

Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/39) Advanced

Paper 3: Themes in breadth with aspects in depth

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

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

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 in revealing the approaches of Martin Luther King to civil rights and the relationship of white Americans with black Americans in the 1960s. The author of the extract is not named in the specification, and candidates therefore cannot be expected to know about him.</p> <ol style="list-style-type: none"> The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: <ul style="list-style-type: none"> He was a young black American, clearly literate and politically aware He is writing to another black American of a different generation, namely his father His particular circumstances as a prison inmate may have influenced his views and made them more extreme and pessimistic than many black Americans not in his position It was written in the immediate aftermath of King's assassination, which may have affected the views expressed. The following inferences and significant points of information could be drawn and supported from the source: <p>Approaches:</p> <ul style="list-style-type: none"> It provides evidence that King's approach aroused real respect, even among opponents It provides evidence for a widening of King's appeal to those with more radical beliefs since King's approach has changed to include condemnation of current US foreign policy It provides evidence that some believe King's peaceful approach is naive in the context of the violent everyday reality of the USA It suggests that King is out of touch with some young black Americans. <p>Relationship of white and black Americans:</p> <ul style="list-style-type: none"> It suggests that some black Americans perceive the USA as a violent and bloody society, largely as a product of the values of white Americans It suggests that they believe that most white Americans have no sense of compassion or justice in their relationship with black Americans It suggests that they believe that white Americans were largely opposed to civil rights and had everything to lose and nothing to gain by the advance of civil rights It suggests a very bleak view of the relationship between the two groups. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the approaches of Martin Luther King to civil rights and the nature of the relationship of white Americans with black Americans. Relevant points may include: <ul style="list-style-type: none"> Knowledge of King's condemnation of US policy in Vietnam The recent growth in black American militancy and the splits in the civil rights movement The generational gap between the civil rights activists of King's age and the new militants

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="379 136 1426 232">• The author's background in the urban north and west of America, as opposed to King's background in the south, and how in the late 1960s the focus had switched to urban issues of the north and west<li data-bbox="379 241 1426 302">• Knowledge of the concerns of the Black Panthers about the need of black Americans to defend 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 in revealing the reasons underpinning BBC policy on reporting the Second World War and the attitudes of the general public to this policy. The author is not named in the specification; candidates cannot therefore be expected to know about him, but should be aware of the context, namely the issues surrounding the BBC's role in reporting the war.</p> <ol style="list-style-type: none"> 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: <ul style="list-style-type: none"> • The authoritative position of Ogilvie, as Director-General of the BBC, to write about BBC broadcasts • As Director-General, Ogilvie would be privy to the reasoning behind policy decisions • It is a letter designed to explain and persuade • The letter is published in a highly respectable newspaper, which would be intended and expected to reach an educated, influential audience. 2. The following inferences and significant points of information could be drawn and supported from the source: <p>Reasons behind the BBC policy on war reporting:</p> <ul style="list-style-type: none"> • It provides evidence the BBC believed it should report the reality of war • It claims that the cheerfulness of British combatants is part of that reality • It provides evidence that the BBC believed it was part of its role to maintain civilian morale • It provides evidence that the BBC believed its approach was doing no more than reflecting the innate cheerfulness of the British public • It suggests that the BBC is aware of the line between what is acceptable and what is not and maintains that this line has not been crossed. <p>Reaction of the general public:</p> <ul style="list-style-type: none"> • It provides evidence of support from the listening public ('Many have suggested the record should be sold for the Red Cross', 'One group of listeners voted it the finest thing the BBC has ever done') • It provides evidence of criticism by referring to critical letters published in <i>The Times</i> • It provides evidence of the sensitivity of the general public to the early years of wartime broadcasting. 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 underpinning BBC policy on war reporting and the general public's attitude to the policy. Relevant points may include: <ul style="list-style-type: none"> • The relationship between the government and the BBC on war reportage and the attitude of Churchill to the BBC • The issue of censorship and the role of the BBC in supporting or challenging censorship • The dependence of the general public on the BBC for reliable information about the war • Examples of other programmes confirming the policy relating to cheerfulness.

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 the suggestion that it was the Supreme Court that was responsible for the worsening social and political conditions of black Americans in the southern states in the period 1883–1900.</p> <p>Arguments and evidence that support the proposition about the Supreme Court's responsibility should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The decision in the Civil Rights Cases (1883) undermined the Civil Rights Act of 1875 and opened the door to social segregation • The Plessy v. Ferguson judgment of 1896 upheld the principle of separate but equal, thereby giving federal legality to the Jim Crow Laws • The Mississippi v. Williams judgment of 1898 gave the blessing of Federal legality to state laws designed to exclude black Americans from voting • The case of Cumming v. Board of Education in 1899 extended the principle of 'separate but equal' to the realm of education • The Supreme Court justices tended to be conservative in this period and consistently found against enforcement of civil rights. <p>Arguments and evidence that counter the proposition about the Supreme Court's responsibility should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The initiatives for social segregation came from individual southern states, as in the case of Florida and rail transport – this was four years after the 1883 judgment • The attempts to exclude black American voters followed an initiative in Mississippi, which led the way for other states • It was only in southern states, not across the whole union, that Jim Crow Laws developed • The key changes producing the Jim Crow Laws were the changes in the political control in southern states and the rise of populist politicians as opposed to the 'Bourbons', i.e. the old wealthy elite. <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 on the extent to which the New Deal improved the lives of black Americans in the years 1933–41.</p> <p>Arguments and evidence that support the proposition that the New Deal improved 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 Americans benefited from increased relief payments – 30 per cent of all black Americans were on relief by 1935 • Substantial numbers of black Americans were appointed to federal bodies, giving black Americans a higher political profile • The President's wife, Eleanor Roosevelt, championed the cause of racial equality and may be considered as improving black American self-esteem • There was a massive swing in voting by black Americans from Republican to Democrat between 1932 to 1936, indicating benefits received or expected. <p>Arguments and evidence that counter the proposition that the New Deal improved the lives of black Americans should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The AAA displaced many small black farmers in the south • The CCC operated segregated camps • The NRA excluded black Americans from most skilled jobs and offered discriminatory wage rates • Roosevelt showed no interest in pushing civil rights issues and refused to back a federal anti-lynching bill – the New Deal produced no improvement in this area. <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 accurate it is to say that the press barons, in the years 1914–36, exercised extensive influence over national affairs.</p> <p>Arguments and evidence that the press barons exerted extensive influence over national affairs should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Beaverbrook's use of the <i>Daily Express</i> to undermine Asquith and support Lloyd George • Northcliffe's support for conscription and criticism of aspects of the conduct of the war • The use of the Zinoviev Letter published in <i>The Times</i> and the <i>Daily Mail</i> in October 1924 and its effect on the election of that month • The <i>Daily Express</i> and Beaverbrook's support for Imperial Preference, which was ultimately successful, 1931–33. <p>Arguments and evidence that the press barons did <i>not</i> exert extensive influence over national affairs should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There are some isolated examples, but there is no direct evidence that government policy often changed because of pressure from press barons • The failure of the <i>Daily Herald's</i> opposition to the First World War and to conscription to influence events to any degree • The clash between Prime Minister Baldwin and Rothermere and Beaverbrook (1931), resulting in Baldwin's public denunciation of their arrogance and assumed influence • Press barons' influence on national affairs was only indirect, through their readers' actions, and so cannot be defined as extensive • Press barons played to the prejudices and opinions of their readers in order to keep circulation figures and profits high rather than to exert influence. <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 the suggestion that the media in the 1960s reflected rather than moulded society.</p> <p>Arguments and evidence that the media in the 1960s reflected society should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Film: <i>Saturday Night and Sunday Morning</i> reflected a more liberal attitude to sex • Film: <i>A Taste of Honey</i> reflected the plight of an unmarried mother • TV: <i>Cathy Come Home</i> reflected poverty experienced by growing numbers and attendant homelessness • TV: <i>Til Death Us Do Part</i> reflected underlying racism, sexism and homophobia, although was intended to satirise these attitudes • There was a growth of the sense of a 'teenager' identity, distinct from adulthood and childhood, that was reflected in media portrayals of the 'Swinging Sixties' <p>Arguments and evidence that the media in the 1960s moulded society should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The revue <i>Beyond the Fringe</i> satirised the establishment and affected the culture of deference to the Church and monarchy • The TV programme <i>TW3</i> mocked weekly events and so reduced deference to politicians • The satirical magazine <i>Private Eye</i> lampooned the establishment and current affairs, affecting the culture of deference to parliament and politicians • Media promotion of the 'Swinging Sixties' created demand for goods, records, and clothes in areas far from London and Carnaby Street • The play <i>Cathy Come Home</i> impacted on a small charity Shelter, precipitating it to national status with greatly increased income. <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 Second World War can be regarded as the key turning point in the changing geography of civil rights issues in the USA in the period 1850–2009.</p> <p>Arguments and evidence that support the proposition that the Second World War was the key turning point should be analysed and evaluated. Relevant points may include</p> <ul style="list-style-type: none"> • The scale of change during the Second World War was unprecedented • 10 per cent of black Americans living in the south moved north or west in these years • There was a government Executive Order outlawing racial discrimination in defence industries, most of which were in the north and west • The extensive population movement led to a substantial rise in the living standards of many black Americans as there was a significant rise in black American pay in industrial jobs in these years • The extensive movement of population led to serious race riots in some northern cities, such as Detroit in 1943, i.e. a worsening of race relations in the north. <p>Arguments and evidence that counter the proposition that the Second World War was the key turning point should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In some ways, the movement north was modified by the drift back to the south from the 1970s • There had been previous periods of significant movement northwards, beginning with the period after the Civil War and emancipation, which could be considered a key turning point • There had been movement northwards particularly before and during the First World War – areas like Harlem in New York were already predominantly inhabited by black Americans by 1920 • The earlier movements northwards had led to serious race riots in Chicago in 1919 • There had been considerable drift northwards during the Depression of the interwar years • The 'old south' still had the largest percentage of black Americans in the early twenty-first 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 as to how far the portrayal of the lives of black Americans in fiction and film produced a change in the perceptions of black Americans by the white majority in the period 1850–2009.</p> <p>Arguments and evidence that support the proposition should be analysed and evaluated. Relevant points may include</p> <ul style="list-style-type: none"> • The important influence of <i>Uncle Tom's Cabin</i> in heightening horror against slavery in the north • The film <i>Birth of a Nation</i> in 1915, based on a racist novel <i>The Clansman</i>, strengthened prejudice and helped fuel the revival of the KKK in the 1920s • A series of films and novels in the 1960s helped the growing civil rights movement, but probably mostly in the areas where there was already support, i.e. they reinforced opinion rather than producing dramatic change • The television series <i>Roots</i> in 1977 is credited with having considerable influence in stimulating sympathy for black Americans' historic legacy, and enjoyed widespread popularity with white audiences. <p>Arguments and evidence that counter or modify the proposition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • It has often been difficult to quantify and measure the degree of change produced by fiction or film that occurred in society as a whole • There were many examples of fictional portrayals that merely reinforced existing perceptions such as <i>Gone with the Wind</i> in 1939 • Fictional portrayals often reflected changing perceptions, rather than inducing change, e.g. the film <i>Mississippi Burning</i> in 1988 • Considerable prejudice and hostility to black Americans still existed in the early twenty-first century. <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 whether the most significant change to women's lives in the period 1882–2004 resulted from the wide availability of the contraceptive pill in the 1960s.</p> <p>Arguments and evidence that the most significant change to women's lives in the period 1882–2004 resulted from the wide availability of the contraceptive pill in the 1960s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Women could be in complete control of their own fertility • It gave them the ability to care appropriately for a limited number of children • It brought the likelihood of better health and longer life expectancy with more reliable control of pregnancy • It gave them the ability to pursue a career within marriage by determining the number and spacing of children • Pre-marital sex became safer, altering sexual behaviour in the 1960s. <p>Arguments and evidence that the wide availability of the contraceptive pill in the 1960s was <i>not</i> the most significant change to women's lives should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Whilst the contraceptive pill was widely available, it was only reliable if taken regularly, and other methods, increasingly available from the 1920s, had begun to change family lives before the 1960s • The second Married Women's Property Act of 1882 allowed women to own and control their own property • The Bryant and May matchgirls' strike empowered women to find their own voice in trade disputes • The establishment of the NHS (1948) enabled women and children, and not just the male breadwinner, to have access to medical treatment • The 1941 National Service Act enabled women to take on work traditionally seen as male occupations • The 1970 Equal Pay Act legislated for equal pay for equal work. <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 extent to which developments in technology were responsible for changing leisure activities in the years 1882–2004.</p> <p>Arguments and evidence that developments in technology were responsible for changing leisure activities in the years 1882–2004 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Improved gas and electric lighting increased the number and popularity of musical shows • Better techniques of film production, including the move to 'talkies' and colour, and in distribution, resulted in the popularity of cinema going • The production of small, affordable family cars enabled daytrips and holidays away from home • The development of cheaper-to-run planes enabled package holidays abroad • The development of the internet, enabling a wide range of home-based entertainment. <p>Arguments and evidence that developments in technology were <i>not</i> responsible for changing leisure activities in the years 1882–2004 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Shorter working hours across the period, enabling more time to be available for leisure • A decrease in family size, freeing time for leisure and reducing the per capita cost of a family holiday • The Holiday Pay Act of 1938 gave poorer workers one week's paid holiday a year • An increase in disposable income for some sections of society. <p>Other relevant material must be credited.</p>