

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel  
Level 3 GCE**

Centre Number

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Candidate Number

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**Time** 2 hours 15 minutes

**Paper  
reference**

**9H10/39**

**History**

**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**

**You must have:**

Sources Booklet (enclosed)

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- You must answer **three** questions on the option for which you have been prepared.
- There are three sections in this question paper. Answer **one** question in Section A, **one** question from Section B and **one** question from Section C.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.
- Good luck with your examination.

Turn over ►

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## SECTION A

Choose EITHER Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

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

Study Source 1 in the Sources Booklet before you answer this question.

- 1 Assess the value of the source for revealing the reasons why the conditions of ex-slaves improved and the objectives of the Freedmen's Bureau.

Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.

(Total for Question 1 = 20 marks)

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

Study Source 2 in the Sources Booklet before you answer this question.

- 2 Assess the value of the source for revealing the purpose of BBC war reporting during the Second World War and the importance of wartime electronic communication.

Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.

(Total for Question 2 = 20 marks)

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Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1**  **Question 2**

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**TOTAL FOR SECTION A = 20 MARKS**



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## SECTION B

Answer ONE question in Section B on the option for which you have been prepared.

You must start your answer to your chosen question on the next page.

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

EITHER

- 3 'The Supreme Court ruling in the case of Plessy v Ferguson (1896) was the most damaging setback to the black American struggle against racial discrimination in the years 1883–1900.'

How far do you agree with this statement?

(Total for Question 3 = 20 marks)

OR

- 4 To what extent was Obama's personality the chief reason for the success of his campaign for the presidency of the United States in 2008?

(Total for Question 4 = 20 marks)

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

EITHER

- 5 How significant was the role of Lord Beaverbrook in the abdication crisis (1936)?

(Total for Question 5 = 20 marks)

OR

- 6 To what extent was Bernard Ingham's handling of the media during the Thatcher years (1979–90) similar to Alastair Campbell's handling of the media during the controversy surrounding the Iraq dossiers (2003)?

(Total for Question 6 = 20 marks)

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number: **Question 3**  **Question 4**

**Question 5**  **Question 6**

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## SECTION C

Answer ONE question in Section C on the option for which you have been prepared.

You must start your answer to your chosen question on the next page.

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

EITHER

- 7 How far do you agree that the First Great Migration (c1910–30) was the most important factor leading to increased racial integration in the USA in the years c1900–2009?

(Total for Question 7 = 20 marks)

OR

- 8 How far do you agree that the depiction of race in *Huckleberry Finn* (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?

(Total for Question 8 = 20 marks)

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

EITHER

- 9 '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).'

How far do you agree with this statement?

(Total for Question 9 = 20 marks)

OR

- 10 How far do you agree that 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?

(Total for Question 10 = 20 marks)

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Chosen question number: **Question 7**       **Question 8**   
**Question 9**       **Question 10**

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**TOTAL FOR SECTION C = 20 MARKS**  
**TOTAL FOR PAPER = 60 MARKS**



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# Pearson Edexcel Level 3 GCE

**Time** 2 hours 15 minutes

**Paper  
reference**

**9HI0/39**

## History

**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**

### Sources Booklet

**Do not return this Booklet with the question paper.**

*Turn over* ►

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## Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

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

#### Source for use with Question 1.

**Source 1:** From a report prepared by Nelson Miles on the condition of black people in North Carolina, October 1867. Miles was a member of the Commission that set up the Freedmen's Bureau in 1865. Here he is commenting on the Freedmen's Bureau in North Carolina.

The Freedmen's Bureau believes that the basis of all prosperity in our country is education. From that basis comes everything that is great and noble. We have considered the importance of the educational and moral improvement of a race that has so far been excluded from such benefits. The freedmen, with huge energy and enthusiasm, have been rapidly setting themselves free from setbacks caused by their lack of education. In one year, the Bureau has provided 101 schools and 145 teachers for 8,527 pupils. 5

Much depends upon the influence and guidance given to the freedmen in their new condition of life. If they are allowed to become lazy, or are mistreated and victimised, their condition will become deplorable and they will be a curse to themselves and the community. However, if they are treated with justice and humanity and shown the advantages of education, the coming years will be as bright and prosperous to the freedmen as the past has been dark and painful. 10

The Bureau has enabled thousands of black children to go to school in North Carolina. They and their descendants, benefitting from better facilities, will become so familiar with the great gift of broad-minded Christianity that they will be able to become missionaries to Africa. They will accomplish what generations of Americans have failed to achieve, making these freedmen the means of civilisation and salvation in the lands of their forefathers. They will possess the wisdom, intelligence and firm faith necessary to go forth and bring the Word of God to faraway lands. 15 20

A Christian people who have for generations kept a race in bondage, deprived of the advantages of civilisation and religion, owe the freedmen a debt of gratitude. The freedmen have contributed so much to the wealth and prosperity of this country. They have provided so many soldiers for its defence in its hour of danger, that the least the Bureau can do is to afford them every chance for improvement here, in the land in which we have placed them. In future, should their attention be turned to their forefathers' countries, we should extend to them every encouragement and support that a powerful nation can afford. 25 30

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

### Source for use with Question 2.

**Source 2:** From Frank Gillard's first-hand radio and telephone reports, September 1944. Gillard was a BBC war correspondent travelling with the British forces fighting in the German-occupied Netherlands. Correspondents' reports were broadcast daily by the BBC in London in the programme *War Report*.

On Sunday afternoon the people of the Dutch city of Eindhoven cheered as they watched the British paratroops descending from the sky a few miles to the north of the city. The Germans heard the cheering too, but they felt very differently about it. They were terribly scared.

Knowing that the moment of liberation was near, the people got their flags and banners ready. They set out to defend key points. One Dutchman, single-handed, saved the telephone building. Eight Germans had been sent to blow it up, but he made the first move; they gave in and he marched them off. 5

Eindhoven is a pretty big city; the main industry is radio. Twenty four thousand people are employed in the great radio works. Those works were bombed twice by the RAF. 'Beautiful bombing', the factory workers said it was. 10

'The RAF did just enough damage to enable us not to have to work too hard for the Germans,' one of the workers said to me this morning, 'but not quite enough for the Germans to have to deport us to Germany.'

The radio factory workers turned out thousands of secret radio sets, made out of parts they took from the Germans when they were not looking. They tuned these radios in to the BBC. One man told me this morning that, when the power supply failed, he brought his bicycle into the house and connected his radio to the little dynamo that generated electricity for his bicycle lamp. He and his wife took turns to listen to broadcasts from London, while the other one kept the dynamo on the bicycle wheel spinning. 15 20

A man took me aside to tell me that his wife had just had a son this morning, the first baby of the new generation of Free Netherlanders, he explained, and they're going to call him 'Tommy\*'. 25

Meanwhile, just to the north around Arnhem, our forces are facing very strong German resistance. We're close enough now to the British troops to have good communication with them and, although there is still little detailed news of the fighting, we know that it is hard and bitter. The Germans are out to destroy the British force, which is isolated. But so far it's believed that the position around Arnhem is reasonably satisfactory for our men. There is no news yet about the bridge at Arnhem, the bridge across the Rhine. 30

\*Tommy – a traditional name for a British soldier

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**Acknowledgements**

Source 1 from: <https://spartacus-educational.com/WWmilesN.html>

Source 2 from: "War Report: BBC Dispatches From the Front Line", BBC Books