



Mark Scheme (Results)

October 2020

Pearson Edexcel
in GCE History (9HI0/39)

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

October 2020

Publications Code 9HI0_39_2010_MS

All the material in this publication is copyright

© Pearson Education Ltd 2020

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. |

| Level | Mark | Descriptor |
|-------|-------|--|
| 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. |

| Level | Mark | Descriptor |
|----------|--------------|---|
| | | <ul style="list-style-type: none"> 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 its value for revealing the reasons for civil rights protests in the US in the mid-1950s and the principles on which Martin Luther King based his methods of protest. Martin Luther King, who wrote and delivered the speech, is named in the specification, and candidates can therefore be expected to know about his work.</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"> • King was a young black American, clearly literate and politically aware, making a major speech to a large audience on the methods for which he became synonymous • King's purpose is to persuade his audience to accept a rationale of protest unfamiliar to them • The language and style King uses is that of a pastor, which would have been familiar to his audience and conform to what his audience expected • He was keen to make his mark by clearly expressing the principles of the Montgomery Improvement Association. <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>The reasons for civil rights protests in the US in the mid-1950s:</p> <ul style="list-style-type: none"> • The source suggests that previous reluctance to protest has sent misleading messages to white Americans ('given our white brothers the feeling that we liked the way we were treated') • The source provides evidence that black Americans are frustrated by their mistreatment and that a new wave of protest is the only way forward ('tired of being segregated ... no alternative but to protest') • The source suggests that protest is more effective than complete pacifism or inaction ('we come here tonight to be saved from this patience that tolerates anything less than freedom and justice') • The source implies that both the US federal government and the Constitution allow for legitimate protest in support of civil rights ('If we are wrong, the Supreme Court... the Constitution...wrong'). <p>The principles on which Martin Luther King based his methods of protest:</p> |

| Question | Indicative content |
|----------|--|
| | <ul style="list-style-type: none"> • The source implies that one principle behind the protests must be to avoid playing the oppressor at his own game ('Our method will be that of persuasion, not brutality') • The source gives evidence that the principle of non-violence is rooted in the Christian gospel ('Our actions must be guided by the word of our Lord') • The source suggests that active avoidance of violence must be part of the protest movement ('If we fail to do this, our protest will end up as meaningless... end up by hating our white brothers') • The source suggests that King's rationale is based in law, that he is determined to invoke the Constitution, realising that paper promises are insufficient ('democracy transformed from theories ... to practical action'). <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 reasons for civil rights protests in the US in the mid-1950s and the principles on which Martin Luther King based his methods of protest. Relevant points may include:</p> <ul style="list-style-type: none"> • King was a local pastor with an obvious gift of oratory who had been invited to support a bus boycott in the wake of the arrest of Rosa Parks • As a newcomer to Montgomery, King was a good choice to lead new forms of civil rights action by MIA, as he was less likely to be targeted by white law enforcers than more well-known figures • E.D. Nixon of the NAACP had been frustrated by the reluctance of other pastors to join in a boycott • Montgomery was a good place to kick-start non-violent protest: King had a support network of individuals in local organisations, e.g. Jo Ann Robinson and also grass-roots fund-raising by the Club From Nowhere • King was willing to work within a legal framework and although he appeared to be the public face of the boycott, he agreed to cooperate with the NAACP in its court case, recognising the dual process. |

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 its value for revealing the role of Mary Whitehouse as a campaigner about the media and BBC television's engagement with social issues. The speechmaker is named in the specification, and candidates can be expected to know about her and should be aware of the context, namely the origins of the National Viewers and Listeners Association.</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 function of the speech is to persuade, making a case through argument and assertion ('Do we want immoral views to... have power over the minds of our children?') • The underlying values of the speechmaker are revealed by the topics selected for complaint ('it was the dirtiest programme I have seen for a very long time'.) • The lofty aim of the speech in launching a nationwide campaign ('to restore the BBC to its real position of respected leadership of this country') goes beyond mere censorship • The speech invokes Christian principles to make its case ('It is a public service in a Christian country and as such should lead the people on and up, not down and out'.). <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <ul style="list-style-type: none"> • Role of Mary Whitehouse: <ul style="list-style-type: none"> • The source implies that Whitehouse sees it as her role to be the BBC's friend by reforming it ('to restore ... to its real position of respected leadership. We are not against the BBC; we are for the BBC') • Evidence is provided that Whitehouse sees it as her role to use unsubstantiated assertion as a tool to persuade supporters to join her pressure group ('we saw [an unnamed] programme') • The source implies that government ministers have no effect on the BBC's morals, so it is necessary for a popular pressure group to step up • The source implies that Whitehouse sees her role as the moral guardian of all parents ('Countless parents were distressed'; 'power over the minds of our children'). <p>BBC television's engagement with social issues:</p> |

| Question | Indicative content |
|----------|---|
| | <ul style="list-style-type: none"> • The source suggests that the BBC was engaging with social issues by tackling head-on the sexual revolution of the 1960s ('considerate boy ... takes contraceptives with him') • The source suggests that the BBC is engaging with previously taboo topics of a sexual nature ('period for family viewing ... dirtiest programme') • The source claims that in tackling social issues the BBC ignores moral values by making trendy programmes about family planning, as contraception encourages promiscuity • The source states that as a national broadcaster the BBC should have more responsibility for the values of the nation as a whole and of the young in particular ('programmes offend against the best interests...'). <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 role of Mary Whitehouse as a campaigner about the media and BBC television's engagement with social issues. Relevant points may include:</p> <ul style="list-style-type: none"> • Whitehouse, a schoolteacher, began a second career in the mid-1960s as a self-appointed, and much derided, sometimes applauded commentator on social issues and British morals and values • Whitehouse began her campaign after <i>This Nation Tomorrow</i>, in which Comfort, the anarchic author of <i>Sex In Society</i>, had suggested that marriage was propped up by adultery, and that chastity was no virtue • At the meeting the 2,000 seats were all filled and many other people stood. Coachloads of supporters arrived from all over the country • The BBC was a public broadcaster and the Corporation was answerable to the government • Sir Hugh Greene, the BBC Director General, accepted the BBC's responsibilities on social issues as a national broadcaster but had set out to broaden the limits of acceptability in art and comment. |

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 about the accuracy of the statement that, in the years to 1900, it was the Supreme Court that was most responsible for undermining the rights that black Americans had gained from Reconstruction. Arguments and evidence supporting the statement that the Supreme Court was most responsible should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Supreme Court decisions in five cases in 1883 severely restricted the power of the federal government to guarantee equal status under the law, granted in the 14th Amendment to black Americans • <i>Pace v Alabama</i> (1883) upheld a state's right to apply laws banning interracial marriage despite its apparent violation of a 14th Amendment clause on equal protection • In <i>Plessy v Ferguson</i> (1896), the Supreme Court affirmed the concept of separate but equal public facilities, ensuring racial segregation and discrimination. Whites could keep minorities in separate, unequal facilities • <i>Williams v Mississippi</i> (1898) upheld measures designed to curtail black voting in the South. Other southern states soon adopted similar laws that would keep blacks away from the polls for decades. <p>Arguments and evidence supporting the statement that other factors were more responsible should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Throughout the period, blacks would lose almost all they had gained during Reconstruction through a series of codes and statutes passed by southern state governments, e.g. black codes and the Jim Crow laws • The Plessy case merely confirmed what had long been happening in southern courts, e.g. state courts in Georgia (1887) and Louisiana (1890) upheld segregated railway transportation enforced by their governments • The Williams case merely confirmed poll tax and literacy test provisions in the Mississippi Constitution of 1890 and others, which had already greatly reduced the number of black voters, contrary to the 15th Amendment • The foundation of labour unions in the 1880s undermined the work of the Freedmen's Bureau during Reconstruction by keeping black |

Americans' membership to a minimum, thereby restricting their working conditions

- Lynching enforced southern white supremacy through racial terror. The rate of lynching was strongly associated with economic strains, especially low cotton prices, undermining legal gains achieved during Reconstruction.

Other relevant material must be credited.

| 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 the view that the New Deal brought no substantial change to the employment status and working conditions of black Americans in the years 1933-41.</p> <p>Arguments and evidence supporting the statement that the New Deal brought no substantial change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Black farmers did not benefit from New Deal legislation. The Social Security Act, the National Labour Relations Act and the Fair Labour Standards Act did not extend to agricultural workers • Half of black workers were employed in domestic service, whose employment status was not covered by labour reform legislation • Local Housing Authority boards from across the US reported no progress towards New Deal guidelines setting aside a portion of the public housing construction work for black Americans, owing to local racial customs • The FEPC (1941) did not require compliance with its decisions; directives and advances for black Americans in federal employment, particularly in higher status employment, were deeply disappointing. <p>Arguments and evidence supporting the statement that the New Deal did bring substantial change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • By 1935, the WPA was employing approximately 350,000 black Americans annually, about 15% of its total workforce, a clear change for the better for many previously unemployed as a result of the depression • With the government paying big Southern growers to reduce production within the AAA, the growers had now-unemployed black sharecroppers and tenants on their land, making their status substantially worse • The NYA hired more black administrators than any other New Deal agency and employed African American supervisors to oversee the work the agency was doing on behalf of black youth for each state in the South • Though segregated from 1935, the percentage of black workers in the CCC rose from 3 to 13 percent by 1941 and hiring quotas meant many blacks received skilled, higher status employment on PWA projects |

- Labour laws encouraging union organisation and defining a minimum wage also supported black workers. The formation of the CIO in 1935 meant many black workers benefited from union improvement of their conditions.

Other relevant material must be credited.

| 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 the accuracy of the view that in the years 1922-36, Lord Rothermere exercised extensive influence in Britain.</p> <p>Arguments and evidence supporting the statement that Rothermere exercised extensive influence in Britain should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • By 1922 Rothermere was funding and providing press support to the Anti-Waste League, a drive for government cuts and privatisation, contributing to the decision to abolish Ministries of Shipping, Munitions and Food • The Zinoviev telegram was published by Rothermere's <i>Daily Mail</i> four days before the General Election in 1924, timing which led Beaverbrook to declare that his fellow proprietor had 'made' the new Tory ministry • Rothermere's diehard attachment to British rule in India contributed to British imperialism and to the government's debate on Gandhi's protest movement • Rothermere's backing for the BUF, the Mail article 'Hurrah for the Blackshirts' and his later repudiation of Mosely following the Olympia rally, did much to influence public opinion for and against the far Right. <p>Arguments and evidence supporting the statement that Rothermere did not exercise extensive influence in Britain should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • A severe recession in 1920-22 was the real reason for government cuts in order to balance the budget; Rothermere quit the Anti-Waste League • When Rothermere threatened to withdraw support for Baldwin in 1929 unless the latter followed the former's policies, Baldwin publicly repudiated Rothermere • Duff Cooper's by-election victory suggested that Rothermere's attack on protectionism in the <i>Daily Mail</i> in 1931 was uninfluential, marking the beginning of the end of Rothermere's attempt to influence opinion • Rothermere's support for fascist leaders influenced a very small section of public opinion, as the BUF was a minor party with little influence on British society as a whole. <p>Other relevant material must be credited.</p> |

| | |
|--|--|
| | |
|--|--|

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

| 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 about the accuracy of the statement that it was Sefton Delmer that made the most significant contribution to British propaganda broadcasting during the Second World War.</p> <p>Arguments and evidence supporting the statement that Delmer made the most significant contribution to British propaganda broadcasting should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Delmer's broadcast <i>Gustav Siegfried Eins</i> was significant as it suggested there was a widespread network of anti-Nazi operatives inside Germany, which struck a chord with German listeners privately critical of Hitler • Delmer oversaw more than 700 episodes of <i>Gustav Siegfried Eins</i>, so his output was remarkably prolific in its dissemination of propaganda • Delmer's black propaganda radio station <i>Atlantiksender</i> became popular with U-boat crews. It was significant as it undermined their morale by stirring up feelings of isolation, e.g. using 'Vicky', a wartime sweetheart • <i>Soldatensender Calais</i> used diaries and letters confiscated from POWs to such effect that neutral countries believed they were actual German broadcasts. It built on the success of <i>Atlantiksender</i> • Nazi secret police reports showed that Delmer's propaganda contributed to a positive view of the British by German listeners throughout the war and that, as a result, Goebbels had failed to make Germans hate the British. <p>Arguments and evidence supporting the statement that other factors made a more significant contribution and/or Delmer's contribution was not significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Each government ministry had a public relations unit which worked closely with the BBC to broadcast propaganda, thus Delmer's contribution was just a small proportion of the total propaganda effort • The contribution of JB Priestley and George Orwell had a significant effect • The variety, music and talks departments of the BBC produced a range of popular shows that included anti-German propaganda, e.g. <i>ITMA</i>, <i>Workers' Playtime</i> |

| | |
|--|--|
| | <ul style="list-style-type: none"> Counter propaganda, by comedians such as Arthur Askey, was significant because it neutralised the effects of German propaganda by Lord Haw Haw. <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 about whether the impact of attitudes towards segregation was the most significant reason for changing the pattern of migration of black Americans in the years 1850-2009.</p> <p>Arguments and evidence supporting the view that the impact of attitudes towards segregation was the most significant reason for changing the pattern of migration of black Americans should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> Northern migration in the 1860s is largely explained by the desire of blacks to escape vindictive southern white racism and a policy of segregation, following the defeat of the Confederacy in the Civil War. Levittown realtors and post-war federal and state housing initiatives denied house sales to black Americans, intensifying their migration to inner cities or back to the South White resistance to integration fuelled inner-city riots, especially after World War I in Tulsa and again in the 1960s. Rioting led to widespread relocation, e.g. the black settlement of Greenwood was destroyed Great Migration recipient states, e.g. New York, Illinois and California, contributed most to reverse migration from c1975, as adverse reactions to de facto segregation prompted blacks to return to their southern roots. <p>Arguments and evidence that contradict the view that the impact of attitudes towards segregation was the most significant reason should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> The slow migration north, in the years 1855-c1910, was the result of changes to the Union. This was made more possible by the emancipation of slaves during the Civil War |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Push factors included the slump in the cotton industry following the boll weevil catastrophe from 1914. This had a major impact on black sharecroppers, many of whom moved north • Pull factors in the 1920s included the blossoming of a distinct black urban culture, especially the Harlem Renaissance, and the requirement of northern industries for non-union or cheap labour in the boom years • Both World Wars intensified northern migration by offering greater opportunities to black workers in defence industries. The drift north continued after World War II as southern black GIs were relocated • The drift south from the 1970s was due mainly to the economic opportunities afforded by the growth of the New South. <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 about the accuracy of the statement that <i>Malcolm X</i> (1992) was the most significant film in changing the perceptions of race among movie audiences in the period c1900-2009.</p> <p>Arguments and evidence supporting the statement that <i>Malcolm X</i> (1992) was the most significant film should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • <i>Malcolm X</i> was not an assault on white America but an explanation of civil unrest, and was not exclusionary; it deliberately addressed all races in its audience • <i>Malcolm X</i> was notable for engaging directly with contemporary events. Its opening sequence is an audacious montage comprising grainy, genuine footage of the Rodney King incident, challenging perceptions of US racism • <i>Malcolm X</i> helped to change perceptions of race in a powerful closing sequence, an optimistic coda featuring Nelson Mandela addressing a classroom of black schoolchildren, suggesting racism could be overcome • The hip-hop generation adopted the Malcolm of the movie as he offered black youth a blueprint for self-invention fashioned out of the ghetto, rising black male murder rates, 'neocon' apathy and ongoing racism. |

Arguments and evidence supporting the statement that other films were more significant should be analysed and evaluated. Relevant points may include:

- The impact of *The Birth of a Nation* (1915) was significant because it was a key factor in the re-emergence of the Ku Klux Klan, leading to a major deterioration in race relations
- *Gone With the Wind* (1940) reinforced and reflected racist attitudes held by white Americans in the Old South, but thereby gave liberal white Americans outside the South more ammunition for change
- *In the Heat of the Night* (1967) was a liberal message movie aiming to soothe increasing racial tensions. Tibbs's treatment of a handcuffed white murder suspect was an enduring image of the healing process
- *Home of the Brave* (2004) hardened opposition to white male racist extremism, especially in the South, as it explored the legacy of Viola Liuzzo, the only white woman killed during the civil rights movement.

Other relevant material must be credited.

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 the accuracy of the view that, in the years 1882-2004, it was television that had the greatest impact on British leisure patterns.</p> <p>Arguments and evidence supporting the statement that it was television that had the greatest impact on British leisure patterns should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • After the Second World War, terrestrial television accentuated the domestication of leisure; in the mid-1970s the Central Statistics Office found that adults spent a quarter of their leisure time watching television • From the 1950s, television completely changed children's leisure time by bringing Saturday morning cinema content into the home and making such material available on weekday evenings • The extension of television to satellite companies from the late 1980s encouraged a widening of leisure interests as single-interest channels began to develop • From 1992, satellite TV increased sports coverage, bringing great changes to audience participation, presenting minority sports and encouraging more people to attend live sports, especially football and rugby. <p>Arguments and evidence contradicting the statement that it was television that had the greatest impact on British leisure patterns should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Working hours fell between 1882 and 2004 owing to trade union pressure. This enabled workers gradually to adopt a five-day week, increasing the proportion of recreation time and increasing weekend leisure breaks • Transport innovations impacted upon outdoor leisure throughout the period, from the invention of the safety bicycle, through increasing car ownership, to the growth of package holidays via low cost air travel • Cinematography, including the invention of 'talkies' revolutionised leisure activities, particularly in the inter-war period, by moving enjoyment of entertainment time away from the home and the public house |

| | |
|--|---|
| | <ul style="list-style-type: none"> • From the 1920s, radio had a wider reach than cinema and had already promoted the domestication of leisure, by popularising music, sport and drama, before the advent of television • Government action was responsible for occasional major changes in leisure, e.g. the Holidays With Pay Act (1938) led to a large post-war increase in weekly and fortnightly family holidays • By 2004, the internet was changing leisure patterns, e.g. through a decline in interaction with the family. <p>Other relevant material must be credited.</p> |
|--|---|

| Question | Indicative content |
|-----------|--|
| 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 about the accuracy of the statement that the ending of the composite tax system (1991) was the key turning point in changing the status of women within the family in the years 1882-2004.</p> <p>Arguments and evidence supporting the statement that the ending of the composite tax system was the key turning point in changing the status of women within the family in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The composite tax system, whereby banks and building societies deducted a composite rate of tax on a couple's savings, was abolished in 1991, allowing women more independence and freedom from their partners • Couverture remained embedded in British law by way of the tax system, until the tax changes of 1991. Separate taxation of married men and women ended this key anomaly • Before the tax reform, the taxation of most married women was generally inconsistent with their role in society as their income was taxed jointly with their husband's income • The tax reform of 1991 took five million married women out of the tax system, a recognition of their key role as homemakers and their unpaid domestic work • In the years after 1991, many women did not pay tax on savings interest as they earned less than the tax-paying income threshold; thus they were making a greater contribution to making family ends meet than before. |

Arguments and evidence contradicting the proposition that the ending of the composite tax system was the key turning point should be analysed and evaluated. Relevant points may include:

- The Married Women's Property Act (1882) was a turning point because it enabled married women to keep property they had owned before marriage and use it for their own purposes
- The work of Marie Stopes helped to free women from a subordinate sexual role. The increasing importance of birth control helped women to be decision makers within the family
- The advent of the contraceptive pill from 1961 was a marked turning point in women's rights within the family, enabling married women to play the significant role in delaying motherhood and sustaining working careers
- The impact of the Abortion Law Reform Act (1967) on women was profound, e.g. the right to abortion meant they could choose to complete their education and pursue higher-earning careers
- The advent of the women's movement in the 1960s was a key turning point because feminists helped to shift expectations about what was acceptable in the home, e.g. challenging women's magazine stereotypes.

Other relevant material must be credited.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom