



Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE
In History (9HI0) Paper 3

Advanced Level

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.	<p>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.</p> <p>Candidates must analyse and evaluate the source to consider how far the historian could make use of it for revealing the nature of race relations in Chicago in the 1930s and the impact of New Deal welfare on black Americans. The author of the source is not named in the specification but candidates should be aware of the New Deal and race relations.</p> <p>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:</p> <ul style="list-style-type: none"> • Horace Cayton was in a good position to know about the nature of race relations in Chicago as he had come to live there during the 1930s • As a sociologist Cayton should take an expert detached view of the nature of the Depression without his views being coloured by his personal experience: 'I had never really felt the Depression' • It is clear through the tone of his article that Cayton believes that Roosevelt's New Deal was a saving grace for black Americans: 'Roosevelt was something. He broke the tradition... [He] came to be a god' • Cayton's responses have been edited by Studs Terkel, who may be looking for a particular impression in a book entitled <i>Hard Times</i>. <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>The nature of race relations in Chicago on race relations:</p> <ul style="list-style-type: none"> • It provides evidence that black people were motivated to defend themselves by self-help from disadvantages of discrimination: 'These people had a destination, had a purpose.' • It suggests that law enforcers were racially motivated, endangering good race relations: 'The police came from all directions, like gangbusters' • It provides evidence that Chicago had poor race relations similar to those endemic in the South: 'They also used to have these 'indignation' meetings down South...curse out white people.' • It suggests that common cause in the Depression of the 1930s may have moderated poor race relations: 'There were so many whites on relief. So, the Negro would look and he wouldn't see any great difference'. <p>The impact of New Deal welfare on black Americans:</p> <ul style="list-style-type: none"> • It provides evidence that there was a narrowing of the gap in welfare between the races: '...if Negroes were on relief, so were whites' • It states that the New Deal brought new job opportunities for black Americans: 'You worked, you got a paycheck. Even when a man raked leaves, he got paid' • It suggests that the New Deal improved the health of black Americans: 'The next thing was ... when you are poor, you let your teeth go'. • It provides evidence that the New Deal did not entirely benefit black workers: '...during the New Deal: more Negroes on unskilled work than on skilled jobs'. <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source for revealing the nature of</p>

Question	Indicative content
	<p>race relations in Chicago in the 1930s and the benefits of New Deal welfare for black Americans. Relevant points may include:</p> <ul style="list-style-type: none">• Some of the damage to race relations caused by discrimination against black workers in New Deal agencies was ameliorated by the introduction of racial quotas in PWA construction projects in Chicago and elsewhere• Race relations remained poor in Chicago during the 1930s as deprivation brought out the worst in the some of the poorest whites. Lynching of black citizens rose to levels not seen since the First World War• Black Americans bore the brunt of job losses when the Depression hit, particularly in the North East and Mid-West, including Chicago, which had seen mass migration to industrial centres• New Deal relief agencies offered hope and jobless totals fell significantly as a result of the PWA, administered by former president of the Chicago NAACP, Harold Ickes• The creation of the Congress of Industrial Organisations, the Wagner Act and the National Labour Relations Board brought benefits to unskilled workers, a disproportionate number of whom were black.

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

Question	Indicative content
2.	<p>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.</p> <p>Candidates must analyse and evaluate the source to consider how far the historian could make use of it in revealing the influence of Lord Haw Haw on his British wartime audience and the attitudes of British people towards him in 1945. The author of the source is not named in the specification but candidates should be aware of the impact of Lord Haw Haw.</p> <p>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:</p> <ul style="list-style-type: none"> • The writer of the article was present at Joyce's trial and was clearly an avid listener of his addresses on the radio, so was in a good position to witness the attitudes of audience and jury • Reporting for an American audience West may have dramatised the court's response; despite the presence of Joyce supporters she wrote: 'Nobody in court felt any emotion ... that Joyce was going to die' • West was probably one of the most hostile writers towards Joyce, perhaps leading her to exaggerate his impact: '...my name had been on the recently-discovered Gestapo list' • As this source is written after the end of the war, West reveals a certain hubris in her description of the cowardly Joyce supporters: '...by the time they reached a network of alleys they were running'. <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>The influence of Lord Haw Haw on his British wartime audience:</p> <ul style="list-style-type: none"> • It provides evidence that Joyce's presence and therefore his impact on the radio was all-pervading: 'It was very difficult not to come across Joyce's broadcasts when tuning into the radio in England' • It provides evidence that Joyce had a magnetic impact: 'a captivating quality about his voice' • It suggests that people found it hard to disbelieve what he was saying: 'This was often terrible to hear, for the news in the papers confirmed it'. <p>The attitudes of British people towards Lord Haw Haw in 1945:</p> <ul style="list-style-type: none"> • It suggests that most of the British audience was profoundly uneasy about the creepy presence of Joyce in their homes: 'Here was the familiar unknown that would speak to them only to prophesy death' • It suggests that the jury was in no mood to consider Joyce's defence, so ill-disposed were they to his wartime addresses: 'considering their verdict looking as if they had been out for a cup of tea' • It suggests a profound distaste for Joyce, beyond any imagination that one could glean from a radio address: 'He was not only alarming, he was disturbing' • It provides evidence that even after the war Joyce had defiant supporters who considered the verdict against him unjust: 'One of them looked me in the face and cried out in rage'. <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the impact of Lord Haw Haw (William Joyce) in influencing his British</p>

Question	Indicative content
	<p>wartime audience and the attitudes of British people towards him. Relevant points may include:</p> <ul style="list-style-type: none">• The scale of Joyce's impact on his British audience (18 million listeners when France fell) alarmed the government. He had access to allied military disasters long before the BBC was forced to report them• A Mass Observation report, <i>Why we are Fighting</i>, revealed that 17% of listeners agreed with Joyce's view that the war was the fault of an international Jewish conspiracy• Joyce maintained a wide impact because the Political War Executive did not jam his Radio Hamburg broadcasts, fearing German retaliation that would undermine Sefton Delmer's reciprocal propaganda• People listened to Joyce in the hope of getting tip-offs on future German actions. He would sometimes name towns or buildings scheduled for bombing• Joyce had little impact on many of his listeners; a figure of fun known as 'Lord Haw Haw' after the intonation of his voice, he was widely parodied by comedians such as Arthur Askey and he lost credibility after D-Day.

Section B: indicative content

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

Question	Indicative content
3	<p>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.</p> <p>Candidates are expected to reach a judgement on to what extent it was federal government reconstruction measures that were most responsible for improving the lives of black Americans in the years 1865-77.</p> <p>Arguments and evidence that support the proposition that it was federal government reconstruction measures that were most responsible for improving the lives of black Americans in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The 13th Amendment had abolished slavery, creating a new class of freedmen who were granted equal protection under the law by the 14th Amendment and the right to vote by the 15th Amendment • 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 federal government to support freed slaves in providing education. It trained black lawyers, scientists and teachers • The Civil Rights Act (1866) gave black Americans full citizenship and equal rights • 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. <p>Arguments and evidence supporting the statement that other factors, not federal government reconstruction measures, were more responsible for improving the lives of black Americans in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Black education was supported mainly by philanthropic organisations in the north • Some Black Code regulations set up by southern states improved the lives of black Americans. Marriages were allowed, property could be owned and blacks could testify in court, sue and draw up contracts • Liberty of worship led to organisations linked to the church giving black Americans their first taste of self-help activities and a sense of community • Radical Republicans in Congress, disillusioned with the deterioration of race relations in the South, argued from 1872 that black Americans should no longer look to the federal government for help, but rely on self-help • Congressional reconstruction succeeded politically, but brought no great practical benefit. The Southern Homestead Act (1866) set aside land but, lacking money, blacks were forced instead to begin a great migration. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>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.</p> <p>Candidates are expected to reach a judgement about how accurate it is to say that the status of black people in the United States changed very little in the years 1954–63.</p> <p>Arguments and evidence supporting the statement that the status of black people in the United States changed very little in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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 • Many black Americans continued to find their voting rights challenged by intimidation or legal loopholes, especially in Southern states • The necessity of bringing the case <i>Boynton v Virginia</i> 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 • Both rural and urban black Americans remained disproportionately poor. Restrictive covenants kept blacks out of new Levittowns; majority black depressed rural counties and inner-city ghettos remained poverty-stricken. <p>Arguments and evidence that counter the proposition that the status of black people in the United States changed very little in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • <i>Brown v Topeka</i> was a landmark judgement that changed the legal status of black students, paving the way for increased integration in schools and colleges later • The Montgomery Bus Boycott forced Southern cities to reconsider local segregation laws and much progress was made in desegregating downtown areas by 1963 • The federal government was obliged to intervene to improve the status of black Americans through two Civil Rights Acts (1957 and 1960) • The active involvement of the Kennedy administration brought advances in status for some black students, e.g. University of Alabama and 'Ol' Miss' and also for bus passengers • 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 the Jim Crow laws. <p>Other relevant material must be credited.</p>

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

Question	Indicative content
5	<p>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.</p> <p>Candidates are expected to reach a judgement about how significant the use of satire by the media was in changing popular attitudes to the church in the 1960s.</p> <p>Arguments and evidence that the use of satire by the media was significant in changing popular attitudes to the church should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Television comedies such as <i>All Gas and Gaiters</i> (BBC 1966-71) and <i>Oh Brother!</i> (BBC 1968-70) portrayed clergy as silly and incompetent, contributing negative views about the utility of the church in people's lives • Peter Sellers attempted to convince his audience that the church could be modern and trendy in the popular film <i>Heavens Above!</i> (1963) • Cutting edge parodies lampooning the church, e.g. Alan Bennett's 'Take a Pew' in <i>Beyond the Fringe</i>, and Monty Python's Flying Circus, appealed to a young audience most likely to challenge conventional religious norms • <i>Tonight With Dave Allen</i> (BBC from 1968) appealed across the age range. Allen was brought up a practising Catholic, so he knew the church very well and his irreverent satire struck a chord and had quite a negative impact. <p>Arguments and evidence that the use of satire by the media was not significant, and/or that other factors were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Television comedies and films merely played on an existing stereotype well known to their audiences, so they had little influence on popular attitudes to the church • As women were far more likely to attend church than men, the influence of girls' and women's magazines, with their secular, consumerist values, was more likely to undermine popular support for worship than satire • The intellectual climate of the 1960s favoured a more scientific, secular approach to the world. This significantly changed popular attitudes to conservative church doctrine more than any attempts at trivial satire • Books were also highly significant in changing popular opinion about the church. One example was Desmond Morris's highly popular <i>The Naked Ape</i>, which suggested that the church and religion caused unnecessary suffering • Probably the most influential work studying the changes in popular attitudes towards the church and its suggested response in changing those attitudes was the seriously scholarly <i>Honest to God</i>, by the Bishop of Woolwich. <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p>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.</p> <p>Candidates are expected to reach a judgement on whether 'The launch of Channel 4 was the most important factor in promoting competition in the British media during the Thatcher years'.</p> <p>Arguments and evidence that the launch of Channel 4 was the most important factor in promoting competition in the Thatcher years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Broadcasting Act (1980) establishing Channel 4 had a profound effect on competition. Under Isaacs c60% of programming was independently produced, increasing competition by doubling the number of companies • Permission for acquisitions and mergers between Channel 4, ITV franchises and commercial radio led to significant cross-media ownership and therefore to increased competition • There was an increase in competition in Wales as S4C (Channel Four Wales) provided an alternative style for Welsh audiences, which was picked up by advertising agencies • Channel 4 began the funding of independent films, such as the Merchant Ivory productions and <i>The Courtesans of Bombay</i> during this time, indicating intense competition among film-making businesses. <p>Arguments and evidence that the launch of Channel 4 was not an important factor and/or that other factors were more important in promoting competition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • During the Thatcher years, Channel 4 funding came from the ITV companies in return for their right to sell advertisements in their region on the fourth channel. This restricted competition • Channel 4's remit was to provide an alternative to existing channels, which required the provision of programming to minority groups and interests. This provided diversity rather than competition • 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 Cable and Broadcasting Act (1984) increased competition by allowing cables to carry as many television channels into the homes of subscribers as possible • There were other significant changes to media competition in the 1980s outside television and radio, such as the birth of the <i>Today</i> newspaper. <p>Other relevant material must be credited.</p>

Section C: indicative content

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

Question	Indicative content
7	<p>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.</p> <p>Candidates are expected to reach a judgement on how far the outcome of the Civil War for black Americans in 1865 was the key turning point in the changing geography of civil rights issues in the USA in the years 1850-2009.</p> <p>Arguments and evidence that support the proposition that the outcome of the Civil War for black Americans in 1865 was the key turning point in the changing geography of civil rights issues in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Before the coming of war black Americans lived predominantly in the Old South. The very existence of a war eventually fought over slavery, lost by slave-holding states, gave ex-slaves a chance to migrate north and west • Black Americans had fought for the Union during the Civil War, so victory enabled soldiers to resettle outside the Old South, opening up questions of civil rights to parts of the country previously largely untouched by them • The freedoms won by black Americans in three Constitutional Amendments (1866-69) had the outcome of war as their origin. These freedoms were universal, so the geography of civil rights became less tied to the South • The outcome of the Civil War enabled the federal government to attempt to assist black Americans in the transition from slavery to freedmen. Some were able to migrate from rural plantations, many to the urban north. <p>Arguments and evidence that the outcome of the Civil War for black Americans in 1865 cannot be regarded as the key turning point in the changing geography of civil rights issues in these years and/or that other turning points were more significant, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The slow migration north and west, seemingly from the time of the Civil War, was really a continuation of a process by which northern abolitionists had long been aiding blacks to escape along the underground railroad • Even though migration took place, 89% of black Americans still lived in the former Confederate states by 1910. Job opportunities provided by the First World War were the key turning point in the drift north • There was a considerable drift northwards during the Depression of the interwar years. De facto segregation in the north was an increasing issue • The scale of the changing geography during the Second World War was unprecedented. 10 per cent of black Americans from the South moved north to replace conscripted workers or west to work in the aircraft industry • In some ways, the movement north was modified by the drift back to the south from the 1970s, a key turning point seen after federal government intervention against the traditions of the Old South in the liberal 1960s • The Old South still had the largest percentage of black Americans in the early twenty-first century and civil rights issues of discrimination and intimidation against black Americans remained predominantly 'southern'. <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>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.</p> <p>Candidates are expected to reach a judgement as to how accurate it is to say that the 1977 television mini-series <i>Roots</i> was the key turning point in changing perceptions of black Americans in the years 1850-2009.</p> <p>Arguments and evidence that support the proposition that the 1977 television mini-series <i>Roots</i> was the key turning point should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • <i>Roots</i> transformed the role of black Americans on US television and played a major role in changing perceptions of race and race relations. It became a topic of national discussion and led to college courses based on the series • Following a family tree involving the life of real black Americans brought the story of slavery to life in a way that documentaries had failed to do, and changed white perceptions of the plight of rural black people • Most of the white characters were played by leading Hollywood actors usually known for playing 'good' people. In <i>Roots</i>, they appeared as villains, a revolution in character portrayal, as blacks were the heroes • <i>Roots</i> had a lasting effect on changing the perceptions of black Americans and led to greater interest in the research of the issues raised. <p>Arguments and evidence that the 1977 television mini-series <i>Roots</i> was <i>not</i> responsible for changing perceptions of black Americans, and/or that there were more significant turning points in the years 1850–2009 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • America continued to regard blacks in the same way that Alex Haley clearly portrayed in <i>Roots</i>. Despite its popularity, it was not 'the programme that changed everything' as some black poor still could not escape rural poverty • In some ways, the mini-series was a chronicle of the unchanging southern mind set, so it merely reinforced existing perceptions, as <i>Gone with the Wind</i> had done in 1939 • Literature produced more significant turning points. <i>Uncle Tom's Cabin</i> had a profound influence on abolitionists in the 1850s and 1860s who would be instrumental in promoting the abolition of slavery • Before writers like Toni Morrison, white writers shaped white attitudes. Works like <i>Beloved</i> (1987) were significant turning points as they showed the black experience from within, creating new empathy for black histories • The <i>To Kill a Mockingbird</i> diagnosis of racial injustice in the rural South came at a more crucial time in 1960, when racist attitudes were under severe scrutiny in the wake of the Till murder and Montgomery Bus Boycott • <i>The Wire</i> (2002-08) was another mini-series regarded as a significant turning point because in each year it dealt with new and different sections of black society, changing perceptions across a wider field of experience. <p>Other relevant material must be credited.</p>

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

Question	Indicative content
9	<p>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.</p> <p>Candidates are expected to reach a judgement about how far organised female protest was the most important factor for improving women's working lives in the years 1882-2004.</p> <p>Arguments and evidence that the most important factor for improving women's working lives in these years was organised female protest should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Organised direct action was sometimes successful in improving work conditions in the late 19th century, e.g. the Bryant and May matchgirls' strike (1888) • The National Federation of Women Workers helped to persuade the Liberal Government to pass the Trades Board Act (1909), sometimes doubling minimum pay in some predominantly female trades • The Dagenham Ford car factory strike (1968) and the National Joint Action Campaign Committee for Women's Equal Rights, highlighted unequal pay and led to the Equal Pay Act, 1970. <p>Arguments and evidence that organised female protest was not important and/or other factors were more important for improving women's working lives should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Organised female protest was not always successful. Despite the need for women's industrial labour in the First World War, the Women's War Workers Committee's call for equal pay for equal work was ignored • 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 working lives • Improvements in women's working conditions were often brought about by government legislation not pressurised by direct action, e.g. the Holiday Pay Act (1938) gave many women one week's paid holiday a year • By 1939 there were women MPs who were able to address specifically female working issues. In 1940 Nancy Astor set up the Women Power Committee to promote improvements in women's working lives • Membership of the EEC (later EU) from 1973 enforced changes in favour of women in the workplace, e.g. the 2000 EU regulations on part-time workers, the majority of whom were women. <p>Other relevant material must be credited.</p>

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10	<p>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.</p> <p>Candidates are expected to reach a judgement on whether the rise of the foreign package holiday was the most significant change in British holidaymaking in the years 1882-2004.</p> <p>Arguments and evidence that the rise of the foreign package holiday was the most significant change in British holidaymaking in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The foreign package holiday phenomenon was so significant that Parliament passed the Development of Tourism Act (1969), setting up the British Tourist Authority to reverse the fall in domestic holidays • The foreign package holiday caused a dramatic rise to 6 million in the number of Britons taking foreign holidays from the 1970s onwards • Foreign package holidays resulted in a slump in the domestic seaside tourist industry • The rise of popular, relatively cheap foreign package holidays was significant in changing holiday behaviour, especially in nightclubs, with a reputation among young Britons for alcohol-fuelled rowdiness • Package holidays were significant in dramatically changing holiday food and drink menu choices, with wine, lager, Greek and Italian food growing in popularity, later also affecting domestic holiday menu choice. <p>Arguments and evidence that the rise of the foreign package holiday was <i>not</i> a significant change in British holidaymaking, and/or that there were more significant changes in the years 1882–2004, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The package holiday phenomenon was declining by 2004 and probably cannot be seen as a significant lasting change in the way that, for example, mass participation in seaside holidays became from the 1880s • The most fundamental change in British holidaymaking was the move from simply a break from work towards the idea of travel and leisure, facilitated by bank holidays and half-days from the late 19th century • Relatively cheap rail travel brought about a sudden rise in domestic seaside holidaymaking in the Edwardian period. Many workers and their families holidayed several miles away from home for the first time • The Holiday Pay Act of 1938 gave poorer workers one week's paid holiday a year. This was of key significance for the scale of domestic holidaymaking • The growth of cheaper long-haul flights by entrepreneurs such as Freddie Laker and Richard Branson saw the most dramatic change in widening the choice of holiday destinations, making them truly global. <p>Other relevant material must be credited.</p>