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Examiners' Report
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GCE History 9HI0 39

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Introduction

It was pleasing to see candidates able to engage effectively across the ability range with the new A Level paper 39, which deals with Civil Rights and Race Relations in the USA, 1850-2009 (39.1) and Mass media and social change in Britain, 1880-2004 (39.2). This paper was divided into three sections: Section A was aimed at the in-depth evaluation and analysis of source material (AO2); Section B focused on the evaluation of key features in depth (AO1), exploring cause, consequence, change/continuity, similarity/difference and significance; and Section C tested change over the longer term (AO1), at least 100 years. Examiners did note that more scripts than has been usual posed some problems with the legibility of hand writing. Examiners can only give credit for what they can read.

In Section A the question requires the consideration of two enquiries. There was little evidence on this paper of candidates failing to consider both in some way, although it is worth pointing out that it is advisable to try to write evenly on both enquiries and better candidates were able to compare the value of the source for each enquiry.

It was clear that standards in Section B continue to be higher than those in Section A and it may be that advice about source analysis, with its new emphasis on value and weight, is not fully appreciated by candidates. Teachers and candidates need to follow the requirements of the Section A mark scheme more carefully in future series in order to be clearer about what is meant by 'value' and 'weight'. As in last year's AS examination, some candidates wrote too much generalised comment without regard to the source material, or paraphrased the source without considering its value or reliability. The major weakness was often in considering the provenance and comments were too often stereotypical, or too often missing entirely. It is worth reminding centres that candidates should assess 'weight' by using contextual knowledge to challenge or confirm what is in the source, or to discuss the values of its audience, rather than just claiming that the source discusses an aspect of the topic, so it must have weight. It is also necessary to analyse the nature, origin and purpose of the source through its provenance in order to assess weight. Many responses were largely made up of comments about what is missing from the source, suggesting that this made it less valuable, or carried less weight. Credit is given to comments about what is not in the source **only** if it is possible to show that this material is **missing for a reason**, for example because the source is a deliberate piece of propaganda, **or**, for example, the author is not in a position to comment about key issues and that **for this reason** the source is unrepresentative. It was also noted, though, that lack of knowledge mentioned in last year's AS report for this option had been addressed in teaching Section A. The detailed knowledge base required to add contextual material in order to support inferences was often good, but candidates need to understand that contextual knowledge **must be linked to what is in the source** and used to confirm or challenge inferences from the source itself, as well as to assess value or weight in the ways described above.

The continuing improvement in essay writing for depth study in Section B is pleasing. Few candidates produced wholly descriptive essays devoid of analysis. At AS Level last year the main weakness was a lack of knowledge and it is clear that this has been addressed by teachers. Candidates continue to identify key themes in an introduction and to make a judgement in a conclusion. Structure was often very sound. The generic mark scheme clearly indicates the four bullet-pointed strands which are the focus for awarding marks and centres should note how these strands progress through the levels. Candidates need to be aware of key dates, as identified in the specification, and ensure that they draw their evidence in responses from the appropriate time period.

Section C breadth essays are a new feature, having been tested in the previous specification by coursework. There was virtually no statistical difference between responses to Sections B and C, a pleasing outcome that indicates that candidates were able to identify key turning points and patterns of change. Most candidates were well prepared in terms of their contextual knowledge of individual elements within the period, but not all candidates fully engaged with the elements of the process of change that are central in this section of the examination. Candidates do need to be aware that this is a breadth question and that the questions that are set encompass a minimum of 100 years. This has important implications for the higher levels in bullet point 2 of the mark scheme. To access Level 5 candidates are expected to have responded 'fully' to the demands of the question. The requirements of questions will vary and key developments relating to the question may be more specific to the entire chronological range in some questions and options than in others. In some, there was little significant that related to relevant key events, development and changes for part of the specified chronology in the precise question. However, it was judged not possible for candidates to have 'fully met' the demands of any Section C question unless at least 75% of the chronological range of the question was addressed. To access Level 4 candidates need to meet most of the demands of the question. It was unlikely that most of the demands of the question would be met if the answer had a restricted range that covered less than 60% of its chronology.

There was little evidence on this paper of candidates having insufficient time to answer the question.

The candidates' performance on individual questions is considered in the next section.

Question 1

Strong responses had a clear focus on the value of the sources in terms of the extent of racist attitudes in the South and the relationship between the federal government and southern states in the 1890s.

At the highest level, candidates selected key points from the source and made reasoned inferences about them, supporting each one with their own knowledge of the historical context, for example, 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. Or that in challenging inferences there was an attempt by some Southern Republicans to align with blacks. Comments about provenance were thoughtful and may have considered that 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. Weaker responses simply wrote generally about lynching and violence without noting that there were double standards in assessing what white foreign law breakers deserve at the hands of southern governments compared with their black counterparts. At this level, candidates often also made stereotypical comments about a black journalist being reliable.

This Level 5 response is a model of best practice.

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

Whilst source 1 can be seen to lack comprehensiveness, in primarily addressing racism in the form of violence (and the law's indifference to it), it nevertheless has significant value in its development of this argument, and its suggestion of the complex relationship between the federal government and Southern states.

Source 1 has great value in enabling a historian to infer that racist attitudes in the South were predominantly expressed through violence, especially lynchings, which were essentially ^{endorsed} ~~endorsed~~ by local officials, demonstrating the extent to which racist attitudes were not only expressed, but legitimised Wells' reference to those "[committing] the

murders [writing] the reports" is likely a comment on the demographic of racist organisations like the KKK, which often consisted of members of local law enforcement and senior officials, whose cooperation enabled "horrible outrages" like lynching (187 black Americans were lynched every year, on average, in the 1890s) to go unpunished. The source is further made useful by Wells' development of this argument, in that the indifference of law enforcement and its enabling of racist attitudes was only strengthened by contempt for the law. Wells' ~~available~~ use of sarcasm in describing the lynchers of New Orleans as "good, law-abiding" citizens ~~attest to~~ implies the complete opposite, that not only were lynchers inherently racist in their attacks, but also that they had no respect for the law, and Wells' ~~argument~~ is ~~valid~~ arguably valid in suggesting that this contempt enabled the survival of racist attitudes.

Moreover, Source 1 is considerably useful in its analysis of the complex relationship of the federal government with southern states, and how this too allowed racism to be expressed to the "farical" extent that it was. The claim of the authorities of Louisiana that the Italian lynching was "strictly within the authority of

the state" refers to the principle of federalism in the US constitution. According to this, States were entitled to near-autonomy over matters within its jurisdiction, and indeed, in 1883, the Supreme Court cases proved the unwillingness of the federal government to intervene in state matters. Wells criticises this lack of jurisdiction of the federal government "Over the crimes committed [in] upon citizens of the country", furthering the view that racism and violence, though it occurred in the South, transcended State boundaries, and that the federal government having to pay \$25000 for the crimes of the State whilst not being allowed to intervene was inherently hypocritical. This demonstrates how racist attitudes were justified both locally by indifference, and nationally by constitutional values.

The provenance of the source as a speech also grants it value, both in implying how racist attitudes were ~~received~~ perceived by activists, and how racist attitudes were actually being countered, showing their limited extent. Wells' giving her speech in Massachusetts is significant in suggesting that activists thought that the only audiences receptive to anti-racist

arguments resided in the North. Indeed Wells' career was greatly furthered by the city of Chicago and its willingness to publish her work where Southern states would not have done so. Yet, Wells' speech in itself is also indicative of the challenges being met by both racist attitudes and hypocritical constitutional principles, and thus their limited success. Her willingness to voice her ~~own~~ opinions on these subjects reflected the role of activists like herself and Du Bois, who sought to counter racist practices with legal challenges, thus ~~was~~ gradually undermining, even if very slightly, racist attitudes.

However, Source 1 is also limited, particularly in its lack of analysis of the role of the Supreme Court in embodying both racist attitudes and the weakness of the federal government. ~~Not only does~~ Wells neglects to mention the 1883 cases (in which the Civil Rights Act 1875 was declared unconstitutional) and the legalisation of segregation ^{(Judason} on transport in Florida in 1887), both of which enabled racism to flourish in the 1890s. As well as this, Wells does not address the extent of racist attitudes in that they manifested in the social and economic deprivation of

black Americans, both under Jim Crow Laws and unjust economic practices that impeded the free market by denying black Americans mobility and choice of employment.

Arguably, this weakness is the result of the time at which Wells is speaking. 1893 is relatively early in the 1890s, thus Wells is unable to assess how racist attitudes in the South would be furthered throughout the decade, such as through the introduction of the ^{Grandfather clause} ~~poll tax~~ in ^{Louisiana} ~~Mississippi~~ in 1898 and cases such as Plessy v Ferguson in 1896, which further entrenched both racist attitudes in the South (in the form of segregation) and the unwillingness of the federal government to intervene.

As such, whilst Source 1 is undermined to an extent in terms of value, both by the time in which it was written and the focus of Wells, it is nonetheless ultimately useful in understanding how the violence of racist attitudes in the South was connected to the unwillingness of the federal government to intervene in the South, and

how both of these concepts were gradually being challenged.



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Examiner Comments

From the second paragraph onwards there is a sustained and successful attempt to derive inferences supported from the source which are then interrogated by the use of contextual knowledge. In this way evaluation is made by a discussion of what weight the evidence will bear. The candidate has a thorough knowledge of the values of southern society. Analysis of the provenance shows that the candidate is aware of the values of Wells' northern audience and the effect this has on what she says. Whereas many candidates try to assess value by indicating merely what is missing from the source, this response gives reasons why this source is unrepresentative by what Wells is not in a position to say about the 1890s.



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Examiner Tip

Look at the detail of the provenance of the source to see what might give weight to the source - e.g. in this case the location of the author's speech. Challenge or confirm the veracity of the source by using contextual 'own knowledge' to discuss weight. Be aware of the values of the audience.

Question 2

Weaker responses did not have a clear focus on the value of the sources in considering the impact of Lord Northcliffe's attitude to civilian politicians and his view of Lord Kitchener's conduct of the First World War. Such candidates did not understand the need to make inferences from the sources, for example about Northcliffe's attitude of control, that his agenda is to bring about a National Government: a press baron as kingmaker. Most candidates perceived that the source provides evidence of criticism by referring to military responsibility for the shell crisis. Many candidates failed to make inferences and simply supported quotations with their wider knowledge about the conduct of war by politicians and generals. Weaker candidates gave little weight to the source simply because the writer was a news man. Others missed out any comment about the provenance. However, stronger candidates noted that 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. Also mentioned was the fact that 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. On the whole, contextual knowledge was strong in the view of Lord Kitchener as a national hero and that Northcliffe's attack on him upset a great number of readers, but less was mentioned about the perception that Northcliffe's attacks were in many ways personal.

A Level 4 response which makes valid inferences by supporting them with contextual knowledge, which is also used to support evaluation by enlarging on the provenance.

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

The source is valuable for revealing Lord Northcliffe's attitude to civilian politicians largely due to the fact it was written by Northcliffe himself. It gives us a direct insight into his views and how he used the popular newspaper, the Daily Mail to project them, making it extremely reliable. Northcliffe experienced first hand the civilian politicians of the government during world war 1, and due to the fact this source is from 1915, makes it very reliable and valuable for revealing Northcliffe's views. In the editorial, Northcliffe is very critical of the government and civilian politicians, shown through the first line which states that there was 'growing discontent', not just through his eyes but the public as a whole. This 'growing discontent' is emphasised when Northcliffe states that 'the old

relaxed amateurish governments will not do in times like these' suggesting that Northcliffe was highly unhappy with the speed and actions of the government during this time of war. The press barons, including Northcliffe believed they could use their papers to criticise the government and civilian politicians due to the fact they thought they themselves could have done a better job. This is clearly shown in source 2 making it very valuable.

However, one can argue that source 2 is of limited value for revealing Northcliffe's attitude towards civilian politicians as it misses out important information, including the formation of the war council and Asquith's resignation due to the time it was written. Although it was written at the time of the war, it was in early mid 1915 therefore missing three key years in which Northcliffe was very active in expressing his opinion and supporting the government and civilian politicians which therefore limits the value of the source.

On the other hand, the source is highly valuable for revealing Lord Northcliffe's views of Lord Kitchener's conduct of the First World War due to the active role he played in criticising him. As revealed in the provenance, Northcliffe wrote these editorials after his third visit to the western front, showing that he was knowledgeable about the situation in France due to his experience. In the source,

Northcliffe presents both positive and negative views about the work of Lord Kitchener. From the prolepsis, we know that Lord Kitchener was an ~~experienced~~ 'distinguished soldier' who had been appointed Secretary of War in 1914. Northcliffe presents this positive view of Kitchener as the face of the government due to the fact 'unless the government is accountable and supplied with new ideas and energy from the opposition it will continue to hide itself behind Kitchener.' We know this to be true due to the fact that Kitchener was the face of the propaganda poster campaign 'YOUR COUNTRY NEEDS YOU' which presented Kitchener pointing his ~~right~~ finger towards the viewer. In addition, the source presents Northcliffe's positive view of Kitchener as 'a man who had done as much as mortal man could do' suggesting a hint of admiration for Lord Kitchener.

However, source 2 is valuable for presenting Northcliffe's negative view of Lord Kitchener through his outrage of the shell crisis. Northcliffe places the blame for lack of shells and the supply of the wrong type of shell on Lord Kitchener, by stating that 'Lord Kitchener deprived the Army.' This criticism shown by Northcliffe in this source is very valuable as Northcliffe published several articles attacking Kitchener for the shell crisis that had 'led to the death of millions.'

Yet, one can agree that the source is of limiting value due to the fact it doesn't present

public reaction. Due to Northcliffe's attacks on Kitchener, ~~many~~ the readership of the Daily Mail dropped dramatically overnight and copies were burned in the London Stock Exchange due to Northcliffe's attack of one of England's greatest war heroes. However, the source, is still valuable for revealing Northcliffe's personal views. As aforementioned, the source is limiting due to the time it was written, as it doesn't present Northcliffe's continuing views up until Kitchener's death when the ship he was aboard sank leading to his death by drowning, which many newspapers covered.

In reflection, source 2 is highly valuable for revealing Lord Northcliffe's attitude towards civilian politicians and his views of Lord Kitchener's conduct of the First World War due to the fact it was written by Northcliffe himself and clearly expressing his criticism of both.



ResultsPlus Examiner Comments

The candidate makes valid inferences about both enquiries, supported and challenged by contextual knowledge, but does not do this often enough to justify a mark at Level 5. There is a clear understanding of the political context within which Northcliffe is writing. The candidate makes a questionable assumption about an editorial by the owner in the Daily Mail being reliable, but makes much better judgements about the provenance later in the response.



ResultsPlus Examiner Tip

Make sure you make inferences that you also support with your own contextual knowledge. Use specific detail about the position the writer is taking and/or her purpose in doing so.

Question 3

Weaker responses indicated two main problems in this question. First, the word 'amendments' in the question was not appreciated, with some candidates offering much general support for the whole Reconstruction programme, noting that there was much activity by the Freedmen's Bureau, or that various acts or judgements produced by the federal government were 'amendments'. Other candidates took too narrow a view, usually focusing solely on the script of amendments alone, with little balancing material. Whereas candidates often identified three of four criteria showing what the amendments attempted to achieve, they did not always identify the focus of the question, on the position of black Americans. The most successful candidates understood the need to balance the stated intention of the three amendments against southern obstructionism. Some noted that 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. Many noted that the abolition of slavery led to the development of the scarcely more favourable, or even less favourable sharecropping. Others noted that Southern states passed discriminatory Black Codes that attempted to remand black Americans into servitude and that the Codes undermined the 14th Amendment, as Black Americans could not bear arms and could only bring legal cases or testify against their own caste. Many candidates missed the hint in the dates in the question, that Northern whites found it relatively easy to abandon black Americans' fundamental new position in the constitution when they acquiesced in the Compromise of 1877.

A logically argued, sustained response at Level 5.

Chosen question number: **Question 3** **Question 4**
Question 5 **Question 6**

The 13th Amendment of 1866 confirmed the end of slavery which led to the radical reconstruction era by which W.E.B Du Bois described it as a "brief moment in the sun" for black American (Afr) equality and prosperity. An 'improved position' for black Americans is one that sees social improvements - a freedom from discrimination, and increasing social mobility, economic improvements - a greater job opportunity, equal / higher pay and an elevation from poverty, and political improvements - a right to vote and increasing political representation. Indeed, the Constitutional Amendments were hugely influential in any form

of the civil rights improvements, however many set a precedent for racist white attitudes, which significantly hindered the importance of these amendments. ^{and undermined} Nevertheless, during this period they only improved the position of AA to some extent.

It could be argued, that ^{Constitutional} Amendment ~~political equality~~ saw the greatest improvements in terms of political rights. One reason for this is the 15th Amendment of 1870, ~~the~~ by which U. Grant guaranteed the right to vote for all black men as he needed to retain popular support. Indeed, this was a significant improvement as it demonstrated the improving political representation of AA and thus arguably improved economic and social opportunities as they were given a political voice. Furthermore, the 15th Amendment saw a surge in black political power as the number of blacks in Congress was 18 between 1869 and 1877, ~~the~~ ^{while} 700,000 became registered voters. This ~~it~~ shows a significant improvement in political equality and position or ~~place~~ as the 15th Amendment allowed their representation and right to vote, and thus they could voice about social and ~~the~~ economic needs. Nevertheless, the number of ~~registered~~ black officials ~~was~~ compared to that of registered voters was small, undermining its importance. Furthermore, this political advancement was hindered by individual state laws such as poll tax and literacy

ests. This ~~still~~ suggesting that ^{Constitutional} ~~economic~~ Amendments had not improved the ~~economic~~ position of AA as their party hindered political advancement. Moreover, Hayes' compromise of 1877 confirmed that Republican was willing to allow the restoration of white supremacy in the South, ending black political improvement and thus stalling its short lived reform. Therefore, ^{Constitutional} ~~political~~ Amendments only improved the political improvements to some extent.

It could also be argued that Constitutional Amendments ^{can} ~~improved~~ the social rights and ^{social} improvements of the position of black Americans. Firstly, the 13th Amendment of 1861 which saw the end to slavery, guaranteeing freedom of movement and choice to AA, led to ~~greater~~ the opportunities of ~~to~~ social mobility. However, ~~this~~ again ~~their~~ social mobility was arguably restricted due to poverty, which acted as a limiting factor, thus suggesting that the ~~Constitutional~~ Amendments failed in improving the economic position of black Americans. Furthermore, the arguably increasing prosperity of blacks as a result of the 13th Amendment saw the establishment of the kkk (1866) and white leagues. ~~for~~ Indeed, the kkk, who boasted 1/2 million members between 1866-69 and white leagues

crushed AA prosperity ~~the~~ ~~white~~ violence and
by which membership grew as a result of the 14th Amendment 1868
intimidation. For example, the 1873 Colfax massacre
saw white supremacists murder 100 blacks. Indeed,
this white violence also limited the political
improvements of blacks as they were intimidated
and discouraged to vote, hence reducing their political
voice and representation, undermining the significance of
Constitutional Amendments in the improved
political position of black Americans. Moreover, the
introduction of black codes introduced as a direct
result of the 13th Amendment reduced social
improvements of black Americans as individual states
refused the buying of land, education and housing to
AA. In doing so, undermining the 13th Amendment as
their economic rights were ~~to~~ hindered. Therefore,
although the Constitutional Amendments, such as the 13th and 14th
intended the improvement of the social position of blacks was
severely undermined as a result of the growth
or white supremacy, in ~~the~~ reducing the
economic and political position of black Americans.

The Constitutional Amendments failed in bringing about
economic improvement for black Americans. Firstly,
economic reform was severely restricted as it would
require an increase in taxation which would result in
unpopularity ~~to~~ ^{towards} the government. Nevertheless, the Civil
Rights Act of 1875, which prohibited discrimination in

public places and the 14th Amendment, which meant government intervention, saw ~~an increase~~ ^{a decrease} in illiteracy rates, and thus an improvement in educational rights and thus ~~the~~ ^{greater job} opportunities. ~~for~~ Illiteracy rates fell from 90% (1860) to 70% (1880), showing the significance of the Amendments in improving educational rights and thus economic improvement. However, whiteacists noticed this threat of black educational improvements and reacted by decharging 25 schools and killing 50 teachers, severely undermining ~~the~~ the significance of the Amendments as their economic rights were destroyed by such racist. Indeed, this would reduce their political rights as a lack of education and poverty would limit their representation due to poll tax, literacy tests and voting qualifications implemented by states. Furthermore, the 13th Amendment, which freed slaves ~~set~~ set a precedent for sharecropping, by which white landowners would provide tools and land per marks to labour. Indeed, in this sense, blacks were slaves in all but name, as a continued cycle of poverty due to a lack of educational advancements and social mobility forced ~~the~~ agricultural hard labour on over ~~80%~~ 70% of the southern black population. Indeed, white landowners arguably favoured this over slavery as they were exempt from providing shelter and food. Moreover, the Freedman's Bureau

of (1865-72) which gave black Americans and the poor clothes, food and aid in order to help them to their feet, by its existence, suggests that poverty still acted as a major limiting factor, and further, due to its short lived nature, shows the failure of the Constitutional Amendments in improving the economic position of black Americans.

Therefore, ~~although~~ ^{possibly} the Constitutional Amendments set a ~~possibility~~ ^{possibility} for the improving social, economic and political improvements of the position of black Americans due to the intent. However, this rise in prominence of AA was combatted with a rise in racist attitudes and supremacist groups, which were exacerbated by the racist attitudes of the states themselves. Thus, any improvement of blacks was certainly a "brief moment", ~~and~~ and overall, the Constitutional Amendments introduced in the Radical Reconstruction did not significantly improve the position of black Americans between 1865-77.



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Examiner Comments

This is a beautifully constructed response where the candidate uses a 'for versus against' approach to the stated focus in a series of well-chosen and linked paragraphs. Beginning with what he or she believes is the most important amendment for the position of black Americans, the candidate assesses the political and then the social and economic position. At each stage there is a clear judgement about how far the position has changed. The essay is rounded off logically with a well-judged conclusion to the key features outlined in the introduction that were supported throughout that response.



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Examiner Tip

Higher level responses are often based on brief plans that offer a logical structure for the analysis. They identify three or four themes and points for and against the proposition. Take a minute or two at the beginning to plan before you start writing your response. That way, the introduction can be crafted and you are more likely to produce a relevant, logical and well-structured response.

Question 4

Candidates often found this question relatively accessible, with some excellent knowledge about internal divisions within the Civil Rights Movement in the years 1960-68. However, many could only identify Malcolm X or the Black Panthers as significantly contributing, perhaps not appreciating, as many did, that 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. Some candidates listed three of four alternative issues but were unconvincing about why they had greater impact in hindering civil rights. However, some strong responses noted that the Civil Rights Movement was damaged far more by external factors, principally the distraction posed by the Vietnam War. They saw that patriotic white support was diluted and King's Riverside Speech made him seem unpatriotic. A few noted that the opposition of the KKK, Southern governors and racist law enforcers inflicted far more damage. Some also perceived that 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.

This Level 4 response partly substantiates its judgements and while it lacks coherence in a few places it generally flows with a logical argument.

Chosen question number: **Question 3** **Question 4**
Question 5 **Question 6**

The accuracy of the view that it was primarily internal divisions within the civil rights movement that damaged the cause of the civil rights for black Americans in the years 1960-68 can be measured by various significant factors. In the 1960s there were various amounts of civil rights organisations such as NAACP, SCLC, SNCC, CORE and eventually the Black Panther movement which all had a different way of achieving civil rights but had the same aim of achieving black equality. Damage of the civil rights movements ~~was~~ became evident when

Martin Luther King began distancing himself from the SCLC and began movements on his own. Such as moving his movement to the North which failed and speaking out on the Vietnam war. Also opposite methods of achieving the civil rights for black americans also caused division in the civil rights movement which potentially led to the damage of the movement overall.

Firstly it is accurate to say that internal divisions within the civil rights movement damaged the cause of civil rights as the clash of non-violent and violent organisations clashed. In the 1960s civil rights organisations such as NAACP, SCLC, SNCC and CORE were all non-violent organisations mainly influenced by Martin Luther King and took part in civil protests such as freedom rides, marches and sit ins. One major example of this is the Montgomery bus boycott in 1963 which eventually achieved the civil rights act 1964 which gave equal rights to all americans and desegregiated public transport. However

cause due to Martin Luther King clashing with his own organization the SCLC when he spoke out against the Vietnam war. The Southern ~~States~~ Christian Leadership conference had previously been successful due to its high population of white members and Martin Luther King's relationship with the president JFK at the time. However, when the Martin Luther King spoke out against the Vietnam war it damaged the ~~entire~~ civil rights cause as a whole. Martin Luther King went against the president condemning the war and saying it was not right to send US citizens to fight and kill other citizens and promoted non violence. This angered the president and broke the relationship between the president and Martin Luther King. The SCLC had warned King not to get involved however, King went against them which caused a great division. This then led to Carmichael being the new leader of the SCLC and now causing the party to become more extreme which did not benefit the cause. Overall, this damaged

The cause of the civil rights movements and damaged a hard gained relationship within society, thus suggesting that divisions within civil rights organisations was a primary reason for the damage.

On the other hand, it is inaccurate to say that primarily internal divisions within the civil rights movement damaged the cause of the civil rights movement in 1960-62 because even with internal division, the civil rights movement achieved great success. An example of this is the Selma March in 1964 which led to the voting act being passed in 1965. During the march, the citizens were attacked by police and even 2 white americans had been murdered by white supremacists. During this time, all organisations gathered together to complete the march which gained a significant amount of publicity and the voting act giving black Americans the equal right to vote, outlawing literacy tests and poll taxes, giving 500,000 black Americans the registration and allowing them to vote. Therefore this demonstrates

that although there was divisions within the civil rights organisations it did not damage the cause as even with a divide, the civil rights movement was able to cause significant change.

Finally, it is inaccurate to say that primarily internal divisions caused damage to the civil rights cause in 1960-68 was internal divisions was not the main cause, it was the death of Martin Luther King in 1968. Martin Luther

King was the figurehead for the civil rights movements and often lead the marches and protests and led us that lead to change. Also, Martin Luther King's

'I have a dream' speech in 1963

became world known and is still

prominent to this day. when Martin Luther King was assassinated, organisations

such as the SCLC disintegrated and

became unorganised and it seemed as

though the fight for the civil rights movement had ended. after Martin Luther King's

death the civil rights movement became

lost and no longer stood out, it was significantly ~~damaged~~ ^{damaged}. This therefore suggests that the death of Martin Luther King was more a reason for the damage of the civil rights cause than internal divisions.

In conclusion, it is not accurate to say that primarily internal divisions caused the damage of the civil rights cause as although there were divisions the civil rights movement was still achieved.

It is clear to see that internal divisions did have an impact on the civil rights cause, however due to the civil rights movement achieving great success and the death of Martin Luther King seeming to mark the end of the movement, internal divisions cannot be said to have primary impact.



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Examiner Comments

Clearly there are some factual errors in some of the evidence used to support the argument, but the general conclusion is clear. There is also some drift away from the focus on damage to the cause of civil rights (i.e. the counter argument that internal divisions did not cause damage because it was not damaged). However, clear key features are chosen to support the argument (Black Panthers clashed with the non-violent groups and the Vietnam War caused internal division and therefore damage) and to counter the argument (other factors such as the death of King were damaging). Therefore this response meets the Level 4 criteria.



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Examiner Tip

Use the key phrases from the question throughout the essay. This will help you to write a relevant analytical response. In this case, a focus on **primarily internal divisions** within the civil rights movement **that damaged the cause** of civil rights is important. With this vocabulary it is not justified to argue that the movement was not damaged.

If the question phrasing had asked you to judge **how far internal divisions damaged** the movement, you could have argued that it was internal divisions, but also other aspects that caused damage and it would also have been legitimate to argue that internal divisions did not damage the movement. The first approach emphasises the phrase 'how far internal divisions...' and the second approach emphasises the word 'damaged...'.

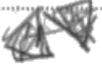
Seeing this difference is vital at A Level, where although the essay skills required are the same as at AS Level, nuances in the question are likely to be more subtle.

Question 5

This question seemed to attract very weak and very strong answers in relatively equal measure. The biggest problem for weaker candidates was in identifying television programmes that exerted a positive impact on race relations and cultural tolerance, or even specific television programmes at all. Better candidates had some specific subject knowledge and noted that the BBC offered more programmes aimed at integrating the West Indian community e.g. the documentary series Meeting Point (1967). The best saw that Johnny Speight, writer of Till Death Do Us Part (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. Many more candidates were more assured in considering the opposing view, citing *The Black and White Minstrel Show* as the target of young white liberals in Britain who considered that it harmed race relations. Candidates tended to see race only in terms of colour. Harry Driver and Vince Powell were more subtle in *Never Mind the Quality* (1967), playing Catholic against Jew. The engagement between characters led to nomination for awards as an example of racial and religious harmony.

This Level 4 response lacks the sustained width and depth that would carry it to Level 5.

Chosen question number: Question 3 Question 4
Question 5 Question 6

By ~~the~~ ^{the} ~~portrayal~~ ^{portrayal} - improving
'Lack of film makes'  Ignorant
relationships

~~When~~ Immigration from outside of Europe meant that British people were not met with new cultures and people of different colours. The development of the television and its influence on race relations is up for debate, many argue that it greatly improved race relations whereas others feel it had little ~~or~~ effect or a negative effect.

TV produces
Firstly, most ~~journalists~~ ^{producers} were liberal, white males. Although they did not necessarily have an accurate view of how black people lived, many attempted to improve race relations by featuring more actors of colour and helping to portray black people in a better light than was

not stereotypical or racist. This meant that British people gradually got more used to people that were different to them, as an increase in Black portrayals led to a decrease in a negative stereotype which could have led to more hatred and racist thoughts towards people of colour.

Furthermore, TV also portrayed interracial relationships more and in a more positive fashion. This is shown in the first ever interracial kissing scene in the 1960s between a white male and Black female doctor in a medical Soap opera. This helped open the door to accepting interracial relationships, thus helping with race relations as it meant they were less demonised by the public due to more accepting views in the media which helped to improve relationship between the Black and white community. This therefore can support the claim the media was positive due to its attempt, with some success, in its portrayal of interracial relationships.

However, it is also arguable that the ^{Television} media did not have a positive on race relations. This is due to the general ignorance of producers in making shows that feature people of colour, or at least represented them. This is shown by the Black and White minstrel show, which was highly racist yet on the air about a decade. It

portrayed black people as primitive dancing tribesmen and was highly offensive to the black community. However, this did display the attitudes of many normal British people, which is ~~shown~~ ^{shown} by the public reaction to Frank Powell's view of blood peaches, where it is thought that 75% of the population agreed with his views. Furthermore,

A study in North London also showed that the majority of white males would not want their wife/daughter marrying a black man. This shows that the media was unable to change public views.

Lastly, the lack of black TV directors and actors also meant that the media were unable to accurately portray people of minority on TV. This led to the development of stereotypes and the media's inability to improve race relations. This is portrayed by the Wednesday play which created a fictional Britain that was 'taken over' by black people and caused outcry and anger towards the black community. This could have been prevented by an increase in ~~portrayals~~ ^{portrayals} of black TV directors and actors as it would have helped to prevent ignorance and lies which build hate. Therefore, it is arguable that the TV did not have a positive impact.

Overall, I believe that the TV industry did not have a positive impact on race relations, meaning I disagree.

with the question. This is because although many directors tried to change views on minorities which were stereotypical and still the lack of black people in the industry only meant more ignorant and still portrayals which stirred more hate. In addition to this, public opinion was still negative towards people of colour, which is a point which was gradually changed going into the 70s and 80s for now, where race relations are mostly positive.



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Examiner Comments

Although this is a perfectly logically argued essay about the influence of television on attitudes to race relations and cultural tolerance, it does not sufficiently deeply analyse the influence that the chosen exemplars had over their audience. The argument that television could not have changed entrenched views in any way is a legitimate one, which could also have been explored in more depth and with further evidence.



ResultsPlus

Examiner Tip

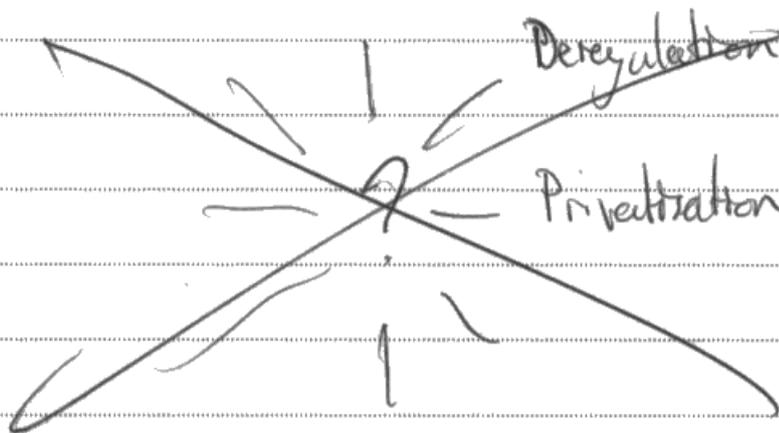
Although there are time constraints, try to write at least four or five sides (depending on handwriting size) to give yourself the best chance to explore range and depth in this 'study in **depth**' section of the paper.

Question 6

There were very few responses to this question. Some candidates cited rows between Mrs Thatcher and the BBC over its coverage of the Falklands and Irish conflicts, which sowed the seeds of antagonism which were reaped later in the decade with changes in management at the BBC. The best responses were also able to assess to what extent the 1988 Broadcasting White Paper on deregulation affected ITV. But, in general, knowledge was sketchy. Issues such as censorship were mentioned, but could have been exemplified, perhaps by the cutting of a *Real Lives* programme in 1985 that led to a BBC journalists' strike, the Director-General's resignation and Mrs Thatcher using government powers to put in place compliant governors, politicising the appointments process. Other possible issues included proposals for restructuring of British broadcasting which emerged within the Peacock Committee (1985), which recommended profit and business to be at the heart of the BBC's endeavours. And the Broadcasting Act (1990), which demonstrated political interference through its 'quality threshold' policed by the new ITC and a new tendering system, leading to financial difficulties and mergers.

This Level 2 response mostly fails to relate to the focus of the question.

Chosen question number: **Question 3** **Question 4**
Question 5 **Question 6**



The BBC has a history of impartial freedom, reporting on many large political events from an outsider perspective.

Throughout the war years, censorship played an important role in maintaining morale, but, how far did Thatcher change the BBC and ITV through political controls?

Thatcher promoted a single market that was based around free trade. But, with free trade, came competition. The BBC and ITV had been unrivalled, able to promote messages/ideology at a strong rate. The only other competition was the press, who were not restricted to what they could say. The creation of Channel 4 and the later development of satellite TV provided a healthy boost to competition. For BBC and ITV journalists to keep afloat, they had to reform how they joined their news stories

over the Falklands.
The war with Argentina was a vital point to understand the changing nature of political conflicts over the broadcasters. ~~The~~ News bulletins showed video of tanks and armed forces travelling to the Falklands. Criticism suggested that people would ~~have~~ protest the invasion because of the images shown. However, it done the opposite. Support for Thatcher increased and so did the repertoire of war. WW2 had strict censorship rules, but the Falklands did not. This is also down to Thatcher's promotion of deregulation.

Dereg

Deregulation meant that many topical taboos could be explored and captured through television. Homelessness, drugs, sex, violence all became a new market that film / journalistic pieces could focus on. Channel 4's ~~the~~ Dispatches is an example of this.

Opening the market also meant foreign news sources having an influence over internal broadcasters. The ~~relationship~~ impartial relationship between the state and the BBC had to change slightly to cater for this.

(the owners of Fox and Sky news)

~~The~~ Rupert Murdoch is an individual who is said to have been in very close relations with Thatcher. This may have led to the changing nature of political controls over broadcasters due to his financial gain.

To conclude, Deregulation, privatization and competition was the most important political controls that changed the BBC and ITV through the Thatcher years. Further questions concerning

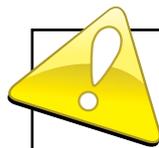
Murdoch and Thatcher's relationship should be discussed when ~~the~~ reviewing the changing nature of broadcasting.



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Examiner Comments

Although the response has some knowledge of what happened to television broadcasting during the Thatcher years, it does not focus on how or the extent to which the BBC and ITV changed. The paragraph on Channel 4 illustrates clearly that the candidate's response is to tell us what he/she knows about the Thatcher period with insufficient regard to the vocabulary of the question. The argument also lacks range (see introduction above) and the criteria for judgement in the conclusion are vague.



ResultsPlus

Examiner Tip

Be sure that you are able to choose suitable counter factors when making a judgement about the key topic named in the question. In this case, is there evidence that political controls did **not** really change the BBC and ITV?

Question 7

There were some very full and knowledgeable responses to this question, with a clear focus on patterns of settlement, a focus that was missed by weaker candidates. Many candidates were able to identify key features of several migrations. However, many responses did not appreciate the need to analyse comparative significance. Many candidates noted that cities that had been virtually all white in 1910 became centres of black culture and politics by 1930 and that informal residential segregation led to concentrations of blacks in certain areas, beginning in Harlem in 1910. The fact that the scale of change during the First World War was hitherto unprecedented was almost universally appreciated and so was the fact that the Second World War also established migration from the rural Jim Crow South to the industrial North and Midwest. Many candidates, however, did not reach back to the post-civil war era, or forward to the return to the South from the 1970s, so they could not access higher levels in the mark scheme, which required at least 60% coverage of the chronology at Level 4 and 75% at Level 5.

This Level 5 response makes a virtue of comparative significance and sustains that approach throughout an essay that covers nearly all of the chronology.

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

Question 9 **Question 10**

Between 1850-2009, the changing geographical distribution of black Americans served to aid the improvements and development of the Civil Rights movement. With the 13th Amendment of 1865, a slow migration began North, and from then, the Great Migration significantly changed the attitudes of Southern and Northern whites. In judging the extent to which the first Great Migration was the most significant change in the pattern of black settlement, what ~~is~~ must be assessed includes the long-term changes it provoked, ^{and} how it potentially laid the foundations for following changes regarding the Civil Rights Movement. Although the first Migration

of 1910-30, which was in part spurred on by WWI, was significant, it can be argued that the factor of WW2 from 1939-45 was more significant. In addition the slow drift north during Reconstruction, the 1960s, and return to the South in the 1970s, can be seen as important, but less so than the first Great Migration.

Firstly, 'freedom' in 1865, with the 13th Amendment led 20,000 black Americans to move North. This was in part due to the economic prospects of the North, and the Southern reliance on the cotton crop, which experienced a period of overproduction and price drops between 1865-77, as well as the ~~the~~ boll weevil, which destroyed harvests. This in turn led to a change in Northern opinion, and led to a draft riot in New York after the Civil War, as whites feared black southerners would take their jobs. This can be seen to have changed the black pattern of settlement, and transferred a once 'black Southern

problem' to the North, suggesting why the Freedman's Bureau, established by ~~the~~ Northerners, stopped work in 1872. However, as there ~~was~~ was little economic freedom provided for black Americans & through the 13th Amendment, the introduction of 'sharecropping' limited the movement of black Americans, and thus limited the significance of this period in creating long-term changes due to the change in black settlement.

Therefore, whilst the Reconstruction period sparked the slow drift North, leading to the Great Migration of 1910 onwards, it was not hugely significant overall. Furthermore, the introduction of Jim Crow laws which followed the Constitutional Amendments of Reconstruction led ~~for~~ Southern blacks North in search of a better life. ^{this however was not as significant as the Great Migration.}

The period of the Great Migration from 1910-30 can be seen as a huge period of change, ~~due~~ due to both the Civil Rights movement and the geographical

distribution and settlement of black Americans. With the outbreak of the First World War in 1914, an increase in employment opportunities, due to the need for defence, led 200,000 blacks North. Also, when WWI ended, black Americans returned with a feeling of pride and power, which was in turn increased by the defence migration of WWII, which laid the foundations for the crucial 1960s Civil Rights Movement. However, such migration North did not necessarily improve race relations or the movement towards equality, achieved far more by Obama's election in 2008, as it led to race riots in St Louis in 1917, as well as Chicago in 1919. This demonstrates how the first great migration was crucial in changing the geographical focus of the Civil Rights movement, as the opinion of the South. This can be supported by the fact that, after a huge proportion of Southern blacks migrated North from Florida, the Florida state governor begged them to stay, thus recognising

Their importance in the Southern economy. This migration can be seen to have influenced the final drift back South post 1970, as the Southern States became less racist. Furthermore, the Great Migration of 1910-30 also increased black community and political representation, as seen in 1928 when the first black man was elected to US Congress, thus improving the economic (employment) and political prospects of the North and for black Americans. The mass migration to Harlem in this period, as seen in the Harlem Renaissance of the 1920s, also was a pivotal change, in that Harlem became the centre of the 1960s Civil Rights Movement. Therefore, it can be seen that the Great Migration of 1910-30 was crucial in laying the foundations for following change. However, the following World War 2 of ~~1928~~ 1929-45, demonstrated a greater influx due to defence needs, and in turn led to the white flight of the 1950s.

The pattern of black settlement can also be seen to have changed drastically, and arguably most significantly, through the defence migration of

the Second World War from 1939-45. Firstly, this war ~~provided over 200,~~ meant that 1.25 million black Americans moved North, with aim of seeking employment. However, the significance of this period in transferring racial discrimination North was demonstrated in the Newark riots and Watts ~~to~~ ghetto riots. Whites felt resentment at an influx of blacks and thus race riots became common. Ghettos also multiplied, which became a key cause for the Civil Rights leaders King and Malcolm X in the 1960s, as demonstrated in King's Selma campaign. Furthermore, this period led whites to move into Levittowns in the 1950s, and between 1944-46 there were 46 known bombings of Northern black homes. This shows how, although

The first migration of 1910-30 began the influx to the North, WW2 truly revolutionised it, and was key in bringing together the leaders of the Civil Rights Movement in the 60s, encouraging the white flight, and leaving the 1970s as a period where the South had less racism.

Therefore, overall, whilst the first Great Migration was key, the period of 1939-45 demonstrated a greater ~~change~~ long-lasting change to racial tensions and settlement, encouraging the move back South in the 1970s, and Obama's presidency in 2009, by increasing division in the North, thus leaving the South to eradicate Jim Crow.



ResultsPlus

Examiner Comments

This response is well organised (it follows the clear plan outlined in the introduction) and makes a sustained comparative analysis of several migrations across the whole chronology. It is a good example to remind candidates of the importance of relative significance in all essays in Sections B (depth) and C (breadth). In order to satisfy the criterion of sufficient knowledge the response should also cover at least 75% of the chronology (Level 5), or at least 60% (Level 4). Depending on the wording in the question, it may not be possible to cover all of it.



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Examiner Tip

Try to justify why one content area is more significant than another – the basis of that judgment is that one aspect is more important, influential or significant.

Question 8

This question was generally well answered because most candidates identified specific evidence through film and television titles and (less often) iconic photographs. One of the biggest problems was that candidates had prepared to write about books and ignored the exclusion of this genre in the question. Some managed to recover their position by explaining that their book choices had been made into films, but then, for example, identified changed attitudes in the 19th century to 'Uncle Tom's Cabin', when the first film of the book was in the 20th century. The best answers attempted to show that while the coming of photography from the 1850s portrayed some of the excesses of white prejudice against black Americans (some of which stimulated abolitionist movements), iconic photographs of the Civil Rights Movement in the 1960s were still having such effects. This time they served as the public awareness catalyst to the passage of Civil Rights legislation through their portrayals of repression. Film and television were well covered, but often there was no logic to the order in which candidates presented this evidence.

This Level 3 response does not give sufficient consideration to how far each genre produced change and ignores one of the three genres. It covers less than 60% of the chronology.

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

Question 9 **Question 10**

To a great extent the repression of Black Americans in photographs, films and television produced changes in the attitudes of white America towards race in the period 1850-2009. This is shown through the television series 'Roots' and the film 'In the Heat of the Night', however films like 'Gone with the Wind' and 'Birth of a Nation' actually further worsened attitudes towards race.

The television series 'Roots', released 1977, had a strong black centered cast and told the story of a black slave enduring the horrors of slavery. With this being one of the first major shows to air with a large black cast, and a story meant to create black sympathy, the show reached a wide audience. The show changed the way many thought about race

due to the sympathetic stories of the main character.

In addition, the main white character being depicted as cruel also made white Americans ~~guilty~~ guilty and potentially made their attitudes kinder to black Americans.

The film "In the Heat of the Night" the story revolves around the main character, a black American police officer and his treatment from white Americans in the South. As the film clearly shows how he is treated unfairly compared with white Americans, this would have made audiences sympathetic with the main character and would change their attitudes from that of the arrogant ignorant white Americans portrayed in the film. In addition, the introduction of a main black character shown to be educated and smart would have potentially broken some American stigma surrounding black American intelligence and thus further changed their attitudes.

In the film "Gone with the Wind" the story mostly attempts to show how good the south is and the only black Americans portrayed in the film are depicted in servant or slave roles. In particular, the character "Annie", the main character black servant/slave woman, is depicted as very stereotypical of a black servant and would only further cement a white American audience's attitude towards black Americans, being uneducated and in servant roles.

Released 1915, the film Birth of a Nation was the widest reaching piece of media throughout this time period. Birth of a Nation painted the Confederacy as heroes and made black Americans into monsters who only wanted to rape, murder and steal. This film set the attitude across the South for black Americans and led to lynching. When black Americans are defeated and repressed at the end of the film it is shown to be a good thing and this remained the white attitude for some time. Therefore, the film made no changes to white attitudes, it only further supported the southern attitudes of the time after the civil war.

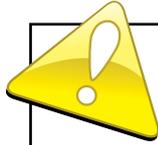
To conclude, overall through films and television white attitudes towards black Americans did change over time, with ~~films~~ ~~from~~ media published later attempting to make white audiences sympathetic with black repression and thus ~~the~~ media did over time change attitudes. However, due to earlier media only supporting existing attitudes of the time not all media promoted changing attitudes and thus media only changed attitudes from 1850-2009 to an extent.



ResultsPlus

Examiner Comments

The response is rather haphazard in the presentation of its examples. There is neither a thematic nor a chronological approach. Film and TV are represented, but photographs are not considered. Chronological coverage is below 60%, so Level 4 cannot be considered.



ResultsPlus

Examiner Tip

Higher level responses are often based on brief plans that offer a logical structure for the analysis. They identify three or four themes and points for and against the proposition (in this case that three genres produced change in attitudes of white Americans towards race). Take a minute or two at the beginning to plan before you start writing your response. That way, the introduction can be crafted and you are more likely to produce a relevant, logical and well-structured response

Question 9

There were very few responses to this question, but most were of a very high quality. They were able to argue that the 1941 Act brought a number of significant changes to women's employment conditions, such as that whereas 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. They also noted that 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' and that trade unions, campaigners and some women parliamentarians took up the issue of personal injuries at work and that despite initial government opposition to this demand, equal rates were introduced in April 1943. Almost every response, however, argued that changes at other times were more significant, with some persuasive cases made (for example) in favour of the Bryant and May matchgirls' strike (1888), which empowered women in trade disputes and the Sex Discrimination Act, 1975, which saw more permanent benefits. Almost all responses strongly indicated breadth by covering nearly 100 years.

Here is another sustained attempt (at Level 5) to measure the comparative significance of a number of issues.

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

It can be considered accurate to say that the 1941 National Service Act had a huge impact on women's working lives. However, employment conditions were much more affected by the introduction of the contraceptive pill in 1960. In addition, the causes and consequences of direct action - such as the 1888 Bryant and May Matchgirls' strike and the 1968 Dagenham Ford Factory strike - also impacted women's working conditions, although to a lesser extent than the contraceptive pill or the 1941 National Service Act.

The significance of the 1941 National Service Act is clearly demonstrated.

by ~~the~~ the women - over 2 million of them - who took up work in industry and civil service. The 1941 Act ~~also~~ not only saw women in widespread employment, but also an 150% rise in female membership in Trade Unions. WWII was clearly a period which allowed women to be recognised as legitimate employees. The argument does exist that the effects of the 1941 Act and WWII must be accredited also to WWI. Although it is fair to say ~~that~~ WWI saw women in the workplace for the first time, the 1916 Restoration of Pre-War Practices Act shows that employment was considered temporary. In fact there were more women in domestic service after WWI than before. In this way the 1941 Act ~~is~~ is rendered even more significant as post-war Britain saw more women in employment than ever before. WWII also ~~was~~ saw the growth of part-time work which was ~~is~~ essential in the changing employment conditions for women 1982-2004. By 1990, 84% of

all part-time workers were female therefore the 1941 Act, which called women to work saw the female voice becoming more significant in the workplace. Women could also join the army - be it the Women's Air Force or the Women's Land Army. This agency broke down some of the barriers between ~~the~~ employment for men and women.

Despite being hugely influential in getting women into industry, the 1941 Act can be considered less significant. ~~It~~ ~~is~~ in terms of the true ~~work~~ conditions in which women worked, the 1899 Bryant and May Matchgirls' Strike had a huge impact. The strike of ~~the~~ 1460 women was the first example of independent action by a female workforce. They also managed to improve employment conditions by bringing ~~the~~ to the forefront matters of health. 'Phossy jaw' was a painful, eventually fatal disease which was caused by the white phosphorus in matches. By going on strike, these women managed to ~~of~~ ban the use of

white phosphorus in matches. This first example of women taking an active role in their own conditions of employment was influential as it inspired women's independence, but given the fact that the strike ~~off~~ initially affected only one group of women in one factory - it ~~is~~ is clearly less significant than the 1941 Act and the consequences of The Second World War.

A huge milestone for women's working employment conditions came in 1970 with the Equal Pay Act. This must be considered a massive step forward as women in the workplace were being treated as equal to men. However, it must be considered in the context of preceding events. Without employment in WWI, there may have been more reluctance to employ women in WWII, and without the huge female workforce employed in WWII, women would not have employment for which to fight for equal pay. In addition, the date suggests the Equal Pay Act was a direct

consequence of the 1969 Dagenham Ford factory strike which halted all production for over 4 weeks. If we consider it to be true that the strike was in fact the catalyst for the Act, then the impact of direct action on women's employment conditions can be seen as more significant. However, the argument stands that the Act may have been passed as a means to enter the EEC - for which equal pay was a condition. Moreover, the 1970 Equal Pay Act can be seen as less significant to ~~women~~ than the 1941 Act as it ~~was~~ contained many loopholes which allowed for sexual discrimination on pay - for example women-only workplaces were not affected. ~~The~~ Equal Pay was also only enforced in 1975 which gave employers time to work around the act - by changing skills grading etc. ~~small ~~the~~~~

Overall, despite being flawed and possibly ~~not~~ with a stronger political agenda (the EEC) than ~~normal~~; the Equal Pay Act does signify a

monumental change to women's employment conditions. Although as previously explained - it would not have been possible without the progress made by the 1941 National Service Act.

Women's employment conditions were altered the most radically by the development and availability of the contraceptive pill from 1960 onwards. Put simply, ~~the~~ birth control meant that women could now choose to delay motherhood - or not have children at all. This hugely impacted both women's personal and working lives as it meant a woman could focus on a career and move up in industry ~~and~~ without the risk of getting pregnant and having to quit her job (as maternity leave had not been officially established by 1960~~s~~, and women could be fined for pregnancy). The ~~over~~ percentage of women who had children in their 20s

fell from around 40% to around 20% by 1970. This shows the desire for a longer working life without children. The immediate popularity of the pill also indicates its significance, with the number of users soaring from 50,000 in 1961 to 500,000 by 1964. ~~now~~ Despite their being initial discrepancy between the availability of the pill for married women and single women, by 1967 single women could access the pill through the NHS, and by 1974 it had become ~~for~~ free for all women. In this way, the introduction of the pill was ~~equally~~ ~~as~~ ^{or} equally significant as the 1941 Act because they both implicated women from every class - WWII seeing middle-class women working as clerks or ambulance drivers, and lower-class women in factories.

In conclusion, the 1941 National Service Act was hugely significant to the employment conditions of women 1945-2004 by bringing women into the industrial workforce - and more importantly - keeping many

of them there post-war. The impact of direct action was less significant as it did not implicate all women. The contraceptive pill was ~~not~~ equally, if not more significant in change to women's employment conditions 1989/2004



ResultsPlus

Examiner Comments

The key issues relevant to women's employment conditions are explored by a sustained analysis of the relationships between them. More than 75% of the chronology has been covered and valid criteria by which comparative significance can be weighed are included in the judgement. The answer is well organised, the argument completely logical and communicated with clarity, setting out the task in the introduction and carrying it through to overall judgement.



ResultsPlus

Examiner Tip

Sustained analysis is a vital feature of a Level 5 response. Let your introduction set out clearly the main line of argument, and let the conclusion make the overall judgement on that argument. In addition, comparative significance of factors or issues can also be made clear at several points within the body of the essay. In this way, argument and judgement are sustained.

Question 10

The major problem with answers to this question was that candidates knew a good deal about alternative issues, but very little about the target focus. The example below is one of very few that could offer any detailed evidence about British cinema between the wars. While this might have been a major flaw in a depth study, this was less of an issue in a breadth study where candidates noted that cinema-going in Britain was a mainly working class habit and women and children dominated that sub-group and that others' leisure pursuits were less changed by it. Some candidates also noted that the rise of cinema was a short-lived phenomenon. Among the alternative issues raised, the railway revolution aided the growth of attendance at sporting events in Britain from the beginning of the period and throughout. 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. 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. 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. The most often cited issues, though, were the arrival of the motor car and air travel linked to package holidays. Despite all this strong material, candidates were not often able to demonstrate why these were more significant issues than inter-war cinema going. Most simply said that these were longer-lasting phenomena.

A Level 4 response to a turning point question.

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

Film Industry → Battle of Somme
2,000 1920 - 5,000 1930s.
small BIG.
TALKIES 1928.
More popular in North.
Devaluation TV & Cinema.

Transport → Bikes 1890s.
Cars 1918-1989 1921 £279. 100,000 1922
1989 £130. 2 Mill 1939.
Air Travel £180+ Civil Aviation Act.
Package holidays 50% 1991. Working Act.
Jumbo Jet 1968. EU Referendum 1973.
Pressurised Cabin 1968. EasyJet 1995. Ryanair 1985.

Technology / Mass Media → Radio 1920s. 1% 1922 90% 1951.

~~TV~~ 1950s Queen Coronation

~~Cinema~~ → ^{End of RPM}

Mass Media → Shopping 1964 1951 - 1st Invoice advertising.
DIY 53% 1970 1980+.
SECOND TO TV.

Leisure ~~activity~~ patterns and activity have changed dramatically from 1882 - 2009. Although games like Chess have stayed prominent, ~~the~~ various card games such as backgammon and reading are all still popular. There has been a massive change in leisure including key timing points. The growth of the film industry can be seen as one timing point but certain developments within travel, mass media and technology have led to timing points in leisure activity.

The film industry took off with the help of cinema. This started in ~~the~~ World War One with films like Battle of Verdun gaining 90 million viewers in the first 6 weeks & making cinema popular. However, this took off more so with the development ~~that~~ in the 1920s & 30s with 'talkies' being released from 1928 onwards. ~~Cinema~~ Cinema exploded from 2,000 small theatres in 1910s to 5,000 large chain theatres in the 1930s and although cinema is a key example of leisure democratisation it was

more popular in the North than the South as the fact that men could enjoy more expensive hobbies.

however, film also expanded in ~~the~~ World War 2 because escapism was needed and in the 1950s.

~~The~~ The film industry expanded massively in the 1950s due to the creation of TVs, mainly after the Queen coronation in 1953 when 500,000 TVs were sold the week before; people could now watch films at home. So, the growth of the film industry was in some ways, in the 1920s & 30s, a key turning point in the development of leisure activities.

however, ~~the~~ bike boom in the 1890s modes of transport can be seen as a bigger factor affecting the development of leisure time. ~~The~~ key turning points can include the bike boom from the 1890s, ~~and~~ increased car ownership ~~from~~ in the interwar years or the increase in air travel from 1950 onwards. The bike boom starts with the creation of the safety bike in ~~the~~ 1885, this bike was massively popular because of its step-through design, ~~and~~ its safety compared to a penny farthing and its appeal to female riders. This was a key ~~and~~ development of British leisure resulting in 3,500 bike clubs by 1936 because it allowed people the freedom to go on country rides and was not outpaced by the trains. however, these some

Waxmen were enjoyed when car ownership expanded between 1918-1930, cars allowed people to travel further ~~and~~ for countryside trips, daytrips to the beach or just Sunday drives. The middle class ~~started~~ had cars by 1939 and after 1945 they moved down to working classes to with only 100,000 cars owned in 1922 and 2 million owned in 1939, they also reduced in price from £250 in 1924 to £130 in 1939. making them more accessible and therefore more of a turning point.

Air travel has also significantly change leisure in Britain. From 1950 onwards legislation such as the Civil Aviation Licensing Act 1950 - allowing private airlines to register to have unlicensed flights - meant companies such as British United Airlines, first only a sign of British advancement, to change the leisure activities Britons enjoyed. Technology also aided this with the first pressurised cabin ~~at~~ in 1938 & first turbo jet in 1938 allowing the use of package holidays and then the creation of ~~the~~ Ryanair in 1988 and budget in 1995 making air travel cheaper & more accessible. Therefore, the growth of travel, most significantly air travel was a key turning point in development of British leisure activities as it allowed many Britons to go abroad on holidays and influenced the '48 vote in the 1975 EU referendum.

Although, the development of mass media has also ~~development~~ developed and changed British leisure activities. Activities such as Shopping and DIY expanded greatly in the 1950s, meaning these can be seen as the key turning point in the development of leisure activities. After the end of rationing in 1951-54 and the end of Retail Price Management - making certain items a certain price -

Shopping became a leisure activity in itself. Supermarkets opened, and Garden centres started to have ~~to~~ rates & massive advertising increased threshold from 1947-70. This was the golden era of capitalism meaning real disposable income had sky rocketed along with competitive prices.

~~Therefore, the development of a new leisure activity in means the 1950s were a key turning point in leisure activities in Britain.~~

DIY then massively expanded as it was seen as a way to escape the unhappiness of mass production from 1950s onwards and in 1970 it was the second most popular hobby next to TV with 55% of people sitting it as a regular hobby.

So, overall the 1950s were definitely a key turning point in the development of leisure activities ~~from 1882-2004~~ as new leisure activities were created and dominated British lives from 1882-2004.

And finally, radio ~~also~~ is also something that massively changed British leisure time. From 1% of the population having radio receivers in 1922 to 90% of population in 1951, radio has definitely made a massive impact on British leisure. Radio becomes prominent during the war effort of World War 2. Group listening became common, due to lack of petrol and more time spent in close quarters, and featured useful tips about how to save money with spare time campaigns and we returns to make Woolton Pie. Radio dominated the lives of the British in war and was key in the war effort. Churchill and George VI could broadcast their speeches all over the country ~~and~~ ~~with~~ a sense of community and strength was encouraged. Overall, radio ~~in~~ in the 1940s was a key turning point in the development of leisure activities in Britain.

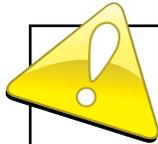
In conclusion, the film industry in the 1920s and 30s was not a key turning point in leisure activities from 1882-2004 as it only had a limited impact but development of technology & travel has changed what we do with our leisure time in everyday lives. Therefore, technology and travel have developed leisure activities in Britain.



ResultsPlus

Examiner Comments

Here the candidate identifies the turning point focus of the question, and why it may be so considered, and goes on to explore other turning points along the timeline of the period to be tackled. Unlike many other responses to this question, the candidate has some knowledge of the focus on British cinema between the wars. This enables comparisons to be made about leisure throughout the period. The response is somewhat successful in making these comparisons, but judgements about comparative significance of turning points are only partially substantiated.



ResultsPlus

Examiner Tip

Turning point questions require candidates reaching the higher levels to analyse the relative significance in **bringing change** of a number of turning points throughout the chronology. First consider the merits of the named turning point for bringing change and then imagine that you are dropping a number of inspection holes into your timeline to measure what it was like before and what it was like afterwards at these given points. In this way you are **measuring change** and **comparing extents of change**, both throughout the period and also with the focus turning point.

Paper summary

Based on their performance on this paper, candidates are offered the following advice:-

Section A

Source Question (Q1 or Q2)

- Candidates must be more prepared to make valid inferences rather than to paraphrase the source
- Be prepared to back up inferences by adding additional contextual knowledge from beyond the source
- Explore beyond stereotypical reactions to particular types of provenance. Not all old people are blighted by poor memories; look at the specific stance and/or purpose of the writer
- Avoid discussions about what is missing from the source when assessing its value to the enquiry unless there is a clear reason for the author missing such points
- Be prepared to assess the strength of the source for an enquiry by being aware that the author is writing for a specific audience. Be aware of the values and concerns of that audience
- Try to distinguish between fact and opinion by using contextual knowledge of the period and being aware of the values of the society within which the source is set
- In coming to a judgement about the provenance take account of the weight candidates may be able to give to the author's evidence in the light of his or her stance and/or purpose
- In assessing weight, it is perfectly permissible to assess reliability by considering what has been perhaps **deliberately** omitted from the source
- Ensure that you deal with both enquiries set out in the question.

Section B

Depth Essay questions

- Candidates must provide more factual details as evidence. Weaker responses lacked depth and sometimes range
- Plan your answer more effectively before you begin
- Pick out three or four key themes and then provide an analysis of (e.g.) the target significance mentioned in the question, setting its importance against other themes rather than providing a description of each
- Pay particular attention to bullet point 3 of the mark scheme. Try to justify why one content area is more significant than another – the basis of that judgement is that one aspect is more important, influential or significant
- Pay more careful attention to key phrases in the question when analysing

- Try to explore links between issues to make the structure flow more logically and enable the integration of analysis.

Section C

Breadth Essay Questions

- Candidates must provide more factual details as evidence over at least 75% of the stated period. Weaker responses lacked range
- Plan your answer more effectively before you begin
- Pick out four or more key changes or turning points (as appropriate) and then provide an analysis of (e.g.) the target aspect of change or turning point mentioned in the question, setting its importance against other aspects rather than providing a description of each
- Pay particular attention to bullet point 3 of the mark scheme. Try to justify why one aspect, or one turning point, is more significant than another – the basis of that judgement is that one aspect / turning point is more important, influential or significant in producing change
- Pay more careful attention to key phrases in the question when analysing
- Try to explore links between issues to make the structure flow more logically.

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