('Here was a devoted wife, ... watch her husband drown his roast dinner') • The source gives evidence that advertising reflected a man's role in society as masculine and heroic ('Men drove fast cars, smoked cigars and braved terrifying dangers, James Bond-style...') • The source claims that television advertising had a deleterious effect on the use, especially by young people, of the English language ('subverting language ...teachers despairing'). The impact of television's engagement with social issues: • The source suggests that, through advertising, television offered a view of suburbia that reinforced prejudices in favour of gender stereotyping ('Television ... reinforced stereotypes') • The source claims that television engaged with the popular image of the Swinging Sixties by glorifying themes of sex and drugs ('...through Dylan, the spaced-out rabbit, and Zebedee, ... it was time for bed.') • The source gives evidence that television had a major impact by celebrating community spirit through its wide reach ('Coronation Street...millions watched it...Elsie Tanner... like everybody's... neighbour.') • The source implies that television reflected a British society where many people were encouraged to voice their racial prejudice ('...racist bigot, Alf Garnett... very close to the truth. The extent of racist feeling... clear').

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 television advertising in reflecting society and the impact of television in engaging with social issues. Relevant points may include: • There was a clear gap between the representation of housewives in TV advertising and the lived experience of women. Working-class women could not necessarily afford typically-advertised appliances • The writer of <i>Till Death Do Us Part</i>, Johnny Speight, was amazed that the ignorant Alf Garnett should become such a well-loved television character who reinforced prejudices, the opposite of what he intended • Some programmes engaged with progressive views of women in the 1960s, e.g. <i>The Avengers</i> showed a woman overcoming men.

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 segregation was the chief cause of grievances expressed by black Americans in the New Deal years (1933-41). Arguments and evidence supporting the statement that segregation was the chief cause of grievances expressed by black Americans in the New Deal years should be analysed and evaluated. Relevant points may include: • The fiction of 'separate but equal' accommodation in public housing and other public facilities indicated that segregation was the chief cause of black grievances in the South, as it continued throughout these years • <i>De facto</i> segregation in northern cities drove black Americans' grievances; even when they escaped from Jim Crow <i>de jure</i> segregation in the South they faced new forms of segregation that underpinned most grievances • Separate schools and colleges were a chief cause of grievances, as education continued to be underfunded and inferior throughout the New Deal period in the South, and was an issue elsewhere for black Americans • Black American workers were largely segregated in the work programmes created by New Deal legislation, e.g. the CCC. This failed to address grievances regarding the central plank of New Deal policy on employment. Arguments and evidence challenging the statement that segregation was the chief cause of grievances expressed by black Americans in the New Deal years should be analysed and evaluated. Relevant points may include: • The Social Security Act was a cause. It failed to provide old-age pensions for farm and domestic workers, which automatically excluded substantial numbers of senior black Americans from life-changing relief in old age • Racist state governors in the South were a cause of grievances. New Deal relief programmes were implemented by them, discriminating against black Americans as to how relief was distributed • NIRA was a cause of grievances. Its provisions failed to deal with black Americans' deprivation. Neither farm nor domestic labour, two sectors where black Americans were well represented, were covered under NIRA • New Deal agricultural legislation changed black lives decisively for the worse, making their grievances greater, e.g. AAA subsidies to white farmers, to reduce production, drove sharecroppers from the land • FDR's Administration was a cause of grievances because it failed to address the lynching of black Americans as it needed the support of white Southerners, many of whom supported lynching. 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 significant Martin Luther King's non-violent campaigns were in achieving civil rights for black Americans in the years 1954-63. Arguments and evidence supporting the view that Martin Luther King's non-violent campaigns were significant in achieving civil rights for black Americans in these years should be analysed and evaluated. Relevant points may include: • The Montgomery Bus Boycott (1955-56) was headlined by King's oratory and resulted in the desegregation of the city's buses, a success that spread to other Southern cities • The success of King's non-violent tactics led to the creation of the Southern Christian Leadership Conference, which was able to mobilise support against legal segregation across most of the Old South • King's non-violent tactics in Birmingham (1963), including the use of children, so captivated the media that President Kennedy made a nationwide broadcast announcing the introduction of a civil rights bill • King led the March on Washington Movement, culminating in his speech from the Lincoln Memorial that captivated the nation, aiding the development of a comprehensive civil rights measure in Congress. Arguments and evidence challenging the view that Martin Luther King's non-violent campaigns were significant in achieving civil rights for black Americans in these years should be analysed and evaluated. Relevant points may include: • King's significance at Montgomery was less significant than was apparent; the work of the NAACP and local leaders, like Jo Ann Robinson, culminated in the legal case of Browder v. Gayle, which achieved bus desegregation • King's campaigns were not always successful, e.g. at Albany, SCLC was out-thought by police chief Pritchett and the campaign was marred by disagreements with SNCC • King's campaigning was not always at the forefront of the civil rights struggle, especially as the next major campaigns after Montgomery were led by SNCC's sit-ins and CORE's Freedom Rides • King's significance was exaggerated by the media. His four major campaigns in the years 1955-63, compared with c900 less-reported campaigns led by others in 1962 alone, illustrate this • Great significance lay with grass roots leadership in Southern churches. 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 Beaverbrook was more responsible than Northcliffe for Lloyd George's replacement of Asquith as Prime Minister in 1916. Arguments and evidence supporting the judgement that Beaverbrook was more responsible than Northcliffe for Lloyd George's replacement of Asquith as Prime Minister should be analysed and evaluated. Relevant points may include: • Beaverbrook was instrumental in promoting the War Cabinet idea in the <i>Daily Express</i> (2 Dec 1916), urging Lloyd George to bring the leadership crisis to a head by resigning as war minister, precipitating Asquith's fall • 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 • Northcliffe's role in promoting Lloyd George's views through the 'Towards Reconstruction' editorial is doubtful. Its content probably came from the views of Conservative MP Sir Edward Carson • Lloyd George wrote to Asquith the day before the latter's resignation, telling him to ignore Northcliffe's 4 December <i>Times</i> editorial and attaching 'great importance to your retaining your present position.' Arguments and evidence that Northcliffe was more responsible than Beaverbrook for Lloyd George's replacement of Asquith as Prime Minister should be analysed and evaluated. Relevant points may include: • Northcliffe undermined Asquith's leadership during the Shells Scandal, contributing to the formation of a coalition and increased political support for Lloyd George • Northcliffe's newspapers propagandised for creating a Minister of Munitions, which was held first by Lloyd George, and helped to bring about Lloyd George's appointment as prime minister • Northcliffe's criticisms of Gallipoli, recruitment and the food crisis compromised Asquith's leadership, culminating in <i>The Times</i>' 'Towards Reconstruction' editorial (4 Dec 1916) and the rise of Lloyd George • Northcliffe advised the <i>Daily Mail</i> to print 'a smiling picture' of Lloyd George and 'the worst possible' picture of Asquith, claiming: 'Rough methods are needed if we are not to lose the war - it's the only way.' 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 on the statement, 'During the Thatcher years, the introduction of Channel 4 (1982) was the most significant feature that promoted competition in the British media.' Arguments and evidence that, during the Thatcher years, the introduction of Channel 4 (1982) was the most significant feature that promoted competition should be analysed and evaluated. Relevant points may include: • The Broadcasting Act (1980) establishing Channel 4 profoundly affected competition. Around 60% of programming was independently produced, increasing competition, doubling the number of production companies • Permission for acquisitions and mergers between the new Channel 4 and ITV franchises, as well as commercial radio, led to significant cross-media ownership and therefore to increased competition • The additional hours of broadcasting by Channel 4 increased opportunities for competition among broadcasters from minority groups, whether ethnic, cultural or occupational, to mark their place in the community • The introduction of Channel 4 led to increased competition among commentators of differing political views for airtime on television, e.g. in the Friday Alternative and Union World programmes • The Broadcasting Act that set up Channel 4 also established the Welsh language channel S4C, which increased competition with ITV for advertising and audience in the principality. • Arguments and evidence that, during the Thatcher years, the introduction of Channel 4 (1982) was not the most significant feature that promoted competition in the British media should be analysed and evaluated. Relevant points may include: • The Cable and Broadcasting Act (1984) increased competition by allowing cables to carry as many television channels into the homes of subscribers as possible • Television began the funding of independent British films during this time, such as the Merchant-Ivory docudrama, <i>The Courtesans of Bombay</i>, indicating intense competition among film-making businesses • There were significant changes to media competition in the 1980s outside television, radio and film, such as the birth of both the <i>Independent</i> and <i>Today</i> newspapers • The Broadcasting Act (1990) mandated that every terrestrial channel had to commission a quarter of its programmes from independent production companies, greatly increasing competition • The Broadcasting Act (1990) allowed for the creation of a fifth analogue terrestrial television channel in the UK, which turned out to be Channel 5, increasing competition among terrestrial channels • There was a growth in multichannel satellite television and local radio, further increasing competition • The number of commercial radio stations, collectively known as Independent Local Radio, increased from twenty in 1979 to fifty eight in 1990, greatly increasing competition. 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 the statement: 'The requirements of industry were the most significant reason for the changing geographical distribution of black Americans in the years 1850-2009.' Arguments and evidence supporting the statement: 'The requirements of industry were the most significant reason for the changing geographical distribution of black Americans' in these years should be analysed and evaluated. Relevant points may include: • The First Great Migration pulled black Americans from the South northwards to satisfy the labour requirements of the industrial North and Midwest • The scale of change during the First World War was hitherto unprecedented as black American workers were hired in the Northeast industrial belt to work in the arms industry and its supply chain • During the Second World War, 10 per cent of black Americans from the South moved north to replace conscripted workers, or west to work in the aircraft industry • The development of modern industry in the New South and the Sun Belt required large work forces, which pulled black American workers back south, especially from the 1970s. Arguments and evidence opposing the statement: 'The requirements of industry were the most significant reason for the changing geographical distribution of black Americans' in these years should be analysed and evaluated. Relevant points may include: • The slow drift north of black Americans after the Civil War was caused by continuing racial discrimination and the Jim Crow laws • The collapse in cotton prices during the 1920s in the Black Belt of the South intensified the movement of black American farm workers away from the rural South to all kinds of work in the North and Midwest • Many causes of geographical redistribution were cultural: cities in the North and Midwest, virtually all white in 1910, became centres of black American culture and politics by 1930, pulling black Americans from elsewhere • The Second World War saw great movements of black Americans out of the South as they joined the military in bases all over the USA • A combination of legislation and disturbances in the north and west led to large-scale black American migration back to the South during the last quarter of the 20th century, where Jim Crow segregation no longer applied. 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 is the statement that, in considering the impact of films in the years c1910-2009, <i>The Birth of a Nation</i> (1915) was the key turning point in changing the attitudes of white Americans to the black American struggle for civil rights. Arguments and evidence supporting the judgement that <i>The Birth of a Nation</i> (1915) was the key turning point in changing the attitudes of white Americans to the black American struggle for civil rights in these years should be analysed and evaluated. Relevant points may include: • The film <i>The Birth of a Nation</i> (1915) was significant as a shocking new medium to promote the repression of black people as a race; it strengthened white prejudicial attitudes against black civil rights • The film convinced many white Americans that black Americans did not deserve full civil rights as they had proved to be brutal and bestial towards the Southern white population during Reconstruction • The film helped fuel the revival of the KKK, an intimidating barrier in some northern and midwestern states to the liberal attitudes towards black American civil rights that had been developing with the First Great Migration • The film's success was a turning point as it drowned out the voices of those who tried to protest. The civil rights movement was still quite young at the time; the NAACP had just incorporated a few years earlier. Arguments and evidence supporting the judgement that other turning points were more significant in changing the attitudes of white Americans to the black American struggle for civil rights should be analysed and evaluated. Relevant points may include: • It was the film version of <i>Gone With The Wind</i> (1939) that convinced Southern whites that they could eschew support for black civil rights through the film's depiction of all black people as stupid and childlike • The film <i>In the Heat of the Night</i> (1967) was significant in changing attitudes in favour of civil rights as one of its most challenging elements is the suggestion that Tibbs sees racism as a natural extension of violent crime • The film <i>Mississippi Burning</i> (1988) effectively confronted audiences with virulent racism (including the institutional racism of the courts, the police, and city government) and reminded them of the need to support civil rights • It was black film directors like Spike Lee who were most able to produce a counter media to change attitudes in favour of black civil rights by showing that black culture was more inclusive than stereotypes portrayed elsewhere. 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 family lives, in the years 1882–2004, resulted from the introduction of the birth control pill in the 1960s. Arguments and evidence supporting the judgement that the introduction of the birth control pill in the 1960s was the most significant change to women's family lives in these years should be analysed and evaluated. Relevant points may include: • 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 • The pill enabled women to make choices as part of a work/family life balance, e.g. to seek a career as well as marrying • After the Family Planning Act (1967) extended contraceptive services to all women, there were new dynamics to family life, such as reducing the pressure to marry to have sex - many couples turned to co-habiting • There were some negative impacts on family life. When the health risks of the pill came to the attention of women, many were furious. Feminists now saw the pill as yet another example of patriarchal control over women's lives. Arguments and evidence contradicting the judgement that the introduction of the birth control pill in the 1960s was the most significant change to women's family lives in these years should be analysed and evaluated. Relevant points may include: • During the 1960s (despite the 1967 Act), the impact of the pill was limited, prescribed mainly only to older women who already had a family and did not want to add to it. Doctors didn't want to appear to encourage promiscuity • The 1882 Married Women's Property Act undermined coverture, now allowing women to keep previously-owned property within married family life rather than surrendering it to their husbands • The work of Arthur Newsholme as Principal Medical Officer, 1908-18, was important in dealing with motherhood and child-welfare within the family unit, especially through the introduction of maternity clinics • 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 • There was profound long-term change to women's family lives in two World Wars. At other times, until the 1960s, a woman's place was in the home, a man's place at work. Women's war work radically altered this position • The decline of heavy industry, especially in the late twentieth century, changed women's family lives by seeing many moving into the economy as the main breadwinner • Membership of the EEC (later EU), from 1973, enforced changes in favour of women moving from family homemaker roles into employment, e.g. the EU rules, in 2000, on part-time workers, the majority of whom were women.

	Other relevant material must be credited.
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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 increased household income was the most significant feature in the changing patterns of leisure in the years 1882-2004. Arguments and evidence supporting the judgement that household income was the most significant feature in the changing patterns of leisure in these years should be analysed and evaluated. Relevant points may include: - Increasing household income enabled people to take advantage of new home leisure technologies from phonographs in the 1880s, through television in the 1950s, to the internet in the 2000s - Increasing household income, combined with a boom in new house building from 1918, led to purchases with better plumbing, gardens and furnishings, helping to make domestic leisure more comfortable and attractive - Increasing household income enabled people to take advantage of DIY, a way for the working man to use leisure time to retain personal fulfilment in the age of deskilled mass production, especially from the 1950s - Increasing household income in some sections of society resulted in greater disposable income to be spent on leisure opportunities, especially as women increasingly provided a second income from the 1960s - The rise in average disposable incomes enabled more people to indulge in excursions within Britain and abroad - Some historians have called the era from 1950 to 1975 the golden era of western capitalism, unique in British history. Real wages surged ahead, particularly increasing spending on domestic entertainment. Arguments and evidence contradicting the judgement that household income was the most significant feature in the changing patterns of leisure in these years should be analysed and evaluated. Relevant points may include: - The most 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 - The introduction of massively higher wartime duties led to the subsequent decline of alcohol consumption in public houses after the First World War, consequently diverting leisure spending - Changes in competition hobbies were not driven by income. 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. Other relevant material must be credited.
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