Mark Scheme

Summer 2018

Pearson Edexcel
GCE In History (9HI0/39)
Advanced

Unit 3: Themes in breadth with aspects in depth

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

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

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.

- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.

- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

  i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

  ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

  iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Generic Level Descriptors: Section A

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8–12	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
4	13–16	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two enquiries may be uneven. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	17–20	• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion, • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Sections B and C

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Level	Mark	Descriptor
5	**17–20**	- Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. - Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. - The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

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

Question	Indicative content
1.	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.
	Candidates must analyse and evaluate the sources to consider how far the historian could make use of them in revealing the reasons for the election of Barack Obama as senator for Illinois in 2004 and the reasons for the success of his subsequent campaign for the Democratic Party nomination for the presidency of the United States. The author of the source is not named in the specification but candidates can be expected to be aware of the context.
	The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:
	• Todd Spivak was in a good position to know about the reasons for Obama's political rise to prominence as he was clearly a prominently positioned and award-winning journalist
	• As a distinguished lawyer, Spivak may have sympathetic connections with established lawmakers who feel upstaged by Obama. Such evidence may affect his judgement: 'Senator Hendon complained to me…at the time'
	• It is clear through the tone of his article that Spivak believes the responsibility for Obama's electoral successes lies with others and that his mass appeal was down to good fortune
	• The source was written before Obama's nomination as the Democratic presidential candidate. Spivak was concentrating his fire on one candidate's weaknesses, perhaps to influence the primary campaign.
	The following inferences and significant points of information could be drawn and supported from the source:
	Linked to Obama's election as senator for Illinois:
	• It provides evidence that Obama owed more to his opponents' weaknesses than to his own strengths: 'the Republican governor got caught selling drivers' licenses to truckers with bad driving records'
	• It suggests racial politics were a key issue, as a Republican 'white, race-baiting' Senate Majority Leader had been replaced by a black American Democrat sympathetic to Obama
	• It provides evidence that Obama owed everything to a personal political project by Jones to get a fellow African-American elected: 'I'm gonna make me a U.S. Senator'.
	Linked to Obama's success in winning the Democratic Party nomination for the presidency:
	• It suggests that Obama's reputation as an effective lawmaker was manufactured rather than earned 'landmark civil rights legislation, taken away by Jones and given to Obama…'
	• It provides evidence that Obama's success as a lawmaker, and therefore as a prospective presidential candidate, was due to the hard work of others whose skills he turned to his advantage: '…he got all the credit'
	• It suggests that Obama was very skilled at selecting policies that had been popular with the party for many years: 'state legislators had spent years championing the bills'

Question	Indicative content
	- It suggests Jones was behind both Obama's election to the Senate and as presidential nominee: 'Jones appointed Obama sponsor of virtually every high-profile piece of legislation he now cites in the campaign'. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the reasons for the election of Barack Obama as senator for Illinois in 2004 and the reasons for the success of his subsequent campaign for the Democratic Party nomination for the presidency. Relevant points may include: - In the 2004 Senate primary Obama received many high-profile endorsements, benefited from television ads recounting his life's story and defeated the Democrat front runner, who was damaged by a divorce case - 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 - Obama's Keynote Address at the Democratic Convention (2004) electrified the nation, introducing Americans to the man who would become President. Admiration for the Founding Fathers appealed to whites - In 2008 Obama ran extremely well among African-Americans and other minorities, white urban dwellers, liberals and the young. His speeches and an autobiography (2006) appealed to independents and suburbanites - The primaries showed a striking contrast between Obama and Hillary Clinton's campaign methods. Other relevant material must be credited.

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

Question	Indicative content
2.	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.
	Candidates must analyse and evaluate the sources to consider how far the historian could make use of them in revealing 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. This source is about Alastair Campbell, who is named in the specification.
	The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:
	• 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
	• The writer quotes the Foreign Secretary against Campbell in order to deflect blame about the handling of the Iraq invasion from the government ('Campbell must take responsibility')
	• The writer shows some balance by admitting that mistakes made on Iraq were not completely Campbell's fault ('shift attention away from the government's dishonesty')
	• The writer's criticisms seem designed to criticise a communications man for falling out with his main lines of communication ('…*Observer and the Mirror* have all criticised Campbell for attacking the BBC').
	The following inferences and significant points of information could be drawn and supported from the source:
	Linked to Alastair Campbell's role in justifying the government's position for the invasion of Iraq:
	• It indicates that Campbell's agenda is to deflect criticism of the government over handling of the dossiers ('divert attention from the embarrassing disclosures')
	• It claims that Campbell had deliberately misrepresented the danger posed by Saddam to justify the government's support for invasion (Campbell… "sexed-up" the first intelligence dossier')
	• It suggests that Campbell had brought the government into disrepute by his authoring methods ('the second "dodgy dossier"— plagiarised from a doctoral student's thesis—was a political embarrassment')
	• It implies that the Prime Minister and heads of security were persuaded by Campbell to be directly involved in producing false premises for invasion (Campbell's quote doesn't deny his part in the 'lie').
	Linked to the attitudes of the media towards the Labour Government:
	• It suggests that Campbell's strategy risks political disaster for Labour by attacking a trusted organisation that it needs to keep onside ('To seek to destroy the BBC… is not the best political strategy')
	• It provides evidence that Campbell's use of "dodgy dossiers" has soured the attitude of most of the press towards the Labour Party ('the government has alienated many of its usual supporters in the press')

Question	Indicative content
	- It suggests that through Campbell's attacks the BBC now has an unprecedented interest in attacking the government ('Previous governments… never backed it into a corner as Campbell has done'). Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the role of Alastair Campbell in justifying the government's position on the invasion of Iraq in 2003 and the impact on the attitudes of the media towards the Labour government. Relevant points may include: 'Sexing-up' refers to the claim that Saddam Hussein's regime could launch a strike with his Weapons of Mass Destruction (WMD) within 45 minutes. No evidence was found of this by UN inspectors - A letter leaked to the *Guardian*, from Campbell to the Commons Foreign Affairs Select Committee advocated 11 changes to the Iraqi dossier prior to its publication, though not including the 45-minute claim - Hans Blix, the UN Inspector, asked for more time to find WMD before it could be used as justification for invasion. But, based on the dossiers, Blair said the threat to Britain was a 'real and present danger' - It was suggested 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 - 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. Other relevant material must be credited.

Section B: indicative content

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

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.
	Candidates are expected to reach a judgement on the suggestion that 'The exclusion of black Americans from the vote was the most damaging setback to their fight for civil rights in the years 1883-c1900'.
	Arguments and evidence that support the proposition that their exclusion from the vote *was* the most damaging setback to their fight for civil rights in this period should be analysed and evaluated. Relevant points may include:
	• The 15th Amendment was bypassed by Southern state governors (and sometimes in the north). They disallowed black American voting through devices such as literacy clauses, fundamentally damaging their civil rights
	• Any attack by the Supreme Court was seen as most damaging to black American civil rights. In Williams v Mississippi (1898) the Court ruled that devices blocking the vote were constitutional
	• With African-Americans unable to vote, Democrat political dominance of the South was seen by the white community as a guarantee of their way of life and the maintenance of segregation
	• The lack of enforcement of the 15th Amendment caused the reversal of a trend by which black Americans had been elected to office in all southern states, including two federal Senators and 14 members of Congress
	• As black Americans disappeared from voting registers they lost any right to serve as jurors and to give their race any chance of legal equality.
	Arguments and evidence supporting the statement that other factors, *not* exclusion from the vote, most damaged the fight for civil rights of black Americans, and/or that exclusion from the vote *did not* damage their fight for civil rights should be analysed and evaluated. Relevant points may include:
	• Violent threats in general, and lynching in particular, produced a climate of fear among black American communities that had a profound practical impact on their civil rights
	• The Supreme Court (1883) undermined the Civil Rights Act, 1875, opening the door to social segregation. The Act had upheld the 14th Amendment against discrimination in transport and public accommodations
	• Many 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) extended them to education
	• Segregation laws formalised the loss of black American civil rights in the South. The development of public transport in this period produced increased opportunities for this trend
	• As black Americans began to migrate in greater numbers from the South, de facto segregation and discrimination grew in the North, undermining existing civil rights for blacks outside the South
	• The loss of black American voting rights did no serious further damage to civil rights, as equal opportunities had never seriously taken root by 1883.

| | Other relevant material must be credited. |

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.
	Candidates are expected to reach a judgement about the extent to which the influence of southern whites in the Democratic Party was the chief cause of the failure to address the grievances of black Americans during the New Deal years, 1933-41.
	Arguments and evidence supporting the statement that the influence of southern whites in the Democratic Party *was* the chief cause of the failure to address the grievances of black Americans during the New Deal years should be analysed and evaluated. Relevant points may include:
	• States such as Georgia, run by Democrats, intended to maintain white supremacy, segregation, cheap black labour and a white electorate, so they ignored black American grievances
	• Almost all Southern Democrat politicians were keen segregationists, e.g. Eugene Talmadge attacked integrated education and ignored black criticisms of an unfair school system
	• 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
	• 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
	• 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.
	Arguments and evidence that counter the proposition that the influence of southern whites in the Democrat Party was the chief cause of the failure to address the grievances of black Americans during the New Deal years, or that other factors were the cause should be analysed and evaluated. Relevant points may include:
	• Some Southern Democrats campaigned to address black American grievances, notably Huey P. Long
	• A significant cause of the failure to address black American grievances was the all-pervading depression, which focused minds elsewhere, principally unemployment among whites, and for FDR on 'saving America'
	• Most 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
	• The Supreme Court remained unhelpful to the cause of black American grievances, e.g. Trudeau v Barnes (1933) insisted on all state appeals being exhausted before it would hear cases
	• 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.
	Other relevant material must be credited.

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

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.
	Candidates are expected to reach a judgement about whether Northcliffe was more responsible than Beaverbrook for Lloyd George's succession to Asquith as Prime Minister in 1916.
	Arguments and evidence that Northcliffe was more responsible than Beaverbrook should be analysed and evaluated. Relevant points may include:
	• Northcliffe undermined Asquith's leadership during the Shells Scandal, contributing to the formation of a coalition in May 1915
	• Northcliffe's criticisms during the Shell Crisis led directly to the setting up of the Ministry of Munitions under Lloyd George, which greatly bolstered his reputation
	• Northcliffe's criticisms of Gallipoli, recruitment and the food crisis compromised Asquith's leadership, culminating in the *Times'* 'Towards Reconstruction' editorial (Dec 1916) and the call for Asquith's replacement
	• Beaverbrook exaggerated his own role in this affair.
	Arguments and evidence that Beaverbrook was more responsible should be analysed and evaluated. Relevant points may include:
	• Beaverbrook served as a go-between for Lloyd George and Bonar Law and is regarded by some as 'The Kingmaker' in Lloyd George's appointment as Prime Minister
	• *Beaverbrook was instrumental in promoting the War Cabinet idea* in the *Daily Express* (Dec 2 1916), urging Lloyd George to bring the crisis to a head by resigning as war minister. This precipitated Asquith's resignation
	• Northcliffe's role in promoting Lloyd George's views through the 'Towards Reconstruction' editorial is doubtful. Its content probably came from the views of Conservative MP Sir Edward Carson
	• Northcliffe preferred a Conservative Prime Minister; Lloyd George was associated with radical liberalism, which Northcliffe did not support
	• Lloyd George wrote to Asquith the day before the latter's resignation, telling him not to attach importance to Northcliffe's December 4 editorial and attaching great importance to his retaining his position.
	Other relevant material must be credited.

Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.
	Candidates are expected to reach a judgement on the extent to which 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.
	Arguments and evidence that the media's positive position *was* the most significant aspect should be analysed and evaluated. Relevant points may include:
	• The sole source of news was the 21 reporters embedded in the naval taskforce. They found themselves in a situation where it was difficult to be anything other than propagandists for the Thatcher Government
	• The *Sun*, the largest circulation newspaper, showed strident positive support for the operation to sink the Belgrano through its famous headline on May 4: 'Gotcha' and through its distain for the 'Argie Bargies'
	• Max Hastings' patriotic position for the *Telegraph,* the bestselling broadsheet*,* was not neutral, but positive, as he explained: 'When one's nation is at war, reporting becomes an extension of the war effort'.
	Arguments and evidence that the media's positive position was *not* the most significant aspect should be analysed and evaluated. Relevant points may include:
	• The significance of the BBC's reporting was in its desire to be balanced, referring to 'Argentine claims' and 'British claims', leading Mrs Thatcher to view the BBC as 'not one of us'
	• The *Financial Times* was more concerned with principle rather than with positive reporting. It opposed the very idea of defending the Falkland Islands, which the newspaper called 'an anachronism'
	• John Pilger reported negatively in the *Mirror* on the hypocrisy of British foreign policy for its rhetoric about the Falkland Islander's right to self-determination whilst at the same time handing over the Chagos Islands
	• A significant aspect of reporting was the treatment by government and military of embedded reporters. In ship-to-shore communication their stories were scrutinised to manipulate information regarded as not positive
	• The Falklands War was the first war fought by British forces relayed by cameras for television. This led to a great deal of time spent on reporting casualties, which seemed very significant and did not appear to be positive.
	Other relevant material must be credited.

Section C: indicative content

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

Question	Indicative content
7	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.
	Candidates are expected to reach a judgement on how far the inner-city riots in Watts in 1965 were the most damaging obstacle to desegregation in the USA in the years 1850-2009.
	Arguments and evidence that support the proposition that the inner-city riots in Watts in 1965 *were* the most damaging obstacle to desegregation in the USA in the years 1850-2009 should be analysed and evaluated. Relevant points may include:
	• The events in Watts were a symbolic turning point in the civil rights movement. They shocked liberal whites and contributed to a significant loss of support for continuing measures to aid de facto desegregation
	• Watts showed that a significant number of more militant black Americans distrusted increased integration and encouraged those who increasingly sought separatism and black nationalism rather than desegregation
	• Violence in Watts led to a political backlash and the return of a Republican majority in Congressional elections. They supported the curtailment or amendment of civil rights legislation promoting desegregation
	• The Watts riots were a sign that the key issue impacting civil rights campaigning was no longer desegregation, but social and economic advancement for black Americans.
	Arguments and evidence that the inner-city riots in Watts in 1965 were *not* the most damaging obstacle to desegregation in the USA in the years 1850-2009, and/or that other issues were more important should be analysed and evaluated. Relevant points may include:
	• Watts occurred despite Civil Rights Acts in 1964 and 1965, indicating they did not address de facto segregation. The riots showed the need for greater integration outside the South, which the Johnson administration addressed
	• Attempts such as the Jim Crow laws and Ku Klux Klan intimidation to challenge radical Reconstruction by southern white segregationists in the wake of the Civil War were a hugely damaging obstacle to desegregation
	• Legal devices and an appeal to states' rights were the most important obstacle to desegregation employed by southern governors throughout the period until the 1980s
	• Segregation in the armed forces in two world wars was a powerful setback to the hopes of black Americans that they could be fully integrated into white America
	• The most serious obstacle to ending de facto segregation following the landmark legislation of the 1960s was a lack of educational and economic opportunity, especially for urban-based blacks, into the 21st century.
	Other relevant material must be credited.

Question	Indicative content
8	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement as to how far the publication in 1960 of *To Kill a Mockingbird* was the key turning point in the shaping of white attitudes towards race relations in the United States in the years 1850–2009. Arguments and evidence that support the proposition that the publication of *To Kill a Mockingbird*, *was* the key turning point should be analysed and evaluated. Relevant points may include: • The *To Kill a Mockingbird* diagnosis of racial injustice in the rural South came at a crucial time in 1960, when racist attitudes were under severe scrutiny in the wake of the Till murder and Montgomery Bus Boycott • The novel portrays the black community as dignified and challenged southern white behaviour as lacking in dignity and provided a turning point to a better future by portraying faults in the judicial system • The immense popularity of the novel 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 novel marked a turning point in the thinking of the young in the South. It was often their entry point into thinking about racism and justice where they lived, told through the eyes of a child, Scout Finch • The novel showed that not all white people were racists. Some, like Atticus, were against racism, and in teaching his children to reject racism and prejudice he became a symbol of change for a progressive new generation. Arguments and evidence that publication of *To Kill a Mockingbird* was *not* responsible for shaping of white attitudes towards race relations, and/or that there were more significant turning points in the years 1850–2009 should be analysed and evaluated. Relevant points may include: • 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) • In some ways the novel was a chronicle of the early/mid-century South, so it merely reinforced existing perceptions, as *Gone with the Wind* had done in 1939. It reflected changing perceptions, rather than inducing change • Other novels produced more significant turning points. *Uncle Tom's Cabin* had a profound influence on abolitionists in the 1850s and 1860s who would be instrumental in promoting the abolition of slavery • Before writers like Toni Morrison, white writers shaped white attitudes. Works like *Beloved* (1987) were significant turning points as they showed the black experience from within, creating new empathy for black histories • Other genres provided significant turning points in white attitudes. Perhaps most important was the advent of universal television, which brought the horrors of the Till case, or Rodney King, directly into the living room. Other relevant material must be credited.

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

Question	Indicative content
9	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.
	Candidates are expected to reach a judgement about whether the most significant change to women's family lives, in the years 1882-2004, resulted from the introduction of Marie Stopes' family-planning clinics from 1921.
	Arguments and evidence that the most significant change to women's family lives, in the years 1882–2004, resulted from Marie Stopes' family-planning clinics should be analysed and evaluated. Relevant points may include:
	• Stopes' clinics broke down a long-standing taboo, that information about birth control should not be discussed, and should be banned under obscenity laws. New knowledge changed women's family lives
	• Stopes' book, *Married Love* (1918), was a bestseller. Challenging the ignorance women had of their own sexuality, it made them more likely to support her clinics and to take the initiative in changing family life
	• The Mothers' Clinic and its successors offered free birth-control devices, and education to married women who were supported by midwives. This helped to popularise birth control, changing women's lives significantly
	• As the Mothers' Clinic was situated in a working-class area of London, it changed the lives of women most likely to have large families and encouraged other initiatives, such as the Workers' Birth-Group (1924)
	• 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.
	Arguments and evidence that Marie Stopes' family-planning clinics were *not* the most significant change to women's family lives, and/or that other factors were more important, should be analysed and evaluated. Relevant points may include:
	• The use of birth-control clinics was preferred mainly by middle-class women and a Mass Observation report in 1945 showed that the vast majority of women remained ignorant of measures they could take
	• The Cambridge Birth-Control Clinic inspired by Stopes found that half of its patients had not actually used the methods taught there, often because they remained unsure how to fit the cervical cap
	• It was the Pill, from 1961, that really changed women's family lives by putting them firmly in control of delaying, spacing or limiting families, as well as being offered regardless of marital status, without charge from 1974
	• The 1882 Married Women's Property Act undermined couverture, now allowing women to keep previously-owned property within married family life rather than surrendering it to their husbands
	• There was profound long-term change to women's family lives in two world wars. At other times, until the 1960s, a woman's place was in the home, a man's place at work. Women's war work radically altered this position
	• The decline of heavy industry, especially in the late twentieth century, changed women's family lives by seeing many moving into the economy as the main breadwinner.
	Other relevant material must be credited.

Question	Indicative content
10	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which increasing affluence was mainly responsible for changing leisure opportunities in the home in the years 1882–2004. Arguments and evidence that increased affluence was mainly responsible for the changing patterns of leisure in the home in the years 1882-2004 should be analysed and evaluated. Relevant points may include: • Increasing affluence enabled people to take advantage of new home leisure technologies from phonographs in the 1880s through television in the 1950s to the internet in the 2000s • Increasing affluence combined with a boom in new house building from 1918 led to purchases with better plumbing, gardens and furnishings, helping to make domestic leisure more comfortable and attractive • The rise in average disposable incomes has enabled more people to indulge in collection hobbies • Increasing affluence enabled people to take advantage of DIY, a way for the working man to use leisure time to retain personal fulfilment in the age of deskilled mass production, especially from the 1950s • Increasing affluence in some sections of society resulted in greater disposable income to be spent on home leisure opportunities, especially as women increasingly provided a second income from the 1960s • Some historians have called the era from 1950 to 1975 the golden era of western capitalism, unique in British history. Real wages surged ahead, increasing spending on domestic entertainment. Arguments and evidence that increased affluence was *not* mainly responsible for the changing patterns of leisure in the home, and/or that there were more significant issues in the years 1882–2004, should be analysed and evaluated. Relevant points may include: • Increased affluence contributed far more to leisure activities *away* from home, e.g. adventure holidays, with the affluent taking advantage of a revolution in transportation from railways to car and air travel • Changes in competition hobbies were not driven by affluence. Cheaper chess sets enabled working-class participation and relatively cheap board games grew in popularity as modern classics were invented from the 1930s • The increasing knowledge about, and availability of, contraception from the 1920s resulted in smaller family sizes freeing money for domestic leisure. This was more about budgeting with modest means rather than affluence • The Holiday Pay Act of 1938 gave poorer workers one week's paid holiday a year. This was a key turning point for domestic leisure • Increasing domestication provided far more opportunities for leisure in the home. From the 1960s men began to enjoy drinking at home rather than at the pub. Off-licence sales increased from 2% to 20%, 1960-90 • The development of the internet enabled a wide range of new home-based entertainment. This had almost universal appeal not especially linked to affluence.

| | Other relevant material must be credited. |