

Examiners' Report
June 2018

GCE History 9HI0 39

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Introduction

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 the legibility of hand writing has deteriorated further. 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 A are beginning to catch up on those in Section B and clearly advice about source analysis, with its new emphasis on value and weight, is becoming familiar to candidates. Nevertheless, some 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 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. 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. 'Detached context', i.e. that unconnected with the content of the source, of the variety 'now I am going to tell you about other features', is a growing problem.

The continuing improvement in essay writing for depth study in Section B is pleasing. Few candidates produced wholly descriptive essays devoid of analysis. 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.

As was the case last year, 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. Nevertheless, 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. Note that early starting and late end dates do not satisfy these criteria if there is little supporting material in between! 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 revealing the reasons for Obama's election to the US Senate and for his subsequent run for the presidency, but most candidates were much better on the first enquiry, failing to see that Obama's performance and support as Senator was one of the key factors for the second enquiry. 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, during the 2004 election itself the high-flying Republican Jack Ryan had to be replaced following his messy divorce case. The Republicans unwisely chose an out-of-state candidate, Alan Keyes, as Ryan's replacement. Or that, in challenging inferences, from the very early primaries in 2008 onwards, a major factor was a striking contrast between Obama and Hillary Clinton, whose tainted link to her husband's past, as well as traditional campaigning, contrasted with Obama's future plans, promoted through social media. Comments about provenance were thoughtful and may have considered that the source was written before Obama's nomination as the Democrat presidential candidate. Spivak was concentrating his fire on one candidate's weaknesses, perhaps to influence the primary campaign. Weaker responses simply wrote generally about Obama's presidential campaign in the wake of the February 2008 date of the source. At this level, candidates often also made stereotypical comments about a journalist being reliable.

Here a Level 4 response shows effective use of supported inferences and genuine reasons based on provenance as to why material is missed from the source.

The source suggests that Obama relied heavily on other people for ~~the~~^{his} success in 2008 in becoming Illinois's state senator. This can be seen by the fact that 'Jones [now became] Obama's wingman', suggesting suggesting that Obama used other people's influence rather than his own campaigning and strengths in order to come to power.

The source also shows how Obama benefitted from 'the self-destruction of his top opponents'. Whilst it is accurate that a recurring theme in Obama's career was the failures of his opponents, the source here is also suggesting that Obama's influence was lacking, with the word 'top' suggesting that the opponents were more experienced and more supported than Obama. This is accurate, in spite of the source's ~~negat~~ negative tone in regards to this aspect, as Obama was still young and politically ~~inexperienced~~ inexperienced in 2006, which adds to the suggestion that he needed to use the influence of others for his own career gains. The source also suggests that publicity played a huge part in American politics as a whole, which may also have helped aided Obama's victory in 2008. This is evidenced by the source's telling of the story of the truck accident, with 'the whole story [being] across the

newspapers' which resulted in a Democratic victory. This inference is again accurate, as publicity played a huge role in the growing influence of political figures in the US. The importance of publicity is supported by the story of a Republican political opponent who received bad publicity following a messy divorce case from his wife, that led to a rapid steady decline in support for his position. In this way, the source is useful in given accurate ~~influence~~ inferences into the reasons for the election of Obama as Illinois State Senator in 2004.

However, the source is limited in the weight it gives to Obama, and the portrayal of him as almost a parasitic figure, who used other people to his own fortunes. The source does not talk about Obama's own campaigning and successes he gained from this. Whilst it is true that Obama's inexperience meant he would have needed to rely on the support of others, the source does not credit Obama for his own advantages, such as his liberal policies and attractive family life. This may be missing from the source due to its provenance. The source has been taken from a Hawaiian newspaper, which can lead to the suggesting that the source is highly subjective, due to its target audience. Both

in historic and current events, Texas - the state of Houston - is known for prominent racial discrimination, that can still be seen today. Because of this, support for black American Obama would have been very limited, meaning the source would have to pose Barack Obama in a negative light in order to appeal to the readers in Houston. In addition to this, the source could be acting as satirical propaganda, in order to rally support in the state against Obama's political success. Whilst this idea is not stated explicitly, it can be a suggested reason for the negative light Obama has been portrayed in, as well as the fact that some aspects could be accurate due to Obama's political inexperience.

The source is also relatively useful in allowing inferences about Obama's campaign strategy for party nomination in 2008. The source ~~and~~ goes on to reinforce the idea that Obama was inexperienced, with him "[building] his entire legislative record in one year", showing that changes he made which are listed by the source, are recent and new, highlighting further his short political career. Whilst it is not stated explicitly,

it can be inferred that this inexperience was used to his advantage, due to the fact that he was successful in the presidential campaign in 2009. It is known that Obama used his short career to his advantage in his campaign, ~~but~~ by relating himself to being a new face, and the face of change. This was successful when his inexperience was exploited by opponent Hillary Clinton, as the American people were ready for a change in leadership following the presidencies of the Bush and Clinton families. In addition to this, the source supports the idea that Obama's policies were inclusive of all that needed support. This is shown by the source when listing his political gains, ~~such as~~ which focused on children, low income families and legal suspects. This is supported by the historical knowledge of Obama talking inclusively of all black Americans, rather than just black Americans. This idea was seen in his policies and speeches, particularly that of his key-note speech at the Democratic primary in 2008. Obama's inclusive policies proved beneficial when compared to the career of Al Sharpton, and this idea can also be supported by the source. Al Sharpton focused his campaigning on the injustices felt by black Americans, which meant that support for him felt short in a divided

Country divided due to the issue of race. This may have also been the reason for the failure of Jones as mentioned in the source, who -was by being a member of the Black Panther Party- may have emphasised the importance of justice for black Americans. However, whilst these inferences can be made, the source is still only slightly accurate in regards to the nature of Obama's campaign, and this is due to the fact that the source does not directly and explicitly talk of Obama's presidential campaign strategies.

The source's inability to talk directly on Obama's campaign makes it limited, as fully supported inferences can only be made when paired with extensive historical knowledge. The source only focuses on Obama's reliance on others before his own campaign for presidency. The source only mentions the presidential campaign when talking of how Obama was attacked for being ~~un~~ inexperienced, meaning it does not cover other features of his campaign, such as his extensive use of social media. Similar to the first enquiry, this may be due to the purpose of the source in attracting southern readers who may most likely have raised

Prejudices. Also, the source was only written in 2005 before Obama's success in becoming president was clear. This means that the source could not talk about Obama's campaign being successful as it had not been proven yet. Following this, the reasons for Obama's successful campaign are only known due to research into this from 2009, meaning the ~~source~~^{writer} did not have the ability to discuss these reasons. However, the nature of the campaign could still have been seen despite the fact that it was early on in the campaign and it was not proven to have been successful. In this way, the source is only valuable to a limited extent due to the fact that it only briefly mentions the campaign, and inferences can only be made from hints seen within the sources.

Overall, Source 1 is useful to a fairly limited extent ~~into~~ for both enquiries due to the fact that it misses out Obama's personal successes both before and after 2001. This is in part due to its purpose and origin, in having to be appealing to people without racial prejudices and negative attitudes towards the career of Black American Obama. The source is more useful, due to its extensive focus, in the first enquiry.



In dealing with the first enquiry, the candidate begins with a number of supported inferences, although these could have been more closely linked to contextual material, rather than just asserting that the material is accurate. In the second half of the second side of the response the candidate indicates the source's limitation by way of what is omitted. One way of securing credit for this way of evaluating is to show that the writer has done this because the provenance suggests that such material would be omitted for a purpose. This is exactly what the candidate does.

The next paragraph begins a discussion about the second enquiry. There is a supported inference in the middle of this paragraph and this time the candidate adds contextual material to confirm the inference. There is less good use made of missing material this time, but later there is further evaluation, using the date of the source to make comments about its limitations.

Despite making a number of inferences, the response does not fully interrogate the source, and more could have been done with the provenance, but this is an impressive response, clearly working at Level 4 in all three bullet points of the mark scheme.



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 writer's career and the title of his piece, which suggests he may be 'grandstanding'. 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 role of Alastair Campbell in justifying the government's position on the invasion of Iraq in 2003 and his impact on the attitudes of the media towards the Labour government. Such candidates did not understand the need to make inferences from the source, for example that it indicates that Campbell's agenda is to deflect criticism of the government over handling of the dossiers. Most candidates perceived that the source provides evidence of criticism in that Campbell's use of "dodgy dossiers" soured the attitude of most of the press towards the Labour party. Many candidates failed to make inferences and simply supported quotations with their wider knowledge about the conduct of the prelude to the Iraq war by politicians and broadcasters. 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 the international organisation is likely to regard the Labour Party as insufficiently left-wing and Campbell, the guru behind New Labour, as a liability to socialist traditions and thus view his pronouncements in a negative light. Also mentioned was the fact that the writer shows some balance by admitting that mistakes made on Iraq were not completely Campbell's fault. On the whole, contextual knowledge was strong in the view that worsening relations between the government and the BBC over Campbell's attacks were exacerbated by the apparent suicide of David Kelly, who was accused of leaking dossier details to a BBC reporter, but less was mentioned about the suggestion that Campbell was the target of a band of right-wing journalists and some Labour cabinet ministers who resented his detailed policy knowledge, short temper and close relationship to Tony Blair.

The source is from an article in the World Socialist online newspaper and was published in July 2003. The overall tone of the source suggests there is an element of bias in favour of the BBC, and appears to be very critical of Campbell and the Labour government. The source is useful as it includes ~~an extract~~ direct quotations from Campbell and helps to reveal Campbell's role in justifying the government's position on the invasion of Iraq.

The government had produced two dossiers; ~~the second one~~ and the second one produced in September was dubbed the "dodgy dossier" ~~to do to the~~. As the source states "the second 'dodgy dossier' - largely plagiarised from a doctoral student's thesis was a political embarrassment for which Campbell must take responsibility". Many have argued that Alistair Campbell and Blair were behind the creation of the dodgy dossier as they needed it to justify the US and UK invasion of Iraq and therefore "sexed up" the dossier to make the threat Iraq posed seem ~~to~~ seem dangerous and imminent.

The source is ^{limited in its} usefulness for revealing the role of Alastair Campbell as he claims "the allegation ~~to~~ against me is ... we [persuaded] Parliament and the courts to go into conflict on the basis of a lie". Alastair Campbell consistently denied the false nature of the content of the dossier. Despite Campbell claiming it being "denied" by Parliament key reports revealed that the dossier was indeed dodgy as it was "plagiarised from a doctoral student's thesis".

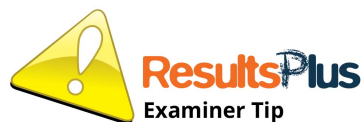
The first reports of the dodgy nature of the dossier came from ~~the~~ the BBC's Andrew Gilligan as he reported the government had "sexed up the first intelligence dossier by claiming that Saddam Hussein could launch weapons of mass destruction at 45 minutes' notice". Gilligan's key source was Dr David Kelly. ~~the~~ However ~~at~~ & Gilligan did not stick to the initial set up of the report as he did not follow the 'two way' step and instead ~~the~~ ~~if~~ further altered the story by claiming his source was involved in the making of the dossier when in reality this was not the case. This then resulted in Campbell demanding the BBC apologise for lying - However as the source states "Campbell used his sustained offensive to throw

as much dirt as the BBC... as well as provoking a direct fight with the BBC". Despite Campbell's central role in the publication of the dossier his direct insult and attack on the BBC further soured relationships between the government and the media.

Also, the death of David Kelly further destroyed the government's reputation as murderers.



The response begins by summarising the provenance (evaluation at Level 1) and then making a single unsupported inference about criticism of Campbell (understanding at Level 2). The second paragraph is a good example of 'detached' contextual knowledge - it is not firmly linked to any content in the source (context at low Level 2). Further contextual material supports quotations from the source rather than inferences derived from it (context at Level 2). There is no attempt to use the provenance or the nature and purpose of the writer to make further evaluation.



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 their purpose in doing so.

Question 3

Weaker responses indicated two main problems in this question. First, the target focus on voting was perceived as a cue to write a detailed description of the methods used to block the black American vote without relating that to the loss of civil rights. Other candidates took too narrow a view, usually focusing solely on the Supreme Court as a counter factor. The most successful candidates understood the need to balance the stated factor of voting restrictions against, for example, violent threats and lynching in particular, producing a climate of fear which had a profound effect on civil rights. Some noted that Segregation laws formalised the loss of African American civil rights in the South. The development of public transport in this period produced increased opportunities for this trend. Many noted that Supreme Court decisions beyond voting rights were hostile to black civil rights, e.g. *Plessy v. Ferguson* (1896), which effectively validated Jim Crow laws and *Cumming v Richmond* (1898), which extended them to education. Many candidates missed the hint in the dates in the question, that the loss of voting rights made little difference to existing civil rights, as equal opportunities had never seriously taken root by 1883.

A Level 4 response which is discursive throughout and makes a coherent judgement, but which lacks some range.

During the years 1883-1900, white Americans sought to reassert the influence they had over black Americans during slavery through the exclusion of black Americans from the vote. This ~~led to~~ limited the fight for civil rights as there was less representation of the black community in Congress. However, supreme court cases during this period also damaged the ~~the~~ fight for civil rights by ~~the~~ decreasing morale and education standards of black Americans. Although many factors contributed to the setback, the most damaging was the exclusion of black Americans from the vote.

After the 15th Amendment gave freed slaves the right to vote, many Southern states sought to restrict this vote, such as Mississippi. ~~By~~ By introducing literacy ~~the~~ tests for Americans to pass, it limited the number of black Americans that could vote. This was because ~~the~~ 75% of the black population at this time were illiterate, so could not even attempt the purposefully difficult literacy tests. This was exacerbated by the poll tax that had to be given of \$2, which was much more than what black Americans could afford, whilst working as sharecroppers and domestic workers. ~~This~~ This was a damaging setback to black Americans' fight for civil rights as it meant that the

influence of white supremacists in government in their area was greater, therefore they could filibuster any civil rights bill.

~~Exclusion~~

Exclusion of black Americans in this way was replicated in many other southern states, with Louisiana adopting a slightly different method. This state introduced an extra which was the grandfather clause in 1887 which was intended to protect white Americans from the literacy tests and poll tax. Under this clause, you could vote if an ancestor had voted before Reconstruction. As nearly all black Americans were slaves and did not have the vote, ~~the~~ the black Americans in this period had no ancestors to rely on. This excluded even more black Americans from the vote, ~~this~~ ~~is~~ damaging the fight for civil rights even more. However, such regulations and qualifications needed to vote were seen in the south much more than the North, therefore the extent to which exclusion of black Americans from ~~the~~ the vote damaged civil rights fight is limited.

Another setback to the fight for ~~Civil Rights~~ civil rights occurred with the decisions of a conservative Supreme Court at the time. In 1883, the Supreme Court who were the final court of appeal, found that the Civil Rights Act of 1875 was unconstitutional. This damaged the fight for civil rights, more than exclusion of black voters, as it showed the lack of support for black Americans which would decrease morale and enthusiasm of black Americans as an act that sided from was

removed. Similarly, in *Williams v Mississippi* in 1898 the ~~law~~ court ruled that literacy tests and poll tax were allowed when a man who was convicted guilty of murder argued that there were no black juries present, so the trial was unfair. This ~~case~~ was damaging to the civil rights fight as it justified the actions of states such as Mississippi and Louisiana therefore this court case also ~~shows~~ portrays how exclusion of black Americans from voting were significant.

~~This~~ The fight for civil rights was damaged also by ^{Cummins v} ~~Plessy~~ Board of Education 1899 ~~Ferguson~~ in 1896 which ruled that segregation in education was ~~not~~ not unconstitutional. During this time educational ~~facilities~~ facilities were far from 'separate but equal' as most funding was given to all-white schools. Consequently, the condition and successes of black American schools were ~~to~~ far from adequate. This ^{even} led to some schooling in churches as schools were ~~so~~ so inefficient. Poor educational facilities was a setback for the fight for civil rights as there would be fewer lawyers and politicians to combat the white majority ~~of~~ in Congress at the time, meaning that supreme court rulings like this continued. This ~~the~~ ruling also highlights how the few that could vote (39% of black Americans by 1900) ~~could~~ did not vote in full knowledge of all candidates. The fight for civil rights would be limited if pro civil rights leaders were not elected. Therefore, damaging the fight for civil rights as they ^{were} ~~would~~ be needed to change any law or make new ones.

The Supreme Court further damaged the fight for civil rights with the ruling of Plessy v Ferguson in 1896. This upheld separate but equal on public transportation, and portrayed ~~the~~ the limited success, that black Americans who were challenging the law to make it more equal, had. First class carriages that were far from equal were to stay segregated, despite unequal quality with the same price. This verdict ~~is~~ on the other hand ~~is~~ did not damage the fight for civil rights but encourage it as ~~is~~ portrayed with the supreme court and states being challenged with the other Supreme court rulings of this period.

Overall, the most damaging setback to the fight for civil rights ~~was~~ the exclusion of black Americans from the vote as it meant civil rights legislation ~~would~~ ^{would} be less likely to pass. Even though this was more evident in the south, the North also excluded voters through violence and intimidation, supporting that exclusion was most damaging. The Supreme Court cases although significant often justified de facto segregation already occurring and contributed to the exclusion of black Americans from voting. Therefore the most damaging setback to the fight for civil rights was ~~the extent the limited amount of~~ the exclusion of black Americans from the vote.



The candidate has taken a limited number of key features and argued a reasonably strong case as to why the target focus is more significant than one other counter factor. Level 4 responses concentrate on arguing a case, rather than describing. On the whole, this candidate has succeeded in this way, although the target focus, on voting rights, could make more of how restrictions in the black vote led to deterioration in civil rights. Countering the argument has concentrated on the Supreme Court, but it could have extended to other issues, such as violence and provocation, or the limits to civil rights suggested by sharecropping.



Be sure that you are able to choose enough suitable counter factors (perhaps at least three) when making a judgement about the key topic named in the question.

Question 4

Candidates often found this question relatively accessible, with some excellent knowledge about the failure to address the grievances of black Americans in the New Deal years. Most responses understood that Southern Democrat whites played the race card to get elected. Their failure to address black grievances gained votes from poor, racist whites who saw ethnicity as the one thing keeping them off the bottom of the social ladder. They also perceived that Franklin Roosevelt was reluctant to use Congress or executive orders to address black American grievances, as he did not wish to alienate a significant proportion of his own party in the South. Weaker candidates merely offered Roosevelt as a counter factor, without realising the link between FDR's actions and the Southern Democrats. Some stronger responses mentioned that Social Security aid during the New Deal was devolved to state governments. Southern Democrats ensured that such benefits would not reach black Americans, most of whom worked in excluded jobs. Weaker responses simply described discrimination in the alphabet agencies. The biggest disappointment was in the failure to offer significant material to counter the proposition that the blame for the failure to address black grievances lay with the Southern Democrats, for example that black grievances focused on relief, as they were not covered by the Social Security Act or the National Labour Relations Act. This was the fault of the whole federal system rather than simply southern white Democrats. Or that the Supreme Court remained unhelpful to the cause of black American grievances. Or, perhaps more obvious, that black Americans outside the South continued to suffer de facto segregation and discrimination in housing, employment and education. Their grievances could not be blamed on southern whites.

A response which mixes analysis and descriptive passages (Level 3).

Arguably the influence of the Southern white Democrats was the most damaging cause for the failure to address the grievances of black Americans in the New Deal era as their influence prevented any further gains in political, social and economic equality for black Americans. The New Deal agencies arguably contributed to the lack of action in addressing the grievances of black Americans but these were affected particularly by the influence of powerful white southerners. It can also be argued that black American grievances were addressed ~~by~~ through the work of Eleanor Roosevelt but this arguably lacked an impact due to the influence of the Southern white Democrats.

The influence of the Southern white Democrats was arguably the chief cause for the failure to address the ~~grievances~~ grievances of black Americans during the New Deal era. This is demonstrated by the government's failure to pass any anti-lynching

bill in the years 1933-41. The influence of the Southern white democrats prevented any progress on this as Roosevelt was too fearful of losing their support in the presidential elections to take action without them. The Southern white democrats vetoed several anti-lynching bills showing the government's inability to address black American grievances as the political influence of the white Southern democrats was too damaging. This created consternation for the president as by the end of the New Deal era, black Americans were voting increasingly Democrat as they believed Roosevelt would address the grievances, showing that the white Southern democrats ~~so~~ prevented any law that benefitted black Americans from being passed.

~~A contributing~~ A contributing factor to the lack of action in addressing grievances of black Americans is the New Deal agencies. Although some did benefit ~~of~~ black Americans such as the ~~WPA~~ PWA (1933), many agencies continued to discriminate against black Americans for example, the Agricultural Adjustment Agency (1933) which aimed to create employment in agriculture had negative consequences ~~of~~ for black

Americans. The agency was controlled by power white southern landowners who often prevented equal distribution of pay for black workers. They also used the wages of black workers to pay for equipment that would eventually replace them. The ~~Equal~~ ~~Construction~~ CC (1933) also used discrimination as black workers were restricted low pay and low-skilled worker and there was also a state-wide directive in 1935 for complete segregation, showing a lack of support for black Americans after the Great Depression.

The work of Eleanor Roosevelt can be argued to be significant as she did address the grievances of black Americans, although the impact was limited due to the influence of the white southern Democrats. She made sure influential civil rights activists such as the leader of the NAACP, Walter White, met with her husband, showing the need for black Americans' voices to be heard. She also invited a black American singer to perform at the White House in front of an integrated crowd at Lincoln's memorial in Washington. This was a significant event as it demonstrated

Eleanor Roosevelt's ability to cooperate with the NAACP. However, the impact of her actions was limited as in private she tried to persuade her husband to support the anti-lynching bill. This was prevented by the Southern white Democrats due to their influence in government and the increasing opposition amongst them towards her actions.

In conclusion, the influence of the Southern white Democrats was the chief cause of the failure to address the grievances of black Americans as although some New Deal agencies and Eleanor Roosevelt's action did benefit black Americans, the progress was limited due to their influence in government.



One of the hallmarks of responses at Level 3 is that they will lack range or depth and will tend to stray from an analytical focus at times. This answer tries to focus on the effects of Southern Democrats on black grievances, but it also strays to a consideration of how Eleanor Roosevelt helped to cure such grievances, which is not the focus of the question. It redeems itself somewhat by blaming Southern Democrat influence on Mrs. Roosevelt for her failure to improve black status, but that is still not quite what the question was asking.

This is not a very detailed answer on how Southern Democrats blocked attempts to remedy black grievances, so it lacks support on the target focus. There could also have been more key features deployed to counter the proposal that Southern Democrats were responsible for the problem.



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 5

As was the case last year, depth questions in Option 39.2 seemed to attract very weak and very strong answers in relatively equal measure. The biggest problem for weaker candidates in this question was in the lack of depth of knowledge offered about the activities of the press barons. The majority of candidates explained that Northcliffe undermined Asquith's leadership during the Shells Scandal, contributing to the formation of a coalition and increased political support for Lloyd George. Better responses also noted that Northcliffe's criticisms of Gallipoli, recruitment and the food crisis compromised Asquith's leadership, culminating in the Times' 'Towards Reconstruction' editorial (4 Dec 1916) and the rise of Lloyd George. Better candidates debated the proposition fully, showing that Northcliffe's role in promoting Lloyd George's views through the 'Towards Reconstruction' editorial is regarded as doubtful and that its content probably came from the views of Conservative MP Sir Edward Carson. Those fully discursive responses often also counter argued against the proposition by noting that the influence of the press in contributing to Lloyd George's rise to the position of prime minister is weakened by the fact that the King offered the position to Bonar Law. The best responses often saw that Bonar Law was not influenced by Beaverbrook acting as a go-between and that he was happy to agree with Asquith over the issue of a War Cabinet under the existing prime minister. It was Asquith who reneged on that agreement.

Here is a Level 2 response to a depth question.

Lord Northcliffe's influence grew in the age of the press barons and was aided by the First World War, and his involvement with international affairs at that time, including the shell scandal in 1916. Beaverbrook however, was despite controlling large aspects of the press, exerted less influence over political affairs and is held less responsible for Lloyd George's succession in 1916.

Northcliffe can be seen as most influential during war time of 1914 to 1918, as his papers addressed pressing issues, as well as criticising key political players, which ultimately led to the downfall of Asquith. It is undoubtable that Northcliffe supported Lloyd George, and events reported upon in his papers, reflected that view. Heavy criticism of Asquith's government increased in the inter war years as Northcliffe put pressure on them by shedding light on events such as the shell scandal of 1916, the size of Asquith's war cabinet being too large, and

persistent criticism over the conduct of the war under the command of General Kitchener.

Reporting on events such as these, combined with the large circulation of his paper the Daily Mail, caused Northcliffe to change a vast amount of public attitudes and can be seen as a reason behind the downfall of Asquith and the succession of Lloyd George.

Despite this ~~transient~~ however, Northcliffe's influence dropped after circulation of his paper fell, following the publication of an article which heavily criticised Kitchener. Due to this, Northcliffe's absence allowed for influence to come from other press barons such as Beaverbrook.

Beaverbrook's influence over political affairs were limited compared to Northcliffe's, however, it can still be said that he played a key role in the downfall of Asquith and the succession of Lloyd George. Although owning big papers with lots of readers, Beaverbrook did not exert as much influence that caused Lloyd George's succession as his sales were not as based at the correct audience ~~which~~ ~~led~~ ~~to~~ ~~affect~~ the vote in the war years. Northcliffe

branded his papers as 'the Tommings paper' which appealed to soldiers at the front. By doing this, ~~Beaverbrook~~ the content became relevant to the reader and changed attitudes. This type of sales can not be seen in Beaverbrook papers.

Northcliffe's addressing of important current issues and key important sales techniques caused him to be the most responsible in the succession of Lloyd George in 1916. Despite Beaverbrook's contribution, his lack of circulation and radical ideas prevented him from making such large amounts of impact which eventually led to the downfall of Asquith and the succession of Lloyd George.



In order for the debate to be joined on a question inviting a candidate to assess whether one individual was more responsible for a named outcome than another, it is vital that support is offered in a balanced way on both individuals. In this answer there is reasonable support for Northcliffe, but almost negligible support for Beaverbrook. Therefore the requirements for Level 3 and above (evidence that the debate has been joined) have not been met and this response was marked at Level 2 in each bullet point. Perhaps a plan at the beginning would have helped the candidate consider ways in which Beaverbrook contributed to Lloyd George's elevation.



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 6

There were very few responses to this question that the most significant aspect of the British media's coverage of the Falklands War was that they were positive towards the Thatcher Government's conduct of the conflict. Some candidates misread the question and took it to mean that whereas press coverage of the Falklands War was positive towards Margaret Thatcher, the rest of their coverage of the Prime Minister's entire premiership was negative. Such responses were too generalised and largely erroneous. However, some cited rows between Mrs Thatcher and the BBC over its coverage of the Falklands War to offer material to counter the proposal. The best responses argued that the 21 reporters chosen to be embedded in the naval task force found themselves in a situation where it was difficult to be anything other than propagandists for the British armed forces and most picked up on The Sun newspaper's strident patriotic support for the operation to sink the Belgrano through its famous headline on May 4: 'Gotcha' and through its distain for the 'Argie Bargies'. But, in general, knowledge was sketchy.

A competent Level 4 response to a depth essay.

When the new military junta of Argentina occupied the British-controlled Falklands Islands, the Thatcher's government refused to surrender control unless the people voted to do so - which was always unlikely. Thus, war ensued, with Thatcher keen to win the support of the UK population despite the economic problems her government had caused. Her success in the following election resulted from her Falklands success, and thus the media coverage must have been largely positive for her conduct of the conflict. This essay will argue that the Sun and the hand-picked reporters ensured that Thatcher's government's actions were portrayed in a positive manner by British media.

Nowadays, the close and mutually beneficial ~~relationship~~ relationship between Thatcher and Rupert Murdoch is well-known. As the owner of the Sun newspaper, Murdoch pledged his support to Thatcher, and therefore it was to be expected that the Sun would portray her actions in the Falklands in a positive light. A key example of support from the Sun was its 'Gotcha' headline, which ~~was~~ reported on the sinking of the Belgrano by British forces. The Belgrano was an Argentinian war ship which Thatcher ordered to be taken out; it was, with the loss of 368 lives. Although it later transpired that the ship had been sailing away from the Falklands, Thatcher was lauded by the Sun and ~~the~~ therefore also much of the population; the Sun was the most-read newspaper at the time. Therefore, the Sun, and other right-leaning

newspapers successfully portrayed Thatcher's actions in a positive light.

The manner in which news was reported from the conflict zone was also largely beneficial to Thatcher's government. At first, the Navy refused to allow reporters and journalists to sail at with them, but they were eventually persuaded otherwise by Thatcher's Communications Director, Bernard Ingham. Sympathetic journalists were hand-picked, and their reports back to the UK were scrutinised four times before being sent back. ~~to the UK~~ This enabled the government to keep a grip of the news, and, due to the location of the conflict, newspapers were often the first to report some stories. This delay in communications was also beneficial for Thatcher due to it enabling her to respond accordingly. Sympathetic reporting and scrutiny of reports sent back to the UK both ensured positive coverage of the conflict.

On the other hand, it could be argued that many parts of the media coverage were ~~not~~ negative towards Thatcher's government's actions. Despite support from the Sun, the Guardian and the Daily Mirror were both opposed to the conflict from the outset; this was largely due to their left-leaning stance. Both papers would often criticise the conduct of the war, as well as questioning its necessity. Furthermore, Thatcher was enraged by the BBC's reporting on the conflict, which she felt to be "unpatriotic" and "cynical". ~~Free~~ Due to the lack of TV reporting from the conflict zone, the BBC would refer to "British claims" and "Argentinian claims"; Thatcher hated this, as she viewed the BBC as being critical and doubtful of the British navy whilst also ~~the~~ facilitating the spread of Argentinian claims and potential propaganda. Although this ~~wasn't~~ was not a direct attack on

her, Thatcher considered the BBC to be negatively portraying her actions in the Falklands, which ~~is~~ was worsened by the fact they were funded by the licence fee - which she had tried to scrap earlier. Outside Downing Street, Thatcher told the BBC to stop asking questions and be happy about the Brit naval successes. Not all reporting on the Belgrano was favourable, as a civil servant leaked the ~~details~~ details about the circumstances in which the ship was targetted. He told ^{the} press that the ship was moving away from the Falklands and was actually outside of the exclusion zone. Although this was embarrassing for Thatcher, it did not have an enormous effect, as many of her voters still saw it as just an Argentinian ship - belonging to the enemy.

In conclusion, although there were left-leaning newspapers being critical of Thatcher's government's actions in the Falklands, they were not read by her key voters and indeed they didn't have anywhere near the circulation of right-leaning papers. The BBC was not as negative as Thatcher portrays them to have been; it is likely that they would have not had to use ^{as many} claims had they been able to report from the islands themselves. Furthermore, the revelations of the Belgrano ^{having been} sailing away appear to have had little effect on her key supporters and only really enraged her existing critics further. Thatcher's relationship with the Sun and Murdoch ensured positive coverage from the newspaper often described as a 'kingmaker', and the sympathetic and hand-picked journalists chosen to sail with the navy also ensured positive coverage for Thatcher's governments. The effect of the latter, positive factors far outweigh ~~the~~ ^{that} of the negative factors, for reasons

outlined above. Therefore, despite the difficulties in reporting on the Falklands, there was positive coverage towards Thatcher's government's conduct of the conflict.



This answer is typical of what is expected of a Level 4 response. Always discursive, it sets up one side of the argument, puts the other, and attempts to judge why one is more important. The introduction could have been stronger, by suggesting there was a counter argument coming later in the essay, and the concluding judgement, that the pro-Thatcher media reached a wider audience and was therefore more significant, could have been stronger, as the anti-Thatcher BBC was included in that rather generalised assessment. A Level 5 response would have widened the key features to include other aspects of media coverage. A significant aspect, for example, was how the casualties were seen, which did not seem particularly positive, as was the position of the United States and the diplomatic aspect surrounding self-determination. But all-in-all, a very competent answer.



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. Make sure that this judgement is coherent and will stand up to the scrutiny offered in the supporting evidence.

Question 7

There were some very full and knowledgeable responses to this question, with a clear focus on damaging obstacles to increased desegregation, a focus that was missed by weaker candidates, who merely wrote about damage to black citizens. Many candidates were able to identify key features of several issues involving segregation, from slavery, through Jim Crow to Levittowns. However, many responses did not go beyond Watts in 1965. Many who began in the 1920s and ended with Watts could not access higher levels in bullet point 2 of the mark scheme, which required at least 60% coverage of the chronology at Level 4 and 75% at Level 5 to satisfy sufficient breadth. This advice was clearly stated in last year's examiners' reports across all options. Many candidates were aware of the causes and events of the Watts riots, but failed to see a link to the question focus on setbacks to desegregation. Watts is regarded as one of those signal points, along with some of the other events of the so-called 'long hot summers' whereby the conservative Republicans regained their strength and challenged the legal moves that the Democrats had been making towards desegregation of the workplace and in housing, encouraging Nixon's 'silent majority' to support a backlash against Johnson's civil rights push. It should be noted from the specification that there are only four key developments which could be examined as significant issues or turning points in changing patterns of desegregation in the overall period from the 1850s to 2009, but that does not mean that support should begin and end with the events named and almost no response mentioned that the most serious obstacle to ending de facto segregation throughout the period following the landmark legislation of the 1960s was a lack of educational and economic opportunity, especially for urban-based blacks, or that legal devices put in place challenged desegregation into the 21st century. It was pleasing, however, that candidates often reached back to the civil war era to argue that slavery or Jim Crow was a far greater setback to desegregation than Watts.

A good example of responses that concentrate on depth rather than the target for Section C, which is breadth across 100 years or more.

Whilst desegregation efforts were predominantly made during the late 50s and throughout the 60s, the pattern of geographical movement of black populations, of which the Watts riots of 1965 were the product of, ensured that many of the desegregation legislative provisions placed had little to no effect on desegregation as a whole in the USA. Indeed, the remaining urban ^{race} lines in cities such as Chicago and Detroit are still present ~~today~~. A major ^{Today} obstacle was actually the most damaging obstacle to desegregation.

During the years of 1950 - 1970, the inner city populations of the black Americans increased dramatically with 12 cities experiencing an influx of over 1.8 million black individuals. This consolidated the previous movements of the great migration and created the ghettos in which ~~urban~~ ^{de-facto} segregation manifested in and inner city riots such as Watts began in ~~this~~ ^{indeed} in cities such as Chicago, Harlem and Detroit the majority of the black population lived in impoverished areas ridden with crime and high mortality. The ^{exodus} ~~influx~~ of people living in these areas, driven by the white flight to the suburbs, created hotbeds of discontent but more importantly allowed the perpetuation of de-facto segregation. Indeed, the concentration of black Americans only legitimized the ~~need for~~ ^{existence of} segregated schools because it reflected the predominant ethnicity of the area and ~~reinforced the~~ ^{created the spread of} racial divides within ~~the city~~ ^{cities -} the south side of Chicago contained 90% of its black population. This meant that when the civil rights acts of

1964 and 1968 came into force. They had little effect on the daily lives of inner city black Americans as the foundations of segregation had permeated into the very social and geographical fabric of the US. The distribution of black Americans in cities were the ^{dangling} ~~ob~~ obstacle to desegregation and the Watts riots of 1965 was the result. Indeed, the Watts area was the most deeply impoverished of the ghettos in America. The life expectancy was below middle age and its inhabitants suffered from poor housing, unemployment and crime. It was this ^{existing} reality that meant the civil rights Act of 1964 which gave black Americans equal employment opportunities and desegregated public places, did little to directly improve their lives, ^{as well as the} ~~and so~~ many other inner city black Americans. In 1965, 3,500 black Americans gathered to ^{in the Watts to} ~~for~~ riot due to the deplorable conditions they lived in. It was incredibly violent, reflecting the desperation of the people, and more than 34 ^{black} ~~per~~ Americans died and \$40 million worth of damage occurred. However, more importantly it was part of a nation-wide unrest being one of the 234 riots that broke out across 200 cities in ^{the} ~~1965~~ years 1964-1968. As ^a result of the impacts of ^{de facto} ~~segregation~~ segregation which had created the ghettos, these riots reflected the limited impact of legal desegregation at the time. Furthermore, their very nature of violence did also serve to increase the obstacle to desegregation as they damaged race relations even further - perhaps encouraging the white move to the suburbs as by 1970 80 million white inhabitants lived there. Therefore, ~~what~~ ^{the} inner city riots as a whole, not just Watts, may have increased the obstacle of desegregation that they were.

already apart of , although it is clear that the ghettoisation of cities has the most dominant role.

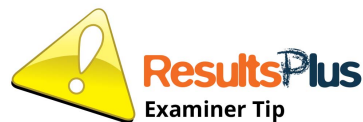
Additionally, desegregation in the years 1950 to 2009 was also had to face many political obstacles in its existence as well as the racist sentiment ~~of~~ of individuals. Whilst this was not explicitly damaging to its legal ~~success~~ success as the Civil Rights Acts of 1964 or 1968 proved, it was slightly more damaging to its implementation which was arguably so poor that there was no way it could overcome the ^{great} obstacles of ghettoisation and it became an obstacle itself. Indeed, ^{this is perhaps} ~~despite~~ ^{it} more explicitly seen in some cases to desegregate schools even after the Brown v. Board of Education case in 1954. Reflecting the obstacles the racist southern governments ^{faced} ~~placed~~, by the end of 1956 not one school in the south had been desegregated and the events in Little Rock in 1957 ^{where the} ~~proved that~~ state governor deployed state troopers to stop black students from entering the school, proved that at a national level desegregation faced many ^{obstacles} ~~problems~~ before it could make a difference. This sentiment is true throughout many of the desegregation successes of the civil rights movement, including that of public transport and interstate buses and so whilst the geographical placement of black Americans posed the greatest obstacle to desegregation of ^{socially} ~~the social~~, the ^{racist} political issues faced by black Americans made this obstacle even more potent.

Ultimately, it is clear that the concentration of black Americans within inner cities was the most damaging obstacle to desegregation in the US, even causing the riots that potentiated the

obstacle even further. However, these problems faced by desegregation were so wide spread and permanent due to the the number of other obstacles also faced - the black American population still struggle today.



The candidate would have scored at a much higher level had this been a question about the Watts riots in the context of the 1960s. Because this response concentrates so narrowly, in the main in the 1950s and 1960s, it is limited in key features, breadth, logical judgement over the whole period and the coherence of argument for a breadth question. For these reasons it is held at Level 3 overall.



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. A plan here might have helped the candidate to consider material from the 19th century, and to think of significant points beyond the 1960s. 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 8

This question was generally well answered because most candidates identified specific evidence through film, book and television titles and (less often) iconic photographs. One of the biggest problems, though, was that weaker candidates had prepared to write about books and ignored other genres in answering the question. Many candidates saw that the immense popularity of *To Kill a Mockingbird* suggests that it made a great impact on its readership, particularly as it opened up the detailed horrors of a particular 'southern' mindset to northern liberals and lawmakers. The best answers were aware of breadth by suggesting that America is still facing some of the same challenges that Harper Lee clearly addressed in *To Kill A Mockingbird*. Despite its popularity the novel was not 'the book that changed everything', as confirmed by *The Help* (2009). Nevertheless the novel served as the public awareness catalyst to the passage of Civil Rights legislation through its portrayals of injustice. Film and television were well covered as countering material to the idea of Lee's novel as the key turning point, but often there was no logic to the order in which candidates presented this evidence and many stuck rigidly to a very few books. Mentioning only *Uncle Tom's Cabin* (1852) and *The Help* (2009) as the outer coverings to *To Kill a Mockingbird* does not constitute breadth, even though the start and end dates would suggest that it does.

Here is a Level 5 breadth essay.

American fiction and film from 1850 - 2009 certainly saw some major changes in the portrayal of black Americans - The publication of *To Kill a Mockingbird* in 1960 was certainly a key turning point if a turning point is taken to mean a ~~the~~ event or period in time which marks where there was a significant change in the perceptions of black Americans by white Americans; following its publication, the decade saw a more sympathetic outlook towards black rights with the Civil Rights Acts of 1964, 1965 and 1968. Other key turning points, however, include the publication of *Uncle Tom's Cabin* in the 1850s, the release of the film *Birth of a Nation* in 1915 and the publication of *Gone with the Wind* in 1936, ~~what is really interesting though, is that~~ ~~perceptions came full~~ which marked a deterioration in black portrayal. ~~what is really interesting though, is that~~ ~~portrayal~~ came full circle in the late 20th and early 21st centuries with sympathetic portrayals in *The Help*, *Beahm* and *Mississippi Burning*.

The publication of *To Kill a Mockingbird* by Harper Lee in 1960 came at a major point of change in the history of American civil rights. The 1950s saw instances of de jure segregation overturned such as in *Brown vs Topeka* in 1954 and *Browder vs Gayle* in 1956, against a backdrop of growing sympathy for black plight. Lee's novel reflects the change which had already started taking place when it was written published in 1960, but it also promoted further change and certainly had an impact on white audiences. It portrays the racism in the Deep South in fictional Maycomb, in Alabama, where black man Tom Robinson is convicted of rape and found guilty even though his lawyer Atticus Finch can prove him innocent. The black community in Maycomb are the face of dignity and normality contrasted with the majority of white residents - who shun Atticus' motherless children simply because their father is defending a black man. By contrast, the black maid Calpurnia nurtures Atticus' children as if they were her own. The black community welcome them and Tom Robinson never swears or hits back when insulted. Despite being set in the 1930s, the segregated and racist town accurately reflects the 1960s Deep South;

The novel's huge success and the dramatic progress made during the 1960s suggest it was a major turning point in shaping white attitudes towards race relations. It was made into an Oscar winning film with Gregory Peck, and was an immediate best-seller - The fact that over 60% of Americans favoured a civil rights bill by 1963 shows how attitudes had changed.

What makes *Mockingbird*'s turning point all the more significant is what came before it. From the 1910s to the 1930s, portrayals of black Americans had deteriorated and both reflected an ugly white perception of race and reinforced and shaped a negative attitude. The film *The Birth of a Nation*, directed D. W. Griffiths and released in 1915, marked a major turning point in the deterioration of white attitudes to race. The film portrayed black Americans as stupid and fearful and ^{also dangerous} set during and after (as well as before) the Civil War, it paints the Southern plantation culture as a place of idyll which was destroyed by greedy, malignant unionist forces - for example, when former Confederate Colonel Cameron is prevented from voting;

The Ku Klux Klan was also portrayed as a chivalrous band protecting traditional values from northern ^{and black} corruption. Following the film's release, which was a smash hit - hailed by President Woodrow Wilson as a 'masterpiece' of American cinema - membership of the KKK, which had sunk into the post-war years of the 1880s and 1890s, was revived and membership soared to over 4 million. In the years following, race relations worsened, showing how the film negatively shaped white attitudes to race - the 1919 Chicago riots saw a young black man stoned for entering a white beach, and the 1921 Tulsa riots saw 1000 homes in the Greenwood black American district burned down. The idea that ante-bellum South was a place of idyll was further perpetuated by Margaret Mitchell when she published *Gone with the Wind* in 1936. A place where slaves such as Mammy and Big Sam are happy, well-treated and content shaped a nostalgic, tinted attitude that slavery had been a good thing. Published during the Great Depression, it offered a nostalgic release from reality, where handsome Clark Gable galloped around in clanking KKK escapades and Vivien Leigh represented the beauty of white.

Supremacy. The film's immense success suggests that it both reflected and negatively shaped and enforced this view of the Old South and black Americans as simple, foolish and servile. This makes the shift of attitude seen after *Mockingbird* all the more remarkable.

What is even more interesting is the way portrayal went full circle. The publication of *Uncle Tom's Cabin* in the '30s had a massive impact; it sold 2 million copies within a few years of publication, and many whites were won over to the Unionist cause by Harriet Beecher Stowe's portrayal of Tom as a kind, brave man cruelly mistreated by Simon Legree - in fact, Abraham Lincoln, upon meeting Stowe, told her that she had started the Civil War in writing it. It was also reprinted during Obama's campaign to stir up support for the first black candidate. This suggests that Stowe's novel was also a major turning point in shaping white attitudes. However, the fact that attitudes so quickly turned negative through the 20th century perhaps suggests it was not quite so impactful as *Mockingbird*: after 1960, portrayal of black Americans and white attitudes

only became more sympathetic such as with the denouncement of white southern attitude in 1980's film Mississippi Burning, the sympathetic portrayal of slavery in Toni Morrison's Beloved and the smash-hit story of the bravery and triumph of oppressed black domestic workers during the 1960s in Kathryn Stockett's 2009 novel The Help, which spent 100 weeks on the NYT best seller list. This repeated the white attitude made sympathetic by Lee's landmark novel in 1960.

In conclusion, to kill a Mockingbird was most certainly the key turning point in shaping white attitudes to black Americans and race relations, preempting a decade of Major Charge made all the more extraordinary by the perpetuation of the negative attitude shaped by Birth of a Nation and Gone with the Wind. A Place, Uncle's Tom's Cabin was important, the fact that a deterioration of relations was seen in the early 20th c. suggests it did enduringly shape perception into the next century.



This answer is an example of best practice for Section C breadth essays. The candidate has metaphorically dropped a series of bore holes down into a timeline covering almost the whole chronology to test for the best turning points in changing white attitudes to questions of race. There is a detailed consideration of the 'target' borehole (*To Kill a Mockingbird*), setting it in its historical context to indicate how it is likely to have been a key feature in change. Other turning points are similarly considered, both before and after 1960. There is a comparative judgement which argues that the earlier turning points were less permanent, and that later ones drew upon the experience of *Mockingbird*. While the conclusion doesn't quite do justice to the quality of what has come before, time constraints may have been a factor, and the judgement has occurred throughout the answer in any case. This was awarded Level 5 in all bullets.



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.

Question 9

There were very few responses to this question, but most were of a very high quality. They were able to argue that Stopes was iconic in changing women's family lives, but that she reached a narrower audience than some government legislation or other events later in the 20th century. The best candidates were very knowledgeable about Stopes, for example showing that her clinics broke down a long-standing taboo, that information about birth control should not be discussed, and should be banned under obscenity laws. Also noted was that new knowledge changed women's family lives, e.g. Stopes' book, *Married Love* (1918), was a best seller challenging the ignorance women had of their own sexuality and made them more likely to support her clinics and to take the initiative in changing family life. Better candidates noted that The Mothers' Clinic and its successors offered free birth control devices, and education to married women who were supported by midwives and that this helped to popularise birth control, changing women's family lives significantly. Many candidates remarked that Stopes' clinics were the pioneering origin of the National Birth-Control Council (1930), whose aim was to change lives by 'spacing or limiting families to mitigate the evils of ill-health and poverty'. Also impressive were the points countering the proposition, whereby many candidates offered government legislation commencing with the 1882 Married Women's Property Act, which undermined coverture, now allowing women to keep previously-owned property within married family life rather than surrendering it to their husbands. Also achieving good coverage was the Sex Disqualification Act (1919), which made it easier for women to go to university and enter the professions, enabling middle class women increased job opportunities outside the family home. The best responses also looked forward, via women's situation in World War II, to the universality of the Pill, contrasting this with the narrower range of women helped by Stopes.

Here is a Level 5 response to a breadth essay about comparative significance.

Within the time frame of 1882-2004, women of society had seen a change to their lives in the domestic sphere and whilst in the workplace. Due to the rise of feminism (feminists advocated for gender equality), females had been granted a number of benefits similar to the male counterparts. Whilst it is accurate to link Marie Stopes' family-planning clinics of 1921 as having an impact on the change to women's family lives, it can be considered inaccurate to view this factor as most significant. In order to assess which factor had been the most significant, the following will be considered: the Marie Stopes' family-planning clinics, the introduction of the NHS and the contraceptive pill, and the legislation introduced by governments. In assessing and evaluating these factors, most people will come to the conclusion that the NHS and the Pill had been the most significant change to women's family lives between 1882 and 2004.

Marie Stopes was a known ~~anti~~ eugenicist.

Eugenicists had come about after Charles Darwin's ~~assert~~ claim that evolution occurred as a result of 'natural selection' which had led to ^{the} 'survival of the fittest'. Stopes had appeared on TV with the ~~claim~~ claim of her desire to "clean up" Britain. By this, she meant that the poor were the 'weak' and shouldn't be allowed to reproduce; ~~and~~ ^{while} the rich were the 'strong' and should be encouraged to reproduce to ensure Britain was a strong nation, as many nationalists would also believe. Stopes' created the 'family-planning clinics' with an aim to prevent the 'weak' women from birthing any more children. This predominantly had an effect, therefore, on the poorer women of society who were being discouraged from having children. The impact that the family-planning clinics had on the upper-class and middle-class women could be considered almost negligible. The clinics, however, did pave the ~~way~~ ^{way} for the contraceptive pill. The Marie-Stopes' family-planning clinics therefore had a significant impact on the lower-class ~~and~~ women's family lives, but remained non-impactful upon the richer ('stronger') women of society, which therefore means that this factor cannot be considered to have been the most significant change to women's family lives ~~at~~ ~~not~~ between 1882-2004.

The NHS had been created in the earlier half of the 20th century, aiming to provide free healthcare to the citizens of Britain. The most significant factor that the NHS had introduced was the contraceptive pill, which had originally been priced at 2 shillings, and only prescribed to older, married/engaged women. In 1971, it is estimated that 50,000 women were using the contraceptive pill. When the pill became free to all women, married or not, in 1974, the number increased by 10 times to show an estimated 500,000 women were using the contraceptive pill. The combined pill, as provided by the NHS under their act that introduced new decisions, had enabled women to become the owners of their own bodies, with them making the decision on when she wanted to become pregnant. The significance of this ~~new~~ change had also meant women could have more time at home doing other things, instead of nursing a child she may not have wanted. The NHS also introduced 'Well-Woman Clinics' which had offered free advice and care to women from female doctors. The clinics would be able to aid women with a range of topics including: breast disease, menopause, and contraception. As women were not offered sexual education, this enabled women to find out more about their own bodies. The impact of Well-

Womans Clinics on the family life of women was that it educated women so that they could make their own personal choices about what they wanted to do with their bodies, and offered them health care advice on their physical health too. Therefore, the introduction of the NHS as a single factor which included the ~~its~~ creation of the free combined pill and the Well-Women ~~di~~ Clinics, is viewed by many to have ~~been~~ ^{been} the most significant factor that changed women's family lives, due to the ownership it gave to women of their bodies.

Government legislation could be considered as, although not most significant, having changed the family lives of women. The Married Woman's Property Act had meant that the property of a woman remained under her name, rather than passed over to the husband. It also meant that the property could be owned/purchased under the woman's name legally. This act meant that women were able to own their own property without the threat ^{possibility} of the male being able to legally claim it as his own after marriage. The Divorce Act of the 1970s had secured the grounds for equal divorce for women, stating that ~~both~~ divorce would be

granted after 2 years if both parties wanted it, and after 5 years if only 1 person desired the divorce. This legislation enabled women to escape an unhappy marriage, giving them more control and equality to ensure the divorce. The equal split of wealth would also take into account the woman's domestic work, which therefore ensured that she would not be left with nothing after the divorce. This would have offered financial security until the female could find permanent accommodation.

The Homeless Person's Act (Housing Act) of the 1980s had meant that abused women and children were given a right to state-funded accommodation for a temporary time; it also allowed injunctions to be made against the abuser. This act had changed women's family lives as it offered an alternative option to remaining at home, as the government had recognised that victims of abuse often had nowhere safe to go to escape the abuser.

In relation to the above legislation, marital rape was legally criminalized in 1991. Women were previously victims of marital rape, but was not considered a crime due to the relationship between the two participants. After 1991, women were able to report marital rape and have the husband

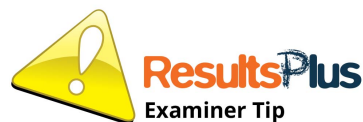
punished as a result.

Therefore, despite legislation introduced by the government certainly changing the family lives of women, it is more evident that more legislation had focused on the working lives of women, presumably as a result of feminists' primary goals to ~~and~~ gain equal treatment in the workplaces rather than the home.

Paragraph // To conclude, after evaluating the impact the aforementioned factors had on women's ^{family} ~~personal~~ lives, it is clear that the NHS had ensured women were subject to positive change that would leave women in more control of their bodies and their family lives at home. The government legislation can then be considered to have ~~the~~ more significant change on women's family lives than the Marie Stopes' family planning clinics. Therefore, I disagree with the opinion that the Marie Stopes' family-planning clinics had caused the most significant change to women's family lives, as a result of having only benefited the impoverished, 'weak' women of society.



This answer is an example of best practice when a candidate is considering comparative significance over a long period. The first page outlines clearly where the debate is leading, and the rest of the response lives up to that billing. Marie Stopes' clinics, the target feature, are clearly assessed for significance before the other key features mentioned in the introduction are mined for their comparative significance, covering most of the chronology. There is excellent use of both qualitative and quantitative evidence to suggest that Stopes' clinics were not, in fact, the most significant feature in change. There is a pithy conclusion suggesting that the main reason for this judgement is in the comparatively narrow audience for change as a result of Stopes' work. Although there is an occasional diversion away from family lives, small weaknesses are allowed for in the Level 5 mark scheme to indicate that even the best answers are not expected to be perfect.



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 on **affluence** and some did not know the meaning of the word, despite it being part of a key phrase in the specification. Those who did understand most usually said that the Holiday Pay Act of 1938 gave poorer British workers one week's paid holiday a year. This was a significant point for leisure. Some responses also showed that 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 of more enduring significance. Candidates often linked developing technology to affluence by explaining that one cannot have one without the other. The most often cited issues, though, were the arrival of the motor car and air travel linked to package holidays. And this is where the greatest problems lay, as candidates forgot to focus on leisure in the home. Some did at least say that as a result of these developments leisure time increasingly moved out of the home, but generally focus was lost.

A Level 2 response which pays insufficient attention to the wording of the question.

During the years 1882-2004 there were many changes to society, technology and leisure. Two world wars promoted the idea of gender equality through the enlistment of women workers and the leap in aerospace technology provided cheaper and cheaper forms of civil aviation. However, the changing patterns of family leisure can be mainly attributed to the increase in affluence among all classes post-war. Without this people would not have been able to purchase cars or televisions, the two most influential elements of changing leisure.

One reason increased affluence can be seen as responsible for changing patterns in leisure is through the relaxation of time away from work. After the Holidays with Pay act (1938) workers could take paid holidays off work. This was significant as it ensured

people time to relax and get away from home if they wanted to. This was shown by the boom of railway usage used to travel to seaside resorts. This change in the law ~~also~~ meant that more people spent time ~~at home~~ away from home engaging in leisure without travelling. An example of this was the rise of cinema as a leisure activity, with more people using film as a way to escape the home and everyday life. The implementation of holidays with pay created more affluence and encouraged a harder work ethic, as a result more people felt secure in taking time off as they would not be forced to become in financial difficulty.

Having said this, it can also be said that developments in technology had a far larger effect upon leisure than changes in affluence. One key example of this would be the development of mass produced cars. These became cheap to the public post-war, when trade reopened and more goods were

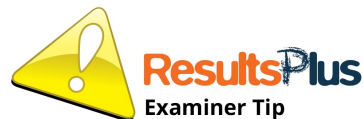
imported. The increased ownership of cars effected all areas of society, it lead to the development of suburbs as people did not need to live close to the railway to get to work. However, this change also effected family leisure. Instead of having to holiday at home all classes could afford to go away for the weekend or the day to places much further away. This was demonstrated during the 60s-70s in which many people began to buy caravans so they could holiday wherever they wanted. This lead to the creation of caravan clubs across Britain and legislation having to be brought in to control the swelling numbers. However, it can be said that people were only able to afford this due to the rise in affluence. Evidence in this is shown by the fact that more working class families regularly caravaned, demonstrating that even those with the lower paying jobs in society could now enjoy a more varied holiday.

Another way technology effected home leisure during this period was through

the increased ownership of televisions. This significantly effected the nature of society interactions, as many people watched the same programmes. This lead to the rise of soap operas such as Emmerdale, these were relatable to the public as they presented everyday issues that were relatable to them. The rise of TV lead to a significant change in male leisure. While men had stereotypically gone to the pub after work to socialise and women would stay at home. Now more men now spent time at home to enjoy popular programmes that were part of everyday conversation. Supporting this was the improvement in home conveniences, with technology such as central heating and double glazing providing a far more inviting home to return to. As a result, more people spent evenings at home rather than out.



In broad terms, the gateway to Level 3 and above in Sections B and C is the ability to join the debate about the second-order concept. Here the candidate was being asked about the significance of affluence as a cause of changes to leisure in the home over a period of more than 100 years. But the answer exclusively covers a short postwar period and concerns itself mainly with leisure outside the home. Clearly, the debate at the heart of the question has not been joined and the answer was assessed at Level 2 in all bullet points.



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 leisure in the home is important. With this vocabulary it is not justified to argue that technology involving transport was most important. If the question phrasing had asked for a judgement on how far technology caused a change in (all) leisure activities, that support could have been used, but this was about how increased affluence related to home leisure. 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.

Paper Summary

Based on their performance on this paper, candidates are referred to the advice offered in the first examining session last year. Many candidates this year have not heeded some of this advice in the light of their predecessors' performance. This advice was:-

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.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

