



Mark Scheme (Results)

November 2021

Pearson Edexcel GCE
In History (9HI0)

Paper 3: Themes in breadth with aspects in depth

Option 39.1: Civil rights and race relations in the
USA, 1850–2009 109

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 its value for revealing the reasons why the conditions of ex-slaves improved and the objectives of the Freedmen's Bureau. Nelson Miles, the author of the source, is not named in the specification: candidates can therefore not be expected to know about his work, but they should be aware of the context, namely the objectives and actions of the Freedmen's Bureau.</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"> • As a founding commissioner of the Freedmen's Bureau, Miles is in a good position to explain its objectives and he may seek to emphasise improvements in its operations by offering precise statistical evidence • Miles' purpose is to persuade the people of the South that something that they have opposed, even to the point of war, is a noble cause aligned to their Christian values • The language and style Miles uses is that of a visionary, offering hope to his southern audience that the lofty long-term objectives of the immediate accommodation of black people will solve the 'race problem' • Miles is reporting on just one of the thirteen states that were coming to terms with the accommodation of former slaves. His report may not be typical of the situation elsewhere in the South. <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>The reasons why the conditions of ex-slaves improved:</p> <ul style="list-style-type: none"> • The source provides evidence that education is the key factor in providing improved conditions for everyone, including ex-slaves ('the basis of all prosperity in our country is education.') • The source suggests that ex-slaves are enthusiastic about the principle of self-help and this is a cause of their improving conditions ('have been rapidly setting themselves free from setbacks ... lack of education.') • The source suggests that a factor driving improvement is a sense of guilt over the wretched lives suffered by ex-slaves, who had worked hard for the prosperity of America ('contributed...The least the Bureau can do ...') • The source implies that the reasons for the improving conditions of ex-slaves is the presence of a driving force for good, previously absent ('the coming years will be as bright ... as the past has been dark...'). <p>The objectives of the Freedmen's Bureau:</p>

Question	Indicative content
	<ul style="list-style-type: none"> • The source suggests that the overriding objective is high-minded: to bring freedmen to a knowledge of Jesus Christ ('will become so familiar with the great gift of broad-minded Christianity...') • The source suggests that the lofty objective of their improvement is to give ex-slaves the means to be Christian witnesses to a wider society ('making these freedmen the means of civilisation and salvation...') • The source suggests that an objective of the Bureau is to integrate black Americans, thereby preventing the South from exacerbating the problem of racial tension ('if they are ...mistreated and victimised...community.'). <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 why the conditions of ex-slaves improved and the objectives of the Freedmen's Bureau. Relevant points may include:</p> <ul style="list-style-type: none"> • During the Civil War many black Americans joined the Union army, creating a clear objective for the victors by offering the means to provide improvements in the lives of ex-slaves in the vanquished Confederacy • The Freedmen's Bureau aided black integration by providing aid, offering legal advice and attempting to settle former slaves on land confiscated or abandoned during the war • In Oliver Otis Howard, a Union soldier nicknamed 'The Christian General', the Freedmen's Bureau had a strongly motivated leader. From May 1865, Howard established the Bureau's Christian objectives • Northern benevolent societies and some state governments built on the work of the Bureau, providing the justification for integration and funding black education, but the initiative often lay with blacks themselves.

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 purpose of BBC war reporting during the Second World War and the importance of wartime electronic communication.</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"> • A function of the reports was to raise morale in Britain and occupied Europe by emphasising the actions of a downtrodden people and their liberators • The report has a descriptive immediacy that only the eye witness could bring • The tone is very positive and reassuring. <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>The purpose of BBC war reporting during the Second World War:</p> <ul style="list-style-type: none"> • The source implies that the recovery of German-occupied territory was proceeding smoothly; the BBC's purpose was to emphasise the positive ('...the people...cheered... paratroops descending.') • It suggests that the purpose is to instil pride in British achievements and values motivating the war effort ('...new generation of Free Netherlanders...') • The BBC wished to show the ineptitude of the enemy. The source suggests German forces were cowardly and incompetent ('they were terribly scared'. 'Eight Germans... gave in and he marched them off') • The vague report about Arnhem ('believed ...reasonably satisfactory') contrasts with precise details about successes around Eindhoven. This suggests the BBC may wish to emphasise only successful campaigns. <p>The importance of wartime electronic communication:</p> <ul style="list-style-type: none"> • The source implies that the telephone building was important to defend, as one man was prepared to show enough courage to take on eight Germans in order to save it • Evidence is provided that it was vital for people in occupied countries to keep in secret touch with news from the Allies ('...workers turned out thousands of secret radio sets... they took from the Germans.') • The source suggests the importance of maintaining communication with sources of liberation as the Dutch people would go to ingenious lengths to succeed ('...power supply failed... wheel spinning.') • The source suggests that it was through radio communication that the BBC played a vital role in maintaining the morale of the people in German-occupied countries ('They tuned them in to the BBC'). <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 purpose of BBC war reporting during the Second World War and the importance of wartime electronic communication. Relevant points may include:</p>

Question	Indicative content
	<ul style="list-style-type: none">• Following the introduction of eyewitness accounts using vivid descriptions from the front line, a Listener Research Survey found that two-thirds of respondents felt that BBC news was '100% reliable'• Recorded material and telephone reports were turned into news items within hours. The immediacy and vibrancy of the programmes had the purpose of bridging a divide between civilians and those at the front• The success of mobile recording devices increased co-operation between the armed forces and the BBC, adding to the importance given to electronic communication to the home front• The dramatic events of the Allied advance after D-Day were covered by <i>War Report</i>, aired nightly at 9pm to an audience regularly reaching seven million, spearheading a huge revolution in war journalism.

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 the Supreme Court ruling in the case of <i>Plessy v Ferguson</i> was the most damaging setback to the black American struggle against racial discrimination in the years 1883-1900.</p> <p>Arguments and evidence supporting the statement that the <i>Plessy v Ferguson</i> was the most damaging should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In <i>Plessy v Ferguson</i> (1896), the Supreme Court affirmed the concept of separate but equal public facilities, ensuring the perpetuation of racial segregation for many decades • In practical terms, the <i>Plessy</i> ruling led to whites keeping minorities in separate, unequal facilities, unravelling the progress made towards integration during Reconstruction • The <i>Plessy</i> ruling was accompanied by a damaging explanation by Justice Billings that state governments were powerless to stop discrimination by individuals • <i>Plessy</i> encouraged the widespread extension of the Jim Crow laws, as it appeared to legalise segregation. <p>Arguments and evidence supporting the statement that other factors were more damaging setbacks to the black American struggle against racial discrimination should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The <i>Plessy</i> ruling merely confirmed previous judgements, e.g. Georgia had already upheld segregated railway transportation and a series of Supreme Court judgments in 1883 had encouraged damaging discrimination • Black Codes and Jim Crow laws were damaging throughout the period, as blacks lost almost all they had gained during Reconstruction as a result of these measures passed by southern state governments • <i>Williams v Mississippi</i> (1898) was fundamentally damaging as it curtailed black voting in the South. Other southern states soon adopted similar laws that would keep many blacks away from the polls for decades • The foundation of labour unions in the 1880s damaged progress made 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, damaging legal gains achieved during Reconstruction. <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 the extent to which it was Obama's personality that was the chief reason for the success of his campaign for the presidency of the United States in 2008.</p> <p>Arguments and evidence supporting the view that it was Obama's personality that was the chief reason for the success of his campaign for the presidency should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Obama's personality had shone through in his speech to the DNC in 2004, marking him as a new style of black American politician unconnected to black radicalism; this remained a significant factor in the 2008 campaign • Obama's charismatic personality, youth and energy marked him out as popular with Americans across the racial divide, especially in his references to Lincoln, Jefferson and to the Declaration of Independence • The Obama personality was sold effectively as a 'brand' via the internet and especially social media, which connected with young voters. This had a marked impact even before the first primary elections in 2008 • The best-selling book, <i>The Audacity of Hope</i>, exploited Obama's personality as a newcomer who reached across the traditional party divides • As the primary campaign progressed, Obama's personality attracted support for an underdog, especially in the oft-repeated phrase in his speeches, 'Yes We Can'. <p>Arguments and evidence supporting the view that other factors were the chief reason for the success of Obama's campaign for the presidency should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • A critical factor in the campaign was the readiness of Democrat voters to accept a male black American rather than a woman (Hillary Clinton) • Obama's criticisms of George W. Bush were critical to the outcome of the presidential election, especially in the challenge to the Republican record on the economy and its support for costly wars in Iraq and Afghanistan • Obama's own policies were important in achieving success during the campaign, especially popular proposals on fiscal responsibility, energy independence and voluntary service • The weakness of his opponents was a key factor in Obama's election campaign, especially McCain's choice of running mate, Sarah Palin, who displayed a widespread ignorance of the economy and foreign affairs • A key concern before the election was the collapse of Lehman Brothers and the ensuing economic crisis. McCain suspended his campaign to vote on the Republican rescue package, associating him with the chaos. <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 was the role of Lord Beaverbrook in the abdication crisis (1936).</p> <p>Arguments and evidence supporting the view that Beaverbrook's role was significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Beaverbrook exacerbated the public conflict over the King's proposed marriage by publishing material about Mrs Simpson's divorce trial, increasing speculation and precipitating calls for Edward VIII's abdication • Edward took Beaverbrook into his confidence, with the latter informing the King that his newspapers would promote the idea of a morganatic marriage, increasing the proprietor's role in the abdication debate • Beaverbrook may have quickened the abdication crisis by putting pressure on Mrs Simpson to withdraw from the marriage, fearing that if it went ahead Edward's probable abdication would damage the unity of the Empire • Beaverbrook placed the <i>Daily Express</i> at the heart of the abdication crisis to expose Prime Minister Baldwin for his vacillation over the issue. Thus, Beaverbrook's influence on the vast readership over the issue increased. <p>Arguments and evidence supporting the view that Beaverbrook's role was not significant and/or other factors were significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Beaverbrook did not have a prominent role and was only brought into the crisis by the King, with whom he had little contact after the initial meeting • Beaverbrook's media influence was not central. During a news blackout in Britain, the US and Irish media reported the story of the King and Mrs. Simpson from October. Baldwin was acutely aware of this influence • King Edward clearly acted according to what he thought best for him and Mrs Simpson throughout and was only marginally influenced by the positive press in the <i>Daily Express</i> in December • Other figures were far more significant, e.g. Archbishop Lang and Churchill. Baldwin played a key role by spelling out Edward's options to him: renouncing Mrs Simpson or abdicating - the King chose the latter. <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 about the extent to which Bernard Ingham's handling of the media during the Thatcher years (1979-90) was similar to Alastair Campbell's handling of the media during the controversy surrounding the Iraq dossiers (2003).</p> <p>Arguments and evidence supporting the view that Bernard Ingham's handling of the media during the Thatcher years was similar to Campbell's handling of the media during the Iraq dossiers affair should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Both men are regarded as examples of a 'spin doctor', a senior political spokesperson employed to promote a favourable interpretation of events to journalists. They both manipulated the press, e.g. over defence issues • Both men were regarded as being intimidating towards the media, insisting on being present at interviews with politicians, or in excluding hostile journalists from briefings, e.g. during the Westland and Iraq crises • Both men allegedly leaked information to the press, e.g. Ingham quoting Michael Heseltine out of context during the Westland affair and Campbell leaking the name of Andrew Gilligan's source during the dossiers affair • Both men were accused of selectively editing received intelligence before releasing it to the media, e.g. Ingham's misinformation during the Falklands War and Campbell producing the 'sexed-up' Iraq dossier • Both men co-ordinated the work of all information officers in every government department to ensure that they did not give conflicting stances on recent events, e.g. over the Franks Report and over Iraq. <p>Arguments and evidence supporting the view that Bernard Ingham's handling of the media during the Thatcher years was different from Campbell's handling of the media during the Iraq dossiers affair should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Ingham, in his own words, tried to be as open and un confrontational as he could with the media; Campbell attacked perceived enemies in the media, especially the BBC, over the Iraq dossier crisis • Ingham regarded himself as a servant to the media, representing their views to the Prime Minister, ministers and senior policy officials; Campbell did not see his role in handling the media as a two-way process • Campbell was more partisan in his handling of the media. His role was as much about shaping the party narrative as communicating it. Ingham was a civil servant • Campbell's handling of the media, heavily influenced by the USA, was necessary for a new technological age that was more aggressive, more judgemental, more around the clock than Ingham would have recognised. <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 First Great Migration (c1910–30) was the most important factor leading to increased racial integration in the USA in the years c1900-2009.</p> <p>Arguments and evidence supporting the view that the First Great Migration was the most important factor leading to increased racial integration in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Between 1910 and 1930, the black American population increased by about forty percent in Northern states as a result of the Great Migration, integrating them into a society without de jure segregation • The scale of integration during the First World War was hitherto unprecedented. It was World War I that established migration from the rural Jim Crow South to the less segregated industrial North and Midwest • The Great Migration associated with the economic boom of the 1920s aided black integration into northern factories, e.g. General Motors and Ford hired tens of thousands of black workers • The collapse in cotton prices in the 1920s in the Black Belt intensified the movement away from the rigorously segregated rural South. The near disappearance of the Black Belt offered alternatives to a segregated life. <p>Arguments and evidence that contradict the view that the First Great Migration was the most important factor leading to increased racial integration in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The first decade of the 20th century had already seen the consolidation of the Jim Crow Laws in the South, a significant push factor, meaning that more and more ex-slaves moved to more integrated societies in the north • Executive Order 8802 led to integrated factories so the scale of the changing geography during the Second World War was unprecedented. Black Americans moved north and west from the segregated South • Federal actions, such as the responses to the 1960s inner-city riots, were most responsible for increased integration in education and housing • Sport led the way in the increasing integration of black Americans into previously all-white society in the Old South from the 1970s onwards, and especially in the early 21st century. <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 how far the depiction of race in <i>Huckleberry Finn</i> (1885) was the key turning point in changing attitudes to race relations through portrayals in fiction and film in the USA in the years 1850–2009.</p> <p>Arguments and evidence supporting the view that <i>Huckleberry Finn</i> (1885) was the key turning point in the changing attitudes to race relations through portrayals in fiction and film in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The representations of race and challenges to existing norms were significant in <i>Huckleberry Finn</i>. Mark Twain encouraged people to be more like Huck in not accepting racism, despite societal conventions • The reach of the message in <i>Huckleberry Finn</i> about changing attitudes to race relations was vast. The novel was a best-seller and a staple in schools • Twain used irony, satire and subtlety, all of which were not lost on his readers, e.g. Jim was at the mercy of white characters who were morally inferior to him. This had great impact on attitudes about race relations • Jim displayed his humanity and strong character in <i>Huckleberry Finn</i>, e.g. in making the great sacrifice of his freedom to save Tom's life. Twain was advancing the cause of improved race relations. <p>Arguments and evidence supporting the statement that other works in fiction and film were more significant turning points should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In some ways <i>Huckleberry Finn</i> reinforced existing perceptions of race relations, e.g. in the negative characterisation of its main character, Jim • The novel <i>Uncle Tom's Cabin</i> (1852) was significant in changing attitudes towards race relations as it was claimed that Lincoln credited Stowe as 'the little lady who started this big war' against Southern slavery • The impact of <i>The Birth of a Nation</i> (1915) was significant because the movie was a key factor in the re-emergence of the Ku Klux Klan, leading to a major deterioration in race relations • The novel <i>Gone with the Wind</i> (1936) 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 • <i>In the Heat of the Night</i> (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 • <i>Home of the Brave</i> (2004) hardened opposition to white male racist extremism, especially in the South, as the movie explored the legacy of Viola Liuzzo, the only white woman killed in the civil rights movement era. <p>Other relevant material must be credited.</p>

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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 statement that, in the years 1882-2004, the most significant change to women's pay and working conditions resulted from the Dagenham Ford car factory strike (1968).</p> <p>Arguments and evidence supporting the statement that the most significant change to women's pay and working conditions in these years resulted from the Dagenham Ford car factory strike should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Dagenham strike proved to be the catalyst for the equal pay legislation that raised the morale and improved the sense of value of working women • The general empowerment of women as a result of their contribution in the strike, was significant in improving their subsequent pay and conditions • During the debate on the passage of the Equal Pay bill in Parliament in 1970 MPs paid tribute to the very considerable part that the Dagenham workers played in this legislation to improve working conditions • The essence of this dispute and the core of the argument about women's conditions in work was not about money, but about recognition as being skilled. The Dagenham women had begun the fight for better conditions. <p>Arguments and evidence contradicting the statement that the most significant change to women's pay and working conditions in these years resulted from the Dagenham Ford car factory strike should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • For women's working conditions the issue was about equal rights for equal work. The 1968 strike did not achieve this; it was a later Dagenham strike in 1984 that brought such a condition of employment closer • Other organised direct action was successful in improving pay and conditions, e.g. in the late 19th century the Bryant and May matchgirls' strike (1888), followed by Salvation Army campaigns for further gains • Pressure groups, e.g. the Anti-Sweating League and the National Federation of Women Workers helped to persuade the government to pass the Trades Board Act (1909), doubling minimum pay in some trades • During the Second World War, women's pay and conditions were improved by equal compensation for men and women suffering work injuries, largely brought about through organised union activity sponsored by Labour MPs • Membership of the EEC (later EU) from 1973 enforced improvements in women's working conditions, e.g. the 2000 EU regulations on part-time workers, the majority of whom were women. <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 how far it was the growth of holiday camps in the 1930s that resulted in the greatest change to British holiday-making patterns in the years 1882–2004.</p> <p>Arguments and evidence supporting the statement that it was the growth of holiday camps in the 1930s that resulted in the greatest change to British holiday-making patterns in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The rise of large, big-chain holiday camps, such as Butlin's and Warner's, in the 1930s, was significant because it enabled many poorer families to go away for the first time • Butlin's and Warner's were significant in changing holiday patterns as they provided affordable luxury to the masses of middling people who were otherwise confined to the old-fashioned seaside boarding house • The advent of new holiday camps led to the birth of an institution of British entertainment - the Butlin's Redcoat, whose responsibility it was to keep guests entertained. This led to widespread change in holiday choices • Camps emerged at the intersection of cultural shifts that popularised working-class leisure. <p>Arguments and evidence contradicting the proposition that the growth of holiday camps in the 1930s resulted in the greatest change to British holiday-making patterns in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The idea of holiday camps was not new. The growth in size and number of holiday camps in the 1930s was a temporary phenomenon. All holiday camps began to decline in popularity from the 1970s • A 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 growing boom in domestic seaside holidaymaking in the Edwardian period. Many workers and their families holidayed several miles away from home for the first time • The growth of both package holidays and cheaper long-haul flights by entrepreneurs, such as Laker to Europe in the 1970s, and Branson from the 1980s, saw a dramatic widening of holiday destination choices. <p>Other relevant material must be credited.</p>