



Examiners' Report

June 2019

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 A Level Paper 3:39, which deals with 39.1: Civil rights and race relations in the USA, 1850–2009 and 39.2: Mass media and social change in Britain, 1882–2004.

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.

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. In Section A advice about source analysis, with its 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. One piece of often-repeated advice is clearly not getting through: **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', ie 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 the 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. As the new specification is now fully bedded in, we have mainly chosen examples of the very best practice to illustrate most of the examiners' comments.

Question 1

Strong responses had a clear focus on the value of the sources in terms of revealing the nature of race relations in Chicago in the 1930s and the impact of New Deal welfare on black Americans, but most candidates were much better on the second enquiry, many failing to see that the first one was confined to Chicago and so did not need lengthy explanations about why the source was limited because it did not consider race relations in the South. 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, that the creation of the Congress of Industrial Organisations, the Wagner Act and the National Labour Relations Board brought benefits to unskilled workers, a disproportionate number of whom were black; or that race relations remained poor in Chicago during the 1930s as deprivation brought out the worst in the some of the poorest whites, so that lynching of black citizens rose to levels not seen since the First World War. Comments about provenance were thoughtful and may have considered that, as a sociologist, Cayton should take an expert detached view of the nature of the Depression without his views being coloured by his personal experience. At lower levels, candidates often also made stereotypical comments about a black American's view being one-sided.

This Level 5 response is a model of best practice.

The source is highly valuable for revealing the violent race relations between African Americans (AAs) and whites in Chicago during the 1930s, as well as the positive and negative impacts of the New Deal on AAs. To judge to what extent the source ~~is~~ shows both factors well, it must reveal the race relations of most Chicago citizens and accurately convey the impacts of the New Deal not just in Chicago, but across the US. While the source does the former to a great extent, it is more limited in showing the latter.

The source is highly valuable for revealing that violent and unequal race relations in ~~the~~ 1930s Chicago. The claim: "it was a ~~more~~ warehouse" infers that Chicago ~~is~~ unequally treated AAs by ~~the~~ providing with lower quality of living ^{and} ~~if~~ this is true because ~~the~~ ~~had~~ 90% of ~~the~~ ^{the South Side} buildings had no electricity, plumbing or running water and due to such poverty, an AA ~~he~~ was twice as likely to die at a young ~~and~~ age ~~and~~ 4 times more likely to catch tuberculosis, and would on average live 10 years younger. Moreover, the reference to police riots ("the police came from all directions") is

very accurate in its description of 1930s Chicago because riots in the Chicago ghettos throughout the 1930s killed over 1,000 AAs. Thus, the source here compellingly conveys the horrendous violence and inequality suffered by AAs in Chicago. The source was written by Terkel, who is supposedly a historian who is very knowledgeable on the subject, and uses an interview with Cayton ~~and~~ (who ~~→~~ visited Chicago in the 1930s) and ~~→~~ is therefore very well-placed to comment. Thus, ~~suppose~~ the source, supported by evidence and reliable provenance, is enhanced in its credibility is showing the first factor.

However, the source is also partly limited in showing the first factor due to provenance and contrary evidence. The claim that "they [African Americans] were evicted" is misleading because it suggests that AAs were unfairly treated and constantly evicted during the 1930s. While this did occur, the Great Depression put 25% of the US in unemployment and thus, both whites and AAs were constantly being evicted at these times (the PWA ~~has~~ launched a housing project in Chicago and by 1940, roughly 30% of ^{new} housing was occupied by AAs and the Resettlement Administration in 1935 Chicago ran projects to see that ~~the~~ evicted AAs were safely rehoused). Moreover, while Cayton did visit Chicago, the term

"went to" suggests that he did not live there and this decreases the authenticity of the source's claims on racial tensions since he ~~would~~ likely had little understanding compared to an inhabitant of Chicago. Thus, the source's claims, while not incorrect, are limited because they misleadingly depict AAs as entirely suppressed by whites during the Great Depression, an inference which is countered by evidence and not supported by provenance.

On the other hand, the source is highly valuable for revealing ~~that~~ both the positive and negative effects of the New Deal on AAs. The claim that there was "injustice" likely refers to the unequal money welfare distribution of the FEPC (AA in Georgia and Mississippi got 30% less of the \$4 billion relief than whites), while the ~~is~~ line: "the Negro ... wouldn't see a great difference" is corroborated by the quote of one Georgian AA ~~at~~ at the time: "most blacks did not even know the Great Depression had come". ~~As such~~ Thus, the source accurately shows the limited impact of the New Deal in boosting the living conditions of AAs. Moreover, the claim: "the WPA came along ... and Roosevelt became a god" is compelling because the WPA taught over 250,000 AAs to read and write, giving them pay so high that whites said they would no longer accept

cotton picking rates. Thus, this highlights the benefits brought by the New Deal. ~~Finally~~ (After this, FDR got 70% of the AA vote in 1936).

However, the source is limited because it does not give a compelling portrayal of all of the New Deal benefits and limitations. The reference to "evictions" in Chicago does not fully indicate the scale of rural evictions (the AAA evicted 200,000 IA sharecroppers from 1933 to 1940). Furthermore, the claim that Negroes had primarily "unskilled work" in Chicago New Deal agencies is accurate, but does not indicate the far bigger inequality in the South (AAAs got only 5% out of the 10,304 skilled WPA supervisory roles in the South). The reason for these narrower views are due to the focus of the source (it intends to explore the New Deal in Chicago and not anywhere else). Thus, the source, due to its aim and narrow focus, is less valuable for being a fully valuable reflection of how the New Deal was implemented across the country.

In conclusion, the source is highly ~~too~~ valuable for revealing the violent and unequal relationship between AAAs and whites in 1930s Chicago and the positive and negative impacts of the New Deal. While the source is also partly limited in showing

The first factor due to contrary evidence and provenance, it is far more limited in showing the second factor. This is because it only looks at Chicago and so therefore does not fully represent all New Deal impacts on AA welfare across the country.



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. Notice that the candidate assesses what weight the evidence will bear partly by discussing the provenance, but also by questioning inferences through the use of contextual knowledge (eg questioning the idea that eviction of black American tenants was purely and only a racist issue in the context of the Great Depression). The candidate has a thorough knowledge of the values of Chicago society. Analysis of the provenance shows that the candidate is aware of the value of Cayton's experience and the effect this has on what he says.



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 2

Weaker responses did not have a clear focus on the influence of Lord Haw Haw on his British wartime audience and the attitudes of British people towards him in 1945. Such candidates did not understand the need to make inferences from the source, for example that it indicates that people found it hard to disbelieve what he was saying. Most candidates perceived that the source provides evidence that most of the British audience was profoundly uneasy about the creepy presence of Joyce in their homes. Many candidates failed to make inferences and simply supported quotations with their wider knowledge about a figure of fun known as 'Lord Haw Haw' who, as a result of the intonation of his voice, was widely parodied by comedians. Weaker candidates gave little weight to the source simply because the writer was writing entertainment for a magazine. Others missed out any comment about the provenance. However, stronger candidates noted that, as this source is written after the end of the war, West reveals a certain hubris in her description of the cowardly Joyce supporters. Also mentioned was the fact that reporting for an American audience, West may have dramatised the court's response. On the whole, contextual knowledge was strong in the view that the scale of Joyce's impact on his British audience alarmed the government and that he had access to allied military disasters long before the BBC was forced to report them, but less was mentioned about the fact that Joyce maintained a wide impact because the Political War Executive did not jam his Radio Hamburg broadcasts, fearing German retaliation that would undermine Sefton Delmer's reciprocal propaganda.

A succinct and beautifully structured Level 5 response.

The source details the treason trial of William Joyce, also known as Lord Haw Haw, who during the war produced white propaganda on behalf of the Nazis through his radio station Radio Hamburg. ~~It reveals~~ As to whether it ~~reve~~ is valuable in revealing the influence of Lord Haw Haw, I would argue it is not valuable as it overestimates and exaggerates the influence Lord Haw Haw did have.

The provenance shows the source to be an article from the American "New Yorker" magazine which suggests the content will seek to convince people of a certain viewpoint or argument. The fact that it's for an American newspaper does suggest the source has some value since more will need to be explained by the author for its readers to understand since the Americans were never subject to such broadcasts unlike the British. The fact that the author of the source, Rebecca West, was also British is a strength and makes it valuable since she was likely to

have experienced and listened-to first-hand the ~~brod~~ broadcasts and effect they had on the general public. The date of the source indicates that the trial took place soon after the war in September 1945 which means the effect Joyce had on the population could still be felt as it wasn't too long ago. Overall the provenance seems to indicate that the author is in a good position to account for the ~~procedin~~ influence held by Joyce due to being British, and the events of the war still being fresh in the mind and writing for an American audience who need more information as they never experienced it.

West argues in the source that Joyce had a significant influence due to a large audience, specifically "All of us in England". She is not wrong since 18 million tuned in to hear Joyce's ~~brod~~ broadcasts that typically began with "Germany calling!". However she does not state whether this was true across the entire period of the war since the BBC in response to Joyce started the Postscript to the News led by JB Priestley ~~in~~ in the same timeslot which had 10 million listeners

by the end of the war which contradicts West by suggesting "All of London" did start listening at the start of the war ~~the~~ but this decreased over time suggesting he lacked a constant influence over the UK, ~~this~~. This ~~undermines~~ suggests the source is not valuable since influence over time isn't considered.

West also argued one of the reasons for his influence was the "captivating quality about his voice" which "made it hard not to go on listening". He also held his audiences captive by telling people news that was "terrible to hear" for the news in the paper confirmed it". Here the source is somewhat accurate and has some value since Joyce did tell people about the loss of Arras and Amiens before the BBC did 12 hours later. Equally the ~~fact~~ fact that 23% listened to him ~~as he was a~~ ~~medi~~ to hear the German point of view suggests success in influence as people in the UK have the attitude that he ^{was} ~~is~~ a credible news source. However the public did not find his voice captivating, instead 58% of people listened to him as his voice was funny as noted by a Mass Observation and a further

50% listened to him because everyone else did. All of this contradicts the author's opinion that Joyce was "captivating" ~~and suggests as the knowledge~~ and instead suggests people held a comical rather than serious/respected attitude towards him and that his influence among the large amount of listeners was actually ~~non-existent~~ much smaller since a smaller proportion were the only ones to take him seriously. Overall the source is somewhat valuable since it reflects how ~~some of~~ he held influence among those that took him seriously but other than that the audience never took him seriously.

West's final observation within the source is the presence of "Joyce's followers" who "cried out with rage". It is true that Joyce did have some support at the start of the war since a 1939 Mass Observation found that 37% agreed the war was ~~is~~ a Jewish conspiracy and the presence of the Daily Mail Anti-Haw Haw campaign implies a significant proportion of people held a positive attitude towards Joyce. Again though this had diminished to 5% of listeners actually agreeing with views privately by the end of the

war which contradicts the source by suggesting attitudes changed to a more negative view as his influence in Britain waned. Overall the source is not valuable as it overestimates and shows positive attitudes of the public towards Joyce without mentioning the negative ones and how they'd changed over the war.

In conclusion the source cannot be seen as ~~useful~~ valuable despite its ~~pro~~ ideal provenance due to the one-sided nature of the source. It implies Joyce had a significant influence with the British people fearing him but the reality was that most people mocked him and any influence he had waned over time.



A very well-argued response which makes valid inferences before debating their value with contextual knowledge, which is also used to support evaluation, not only by enlarging on the provenance, but also by making sustained attempts to confirm or question the author's viewpoint.



Look at the detail of the provenance of the source to see what might give weight to the source - eg in this case the timing and intended audience. 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 3

Weaker responses indicated two main problems in this question. First, **the target focus on federal government Reconstruction was not widely understood**, so some candidates took that to mean just the constitutional amendments while others just the actions of Radical Republicans. Secondly, candidates perceived the question as an excuse to write a rehearsed essay on whether or not Reconstruction was successful. Comparatively few candidates noticed that the question asked whether it was federal government action or some other factors that led to improvements for black Americans. **Most candidates simply weighed whether or not Reconstruction was an improvement, a distinctly different focus.** The most successful candidates understood the need to balance the stated factor of federal action against, for example, the church giving black Americans their first taste of self-help activities and a sense of community, or that black education was supported mainly by philanthropic northern-based organisations. Too many candidates not only missed the focus, but also went widely out of period by noting that Supreme Court decisions were hostile to black civil rights, eg Plessy v. Ferguson (1896).

A logically argued, sustained response at Level 5.

The role of the Republican reconstruction measures were vital in improving the lives of blacks and extending ^{economic support and} civil freedoms particularly against hostile ex confederate states and the Democrat president Andrew Johnson. However, the role of important ~~the~~ black institutions and self-help groups as well as northern church charitable organisations also played a key role in improving black lives.

President Johnson's veto of the Freedmen's Bureau Bill was overturned by the majority Republican congress. From 1863, the affairs of blacks were in the hands of the Freedmen's Bureau which consisted mainly of federal army men. They furnished basic food, clothing and shelter also spending 1/3 of their budget on education. ~~But~~ As a result between ~~1860-80~~ 1860 - 1880 black ~~the~~ illiteracy rates fell from 90% to 70%.

The passing of the 1867 Military Reconstruction Act ~~was another~~ meant that 10 Southern, ex confederate states were put under the control of the military in 5 districts. ~~The fed~~ ~~federal use of~~ They were ~~only~~ also barred from sending representatives to the US senate unless they agreed to ratify the 14th amendment, which ~~provided~~ stipulated equal protection ~~and~~ under the law. ~~and the right~~ ~~in the~~ ~~ground~~ They were also required to write up new state constitutions that banned discriminations towards blacks; ~~and~~ in the following years all 10 states complied which particularly improved the lives of Southern blacks who constituted about 90% of the US black population.

The 1867 Command of the Army act also limited the power of Johnson, who supported the readmittance of ex confederate states on lenient terms. ~~the~~ The act stipulated that all military orders were to pass through Ulysses S Grant, the Republican army general. Grant was subsequently elected president ~~in~~ in 1868 winning narrowly thanks to the black vote. Grant ~~played~~ ~~played~~ played a

vital role in pushing through the 15th amendment, which granted ~~to~~ banned discrimination on the basis of race on the vote. ~~That~~ This particularly was vital in improving the lives of blacks as following the ratification of the 15th amendment in 1870, 700,000 blacks were now eligible to vote, 100,000 more than whites.

However, congressional efforts were not enough and the contribution of black churches and ~~the~~ black politically active black ~~the~~ church ministers such as Tunis Campbell and Henry Mened Turner was also important. Campbell and Turner pushed for funding in education. ~~the~~ for Campbell also pushed for releasing those imprisoned for debt. Another prominent figure was Mississippi's John Roy Lynch who helped set up over almost 230 black schools which aided in improving the poor education system of blacks.

Self-help groups also, to a lesser extent played a role in improving the lives of

black Americans - as they took their own initiative and set up schools, ^{bought} ~~and~~ ~~disused~~ land and disused buildings.

They also helped, set up sickness and ~~for~~ funeral saving clubs which taught blacks in rural areas how to better ~~or~~ manage their finances. Debating societies were ~~at~~ also set up increasing black political engagement.

Northern charitable and religious groups also played a role in the improvement of black lives. The American Missionary ~~Assoc~~ Association (AMA), cofounded Fisk a black college which was spread across the ~~so~~ Southern states. The First Congregational Society in 1861 ~~a~~ founded Howard university which also much like Fisk was spread throughout the South, improving ~~the~~ the education of blacks. and ~~increasing~~ increasing job prospects.

In conclusion, It can be ~~seen~~ reasonably ~~as~~ asserted that the role of the ~~federal~~ federal government was undoubtedly the most vital in improving black lives as the 13th ~~commandment~~ abolished slavery, ~~and~~ ~~the~~

The 14th extended equal protection and citizenship and finally the 15th amendment granted ~~vote rights~~ banned racial discrimination but regarding the vote, out all of which addressed the biggest issues ~~met~~ faced by black Americans. Though black institutions did also help in terms of education, as well as Northern charitable organisations, the impact on improving black Americans lives was incomparable to ~~the~~ the role of the federal government.



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This is a beautifully constructed response where the candidate uses a 'for the stated factor versus other factors' approach in a series of well-chosen and linked paragraphs. The introduction makes it crystal clear that the candidate has understood the focus of the debate. Then, beginning with what he or she believes are the most important elements of federal Reconstruction, the candidate assesses the political and social and economic improvements that came as a result. Next, the counter viewpoint is clearly explained by the use of three factors outside the control of federal government efforts. Notice there is also an attempt to make comparative judgements about the relative importance of some of these factors. The essay is rounded off logically with a well-judged conclusion to the merits of the debate through a review of the key features, outlined in the introduction, that were supported throughout the response.



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 improvements in black American lives is important. With this vocabulary it is not justified to argue that federal Reconstruction did not work. If the question phrasing had asked you to judge how far Reconstruction was successful, you could have argued this. But the question asked for the relative merits of federal Reconstruction in improving lives against other criteria in improvement, such as self-help. 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. Take a highlighter pen to the exam paper to emphasise key phrases in the question.

Question 4

Candidates often found this question relatively accessible, with some excellent knowledge about whether the status of black people in the United States changed in the years 1954–63. Most responses understood that Supreme Court cases and incidents such as the Montgomery Bus Boycott brought change, but only the best candidates weighed these outcomes in some degree as tokenism. They also perceived that many black Americans continued to find their voting rights challenged by intimidation or legal loopholes, especially in Southern states. Weaker candidates merely offered the campaigns of SLCC, CORE and SNCC, without linking them to changes in status. Some stronger responses moved out of the South for their examples and mentioned that both rural and urban black Americans remained disproportionately poor, that restrictive covenants kept blacks out of new Levittowns and that majority black inner-city ghettos remained poverty-stricken.

A judiciously debated Level 5 response.

While the federal government was yet to pass the transformative
Legislation of the 1964 and 1965, it would be impossible to say
that the status of black people in America between 1954 and 1963
had changed significantly. To assess this change of status it is
important to separate the status of black Americans into the
subsets of social, political and economic status.

The economic status of black Americans was radically altered
between 1954 and 1963. The decision of *Brown vs Board
of Education* in 1954 was a leap forward in economic
equality as it deemed segregated schools unconstitutional and
reversed a Supreme Court precedent dating back to 1896. With
the wildly unequal funding and reputations of black high schools,
the ability to attend formerly white high schools radically
improved the economic opportunities of millions of young black Americans.

While much of the country desegregated relatively quickly, opposition
to segregated schools was fierce in the South with White Citizens
Councils opposing desegregation amounting to 250,000 members in 1969.
Governor Faubus's refusal to allow 9 black students into Central
High School reflected the popular opinion of Arkansas and the
South. The tensions even in Little Rock caused and the

subsequent closing of Central High demonstrated the limits placed on black economic advancement by white resistance in the period. The Montgomery Bus Boycott of 1955 and the Greensboro sit-ins also demonstrated a new form of ~~the~~ protest with black Americans using their consumer power to advance their economic status. The unity of Montgomery would lead to Rosa Parks and the 70,000 students who took part in the sit-ins forced the desegregation of Wake Forest's lunch counters in 1961 and the desegregation of public places in over 160 cities. Both these events drastically increased black Americans economic freedom as consumers. However, while much of the economic change took place in the South, the North saw the continued worsening of ghetto conditions and the ~~continued~~ exodus of white America to the suburbs. As 33% of the country lived in suburbs by ~~1950~~¹⁹⁶⁰, black Americans were excluded and forced to remain in overcrowded, poverty stricken inner-city ghettos with little economic advancement in the period. While little change occurred in the North, it would be impossible to say that the economic change in the South did not constitute a significant advancement in the status of black Americans in the period.

The political ^{advancement} rights of black Americans ~~was~~ suffered a ~~state~~ stagnation during between 1954 and 1963. Much of the ~~political~~ voting restrictions levied at black Americans in the 1890s remained in place. The South was dominated by white Democrats who would do very little to ~~prevent~~ advance the political status of

black Americans. While black Americans had very little representation in politics, their protest and activities would draw media attention to ~~these~~ discriminatory conditions in the South that would generate wide sympathy and support. The Birmingham protest in 1963 would generate government sympathy that the Kennedy Administration admitted was the main reason for the passage of the Civil Rights Act in 1964. The federal government would also aid the black activists through Attorney General Kennedy's push for desegregated interstate travel during CORE's 1961 Freedom Rides. While black activists would gain some support in government, the complete lack of direct representation and southern voting rights was a significant blow to their political status. The failure of the federal government to support the Freedom Summer initiative of 1963 also demonstrated divides with the government over civil rights issues. While black Americans were ~~finding~~ ~~no~~ ~~representative~~ alliances in the federal government, it can be said that the political status of black Americans advanced radically until the 1965 Voting Rights Act.

While extreme social discrimination ^{remained intact} ~~existed~~ in the South during the period, the exposure of this discrimination would generate popular sympathy and lay the groundwork for the advancement in the social status of black Americans. The horrific violence black Americans suffered in the South was demonstrated explicitly by the Freedom Riders of 1961 and the protests of Birmingham in 1963. In both cases, activists sought to provoke white violent backlash in order to expose the extent of racism and generate support for ^{the} ~~and~~ ~~the~~ civil rights movement.

Southern white treatment of black Americans was personified by the Birmingham police chief 'Bill' Connor and the violent treatment of protesters in 1963 would be widely broadcasted. The Northern sympathy that generated would lead to 68% of the population supporting the Civil Rights Act in 1964 and the 1963 March on Washington having a white turnout of over 70,000. Civil Rights leaders like Martin Luther King gave a good impression of black Americans to the wider ~~pop~~ public and by the end of the period, the social status of black Americans in the North had undoubtedly improved as support for the civil rights movement increased. The ~~status~~ social status of black Americans did improve in the period despite the continuation of the widespread discrimination laws implemented in the South.

Overall, while it cannot be said that black Americans ~~underwent a complete transformation~~ underwent a complete transformation in their status between 1954 and 1963, the build up of the civil rights movement would generate regional advances in the economic and social status of black Americans in the North. Even though very little economic progress was made in the North, the support generated for the civil rights movement would raise the public perception and social status of black ~~American~~ Americans in the North. While the most significant legislation was yet to come, it can be said that little change was made to the status of black Americans in the years prior.



In a clearly constructed essay the candidate sets out the criteria for judgement in the introduction and carefully follows through on each one in a series of linked paragraphs. Each criterion (economic, political, social status) is debated for relative change, so that the whole argument is sustained throughout the essay. Notice that in the concluding judgement the candidate uses nuanced phrases like 'complete transformation', 'marginal advances', 'little change' and 'yet to come' in order to assess comparative change.



Think about how to structure your essay – should it be organised around factors for causes or does it require a yes (it did) - no (it didn't) response? Or perhaps, as in this case, it requires a how much change (this much, but not that much) approach. This will ensure that your answer is well focused and reaches a clear judgement.

Question 5

Depth questions in Option 39.2 continued 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 use of satire by the media against the church. The majority of candidates knew about satirical programmes on TV. Better candidates argued that television comedies and films merely played on an existing stereotype well known to their audiences, so they had little influence on popular attitudes to the church. Those fully discursive responses often had a detailed knowledge of relevant programmes, as well as other media. The best responses had studied the most influential work on the changes in popular attitudes towards the church, the seriously scholarly *Honest to God*, by the Bishop of Woolwich.

This Level 5 response possesses the sustained width and depth that carries it to full marks.

- Plan: - Satire simply reinforced a long term, underlying
feeling of general secularisation which had been
growing since the First World War.
- ① Satire: 'Christy Miller', 'Oh Father' - Monty Python 'This'
often tackled controversial issues and did controversial
so with religion but simply reinforced
existing attitudes. Honest to God by → 'trendy priests'
↑ Bishop of Westchester
- ② Church reforms: Christian Church - Roman
Catholics largely stayed the same
affected faith shapes.
- ③ Alternatives to Church - desecularisation: Callum Brown
suggests magazines
feature of
'keep Sundays
Special' etc

The 'satire boom' of the 1960s is often credited
as a turning point in the change in ~~deep~~ deference
felt for various figures of authority including
politicians, the monarchy and the church. However,
the church is the area in which the use of
satire by the media was least influential in
changing popular attitudes. Although there are
many examples of the use of satire revolving
around the church and religion, satire simply
reinforced long term, underlying general secularisation

which had been growing significantly since WW1.

Popular satirical shows in the media often highlighted controversial issues and attempted to undermine authority figures. These uses often developed on the already established stereotypes of ~~the~~ clergymen in order to create entertaining content. Characters such as the 'bumbling priest' ~~was~~ were already instantly recognised by the British people from influential fiction from the early century so there was much room for comedy. This was made use of in various sitcoms surrounding religion such as 'Oh Brother!' and its sequel 'Oh Father!' In addition, the famous Monty Python sketch of 1969, imitating the arrival of the Spanish Inquisition was hugely popular and entertaining. ~~£~~

However, by now ~~there~~ there was already a feeling of general secularisation amongst the British people which had been growing more and more since the two world wars. For example, a 1949 Mass Observation called 'Puzzled People' found that the majority of the

population were either deeply confused about religion or chose not to think about it. Therefore, this ~~satirical~~ comical mocking of religious institutions by programmes such as 'Monty Python' were not revolutionary, transgressive views. Instead, they were merely mirroring the social attitudes which had already been codified and established.

One sketch which would provoke much criticism was by David Frost on the popular satirical programme 'That was the week that was' which launched in 1962. In the sketch, Frost compared religions on live TV as though they were out of a consumer goods magazine. Whilst many found the sketch entertaining, it did invite a lot of criticism that it was disrespectful. However, much of this criticism came from an older generation. Younger generations who had been born or grown up in ~~or through~~ chaotic wartime periods were increasingly critical of religion and TV3 instead merely reflected the ability of the new post-war generation to mock authority figures and their ~~disbelief~~ ~~or~~ ~~versus~~ disbelief in religion. Therefore, although use of satire in the media

did certainly reflect social attitudes towards the church, it was not particularly influential in changing them. Instead, it merely built on developed, underlying ~~feelings of~~ secular attitudes which were now emerging, for comical and entertainment value.

Alternatively, Christian churches did initiate or participate in certain ~~social~~ law reforms throughout the decade, simultaneously to the 'satire boom', in an attempt to make the church more relevant in the lives of the new generation. For example, in Protestantism, the Bishop of Woolwich published a highly influential book called 'Honest to God' which instantly became a bestseller. In the book, he called for a change from the supernatural side of Christianity to a more personal appeal and much of the public agreed with this new concept. In addition to this, and perhaps as a result, there was the appearance of so-called 'trendy priests' like the Reverend 'Bill' who ran a youth biker's club. These efforts by the Christian church and the circulation of new ideas of how the 60s generation could incorporate religion into

their lives and were relatively popular, for a short while, changing social attitudes towards the church in a positive manner.

However, the Catholic Church struggled to cope with modern changes as effectively. Pope John summoned the meeting of the Vatican II which gathered in 1962 to discuss aggiornamento or 'bringing up to date'. Perhaps one of the biggest successful changes was to celebrate mass in the vernacular rather than traditional Latin, opening the celebration to others.

However, the Catholic Church was steadfast in its choice to continue to forbid the use of artificial contraception. By this time in the 60s, particularly in middle class families, women were regularly using the contraceptive pill and abortion was made legal in 1967, not fitting the guidelines of the Catholic Church. Because of this, the Catholic Church alienated itself from two groups of people: the younger, progressive generation who couldn't stick to the strict guidelines, and also the steadfast, faithful Catholics particularly of the older generation who didn't approve of new relaxed attitudes. Therefore, in some ways, various Church reforms changed social attitudes.

for both the better and for the worse but certainly affected more change than the use of satire. The Church reforms provoked the changes in social attitudes that the various satirical platforms were keen to reflect.

Finally, alternatives to Church attendance also acted as a demoralising force which gradually decreased non secular faith. Church attendance was declining dramatically. For example, in Battersea in London, attendance was one of the lowest rates at 3% of the residents attending at least once a week. As Callum Brown suggests, this is potentially down to the increased popularity of lifestyle magazines for girls and women, taking up more of their leisure time and inducing a more relaxed social attitude towards Church attendance. In addition, various schemes were beginning to falter such as 'keep Sundays special' which prevented the opening of shops on a Sunday, reserving it for Church. Because of these temptations lifestyle alternatives, social attitudes towards the Church became more relaxed and meant that people weren't

as strong in their faith.

Ultimately, satire was helpful in reinforcing the social attitudes towards the Church that were beginning to emerge in the 60s. This was added to and fuelled by alternative opportunities like magazines and leisure. The attempts to reform would have a more significant impact in changing social attitudes toward the church, particularly, the Catholic stance's inability to change. This was then added to by leisure activities and ultimately, mirrored and reinforced by satire in the media.



This response clearly sets out its argument in the introduction and hints at the conclusion that will be reached. It follows the prescribed structure by offering a detailed examination of the effects of satire before offering other criteria that changed popular attitudes to the church in the 1960s. The overall judgement is nuanced: other criteria were more important, but they were, perhaps, influenced by the effects of satire.



Although there are time constraints, try to formulate a brief plan (as in this example) and attempt 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 but it was very well understood, with candidates setting the introduction of Channel 4 against other factors in assessing the most important factor in promoting competition in the British media during the Thatcher years. In creating a counter argument, most candidates focused on the Broadcasting Act (1990), which mandated that every terrestrial channel had to commission a quarter of its programmes from independent production companies, greatly increasing competition. The best candidates went beyond this to consider the Cable and Broadcasting Act, 1984, which increased competition by allowing cables to carry as many television channels into the homes of subscribers as possible. However, very few candidates ventured much beyond these points to note other significant changes to media competition in the 1980s outside television and radio, such as the birth of the *Today* newspaper.

A strongly worked debate, with detailed evidence for and against the proposition.

Margaret Thatcher's governments between 1979 and 1990 aimed to promote competition and the free market. They achieved this through legislation such as the 1990 Broadcasting Act, the launch of the new Channel 4, and through the privatisation and de-funding of the previously government-supported areas of the British media industry. The most significant cause of the increase in competition was the factor which increased shares of production to independent sources, reduced the dominance of large companies, and encouraged companies to compete financially for profit. The 1990 Broadcasting Act was the most significant cause of these aspects in British media.

The 1990 Broadcasting Act introduced various measures which promoted competition in the TV industry. It decreed that all terrestrial channels must source at least 20% of programmes from independent sources. This meant that small production companies had more chances to produce programmes that would be seen by the mainstream audience, so they would make more profit. The enhanced profitability of small production companies is demonstrated by the increase in their number: Between 1979 and 2004 the number doubled from 220 to ~~220~~ 440. Their increased share of the TV market ~~the~~ caused the dominance of ITV and the BBC in programming to be reduced. The Act also enabled the spread of satellite TV, which increased the channels

available to consumers and further decreased the dominance of the BBC and ITV in TV. ~~Meanwhile, the Act also had a significant effect on the radio industry. It~~ Furthermore, the Act decided that private companies could bid for the contract to provide ^{local} cable television. This prompted competitive bidding, especially in populated areas such as London, ~~the~~ and meant that many different companies provided the service across the country. In this sense, it promoted competition between companies to balance profit with quality, opening the free market as Thatcher desired. Meanwhile, the Act also had a significant effect on the radio industry. It allowed the allocation of bandwidth to new ^{independent} national radio stations. Previously, this was the domain of the BBC, with independent stations ~~to~~ solely broadcasting on a local level. Following the Act, stations such as Virgin Radio and Classic FM were available nationally, challenging the BBC's monopoly. The Broadcasting Act of 1990 was without a doubt the most significant promotion of competition because of its ~~power~~ strengthening of independent production.

The launch of Channel 4 in some ways was a very significant promotion of competition. It was the first time the duopoly of the BBC and ITV in television broadcasting was broken, as it preceded the Broadcasting Act of 1990. Furthermore, it sourced all its programmes from independent producers, which was influential in causing the increase in independent production companies as ~~discussed~~ discussed above. However Channel 4 was not ~~of~~ as significant as the 1990 Broadcasting Act. Its chairman, Jeremy Isaacs, was passionate about

screening programmes from diverse and unrepresented groups such as ethnic minorities and the LGBT community. The effect of this was unfortunately to reduce viewership on the new channel. The production quality was often inferior to that of the BBC and ITV, and was not appealing to the majority of the population. This meant that Channel 4's share of the national viewership was as low as 4% in the years following its launch. Therefore, while there was technically more competition in TV, the ~~the~~ impact of Channel 4 was very small and the effective duopoly remained. ~~The~~ Independent production companies were impacted more by the necessary inclusion of their material in 20% of BBC and ITV programming under the 1990 Act, as BBC and ITV channels had a much larger ~~the~~ viewership.

The Thatcher government had a marked effect on the British film industry. Before its coming to power in the 1979 election, British film was heavily subsidised. The removal of government ~~the~~ financial support forced British filmmakers to become Thatcherite entrepreneurs. When the British film corporation was privatised, they sought funding from American backers or the BBC. Competing with American blockbusters was a key issue for British filmmakers in the 1980s. Their success is evident in the pervading popularity of British films such as 'A Room With A View' in 1985. ~~and 'My Beautiful Laundrette'~~ The government also scrapped a ticket levy on cinemas which funded producers, and a 25% tax break on box office profits. Thatcher wagered that the industry could stand on its own two feet, and she was proved correct. Cinema visit figures began to rise for the first time since the 1950s; ~~and so~~ evidently British film

companies began to compete more for the reduced funding available from private sources. However, the rejuvenation of the film industry was partly owed to American success and TV shows about film-making which reignited interest from the public: it was not the most significant or large promotion of competition.

Channel 4 cannot be seen as the most significant promotion of competition from the Thatcher government due to its limited popularity, and neither can the privatisation of the film industry, as the effect of this was more wholly caused by social change and increased private funds. The 1990 Broadcasting Act was monumental in promoting ~~or~~ competition for profit and the growth of small ^{TV} production companies, hence was the most significant promotion of competition.



This well organised Level 5 response benefits from a particularly clear and hard-hitting introduction that leaves us in no doubt about where the debate is headed. It features three main criteria, including the stated target, Channel 4. The 1990 Broadcasting Act is seen as the most important and so the candidate begins with a well-balanced and highly detailed argument mainly in its favour. Having used the tactic of setting up the alternative argument first, it would have been better to end with the chosen focus argument (Channel 4) instead of sandwiching it between the 1990 Act and the influence of film. But otherwise this is a well-structured response with a concluding judgement that attempts a hierarchy of importance, with supported reasons.



Think about the order of your factors when planning your essay - it is usually best to start with any identified in the question before moving on to alternatives. It is possible to do this the other way round, but don't put the target focus in the middle. This will ensure that your essay is analytical and well organised.

Question 7

There were some very full and knowledgeable responses to this question, with a clear focus on the actual **geography** of civil rights issues in the USA in the years 1850-2009, a focus that was missed by weaker candidates, who merely wrote about damage to black citizens without considering their movement. Many candidates were able to identify key features of several issues involving such changing geography, from movements after the ending of slavery, through the First and Second Migrations to the slow drift back to the South. However, many responses did not go beyond the 1950s and many candidates only described movements and did not link those to civil rights issues. Many who began in the 1860s and ended with the Second World War 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.

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

In order for the outcome of the Civil War to be the key turning point in the changing geography of civil rights issues it must have caused the civil rights issues to spread across the entire of the US, ~~and~~ ~~create~~ a historian could argue that is not the case, ~~rather than~~ and suggest World War one (WWI) was in fact the key turning point as it ^{shifted} ~~spread~~ what was previously ~~a~~ just a 'Southern problem' to the North as well. ~~One~~ other factors that contributed to this were WWI and the 'Return South' in the 1960s and 1970s.

The outcome of the Civil War in 1865 ensured that slavery was abolished forever in the US and that, legally, ex-slaves were no longer bound to their previous white owners. In theory, it meant black Americans could live wherever they wanted. However, the implementation of the Black Codes and Jim Crow restricted

many black Americans' ability to travel north to what they perceived to be the 'promised land' of Abraham Lincoln. Due to systems such as sharecropping, many ex-slaves were unable to finance a move to the north. Therefore the abolition of slavery only ~~gave way~~ triggered the 'slow migration' as very few black Americans were able to migrate north and create a better life in the 'promised land'. By 1910 only 90% of black Americans were still in the South, showing that the 'southern problem' of civil rights could not have spread north as the vast majority of the black population remained South, and so civil rights issues remained there. And the 'slow migration' followed already established migration routes - the shortest journey north-west to cities such as Chicago, Philadelphia and New York City - established by the underground slave network. Showing that the geography of migration was still following an ~~pre-established~~ pattern.

World War I can be seen as a key turning point in the changing geography of civil rights issues as it triggered the 'great migration' of 1915 to 1945. Due to WWI, war industries in the North needed more workers and that pulled more black Americans to the North to the 'promised land' of Lincoln. Despite this migration route already following established migration routes towards cities such as Chicago and NYC, this was the first mass influx of black Americans North.* During the period of 'great migration' the black population in cities Northern cities such as Chicago and NYC rose by 40%. The black American population was far more evenly spread out across the North and South. And with this mass influx, problems associated with black Americans inevitably arose. The 'great migration' ~~is~~ is the key turning point in changing the geography of civil rights issues as it spread what was previously just a 'southern issue' to the North, evidenced by the 'red summer' of 1919 that saw race riots across

the USA, including in areas such as Chicago. Before the 'great migration' civil rights issues remained largely in the south, with the majority of the black population (90%) and when their population spread, so did the civil rights issues.

WW2 could also be seen to ~~impose~~ change the actual geography of civil rights issues, yet it is not as much of a key turning point as WW1. Due to the growth of wartime industry and the stunted ~~EBT~~ members of European migrants, the need for more workers in the north yet again called for more black workers from the south. 1.25 million black Americans migrated north, yet this merely exacerbated civil rights issues created by the 'great migration' of 1915 to 1945 which was triggered by WW1. WW2 added to the already large black population in northern cities which raised racial tensions then more - causing the 'white flight' to the suburbs and the creation of black ghettos in the inner cities of the

North. Yet it is more of a key turning point in the changing geography of civil rights issues than the outcome of the civil war because it did ~~change~~ cause deviation from previous migration routes that headed north-west. Instead how? saw 120,000 black Americans migrate to Los Angeles on the Pacific coast due to wartime industries there. Yet this population is ~~largely~~ comparatively small compared to the 1.25 million that continued on the traditional north-west route. How? triggered the 'second great migration' that merely repeated what occurred as a result of ~~how?~~ how? but added to and exacerbated ~~it~~ the civil rights issues in the North that was already spread there by the 'great migration'.

* as the 'slow migration' only resulted in 10% of the black population being situated in the North.

The first huge shift in ^{black American} ~~migrant~~ migration patterns was the 'Return South' to the South of the 1960s and 1970s that saw

a large ~~number~~ proportion of black Americans return south in order to flee inner city ghettos with their high crime rates and discrimination. Before, blacks only migrated north. This was the first time a large percentage of blacks went south but this was due to the horrific segregation in the north compared to the apparent desegregation in the south. Yet despite this being a huge deviation from previous migration patterns, it ^{was} not a key turning point in the geography of civil rights issues as the south was where these issues arose from in the first place. So the migration return to the south created a kind of circle of migration, where black Americans returned to their roots. In a survey, around 50% of returning south were returning to the ~~places~~ previous homes of parents or grandparents - showing that widespread desire to find a place where they belonged. Yet the return south did not change the geography of civil rights issues and the 'southern problem' had spread throughout the entirety of the US.

In conclusion, the outcome of the civil war in 1865 (13th Amendment and the abolition of slavery) was not ~~the~~ ^{the} key turning point in the changing geography of civil rights issues as the 'slow migration', which it triggered, ~~did not~~ was not enough to spread the 'southern problem' of civil rights throughout the USA as 90% of the black American population still remained in the south by 1910. However, the 'great migration' of 1915-1945, which was triggered by WW1, ~~did~~ was the key turning point in the geography of civil rights issues as ~~the~~ ^{the} it was the first mass influx of black Americans north ~~that~~ which resulted in the race riots of the 'Red Summer' in 1919 and the introduction of segregation in the north, which shows how it spread ^{previously just} the 'southern' problem into the north. therefore ~~was~~ WW1 is the key turning point. WW2 and the return to the south, although introducing new migration routes, are both not the key turning point as WW2's change in migration was

not significant enough to have as much impact as WW1 and the influx of blacks to the North merely exacerbated problems created by WW1 - hence why it is called the 'second' Great Migration. And the return South merely placed everything in a kind of circle, the South was where it started and where some blacks believed their roots were, yet it was not 'spreading' civil rights issues.



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 almost 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 in bullet point 2 of the breadth question 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. Notice the candidate does not only cover movement, but also why this movement was important for civil rights (eg "it spread the 'southern issue' to the north, evidenced by the 'red summer' of 1919..."). The essay then uses quantitative criteria to judge the relative importance of turning points before coming to an overall judgement about which was the key turning point, carefully weighing four possibilities.



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 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 films and ignored other genres in answering the question. The other main problem was that candidates knew a great deal more about material other than *Roots*, and wrote weak paragraphs on this target focus. Many candidates saw that the immense popularity of *To Kill a Mockingbird* suggests that it made a great impact on its audience, 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 *Roots* was not the programme that changed everything, as perhaps confirmed by *The Help* (2009). Nevertheless, the best candidates saw that *Roots* transformed the role of black Americans on US television and played a major role in changing perceptions of race and race relations, mainly because it became a topic of national discussion and led to college courses based on the series. Film and television were well covered as countering material to the idea of *Roots* 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 *Roots* does not constitute breadth, even though the start and end dates would suggest it does.

A sustained argument about the relative importance of several key turning points. This response achieves Level 5.

- ✓ Southemert - after, missi B '58
- ✓ History - link GWTW, BoAN, ~~RE~~ complex characters
- X UTC - start only N not S
- X TKAM¹⁹⁶⁰ / 40m before Roots - sparked change.
- ↳ trend of acceptance before, ~~MBS/19~~ ←
- ↳ HoIN 1967. island in Jun '57.
- ↳ greater TP.
- X Persistence of WI comp in Help - limit R

Over the period of 1850-2009, there have been multiple publications which changed perceptions of black Americans by increasing sympathy and understanding for them. 'Roots' can be considered a turning point as it changed the more stubborn perceptions of Southemert and also changed the ~~idealized~~^{sanitized} perceptions of slavery and black history. However, it can be argued that the publication of 'To Kill A Mockingbird' was a greater turning point because it set the trend of changing perceptions as more sympathetic before ~~Roots~~ 'Roots', and also that 'Uncle Tom's Cabin' was a key turning point at the start of the century by sparking sympathy. Thus, whilst

'Roots' is a turning point, it is not the 'key' turning point from 1850 - 2009.

~~Deep~~ Nonetheless, Roots can be attributed as an influential turning point in the perceptions of Southern whites to black Americans. ~~With ones~~ ^{Previously,} Southern white perceptions of ~~black Americans~~ were more stubborn with entrenched racist attitudes, reflected in the glorification of the ex-Confederacy that could be seen in 'Gone With The Wind' in 1936 or 'The Birth of A Nation' in 1915, both of which had romanticised ~~slavery and the~~ ^{slavery, the} ~~and the~~ presented black people as threatening. However, 'Roots' employed high-profile white actors such as Marlon Brando to attract white viewership and used shocking levels of onscreen brutality in order to display the full horrors of slavery. This contextualised the generational struggle of black Americans in order to promote understanding, and the fact that the show became so popular with 140m viewers and was thus a ~~to state~~ contemporary social topic of conversation meant it reached a wider audience than any other publication from this time period, amplifying its significance as a turning point. Thus, the combination of its popularity and the display of horrific brutality within the context of American living rooms meant, as Derrick Murphy asserted, "millions

and millions of white Americans had their perceptions changed forever" as they could become more sympathetic and understanding of black people's struggles.

Furthermore, 'Roots' also ~~was~~ was a turning point to change white perceptions of history. Previously, many white people had laboured under the perception of 'benevolent* slavery', which was a literary trope that had been seen in Southern literature such as 'Uncle Tom's Cabin' and 'Gone With The Wind', whereby slaves are portrayed as complacent and happy. 'Roots' served to mythbust this historical inaccuracy on a massive scale - the presentation of the terrifying kidnap of Kunta Kinte and how he is whipped and tortured into accepting the slave name Toby ~~is~~ ~~was~~ is just an example of the many demonstrations of the dark history of slavery. Therefore, the miniseries forced white people to face the ^{harsh} reality of the ancestry and would thus make them more open to understanding black history and ~~their~~ ^{their} perceptions of black Americans less hostile. In fact, sociologist Herman Gray suggested that the novel "accustomed white audiences to seeing all black courts and made way for a new era of television" with ^{hit} shows like 'The Fresh Prince of Bel Air'. This is

evidence of how 'Roots' had ^{such} a transformative impact on white perceptions of black history and its people that it ~~attended~~ created the willingness to see more black actors. However, one must note that the show ~~retroced~~ ~~is~~ ~~1977~~ ~~which~~ ~~is~~ ~~relatively~~ ~~late~~ ~~in~~ ~~the~~ ~~time~~ ~~period~~ ~~and~~ ~~thus~~ ~~may~~ ~~not~~ ~~be~~ ~~an~~ ~~great~~ ~~a~~ ~~turning~~ ~~point~~ ~~compared~~ ~~to~~ ~~ear~~ cannot have been that much of a turning point or perceptions because of the persistence of stereotypical perceptions of black people in later publications. Both 'Mississippi Burning' in 1988 and 'The Help' in 2009 involve the use of a white saviour trope - whilst 'Roots' reject this trope, the fact that the media continued using it after 'Roots' implies the series cannot have been as great a turning point in combating stereotypes as it seems.

This consequently allows one to contrastingly consider the role of Harper Lee's ¹⁹⁶⁰ novel 'To Kill A Mockingbird' as a greater turning point because that sparked the ~~to~~ trend of changing white perceptions and sympathy before 'Roots'. The novel's portrayal of Maycomb's black community as dignified and respectable compared to the bigoted white community challenged white perceptions of black people as ~~more~~ dangerous or threatening. ~~that's~~ ~~the~~ By presenting the white-trash Ewell family as a microcosm of racism in the US,

this novel condemned racism and challenged white perceptions long before 'Roots' did. Lee's novel became an instant bestseller, with over 40m copies worldwide, and contradicted previous perceptions of black Americans as seen in 'An Island In The Sun' of 1957 as animalistic - in the promotions for the 1957 film of 'Island in the Sun' involved a black woman dancing like a 'primitive savage', ~~which shows~~ whereas after the release of 'To Kill A Mockingbird', perceptions and presentations of black people became less demeaning. In 1967, the film 'In The Heat of the Night' presented a dignified and assertive black protagonist, which contrasts the pre-Mockingbird stereotypes. This suggests that Lee's novel was a turning point because it set the trend for increasing acceptance of black people within the mainstream - Mark Children highlighted how it "forced Southerners to understand the racism they've been brought up with". Hence, one can argue that 'To Kill A Mockingbird' ~~was more~~ came earlier and ~~it~~ was the first of its kind to change Southern perceptions - this implies it was a key turning point in setting the trend of increased sympathy and understanding of black people, and 'Roots' simply followed this trend 27 years later. Thus, Mockingbird was a greater initial turning point in perceptions.

One can also argue that 'Uncle Tom's Cabin' was a key turning point earlier in the period in 1852. This is because the presentation of a religious, likeable protagonist Tom in the face of intense cruelty from slaveowner Simon Legree ~~was~~ reached many Americans - with over 300000 copies sold in the first year. It became the second most popular book after the Bible, ~~and there~~ which proves how the novel was able to reach and educate previously unaware Northerners about the horrors of slavery. This increased abolitionist sympathy to such a degree that Abraham Lincoln credited ~~the~~ Harper Lee with "starting this great war" i.e. the Civil War. Hence, the novel can be viewed as an early turning point in increasing sympathy for black Americans and changing perceptions of black characters as human and dignified. However, one must note that the novel is only a turning point to change Northern ~~at~~ perceptions in the 1850s, as Southerners remained staunch supporters of the institution of slavery; they were ^{largely} unaffected by 'Uncle Tom's Cabin', ~~and that is~~ whilst ~~they were~~ 'To Kill A Mockingbird' was also able to change Southern perceptions, suggesting 'To Kill A Mockingbird' remains the key turning point.

In conclusion, 'Roots' was not the 'key' turning-point in changing perceptions towards black Americans because it simply followed in the wake of the ~~eyes~~^{changed} perceptions achieved by 'To Kill A Mockingbird'. Although 'To Kill A Mockingbird' reached a smaller audience, it was the first of its kind to reject previous demeaning perceptions of black Americans and set a new trend of propagating more sympathetic portrayals of black characters, a trend which 'Roots' was arguably a part of. Therefore, 'To Kill A Mockingbird' represents the real key change in perceptions because, unlike 'Uncle Tom's Cabin' its impact was not limited by geography and it had ~~causing~~^{causing} an observable ^{positive} change in the presentation of ^{more respectable} black characters ~~in~~ in subsequent works such as 'In the Heart of the Night', which demonstrates how the novel was able to change ~~the~~ the demeaning stereotypes that many people held of black Americans. Thus, 'To Kill A Mockingbird' was ~~a greater~~ the key turning point in changing perceptions of black American rather than 'Roots'.



The candidate has a thorough knowledge of the influence of *Roots* and debates its significance as a turning point in the changing perceptions of black Americans in detail. The work that the candidate considers the most important, *To Kill a Mockingbird*, is then introduced and compared with *Roots*. Other possibilities are then introduced and there is a continual weighing of relative importance, both against the candidate's choice and that of the question. Although only three turning points are discussed in depth, the candidate covers the breadth by weaving other works into the debate. In a clever and stimulating concluding judgment, the candidate offers plausible reasons for the choice of *Mockingbird* as the key turning point above three other possibilities.



Make sure that you pick a range of examples from a range of genres across the period in the question.

Question 9

There were very few responses to this question on whether organised female protest was the most important factor in improving women's working lives in the years 1882-2004, but most were of a very high quality. They were able to argue that organised direct action was sometimes successful in improving work conditions in the late 19th century, with almost every candidate focusing on the Bryant and May matchgirls' strike (1888). The best candidates were very knowledgeable about the Dagenham Ford car factory strike (1968) and the National Joint Action Campaign Committee for Women's Equal Rights, which highlighted unequal pay and led to the Equal Pay Act, 1970. Also noted was that improvements in women's working conditions were often brought about by government legislation not pressurised by direct action, eg the Holiday Pay Act (1938) gave many women one week's paid holiday a year. Weaker candidates failed to see that this was a question about women's working lives and not family lives. There was an opportunity to link the two, for example by showing that family planning changes meant that women could stay at work, but some moved to this area without showing such a link. Many candidates neglected to broaden their support for improving working conditions beyond the 1970s by, for example, writing about membership of the EEC (later EU) from 1973, which enforced changes in favour of women in the workplace, eg the 2000 EU regulations on part-time workers, the majority of whom were women.

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

During the period 1882-2004, it is undeniable that there was a shift in the working lives of women, which was largely an improvement as more women by 2004 were largely considered equal to men in the workplace. An important aspect responsible for the shift was organised female protest: direct actions taken on women's roles. However, it is also important to not overlook other factors that contributed to the improvement of women's working lives such as legislation and trade unions.

Ultimately, in the essential reason for improvement was female protest, however in disagreement with the statement in question this was largely unorganised and a result of

CONDITIONS IN THE WORKPLACE

Significantly, the direct action and protest of females are largely responsible in the catalyst of changing women's treatment in the work place during 1882-2004, advancing steps that consider ~~them~~ women as equal to men. This was recognizing the unfairness in women's working conditions was recognized at the beginning of the time period in 1888 with the ~~Match~~ ^{Match} Girl Strike. Largely, they were striking to the long 14 hour days they spent working for a low wage, ^{and an} unfair firing system all in the presence of ~~where~~ a toxic chemical white phosphorous. Hence the demands of the Byrant and May Factory were met to an extent including a separate room to eat food in. This is evidence of the protests of women improving the working lives, in fact in 1903 Byrant and May only used red phosphorous despite the higher costs, decreasing the associated risks of poison and "phosphy" jaw with white phosphorous. The standing up to working conditions carried on ~~thru~~ throughout the 1882-2004 by women, as

seen in the Dagenham Strike in 1968. This was largely a protest over the women being given (labelled) as doing "unskilled" work and therefore, paid significantly less than the men. Although the strike at the Ford Company was largely ~~unsuccessful~~ partially successful being rewarded with ^{the} "semi-skilled" ^{category}, this is evidence of the protest of women evolving society in so standing against inequality. Thus, without the direct action ~~of~~ on women's ~~roles / conditions~~ in the work places, ~~the~~ ^{resulted in the} and therefore improvement ^{of} equality by 2004 may not be ~~present~~ present. * of unorganised women

largely a not to be overlooked is the impact of trade unions in improving women's ^{working} lives during 1882-2004. The first ^{female} trade unions were established in 1902 with the Anti-Sweating League and the National Federation of Female Workers. The pressure trade unions had established The Trades Board Act in 1909, is giving women in the cloth and lace industry a minimum ~~reg~~ rate of pay. ~~And~~ Consequently, this resulted in a pay rise in which also extended

to other industries. Although ^{this was a} significant development in improving women's lives, this ~~was largely~~ wasn't continued throughout the remainder of the time period. After the war, female trade union membership decreased and even most jobs that females were employed in ~~were~~ didn't have a trade union. This ~~at~~ was only recognised in 1980₃ with steps ~~the~~ taken to increase female representation. Consequently, while a significant factor in the motives behind the setting up and memberships of trade unions, they largely were ineffective in bringing around change. This is a direct contrast to female trade ~~union~~ action taken by protests in which females weren't protected by their trade union to the ~~in~~ inequality in the workplace, evidence provided by the Dagenham Strike 1968. ~~* This also is evidence of organised protests being ineffective. *~~

Vital to improvements in women's working lives was the changing legislation ~~at~~ ~~the~~ largely in the 1970's, which established women legal safe guards in the work place in 1970, this began with ^{the} Equal ^{Pay} Act and in 1975 the Sex Discrimination Act stating a woman couldn't be hired as a consequence

of her gender. Similar legislation appeared for pregnant women protecting their jobs and establishing maternity leaves. Arguably, the 1970's could be seen as a turning point in improving women's lives. yet, in reality this wasn't entirely the case. The Equal Pay Act in 1970 was only for female only occupations and made compulsory in 1975 which gave employers time to find loopholes within the law. Similarly, ⁱⁿ the Sex Discrimination Act ~~was~~ loopholes were inevitably present, showing that in spite of the law females were still regarded as inferior to men in the workplace. Even the significance the legislation holds as a result of the Dagenham Strike and the direct action of protest, ~~with~~ that produced a catalyst for ~~the~~ legislation 2 years later. Thus, the protest of women ~~emphasised~~ the changed ~~per~~ public perception, ~~more~~ more so than the ~~mere~~ legislation did in the 1970s.

Therefore, at the root of improvement in women's working lives was female protest, although it was largely unorganised. Fundament-

ally, the protest and direct action was significant in that catalysing the legislation and realisation of the male dominated trade unions in the 1980s to the events up until 2004. While each aspect held considerable impact, it was ultimately the actions of women that resulted in a contrasting society ^{ial} and ~~and~~ views and consequently ^{on various} ~~an~~ improvement in ^{women's} working lives in 2004, in comparison to 1882.



The key issues relevant to women's working lives 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 candidate takes a subtle swipe at the implication in the question by arguing that it was **unorganised** or spontaneous protest rather than organised women's protest that was most significant in improving working lives, taking trade union activity as 'organised'. Other criteria are introduced and linked to these two. 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.



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 misread the focus of the question and wrote instead about reasons for changes in British holiday habits. They were asked whether the rise of the foreign package holiday was the most significant change in British holidaymaking in the years 1882-2004. Those who did understand most usually said that the foreign package holiday caused a dramatic rise to 6 million in the number of Britons taking foreign holidays from the 1970s onwards and damaged holiday camp revenues as well as the economies of British seaside resorts. Few went much further, and the question seemed to attract very generalised responses. It was surprising that few were aware that the foreign package holiday phenomenon was so significant that Parliament passed the Development of Tourism Act (1969), setting up the British Tourist Authority to reverse the fall in domestic holidays. Too many candidates forgot that this was a breadth question and began around the end of World War II. This meant that candidates 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.

A misreading of the focus on the significance of different changes across a broad chronological period. This response achieves Level 4.

To say that the rise of package holidays was the most significant change to British holidaymaking from 1882-2004 we would also have to look at the rise and establishment of holiday camps and weekends away, as well as the availability of time that was offered to ~~force~~ the public. I believe that availability of time is the most significant reason as to why there was a major change in British holidaymaking. Although a key underlying link is the increase of affluence during this time.

The most significant factor in showing change to British holidaymaking was the availability of time. Before 1882, the working class had a significant difference in amount of time left available for leisure than those of the ~~lower~~ higher classes. This meant that time spent on leisure activities was significantly less than those of middle and upper class. This had however ~~fig~~ changed dramatically from 1886, when Tom Mann's 8 hour league introduced the 8 hour working day and gave workers half day Saturdays. This then gave workers more time spent out of work to do

things like holidays. Also, the Holidays with Pay Act of 1938 meant that workers could take weekends off to go on holidays without the fear of losing money. This was then emphasised when the Bank Holiday Act of 1971 meant that Bank Holidays were given to workers. ~~Both~~ All of these reasons to show how ~~more~~ increased amount of free time meant increased amount of leisure. Which then created the development of holidays to really come about, although even though middle and upper class were already going on holidays often, the majority of the population being working class and the fact that they were increasing holidays meant change could really occur.

Also, the development of weekend away and Holiday camps had a significant impact on the changing of British holidaymaking. The first Butlins holiday camp was established in 1936, which began a phenomenon of weekend holidays among the working class. The working class was showing to catch up with leisure activities of the higher classes as a lot of their holidays consisted of weekends in holiday homes, Butlins being a replica of this. Holiday camps and weekend away also meant that caravan holidays had increased showing the increase of affluence.

among the working class, as this reflected the increased ownership of cars amongst families. Where acts like the Consumer Credit Act of 1974 meant that it was easier to purchase luxury items like cars and caravans which helped develop British holidays. Showing the development of caravan holidays and Holiday camps to be a major start for the whole development of ~~Britain~~ British holidays.

One last area in which brought about significant change to British holiday making was the rise and development of foreign package holidays. The main factor of this being the development of the jet engine in 1939. Which meant that travel was much faster and more convenient. Making holidays to places like Spain more popular. Due to the price of these holidays significantly decreasing and there being a significant development in affluence, this meant that the working class could partake in these holidays also. Making the equality between working class and the upper class increase. The increase in foreign package holidays also led to a decrease in caravan and camp holidays as well as holiday camps. Although more development of foreign holidays occurred when the Jumbo Jet was introduced in

1969. Which made flying to America more comfortable and convenient. Benefiting those of the upper classes. The rise of foreign holidays was also helped by the development of the internet from 1991 onwards.

Overall, even though foreign package holidays caused changes in British holidaymaking to the lower classes as well as the higher. I see availability of time to have completely shifted the development of holidays and caused great change to occur after it. Due to it benefiting the majority of the population, the working class.



ResultsPlus
Examiner Comments

The introduction in this essay is a sure sign that the candidate has misread the focus of the question in the way discussed above. Most of the essay is about the causes of change rather than the stated task, which was to assess the significance of different changes. The response is rescued somewhat in the section about the target focus, which does include some comment on the significance of the change to package holidaying abroad.



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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. Here the candidate has mixed up cause and significance. 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. Take a highlighter pen to the exam paper to emphasise key phrases in the question.

Paper Summary

Based on their performance on this paper, candidates are referred to the advice offered in the first two examining sessions. 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 (eg) 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 (eg) 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>

