



# Mark Scheme

Summer 2017

Pearson Edexcel  
GCE In History (9HI0/39)  
Advanced

Unit 1: Themes in breadth with aspects in depth

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

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

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

### 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"><li>• 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.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• 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.</li></ul>
2	4–7	<ul style="list-style-type: none"><li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li><li>• 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.</li></ul>
3	8–12	<ul style="list-style-type: none"><li>• 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</li><li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li><li>• 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.</li></ul>

Level	Mark	Descriptor
4	13–16	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• 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,</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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"><li>• Simple or generalised statements are made about the topic.</li><li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li><li>• The overall judgement is missing or asserted.</li><li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li></ul>
2	4–7	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li><li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li></ul>
3	8–12	<ul style="list-style-type: none"><li>• 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.</li></ul>

Level	Mark	Descriptor
		<ul style="list-style-type: none"> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• 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.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## 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 extent of racist attitudes in the South and the relationship between the federal government and southern states in the 1890s. The author of the extract is not named in the specification, and candidates therefore cannot be expected to know about her.</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"><li><input type="checkbox"/> Ida B. Wells was in a good position to know about the racist attitudes of state governments against black Americans as she was a black American who wrote for a living and came from a southern state</li><li><input type="checkbox"/> The recent lynching of some of her friends may have made Wells particularly bitter against white people and government</li><li><input type="checkbox"/> Wells' race may taint her view of a Constitution that fails black people and she makes comments about it that are not strictly true ('Our federal government has thus admitted that it has no jurisdiction...')</li><li><input type="checkbox"/> Wells is targeting an audience in a liberal northern state and may wish to over-emphasize the extent of southern racist attitudes to promote her civil rights cause.</li></ul>

Question	Indicative content
	<p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p><b>Extent of racist attitudes in the South:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> It provides evidence that Southerners had similar nativist views about how to deal with both black Americans and white foreigners ('the same verdict...')</li> <li><input type="checkbox"/> It provides evidence that a process of censorship enables a blind eye to be turned to the excesses of the racist southern attitudes ('Those who commit the murders write the reports')</li> <li><input type="checkbox"/> It suggests that there are double standards in assessing what white law breakers deserve compared with their black counterparts ('This was not so with the Italian lynching')</li> <li><input type="checkbox"/> It suggests that the South is out of touch with the rest of the nation in some of these prejudices ('A feeling of horror ran through the nation...').</li> </ul> <p><b>The federal government's relationship with southern states:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> It indicates that States' Rights are supremely powerful in the South ('...our federal government made the confession that one of the states is greater than the Union')</li> <li><input type="checkbox"/> It suggests that the Federal Government has long recognised officially that the South has a right to deal with its black citizens how it sees fit: ('...the principle involved... Settled long ago')</li> <li><input type="checkbox"/> It suggests that the Louisiana State Government uses States' Rights as a smokescreen for discrimination ('strictly within the authority of the State of Louisiana... a farcical investigation...')</li> <li><input type="checkbox"/> It suggests a very bleak view of the dysfunctional relationship between federal and state authorities ('federal government made the confession that one of the states is greater than the Union').</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing racist attitudes in the South and the relationship between the federal government and southern states in the 1890s. Relevant points may include: <input type="checkbox"/></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Knowledge of the Supreme Court judgement of 1883 - discrimination by individuals not prohibited by the 14th Amendment</li> <li><input type="checkbox"/> After the 1877 Compromise the withdrawal of the Federal Government troops meant that black Southerners found themselves defenceless, with a new race system supplanting slavery as a means of social control</li> <li><input type="checkbox"/> Southern attitudes were characterised by some as having too great an attachment to racial values and a tendency to justify cruelty and injustice in the name of those values</li> <li><input type="checkbox"/> Almost any attempt of blacks to realise their hope for a racially egalitarian society would call forth violent repression from whites. Lynching was part of this process, especially in the rural South</li> <li><input type="checkbox"/> There was an attempt by some Southern Republicans to align with blacks.</li> </ul>

**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 Lord Northcliffe's attitude to civilian politicians and his view of Lord Kitchener's conduct of the First World War. The author of the extract is named in the specification; candidates can therefore be expected to know about him and should be aware of the context.</p> <ol style="list-style-type: none"><li>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"><li><input type="checkbox"/> Northcliffe is in a good position to comment on the deficiencies of the war effort as he has been to the front to see for himself</li><li><input type="checkbox"/> Northcliffe would see it as his duty as a newspaper proprietor to hold the government to account</li><li><input type="checkbox"/> Northcliffe's purpose appears politically neutral, to use an influential position in the press to blame government and opposition alike</li><li><input type="checkbox"/> Northcliffe may wish to exploit the power of public opinion through the influence of newspaper editorials as his criticisms seem to have a political purpose ('the formation of ... a National Government').</li></ul></li><li>2. The following inferences and significant points of information could be drawn and supported from the source:<p><b>Attitude towards civilian politicians:</b></p><ul style="list-style-type: none"><li><input type="checkbox"/> It indicates an attitude of control, that Northcliffe's agenda is to bring about a National Government: a press baron as kingmaker ('the formation of what we hope to be a National Government')</li><li><input type="checkbox"/> It provides evidence that the government has lost the support of the public: ('There is a growing discontent with a Government that started last August with great popularity')</li><li><input type="checkbox"/> It claims that the Government is out of touch with the British people in a time of emergency: ('The old relaxed amateurish Governments will not do in times like these')</li><li><input type="checkbox"/> It indicates that the opposition is little better in the emergency ('discontent with an opposition which does not help').</li></ul><p><b>Attitude to Kitchener's conduct of the War:</b></p><ul style="list-style-type: none"><li>• It provides evidence of criticism by referring to military responsibility for the shell crisis: ('Lord Kitchener has deprived the Army in France of high explosive shells'). Kitchener was a military presence in the Government</li><li>• It provides evidence of Northcliffe's dissatisfaction with the state of affairs on the Western Front</li><li>• It indicates that Northcliffe's main concern is the deaths of thousands of combatants through the incompetence of Britain's political leaders ('The kind of shell our poor soldiers...the death of thousands')</li><li>• It claims that Kitchener had in many ways performed his</li></ul></li></ol>

Question	Indicative content
	<p>duties as a war minister admirably ('the work was done as well as anyone could do it').</p> <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 underpinning Lord Northcliffe's attitude to civilian politicians and to Lord Kitchener's conduct of the First World War. Relevant points may include: <input type="checkbox"/></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Although Asquith accused Northcliffe and his newspapers of disloyalty, he privately accepted that shell production was a real problem and he appointed David Lloyd George as the new Munitions Minister</li> <li><input type="checkbox"/> Northcliffe was determined to make the Daily Mail the official newspaper of the British Army. The paper was delivered daily to the front. He saw himself as the instigator of war policy</li> <li><input type="checkbox"/> Lord Kitchener was a national hero and Northcliffe's attack on him upset a great number of readers. Overnight, the circulation of the Daily Mail plummeted</li> <li><input type="checkbox"/> Northcliffe's attacks were in many ways personal: when he heard Kitchener had been killed he remarked: 'The British Empire has just had the greatest stroke of luck in its history'.</li> </ul>

**Section B: indicative content**

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

Question	Indicative content
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3

Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.

Candidates are expected to reach a judgement on the suggestion that Constitutional Amendments introduced during the Reconstruction period (1865–77) significantly improved the position of African Americans.

Arguments and evidence that support the proposition that Constitutional Amendments introduced during the Reconstruction period (1865–77) significantly improved the position of black Americans should be analysed and evaluated.

Relevant points may include:

- The 13th Amendment confirmed Lincoln's Emancipation Proclamation and abolished slavery. A Freedman's Bureau was set up to oversee black rights
- The 14th Amendment provided a loosely worded guarantee to blacks of equality before the law and against discrimination by states
- The 15th Amendment secured the vote for black men, the result of which was that black Americans were elected to office in all southern states, including two federal Senators and 14 members of the House
- Grant's administration passed Enforcement Acts (1870-71) sanctioning military force to suppress Southern violence against the 14th Amendment and Congress to control federal elections to support the 15th Amendment
- It was only in southern states, not across the whole union, that restrictive laws developed to challenge the Amendments.

Arguments and evidence supporting the statement that the Amendments did not improve the position of black Americans should be analysed and evaluated. Relevant points may include:

- Southern states passed discriminatory Black Codes that attempted to remand black Americans into servitude. Radical Republicans were disillusioned by the lack of enforcement of the spirit of the 13th Amendment
- The Codes undermined the 14th Amendment. Black Americans could not bear arms and could only bring legal cases or testify against their own caste. Some states enacted discrimination in transportation this early
- The Freedman's Bureau challenged the 13<sup>th</sup> Amendment through the development of sharecropping as more agreeable than contract labour
- Virginia challenged the 14<sup>th</sup> Amendment by requiring segregated public schools; many Southern states made no effort to compel acceptance of black Americans in white schools
- Practically no effort was made to encourage black land ownership which was implicit in the Amendments. Federal policy allowed original owners to run plantations or lease land to northern white entrepreneurs
- Northern whites found it relatively easy to abandon black Americans' fundamental new constitutional rights when they acquiesced in the Compromise of 1877.

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 how accurate is it to say that it was primarily internal divisions within the Civil Rights Movement that damaged the cause of civil rights for black Americans in the years 1960-68.</p> <p>Arguments and evidence supporting the statement that it was primarily internal divisions in the Civil Rights Movement that damaged the cause of civil rights for black Americans in the years 1960-68 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Some high profile campaigns were damaged by divisions between SCLC and SNCC, principally at Albany (1961-62) and Selma (1965). The grass roots resented decisions made by Martin Luther King</li> <li><input type="checkbox"/> King's Chicago campaign was mired in controversy as his 'Southern' methods were not regarded as appropriate by northern-based protest groups, who felt they had too much to lose in protesting about housing</li> <li><input type="checkbox"/> The Civil Rights Movement was always a broad coalition. The conservative NAACP regarded even King as a dangerous radical for his non-violent direct action, whereas SNCC and CORE grew frustrated at King's pacifism</li> <li><input type="checkbox"/> There were strains in tactics, such as the failure of the Mississippi Freedom Summer (1964) to achieve a political solution. There was a rift between non-violence and black nationalist proposals of violence in self-defence</li> <li><input type="checkbox"/> The rift between Muslim Black Nationalism and organisations loyal to King, especially in separation versus integration, saw SNCC and CORE move toward the nationalists, losing white support. This damaged the Movement.</li> </ul> <p>Arguments and evidence that other factors were the cause of damage to the civil rights movement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Civil Rights Movement was damaged far more by external factors, principally the distraction posed by the Vietnam War. Liberal white support was diluted and King's Riverside Speech made him seem unpatriotic</li> <li><input type="checkbox"/> The opposition of the KKK, Southern governors and racist law enforcers inflicted far more damage</li> <li><input type="checkbox"/> The Movement was materially damaged far more by the return to Congress of large numbers of Republicans in the 1966 mid-term elections, which undermined Johnson's Civil Rights programmes, than by internal divisions</li> <li><input type="checkbox"/> The Civil Rights Movement was damaged by the growth of black American groups claiming to be outside the Movement. The Black Panthers were seen as a 'lunatic fringe', or communists, by previous supporters of Civil Rights</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The Civil Rights Movement was damaged by the unpopularity of solutions to segregation such as busing.</li> </ul> <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 far television had a positive impact on race relations and attitudes towards cultural tolerance in Britain in the 1960s.</p> <p>Arguments and evidence that television exerted a positive impact on race relations and cultural tolerance should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Speight, writer of <i>Till Death Do Us Part</i> (1967) was using TV as a positive political weapon to change viewers' racist attitudes, claiming that Alf Garnett exemplified the idiocy of bigoted racist thinking</li><li><input type="checkbox"/> In considering issues of black identity the BBC offered more programmes aimed at integrating the West Indian community e.g. the documentary series <i>Meeting Point</i> (1967)</li><li><input type="checkbox"/> Harry Driver and Vince Powell were more subtle in <i>Never Mind the Quality</i> (1967), playing Catholic against Jew. The engagement between characters led to nomination for awards as an example of racial and religious harmony</li><li><input type="checkbox"/> Three research reports commissioned about racial sit-coms concluded that they had not exacerbated racial tensions and may have improved cultural tolerance.</li></ul> <p>Arguments and evidence that television did <i>not</i> have a positive impact on race relations should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Mary Whitehouse conducted consistently vitriolic campaigns in Britain against <i>Till Death Do Us Part</i>, partly because of the racial bigotry it encouraged. It had the opposite effect to that intended by Speight</li><li><input type="checkbox"/> The racial sitcom presupposed that Britain perceived itself as divided into racial groups where society had undergone rapid, accelerated immigration. In this way it served to entrench cultural intolerance</li><li><input type="checkbox"/> <i>Man Alive</i> included the documentary <i>Black Power in Britain</i> (1968), considered by BBC management and audience reaction surveys to be racially inflammatory and to serve no useful purpose for harmonisation</li><li><input type="checkbox"/> The <i>Black and White Minstrel Show</i> was hated by young white liberals in Britain who considered that it harmed race relations</li><li><input type="checkbox"/> Sensitivity to Irish/Jewish religious traditions in Britain did not extend to Asians in <i>Never Mind the Quality</i>. The abuse of 'funny foreigners' would be developed.</li></ul> <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 extent to which political controls on broadcasters changed the BBC and ITV in the Thatcher years (1979-90).</p> <p>Arguments and evidence that political controls did change the BBC and ITV should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rows between Mrs Thatcher and the BBC over its coverage of the Falklands and Irish conflicts sowed the seeds of antagonism which were reaped later in the decade with changes in management at the BBC</li> <li><input type="checkbox"/> Cutting a <i>Real Lives</i> programme in 1985 led to: a BBC journalists' strike; the Director-General's resignation; Thatcher using government powers to put in place compliant governors, politicising the appointments process</li> <li><input type="checkbox"/> Right-wing proposals for restructuring of British broadcasting emerged with the Peacock Committee (1985), which recommended profit and business to be at the heart of the BBC's endeavours</li> <li><input type="checkbox"/> The 1988 Broadcasting White Paper focused mainly on deregulating ITV</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The Broadcasting Act (1990) demonstrated political interference through its 'quality threshold' policed by the new ITC and a new tendering system which was to lead to financial difficulties and mergers.</li> </ul> <p>Arguments and evidence that political controls didn't change the BBC and ITV should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To everyone's surprise, the Peacock Report did not support the introduction of advertising on BBC</li> <li><input type="checkbox"/> Despite the political onslaught, the BBC remained as a public service broadcaster with a public-funded licence fee and had its current charter renewed until 1996. It survived, and the main attack in 1990 was on ITV</li> <li><input type="checkbox"/> The 1990 Broadcasting Act envisaged that there would be less regulation of British radio and television. The ITC would operate a 'lighter touch' than its predecessor, the IBA</li> <li><input type="checkbox"/> The Conservative Party's leading grandee, William Whitelaw, supported the status quo at the BBC and from the Home Office was able to deflect or ameliorate any proposal for change.</li> </ul> <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 First Great Migration (c1910-30) can be regarded as the most significant change in the pattern of black American settlement in the USA in the period 1850–2009.</p> <p>Arguments and evidence that support the proposition that the First Great Migration was the most significant change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Between 1910 and 1930, the black American population increased by about forty percent in Northern states as a result of the migration, mostly in the major cities</li><li>• Migration changed the demographics of the South. In 1910, black Americans constituted a majority in several southern states; by 1930 black Americans constituted more than 40 percent only in Mississippi</li><li>• Cities that had been virtually all white in 1910 became centres of black culture and politics by 1930. Informal residential segregation led to concentrations of blacks in certain areas, beginning in Harlem in 1910</li><li>• The scale of change during the First World War was hitherto unprecedented. It was World War I that established migration from the rural Jim Crow South to the industrial North and Midwest</li><li>• The collapse in cotton prices during the 1920s in the Black Belt of the south intensified the movement away from the rural South. The disappearance of the Black Belt was one of the striking effects of the Great Migration.</li></ul> <p>Arguments and evidence that counter the proposition that the First Great Migration was the most significant change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Previous periods of migration northwards, e.g. after the Civil War and emancipation, could be considered a significant change. 'Kansas Fever', 1879, can be viewed as a prelude to the later massive migration</li><li><input type="checkbox"/> There was considerable drift northwards during the Depression of the interwar years during the Second Great Migration</li><li><input type="checkbox"/> Migration during World War Two was more extensive in scale and wider geographically</li><li><input type="checkbox"/> In some ways, the movement north was modified by the drift back to the south from the 1970s.</li></ul> <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 repression of black Americans portrayed in photographs, films and television produced changes in the attitudes of white Americans towards race 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"> <li><input type="checkbox"/> The coming of photography from the 1850s portrayed some of the excesses of white prejudice against black Americans, some of which stimulated abolitionist movements</li> <li><input type="checkbox"/> Iconic photographs of the Civil Rights Movement in the 1960s, especially by Bob Adelman and Bob Hudson, served as the public awareness catalyst to the passage of Civil Rights legislation through their portrayals of repression</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Modern film has also played a role in inducing sympathy for the black cause. Graphic portrayals of repression that changed white perceptions include <i>Mississippi Burning</i> (1988) and <i>Panther</i> (1995)</li> <li><input type="checkbox"/> The immediacy of television introduced Americans outside the South to the repression of black Americans in the South. In the Cold War context the Till Case (eg) had a profound influence on popular and governmental responses</li> <li><input type="checkbox"/> The television series <i>Roots</i> in 1977, portraying repressive slavery, had great influence in stimulating sympathy for black Americans' historic legacy, and enjoyed widespread popularity with white audiences</li> <li><input type="checkbox"/> Television news in the modern era had a great influence on moderating the behaviour of racist white police authorities and governors in high-profile cases such as Rodney King (1992) and Hurricane Katrina (2005).</li> </ul> <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"> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The film <i>Birth of a Nation</i> in 1915, based on a racist novel <i>The Clansman</i>, portraying the repression of black people as a race, strengthened prejudice and helped fuel the revival of the KKK in the 1920s</li> <li><input type="checkbox"/> In areas where the KKK was well supported, particularly in the 1920s and 1930s, newspaper photographs served to encourage repression by portraying graphic images of 'lynching parties' that whipped up racial hatred</li> <li><input type="checkbox"/> There were many examples of fictional portrayals that merely reinforced existing perceptions such as in the film <i>Gone with the Wind</i> in 1939</li> <li><input type="checkbox"/> Fictional portrayals often reflected changing perceptions, rather than inducing change, e.g. the film <i>In the Heat of the Night</i> in 1967</li> <li><input type="checkbox"/> Considerable prejudice and hostility to black Americans still existed in the early twenty-first century, indicating that portrayals of repression may not have produced significant change in the attitudes of white Americans.</li> </ul> <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 employment conditions in the period 1882-2004 resulted from the National Service Act, 1941.</p> <p>Arguments and evidence that the most significant change to women's employment conditions in the period 1882–2004 resulted from the National Service Act, 1941 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> There was profound change. In the 1930s, a woman's place was in the home, a man's place at work. As a result of the Act, women worked in key areas like munitions factories, civil defence, nursing and transport</li> <li><input type="checkbox"/> The entry of women into occupations which were regarded as highly skilled and as male preserves renewed debates about equal pay</li> <li><input type="checkbox"/> Some limited agreement on equal pay was reached that allowed equal pay for women where they performed the same job as men had 'without assistance or supervision'</li> <li><input type="checkbox"/> Trade unions, campaigners and some women parliamentarians took up the issue of personal injuries at work and despite initial government opposition to this demand, equal rates were introduced in April 1943</li> <li><input type="checkbox"/> State funding was provided to establish 1345 wartime nurseries, a huge increase from the 14 such nurseries which existed in 1940.</li> </ul> <p>Arguments and evidence that the National Service Act, 1941 did not bring about the most significant change to women's employment conditions and/or other developments were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Act was limited in scope: most employers managed to circumvent the issue of equal pay, and women's pay remained on average 53% of the pay of the men they replaced</li> <li><input type="checkbox"/> The gains made during the Second World War proved transitory as women were demobilised from 'men's work' to make way for the returning servicemen</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The postwar welfare state created many job opportunities in what was seen as 'women's work' e.g. the NHS for nurses, midwives, cleaners and clerical staff</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The Bryant and May matchgirls' strike (1888) empowered women in trade disputes. Without that any victories women achieved from the 1941 Act could not have occurred</li> <li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> World War I opened up many new job opportunities for women in jobs hitherto seen as 'men's work'</li> <li><input type="checkbox"/> The Sex Disqualification Act of 1919 had great significance; it made it easier for women to go to university and enter the professions. Middle class women benefited from increased job opportunities</li> <li><input type="checkbox"/> In the Sex Discrimination Act, 1975 women were to have equal treatment in education, housing and employment. This was wider than just equal pay in the workplace, which was the principal aim following the 1941 Act.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
<p><b>10</b></p>	<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 the growth of the British film industry in the 1920s and 1930s was the key turning point in changing leisure activities in the years 1882–2004.</p> <p>Arguments and evidence that the growth of the British film industry in the 1920s and 1930s was the key turning point in changing leisure activities in the years 1882–2004 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> For the urban working class American films, which often tackled social issues, offered a breath of fresh air from the rigid British class system and they attended cinemas in great numbers for the first time</li> <li><input type="checkbox"/> Growth of production facilities was matched by a spectacular cinema building programme - this was a key change, as musical hall gave way to the silver screen in capturing peoples' leisure activities</li> <li><input type="checkbox"/> The cinema had particular appeal to British women and children, whose pleasure before this period had been mainly confined to the household. Popularity of romance in film ensured this change was sustained</li> <li><input type="checkbox"/> The 1930s was a boom time for British pictures. Gracie Fields and others emerged as British film stars. As more attended these films, fewer attended the pub and consumption of alcohol was less of a focus for leisure activities.</li> </ul> <p>Arguments and evidence that the growth of the British film industry in the 1930s was not responsible for changing leisure activities, and/or that there were more significant turning points in the years 1882–2004 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cinema-going in Britain was a mainly working class habit and women and children dominated that sub-group. Others' leisure pursuits were less changed by it</li> <li><input type="checkbox"/> The boom years of British film were short-lived. Over-extension of finances and reckless speculation led to a slump in 1937</li> <li><input type="checkbox"/> The railway revolution aided the growth of attendance at sporting events in Britain from the beginning of the period and throughout</li> <li><input type="checkbox"/> The Holiday Pay Act of 1938 gave poorer British workers one week's paid holiday a year. This was a key turning point for leisure</li> <li><input type="checkbox"/> An increase in disposable income for Britons, partly due to an increase in female employment after World War II and increasingly from the Sixties, had a great effect on the development of new leisure activities</li> <li><input type="checkbox"/> The development of the television and the internet in British homes enabled a wide range of home-based entertainment. These proved to be more enduring turning points.</li> </ul> <p>Other relevant material must be credited.</p>

