



# Mark Scheme (Results)

Summer 2022

Pearson Edexcel  
In GCE History (9HI0/39)

Paper 3: Themes in breadth with aspects in  
depth

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

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

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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"><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>
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>

Level	Mark	Descriptor
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> <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> </ul>

Level	Mark	Descriptor
		<ul style="list-style-type: none"> <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>
<b>5</b>	<b>17-20</b>	<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 for revealing the way that Jim Crow Laws were applied on public transportation during the period of the New Deal and the failure to address the grievances of black Americans concerning public transportation. The report is not named in the specification – candidates cannot therefore be expected to know about its authorship, but should be aware of the context of the source, namely the application of Jim Crow laws.</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>• A newspaper with a wide circulation in a section of the USA where the Jim Crow Laws were rigorously applied, it is a valuable journal to assess the workings of day-to-day segregation issues</li><li>• The newspaper's purpose as a voice for black Americans is to bring news to a black readership, so the description of events may be skewed</li><li>• The language and style the report uses is more sympathetic towards the black passengers (on first-name terms) than to the driver</li><li>• The newspaper is reporting on an incident in just one state. The report may not be typical of the situation elsewhere in the South.</li></ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p><b>The way that Jim Crow Laws were applied on public transportation:</b></p> <ul style="list-style-type: none"><li>• The source suggests that Jim Crow Laws resulted in harsher treatment of black passengers in the South ('...subtle discrimination against black customers in the North...brutal discourtesy ... in the Southern states.')</li><li>• The source suggests that the separate but equal principle within Jim Crow segregation laws was ignored on buses ('entitled to every comfort that should be given ... separate but equal accommodation')</li><li>• The source states that despite obeying the Jim Crow demarcation, the black passenger was still being intimidated and not listened to ('The driver charged at them... she was still in the Jim Crow section.').</li></ul> <p><b>The failure to address the grievances of black Americans:</b></p> <ul style="list-style-type: none"><li>• The source implies a requirement for a fairer application of the Jim Crow Laws, as black passengers have the law of the United States on their side ('... the 14th Amendment and the US Supreme Court')</li><li>• The source suggests that discrimination on public transportation, de facto, was not being addressed by the federal government in spite of legislation ('call upon the legal services of... the 14th Amendment')</li><li>• The source suggests that neither the white bus driver nor local law enforcers paid any attention to the grievances of black Americans ('The driver left the bus. He returned with two huge local policemen....')</li></ul>

Question	Indicative content
	<ul style="list-style-type: none"> <li>• The source suggests that black grievances were not addressed as, in the South, state laws were ignored by state prosecutors ('paid for separate but equal accommodation...trial for 'violation of the segregation laws'...').</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 the way that Jim Crow Laws were applied on public transportation during the period of the New Deal and the failure to address the grievances of black Americans concerning public transportation. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Jim Crow Laws in the South were largely as a result of the Supreme Court judgement <i>Plessy v. Ferguson</i> (1896), but subsequent violations of 'separate but equal' had not been addressed</li> <li>• The years to 1940 brought full extension of segregation to all southern public transportation. Multiple state laws, constitutional amendments, and city ordinances legalised segregation during the New Deal era</li> <li>• Virginia's bus operators in this period were supposed to separate their coaches into two sections: whites up front and blacks at the back. As whites boarded, their section was assumed to extend toward the back</li> <li>• The stand taken by Murray and McBean led quickly to a number of key court cases about segregation on inter-state buses and trains, with some notable successes for black Americans seeking redress of grievances.</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 for revealing the attempts by the Thatcher governments to control investigative reporting on sensitive political issues and the attitude of her governments towards freedom of the press. The report is not named in the specification – candidates cannot therefore be expected to know about its authorship, but should be aware of the context of the source, namely attempts to control reportage during the Thatcher governments.</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>• As a journalist, the writer may be sensitive to attempts by politicians to control his industry, so he may exaggerate the effects of Thatcher's interference in the workings of the media</li><li>• It is an opinion piece, designed to explain and persuade</li><li>• The main purpose of the article was to uphold what were regarded as traditional rights of the press against attacks by politicians</li><li>• A purpose of the article was to publicise the plight of a fellow journalist.</li></ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p><b>The Thatcher governments' attempts to control investigative reporting on sensitive political issues:</b></p> <ul style="list-style-type: none"><li>• The source states that government was directly hindering reportage on matters it regarded as prejudicial to national security ('Government... obstruct British news reporting about Peter Wright...')</li><li>• The source suggests that government was using the law as a cover for snooping into press activities used for political purposes ('used the Police and Criminal Evidence Act ... newspapers.')</li><li>• The source implies that government was using 'national security' as an excuse to control legitimate reportage on government departments ('...corrupt stock market dealing ... national security.')</li><li>• The source states that government attempts to control investigative reporting had been successful ('a great increase in restrictions').</li></ul> <p><b>The Thatcher governments' attitude towards freedom of the press:</b></p> <ul style="list-style-type: none"><li>• The source suggests that freedom of speech had come under attack as part of the general campaign against the press by a Thatcher government ('significant erosion of freedom of the press...')</li></ul>

Question	Indicative content
	<ul style="list-style-type: none"> <li>• The source suggests that government has a cavalier attitude towards freedom of the press, as it limits Warner's freedom not to speak ('He could face up to two years... can only protect their sources.')</li> <li>• The source suggests that government has a deeply suspicious attitude towards press freedom of speech ('...condemned investigative reporters as 'people who use freedom in order to destroy freedom'.')</li> <li>• The source suggests that the government is over-zealous in attempts to close down the freedom of the press to say what it likes ('Nine legal cases against the press... identified by the Press Council').</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 the attempts by the Thatcher governments to control investigative reporting on sensitive political issues and the attitude of her governments towards freedom of the press. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Government intervened to curtail investigative journalism across the media in 1987, e.g. by pressurising the BBC to ban programmes in the <i>Secret Society</i> series</li> <li>• On the advice of government, police raided the offices of BBC Scotland and removed material about a new spy satellite, code-named Zircon, as it regarded possession of it as a threat to Cold War politics</li> <li>• The European Court of Human Rights found that the attempts of the British government to ban Peter Wright's book, <i>Spycatcher</i>, had violated the right to freedom of speech</li> <li>• The IBA refused to pull the programme <i>Death on the Rock</i> when ordered to by government, stating that free speech and free inquiry were essential for democracy and individual liberty.</li> </ul>

## Section B: indicative content

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

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that in the years 1865-77, it was the violent activities of white supremacist groups that had the most damaging impact on the civil rights of black Americans in the South.</p> <p>Arguments and evidence supporting the statement that, in these years, it was the violent activities of white supremacist groups that had the most damaging impact should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Ku Klux Klan developed into a major terror organisation, carrying out burnings, beatings and lynching against black Americans in the South</li><li>• White League intimidation damaged black civil rights in Louisiana from 1874. It was responsible for the most violent racism, e.g. the Coushatta massacre, during which five black Americans were murdered</li><li>• The Knights of the White Camellia launched hundreds of attacks on the newly-won black civil rights, including murder. Theirs was the biggest single atrocity, killing 280 black Americans in Louisiana in 1873</li><li>• White supremacist terror had the most significant political impact, e.g. violence during election campaigns undermined support for Republicans supporting black civil rights, ensuring the election of Democrats.</li></ul> <p>Arguments and evidence supporting the statement that, that, in these years, the violent activities of white supremacist groups did not have the most damaging impact should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The 1871 Enforcement Act (aka Ku Klux Klan Act) severely restricted the effectiveness of the Klan's tactics of intimidation</li><li>• The implementation of the Black Codes by many provisional state governments in the South was most damaging, ensuring that ex-slaves were forced to accept an inferior position in southern society</li><li>• Black Codes did more to undermine Reconstruction civil rights measures than anything else, dealing with restrictions of the rights of black Americans to own property, to marry and to appear as court witnesses</li><li>• The regulation of the labour market was most damaging to black civil rights as ex-slaves who refused to work on a white man's terms were punished, a situation as near to slavery as possible</li><li>• Weak provisions in federal responses to racism were damaging to the most fundamental constitutional rights of black southerners, e.g. the Slaughterhouse decision (1873) and the Civil Rights Act (1875).</li></ul>

	Other relevant material must be credited.
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Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the view that it was the activities of SNCC and CORE that were mainly responsible for improvements in the lives of black Americans in the years 1957-68.</p> <p>Arguments and evidence supporting the view that it was the activities of SNCC and CORE that were mainly responsible for improvements in the lives of black Americans in the years 1957-68 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The advent of SNCC, in 1960, substantially moved the campaign for black lives from court to street as the group's sit-in tactics prompted a federal response, culminating in the great civil rights acts of the sixties</li> <li>• CORE's Freedom Rides, in the early 1960s, were successful in moving forward arguments about desegregation by eliciting the support of Attorney-General Robert F Kennedy</li> <li>• CORE's support for the Mississippi Freedom Summer (1964) and the murder of three of their white activists garnered greater liberal white support for improvements in the lives of black Americans</li> <li>• SNCC took the lead in bringing about federal support for voting rights, culminating in the Voting Rights Act (1965), which led to the election of local black leaders and subsequent improvements in black lives</li> <li>• SNCC leader, Stokeley Carmichael, pioneered improvements in black lives in the South by setting up the Black Panther Party in Alabama, which spread ideas about self-help community action to other parts of the USA.</li> </ul> <p>Arguments and evidence supporting the view that SNCC and CORE were not mainly responsible/other factors were mainly responsible for the improvements in the lives of black Americans in the years 1957-68 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Because he attracted the media spotlight, the dominant force in bringing about improvement in black lives during the period was Dr King, whose campaigns struck a chord with the Kennedy and Johnson administrations</li> <li>• A powerful factor in bringing about improvements in the lives of black Americans was the Cold War. The USA could not win a war of words on human rights with the USSR without improving civil rights at home</li> <li>• The contributions of SNCC and CORE to the improvement of black lives faded from the mid-1960s as they expelled white members. Increasingly, separatism damaged their search for federal government support</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Black lives were improved less by civil rights groups than by thousands of unheralded grass-roots leaders in communities across the South and in the major cities, often in churches.</li></ul> |
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Other relevant material must be credited.

### 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 that, as a press baron during the First World War, Lord Northcliffe's treatment of Lloyd George was similar to his treatment of Asquith.</p> <p>Arguments and evidence supporting the view that Lord Northcliffe's treatment of Lloyd George was similar to his treatment of Asquith in the First World War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Northcliffe was heavily critical of both premiers' general conduct of the Great War, e.g. of Asquith over the Shells Scandal and of Lloyd George over discussions with the USA concerning a peace settlement</li><li>• Northcliffe's <i>Daily Mail</i> was equally critical of key battle campaigns under each man, e.g. of Gallipoli during Asquith's premiership and the Somme under Lloyd George's stewardship at the War Office</li><li>• Northcliffe seemed to set himself up as the self-appointed guardian of the people against the prime ministers, e.g. his reports to the Cabinet over the head of Asquith about the Dardanelles campaign and his intervention in the debate over peace talks with Germany in summer 1918</li><li>• Northcliffe attempted to influence the composition of Lloyd George's cabinet in much the same way as he had promoted a wartime coalition cabinet under Asquith, e.g. Northcliffe's proposed list of Cabinet personnel acceptable in return for his support for Lloyd George in the 1918 Election.</li></ul> <p>Arguments and evidence that Lord Northcliffe's treatment of Lloyd George was different from his treatment of Asquith in the First World War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Northcliffe's partiality towards Lloyd George at the time of Asquith's resignation indicates a considerable difference in his treatment of the two men</li><li>• A difference in treatment is indicated by Northcliffe's instruction to his editor at the <i>Daily Mail</i>: 'Get a smiling picture of Lloyd George and get the worst possible picture of Asquith.'</li><li>• Northcliffe's relationship with Lloyd George continually hovered between amity and hostility, whereas he was more persistently hostile towards Asquith, e.g. the sustained criticism over the conscription issue</li><li>• The death of Northcliffe's nephew on the Western Front contributed to a change in attitude to Lloyd George compared with Asquith. The personal tragedy and the increasing war casualties swayed Northcliffe's views to be more in line with Lloyd George than he had ever been towards Asquith.</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 about whether the most significant impact of film and television on social issues in the sixties was on attitudes towards sexual liberation.</p> <p>Arguments and evidence supporting the view that the most significant impact of film and television on social issues in the sixties was on attitudes towards sexual liberation should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The sheer number of films capturing the zeitgeist of the swinging sixties had a significant impact on young attitudes towards sexual liberation, e.g. <i>Tom Jones</i> (1963), or <i>The Knack... and How to Get It</i> (1965)</li> <li>• Increasingly daring television dramas had a significant impact by opening up a ferocious debate between liberals and conservatives over the promotion of sexual liberation, e.g. <i>The Year of the Sex Olympics</i> (1968)</li> <li>• Many films created significant impacts on attitudes towards sexual liberation by moralising against it, e.g. <i>That Kind of Girl</i> (1963), or <i>A Nice Girl Like Me</i> (1969)</li> <li>• Several popular TV programmes had a significant impact on sixties' audiences by presenting progressive views of women's liberation in the workplace, or sometimes beyond, e.g. <i>The Rag Trade</i> and <i>The Avengers</i></li> <li>• The significant impact of film and television on attitudes towards sexual liberation is evidenced by the strength of opposition to liberal portrayals, e.g. Mary Whitehouse and the NVALA.</li> </ul> <p>Arguments and evidence supporting the view that other topics were the most significant impact of film and television on social issues in the sixties should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Social realist plays, e.g. <i>Cathy Come Home</i>, had a great impact in raising the profile of homelessness, with public concern changing almost immediately. The charities Shelter and Crisis were launched as a result</li> <li>• Film had a significant impact on racism and racial stereotyping. British films with black characters invariably made race a problematic part of the story to be resolved, e.g. the film <i>A Taste of Honey</i>, adapted from the play</li> <li>• Television had a significant impact on racial prejudice, often not in the positive way that had been envisaged, e.g. <i>Till Death Us Do Part</i>, or the 'Wednesday Play', <i>Fable</i></li> <li>• A significant social impact made by film and television in the sixties was on class consciousness, e.g. The 'angry young man' films and TV that sprang up from novels, like <i>The Loneliness of the Long Distance Runner</i>.</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 about how far push factors were more important than pull factors in explaining the changing geographical distribution of black Americans in the years 1850-2009.</p> <p>Arguments and evidence supporting the view that push factors were more important in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• In the slow drift north and west after the Civil War, push factors explain this migration, especially lack of job opportunities and rural poverty</li><li>• From 1914, the boll weevil's destruction of the cotton crop caused a major depression in the South, a powerful push factor for the migration of black Americans out of the cotton belt</li><li>• The resurgence of the Ku Klux Klan around the time of the First World War and into the 1920s, with a dramatic increase in the number of lynch-mobs, pushed many black Americans out of the South</li><li>• Rioting, violent crimes and tensions with the police in many Northern and Western cities were issues that pushed black Americans back to the South from the mid sixties onwards.</li></ul> <p>Arguments and evidence supporting the view that pull factors were more important in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• During the 1850s, the absence of slavery outside the South was a pull factor, as northern abolitionists aided runaway slaves to migrate along the 'underground railroad'</li><li>• After the Civil War, many ex-slaves moved to more integrated societies in the north, pulled by the image of the north as a land of liberation, letters home by earlier migrants and newspaper advertisements for jobs</li><li>• The First World War labour shortage was a major pull factor offering greater opportunities for black Americans and greatly speeded up the migration north to work in war-related industries</li><li>• The economic boom of the 1920s was a powerful pull factor, as mass production and increased demand led to great recruitment drives for black Americans in industrial cities outside the South</li><li>• The Second World War intensified the earlier Great Migration, as black Americans were pulled northwards, but also westwards to the Pacific coast war industries</li><li>• Pull factors were at work in the move back South from the 1960s onwards, as jobs and sports opportunities, desegregation in the New South and the modernisation of the Sunbelt, produced reverse migration.</li></ul>

	Other relevant material must be credited.
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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 accurate it is to say that the publication of <i>To Kill a Mockingbird</i> (1960) marked the key turning point in the portrayal of race relations in novels in the years 1850-2009.</p> <p>Arguments and evidence supporting the view that the publication of <i>To Kill a Mockingbird</i> (1960) marked the key turning point in the portrayal of race relations in novels in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <i>To Kill a Mockingbird</i> marked the key turning point as, unlike most previous novels, it portrayed the black community as dignified in the face of southern white behaviour, which is shown to lack dignity</li> <li>• The novel was among the first to portray significant faults in the law when it dealt with black Americans. This marked a key turning point, as several subsequent novels continued this theme, e.g. <i>Beloved</i> and <i>The Help</i></li> <li>• The portrayal of racism through the eyes of the child, Scout Finch, marked a key turning point as it targeted the thoughts of the young in the South. It became their entry point into thinking about racism and injustice</li> <li>• The portrayal of Atticus marked a key turning point, showing that some whites opposed racism. In teaching his children to reject racism and prejudice he became a symbol of change for a progressive new generation.</li> </ul> <p>Arguments and evidence supporting the statement that other novels were the key turning points should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In <i>Uncle Tom's Cabin</i> (1852), Stowe's portrayal of the heroic struggle of one woman, Eliza, was a key turning point, as it was the first time that a black woman had been portrayed in this light</li> <li>• In <i>Huckleberry Finn</i> (1885), the portrayal of Jim as a caricature of black Americans used irony, satire and subtlety. This marks it as a turning point in literary strategies used to change attitudes and portray race relations</li> <li>• The portrayal of race relations in <i>Gone With the Wind</i> (1936) reinforced and reflected racist attitudes held by white Americans in the Old South, proving to be a 're-turning' point in glorifying poor race relations</li> <li>• Adapted from the novel <i>Roots</i> (1976), the TV portrayal of one black family through 200 years' experience marked a key turning point by the sheer scale of its influence on white perceptions of historical racism</li> <li>• <i>Beloved</i> (1987) was the key turning point in high school studies: the impact of the portrayal of race relations on pupils was so powerful that it led to court judgements forbidding its removal from curricula by objectors.</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 how accurate it is to say that attitudes towards women's roles during the Second World War was the most important feature of the changing lives of British women in the years 1882-2004.</p> <p>Arguments and evidence supporting the statement to say that attitudes towards women's roles during the Second World War was the most important feature of the changing lives of British women in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The change in attitude during the Second World War led to great change in women's lives. At other times, until the 1960s, women's place was in the home, men's place at work. Women's war work gave them independence</li><li>• With men away during the Second World War, many unmarried women were allowed a much greater freedom as attitudes towards the importance of their role in civic society changed, e.g. WVS, civil defence, land army</li><li>• The 1941 National Service Act changed attitudes and enabled women to take on work traditionally seen as male occupations, adding to their personal esteem and often enriching their working lives</li><li>• The practical demands of the Second World War loosened conservative attitudes towards women's roles, which led to profound changes in social customs, leading to (e.g.) increased casual encounters with men.</li></ul> <p>Arguments and evidence contradicting the statement to say that attitudes towards women's roles during the Second World War was the most important feature of the changing lives of British women in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The 1882 Married Women's Property Act profoundly changed personal lives by undermining coverture, allowing women to keep previously-owned property within married life, rather than surrendering it to their husbands</li><li>• With men away during the First World War, many unmarried women were allowed a much greater freedom as attitudes towards their war work changed. Many were being labelled as 'flaming flappers' before the 1920s</li><li>• The Sex Disqualification (Removal) Act (1919) made it easier for women to go to university and enter the professions. Middle-class women benefited from better job opportunities, improving personal choices</li><li>• The Equal Pay Act (1970) changed women's working lives by improving earning capacity and recognition of their contribution</li><li>• The decline of heavy industry, especially in the late twentieth century, changed women's lives by seeing many moving into the economy as the main breadwinner.</li></ul> <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 accurate it is to say that the Holiday Pay Act (1938) was the key turning point in the changing nature of excursions and holidays made by the British people in the years 1882-2004.</p> <p>Arguments and evidence supporting the statement that the Holiday Pay Act (1938) was the key turning point in the changing nature of excursions and holidays made by the British people in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Holiday Pay Act (1938) was a key turning point as it gave poorer workers one week's paid holiday a year; 11 million workers were now able to spend their earnings on new excursions throughout Britain</li> <li>• The Act's guarantee of a week-long paid break, during which the factory shut down, changed the nature of holidays as the stampede to the coastal resorts of Britain during the school summer holidays became a feature</li> <li>• The coming of Butlin's camps in 1936 made the Holiday Pay Act a key turning point, as it was those who benefited from the Act who would eventually make the greatest use of excursions to these new venues</li> <li>• The Act decisively changed the length of time the average working-class family spent on a single excursion. Before the Act, the majority of holidays were shorter than four days. Week-long excursions now became common.</li> </ul> <p>Arguments and evidence contradicting the proposition that the Holiday Pay Act (1938) was the key turning point in the changing nature of excursions and holidays made by the British people in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Holiday Pay Act was restricted as a turning point at the time as the Second World War severely restricted the development of new excursions</li> <li>• A key turning point 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 19<sup>th</sup> century</li> <li>• The advent of holiday camps, beginning with Cunningham's in the 1890s, was a key turning point in providing new choices for holiday excursions</li> <li>• A key turning point came with the relatively-cheap rail travel leading to a boom in domestic seaside holidaymaking in the Edwardian period. Many workers' families holidayed some miles away from home for the first time</li> <li>• The growth of both package holidays and cheaper long-haul flights by entrepreneurs such as Freddie Laker and Richard Branson represented a key turning point in holiday excursion choices, making them truly global</li> </ul>

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|  | <ul style="list-style-type: none"><li>• In 1980s and 1990s, the European Council continually relaxed rules, allowing a common aviation area in Europe, so low-cost carriers, e.g. Ryanair and EasyJet, could flourish, boosting low-cost European tours.</li></ul> |
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Other relevant material must be credited.