



# **Examiners' Report**

## **June 2022**

**GCE History 9HI0 39**

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## Introduction

It was pleasing to see candidates in this first post-Covid set of exams 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. The paper is divided into three sections. Section A contains a compulsory question that is based on two enquiries linked to one source. It assesses source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting five second order concepts – cause, consequence, change and continuity, similarity and difference, and significance. Section C comprises a choice of essays that relate to aspects of the process of change over a period of at least 100 years (AO1). Most candidates appeared to organise their time effectively and there was little evidence of candidates being unable to attempt all three sections of the paper within the time allocated. Examiners continue to note that there are a number of scripts that pose problems with the legibility of handwriting. Examiners can only give credit for what they can read.

In Section A, the strongest answers demonstrated an ability to draw out and develop reasoned inferences from the source for both enquiries and to evaluate the source thoroughly in relation to the demands of the two enquiries on the basis of both contextual knowledge and the nature, origin and purpose of the source. In this examination series, where Advance Information had been provided, it was very disappointing to note that some candidates had a very limited pool of contextual knowledge on which to draw. In some cases, this led to incorrect assumptions being made by candidates.

In Section B, examiners were impressed by the number of responses that clearly understood the importance of identifying the appropriate second order concept that was being targeted by the question and shaped their responses appropriately to meet the demands of the question. Candidates did use the Advance Information appropriately to support their revision and many of them used wide-ranging and detailed contextual knowledge to support their arguments. 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.

Section C requires candidates to answer a breadth question. The questions in this section are set to encompass a minimum of 100 years. Candidates are reminded that, as has been pointed out in previous Principal Examiner reports, this has important implications for the higher levels in bullet point 2 of the mark scheme. To access bullet point 2 at 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. However, it was judged not possible for candidates to have 'fully met' the demands of any section C question unless at least 75% of the chronological range of the question was addressed. To access bullet point 2 at 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. It was observed that in some responses, candidates were trying to fit the material that was in the Advance Notice for Sections A and B to the demands of the questions in Section C. In many cases, this was not done very successfully as candidates failed to link much of the material to the question posed in a meaningful way.

In both Sections B and C when dealing with AO1, not all candidates demonstrated a secure understanding of what is meant by 'criteria' in terms of bullet point 3 of the mark scheme. Some candidates explicitly state in the introduction to the essay that they are naming the criteria that they plan to use, when in actual fact they are referring to the issues or the factors that will be discussed in the response. 'Criteria' in bullet point 3 of the mark scheme refers to the basis on which candidates reach their judgement, not the issues that are discussed in the process of reaching that judgement. The candidates' performance on individual questions is considered in the next section.

## Question 1

Many candidates failed to gain sufficient inferences from the source, even though there were plentiful opportunities that did require some careful analysis. Candidates were hampered by the fact that both enquiries were fairly narrow in their focus. Lots of candidates left the source and discussed Rosa Parks or the New Deal at length with no relation to the source. Some candidates did very well indeed by reading the text closely and finding a lot of inferences, using their own knowledge to help contextualise them. Lower scoring candidates failed to link their own knowledge to the source, and instead drove the essay with knowledge rather than the source. As a result, source analysis was limited. Some candidates used irrelevant knowledge or used knowledge to confirm or challenge matters of detail. Few candidates were able to interrogate the source confidently and seemed to struggle to evaluate the provenance, offering generic points. Stronger candidates drove their answer using the source and were able to interrogate and infer from the source confidently, such as the disparity of Jim Crow across the North and South. Stronger candidates were also able to identify the purpose of the newspaper and link that to the value of the enquiries. Weak candidates made undeveloped comments such as 'the source was written by black Americans so is likely to be biased', indeed, such generalisations were common. Candidates were more confident on addressing the value of the source for the Jim Crow enquiry rather than grievances, with a few candidates not discussing the second enquiry at all.

This response shows examples of best practice.

Source 1 reveals how the Jim Crow laws were applied on public transportation and how it failed to address the grievances of black Americans fairly well as it gives the account of two women who were ~~made~~<sup>forced</sup> to move on a bus due to segregation.

Source 1 reveals how Jim Crow laws were applied by showing how two women were arrested for breaking these segregation laws. 'two black women from New York' were arrested and thrown into prison on Saturday. This makes the source valuable for revealing how Jim Crow laws were applied as the Jim Crow laws would continue in the South during the 1930s and 40s and there were still segregation in all public places across the South. The source highlights how breaking the laws could lead to serious punishment for blacks and it also shows how at the time President Roosevelt did not want to end segregation in the South as he knew he would lose support from Southern whites, therefore continuing the Jim Crow laws. Source 1 also shows how Jim

crow laws were applied by showing the anger in the white bus driver. 'charged at them with the fury of an outraged bulldog: This makes the source valuable for revealing how the Jim Crow laws were applied as it shows how the white bus driver was abusing his powers and treating the black women as second class citizens. This is proved in history as black people would have to move if white people got on the bus which shows how Jim Crow laws were applied to restrict black people in public

Source 1 also reveals the failures to address the grievances of black Americans on transport by showing the lack of compassion for an ill black passenger. 'Mae' added that she was ill and was entitled to every comfort. This shows how source 1 shows the failures to address black grievances because the black passenger was still forced to leave and ~~was~~ arrested even in her ill condition, showing how southern whites showed no interest in helping blacks at this time. One of the women also 'threatened to call upon the legal services of the NAACP, the 14<sup>th</sup> Amendment and the US Supreme court' which again proves the failures to address black grievances as there was legislation to protect blacks that was ignored. The 14<sup>th</sup>

Amendment, which was passed in 1865, addresses that everyone was to have equal rights regardless of skin colour. However source 1 highlights how the alibi has driven and the segregation laws in the south show how the 14th Amendment has not been followed as blacks were discriminated against on buses. The mentioning of the US Supreme Court also links back to Plessy vs Ferguson (1896) which declared that black and white facilities were to be 'separate but equal' which again is ignored as black and whites were definitely not equal on public transport.

The provenance of the source is that it comes from a newspaper targeted for a black audience, which could make the source biased as it may emphasise points to get more blacks to join the civil rights movement. The fact it's a newspaper may also make it less valuable as it is not a first hand account of the incident so important information could be left out. The newspaper is also specifically in North Carolina so therefore does not take into account the situation for blacks in other key southern states such as Alabama or Mississippi. The source could also be biased against the Jim Crow laws as it comes from a newspaper written by black people for black people showing

Now this may make the source less valuable.

Overall Source 1 is very helpful in showing how Jim Crow laws were applied on public transport as it showed how whites would abuse their power and as a result blacks would get arrested for breaking the law. Source 1 even suggests how the two women were not even breaking the law but other black people on the bus were scared of the consequences of protesting due to the Jim Crow laws. However Source 1 is not as valuable in revealing the failures to address black grievances as it does not give a broad enough interpretation, as it is only based in South Carolina. The source also fails to mention in detail how the situation was different in the North, only briefly mentioning it in the first paragraph.



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 (towards the end of the response) discussing the provenance, but also throughout by confirming inferences through the use of contextual knowledge (eg supporting the idea that the application of Jim Crow laws was subject to a Supreme Court judgement, but did not support the idea of 'separate but equal'). The candidate has a thorough knowledge of the values of Southern society. Analysis of the provenance shows that the candidate is aware of the values and setbacks the article from the specific newspaper.



Look at the detail of the provenance of the source to see what might give weight to the source – eg in this case, among other points, the intended audience and its geographical reach. Challenge or confirm the veracity of the source by using contextual 'own knowledge' to discuss weight. Be aware of the values of the audience.

## Question 2

Overall, this was answered relatively well with candidates utilising details within the source and covering both enquiries sufficiently. At times, there was a tendency to paraphrase the source without making direct inferences related to the enquiry. On the whole, candidates clearly had good knowledge, but weaker candidates failed to use it to interrogate the source, and instead used it to confirm or challenge matters of detail. Some provided a long narrative of dealings Thatcher had with the press during the Falklands War. Stronger candidates were able to use their knowledge to gain strong inferences of the source. Weaker candidates struggled on the provenance of this source due to its ambiguity. However, some candidates were able to make use of the source's provenance and able to evaluate the utility effectively by considering the context, that allowed for a stronger response.

A well-structured Level 4 response.

Chosen question number: Question 1  Question 2

This source argues that the Thatcher governments from 1979-1990 evaded freedom of the press via their willingness to "investigate the news", file "legal cases" and, stop press freedom in the name of "national security", and enforce laws "regulating" press activities. Most of these arguments are convincing and supported by evidence. However, the importance of the legal cases is small and this source may overstate the effectiveness of the government to control reporting.

The article was written by Howell Raines, a credible and respected journalist. The New York Times is a liberal or slightly left leaning newspaper. As a result, some moments may be overstated and exaggerated in order to criticise the Thatcher premiership.

as she was close to President Reagan, whom the paper did not support. However, a strength of the source is the fact that Raines was 'chief London correspondent'. This means that he will be knowledgeable about the subject matter and experience Thatcher's policies first-hand. Additionally, as Raines is a member of the press he would be naturally opposed to Mrs Thatcher's attempts at controlling reporting. Therefore, many of the statements could be over-exaggerated to criticise the government but the source would still have to be based in truth to maintain some journalistic integrity.

One argument that this source makes is that the government evaded press freedom when they attempted "to obstruct British news reporting" in the case of "Peter Wright" and <sup>his</sup> 'Spycatcher' book. This is a strong argument as the

Qwe Government did attempt to block its release or redact some claims and information from the book. This shows that the Thatcher government was willing to restrict release of information that it did not like. This can be seen in the 'Death on the Rock' documentary. This documentary revealed that some IRA fighters were killed by British police even though they weren't a risk in that moment. The Thatcher government attempted to stop the release of the documentary to stop any sympathy for the Irish cause. As a result, it can be clearly seen that the Thatcher government was eager to stop the release of information if they didn't like the content. However, this argument is weakened by the fact that the government was unsuccessful in both of these cases. The documentary was

of 'Spy Catcher' were stopped from publication in the UK, it could not be stopped worldwide. As a result, while this source is useful at showing the Thatcher's government's attitude towards restricting journalistic content, it does overstate the effect of the government as it wasn't able to fulfil its aims in restricting publication.

The source also points out that the Thatcher governments eroded press freedom in the name of ~~the~~ "national security".

This can be seen in the case of the 'Belgrano' sinking. This is because the government did not want to give Posing's knowledge out to the public as it would damage the credibility of the Falklands war effort. As a result, Posing was prosecuted via the 'Official Secrets Act' in the name of the security.

report. This supports the idea that Thatcher was 'committed to enforcing the laws regulating press activities'. This is further evidenced by the fact that reporting on members of Sinn Feinn was to be through a blacked out screen and voice dubbing. As a result, this source is useful in highlighting the focus of Thatcher's government on protecting national security via regulating reporting on sensitive issues.

The source also points out that Thatcher's government used the "Police and Criminal Evidence Act", "to investigate the news". This is also useful as it is supported by the fact that the offices of the BBC were raided to search for pieces of journalism. As a result, this source is useful at providing evidence of Thatcher's

and legality to regulate the press.

An obvious weakness of the source is the fact that it hardly mentions any specific moments or legislation. It makes claims without substantive evidence within the article. As a result, some claims have to be approached with caution and suspicion.

In conclusion, this source is mostly useful as it is able to successfully point out Thatcher's willingness to regulate via the police, national security and shows her attitudes towards the press. While some parts of the source may be overstated, the source is useful because it highlights both failed and successful attempts at press regulation by the Thatcher governments, showing that Thatcher wanted more

press regulation and sometimes  
won in cases such as the  
BBC police raid.



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Examiner Comments

A carefully structured response which makes valid inferences regarding both enquiries before debating their value with detailed 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 (especially in overstating his case).



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Examiner Tip

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

### Question 3

A logically argued, sustained response at Level 5.

Chosen question number: **Question 3**

**Question 4**

**Question 5**

**Question 6**

White supremacist groups played a huge role in damaging the civil rights of southern black Americans. They employed significant mass violence in order to threaten and suppress the rights that black Americans should politically be guaranteed. However, there were other significant factors that held back civil rights in the South. The economic position of emancipated slaves, and the role of southern Democrats, ensured that black people remained in a place of second class citizenship. In fact, due to the role of southern Democrats in both denying states rights in individual states, and opposing them on a Federal level, they could be considered the factor that had the ~~most~~ <sup>most</sup> damaging impact.

White supremacist groups were highly common throughout the Reconstruction era. They employed racial violence in order to ensure a dominant social position for whites in the South despite the advancements in civil rights made by black Americans. A particularly notable group was the Ku Klux Klan. The KKK were prominent throughout the South, with 40,000 members in Tennessee, where they were banned, and 2,500,000 across the entire South. This allowed them to engage in violence throughout the country. Though the 14th Amendment supposedly granted equal citizenship, white supremacist

groups employed violence against those who broke social norms. An estimated 1000 black people were murdered in Texas in 1866 by white supremacists, with notable race riots in Memphis and New Orleans, where 60 black men were murdered and black women raped. This had a damaging impact on civil rights as it meant that black Americans could not fully enjoy the benefits of equal citizenship, such as relative integration in public settings without the threat of violence. Voting rights were also suppressed. Though 700,000 black men registered to vote following the Civil War, white supremacists would often padlock voting ballot stations, threatening black Americans and suppressing the black vote.

However, the impact of white supremacists diminished throughout Reconstruction. President Grant signed the KKK Act, limiting Klan activities leading to the arrest of many prominent members by 1875. Furthermore, cultural violence was also employed by white Americans against blacks, even from those outside of white supremacist groups. Stereotypes began to emerge of the black male as a dangerous, sexual predator, or the 'pickaninny' stereotype of uneducated black children. These reinforced a white supremacist social order, reflecting a belief that whites were 'naturally superior'.

Therefore, on balance, white supremacist groups should not be considered the largest factor. Though extremely harmful in the early period, their prominence diminished by 1872. Furthermore, white supremacy spread further than just limited groups, so perhaps ~~that~~ so reducing white supremacy to such would be reductionist and dishonest.

The economic position of black Americans was also greatly damaging to their civil rights.

Despite the abolition of slavery with the 13th Amendment guaranteeing emancipated slaves the right to freedom of movement, many were economically unable to do so. As educational opportunities were deprived, 90% of black Americans in 1860 were illiterate. This made them unable to seek high skill labour. This was damaging to civil rights as it forced many black Americans to take up positions as sharecroppers. As sharecroppers, they would rent land from white farmers, who would also give them tools and seeds to tend the land. However, their rent was paid in ~~as~~ a portion of the crops they grew, leaving them with little product to sell in order to make a disposable income. This left black Americans largely ~~is~~ dependent on white landowners, hardly different from their position ~~was~~ under slavery. This meant that civil rights were not improved in an economic respect by Reconstruction. In fact, the economic position of ~~black~~ many black Americans was made worse. A Virginian former slaveowner stated that in many ways abolition was a benefit to whites as they now no longer "had to pay their medical bills and feed them [black Americans]". Under sharecropping and the crop lien system, many black farmers were unable to do so for themselves. This was made even more damaging due to the 1873 economic depression, which left black farmers in poverty. This ~~was~~ cemented black Americans' poorer economic condition - despite making up only ~10% of the population, they made up 90% of the impoverished.

On balance, it is clear that Black Americans' economic position was greatly damaging to them and their civil rights. This was especially the case in the years 1873-77. However, it cannot be considered the most important factor, as in many ways, economic position did not damage civil rights, but preserve them at the same level as slavery.

Perhaps the most important factor in the damage to Black Americans' civil rights was the intervention of Southern Democrats. In early years, it was state governments that suppressed the rights of Black Americans. Immediately following the end of the Civil War and passage of the 13th Amendment, state governments began passing Black Codes, beginning in 1866. These codes aimed to damage the rights of Black Americans as they stripped them of the rights they would gain as freedmen, returning them to a position as close to slavery as possible. Black Codes placed curfews on black individuals, introduced fines for loitering, restricted economic opportunities and introduced segregation. These left Black Americans with very little of the freedom they should have been guaranteed under the 13th. However, their impact was limited as they were outlawed by the 14th Amendment in 1868.

This did not stop Southern Democrats from damaging civil rights, however, as the later period marked severe intervention in the Federal government. In the 1872 elections, the Democrats won a majority in Congress, allowing them dominance over domestic policy. This allowed them to abolish the Freedmen's Bureau, which provided economic support

or Freedmen through food, clothes and fuel, as well as the gradual lessening of severe Reconstruction policies. Under their pressure, Grant passed an Amnesty Act, allowing 150,000 ex-Confederates to regain access their voting rights. This, alongside the Compromise of 1877, and the removal of Union troops from the South, meant that southern Democrat dominance was firmly established. This left black Americans with little representation in southern governments, meaning that from 1869-77, there were only 6 black Congressmen and two black Senators. The dominance of southern Democrats could also be seen as the cause of both other factors. Their abolition of the Freedmen's Bureau reduced economic support, ensuring black Americans had a subordinate economic position and limited rights in that regard. Furthermore they often endorsed and benefited from white supremacist violence, such as the murder of Republican officials in Louisiana. As for the role of southern Democrats was so vital in upholding the other factors, they should be considered the most significant factor in damaging black Americans' access to civil rights.

In conclusion it is clear that white supremacist violence did not have the most damaging impact in the south. The position of black Americans was also maintained by their economic situation as well as the intervention of southern Democrats in politics. The extent to which this political intervention helped supported the other factors suggests it should be considered most damaging. However, it is important to note that white supremacist violence did not occur in

a vacuum. The prevalence of cultural stereotypes and social norms demonstrates that the south was inherently racist, even among those not in white supremacist groups. Furthermore, Democratic political intervention could be seen just as a manifestation of that racism in politics. Therefore, the most damaging factor on black Americans' civil rights should be considered the inherent white supremacy of the American south.



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Examiner Comments

Notice the clarity of the introductory paragraph, where the candidate establishes the key features and how an overall judgement may be reached. Then on the second page, note how the candidate deals with the relative significance of the target focus of the white supremacists' role, followed by a balancing assessment. Then on the top of the fourth page, note the relative significance of the second key feature, economic position. Next, look at the middle of the fifth page, at the end of a convincing run of evidence on the third key feature, the Southern Democrat politicians: notice how the candidate has shown how these politicians had a hand in all the other features, too – establishing clear criteria for judgement. Finally, read the overriding judgement in the conclusion.



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Examiner Tip

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 4

Weaker candidates failed to write about the activities of SNCC and CORE during this time period, showing a lack of knowledge for these groups. This was across the board as many candidates failed to differentiate between SNCC/CORE and SCLC. Strong candidates associated SNCC with sit-in campaigns and CORE with Freedom Rides, while also noting the loss of influence from the mid-60s as the two groups turned their back on white liberal support. Lack of specific criteria to define improvement to lives of black Americans prevented deep analysis and evaluation. Candidates were able to describe the actions taken by different groups but failed to explain how this led to improvements within the lives of black Americans. Several candidates focused on SNCC/CORE and another factor, but failed to discuss further factors, limiting their analysis perhaps through a lack of knowledge.

A judiciously debated Level 5 response.

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

**Question 5**  **Question 6**

It is true that SNCC and CORE were valuable in improving the lives of black Americans in the years 1957-68, but there are more important reasons. In the late 1960s SNCC and CORE hindered the civil rights movement. Other factors include Martin Luther King and the SCLC as well as the federal government. However it may be the case that black American lives weren't improved. Overall SNCC and CORE weren't most responsible for the improvement in black American lives 1957-1968.

Firstly, SNCC and CORE were vital to the civil rights movement that helped to improve the lives of black Americans. SNCC was an ~~and~~ civil rights activists group made up mainly of students, they participated in sit-ins. Sit-ins were a non-violent tactic that aimed to end segregation in public places by refusing to leave places that were white only facilities. Sit-ins were started by 4 ~~the~~ students at a Woolworth counter, eventually 70,000 students participated across the south, Woolworth desegregated all their lunch counters. ~~then~~ SNCC was clearly important for ending Jim Crow enforced de jure segregation in the south, thereby improving the

lives of black american. CORE was also important in improving black american's lives. CORE participated in freedom rides in 1961, they would ride on integrated buses throughout the southern states to test whether supreme court rulings in *Bowden v Gayle* and *Boynton v Virginia* had any effect. These integrated buses were met with violence, fire bombs were used against buses. Overall, the freedom rides didn't have much impact other than media attention and recognition from the federal government. Robert Kennedy was Attorney General at the time and judged to attempt to reinforce the supreme court rulings that supposedly ruled for desegregated buses. Therefore SCLC and CORE were important activist groups in the civil rights movement that sought to improve black american lives by ending jim crow laws in the south. SCLC was also important in the mississippi freedom summer. In mississippi, over 5,400 of eligible black voters were registered to vote, so SCLC aimed to educate and encourage black electoral participation. They set up freedom schools to aim to politicize black americans to get them to register to vote. Overall, SCLC and CORE helped the civil rights movement greatly, contributing to the improvement of black american lives from 1957-69.

However, the activities of SNCC and CORE in the later years of the 1960's did not help to improve black American lives, so they are not to be regarded as the primary reason for improvement. SNCC and CORE contributed to the divisions in the movement that started to emerge from 1965. For example, at the March on March, the SCLC was chanting 'freedom now' while SNCC was chanting for 'black power'. This was inspired by Stokely Carmichael the new militant leader at SNCC. The message of black power attracted public and federal government support that had been crucial in civil rights advancements earlier. The leader of SNCC and the leader of CORE, Floyd McKissick, were inspired by the ideas of Malcolm X, who advocated black-self defence, black pride and an opposition to the non-violent approach, this led to the expulsion of the whites from SNCC and CORE. Therefore, SNCC and CORE aren't to be regarded as the primary reason for the improvement in black lives because they harmed the movement in the late 1960's.

Another reason why black lives were improved was because of the activities of MLK and the SCLC. MLK emerged as a figurehead for the civil rights movement following the Montgomery bus boycott.

As leader of the SCLC, King made crucially important decisions that helped advance the civil rights movement and improve black lives. For example, King used Birmingham, Alabama to push forward the need for the passage of the Civil Rights Bill. King knew that racist chief of police Bull Connor could be provoked into a direct response to non-violent protest, that would lead to key media attention and sympathy for the cause. King chose children in the protests, that would generate more support for the movement, Bull Connor responded with water cannons and dogs, creating famous images of aggressive racism in the South, therefore bringing support for change. 68% of people were now in favour of a Civil Rights Act, and it was passed in 1964 by Johnson. Kennedy, who had introduced the bill admitted that the events convinced him action was needed. Also King and the SCLC organized a march on Washington, of 250,000 people, where the famous 'I have a dream' speech was given. However, King and the SCLC's role cannot be overstated as following the achievement of the Voting Rights Act in 1965, they turned their attention to the north, where economic problems were more difficult to tackle. Selma had 29,000 black residents but only 1% were registered to vote so

King chose this as a place to inspire the need for a voting rights act by marching. Famous media attention was created by the effects of bloody Sunday, encouraging the need for the voting rights act. The Civil Rights Act of 1965 was passed by Johnson who stated that the real hero of the struggle for civil rights was the black American. Therefore the SCLC and King in unit effort with the federal government were more important than SIVCC and CORE for improving black American rights. This is because they directly got the passage of the Civil Rights Act, ending discrimination in public places and the voting rights act that outlawed discriminatory practices that excluded black voters like literacy tests. Therefore, King, the SCLC and the federal government were the most important reason why black lives improved 1957-1968.

However, it can be argued that neither CORE, SIVCC, King and the SCLC helped to improve lives. It can be argued that that there was little improvement. This is because the movement focused on the south and failed to grapple with the northern economic issues in inner city ghettos. This culminated in the Watts riots where ~~there~~ 40 million dollars of damage was caused mainly by white businesses after the

LA Ghetto of Watts ranted. King visited the intcos and then recognised that economic issues needed to be tackled. The Watts and Newark riots led to the Keene report that stated poverty, deprivation and police brutality as the main reasons for unrest, these issues were continued from 1957-68. King and the SCLC moved to Chicago to try to improve ghetto life but had limited success, they was accused of setting out in the end by getting an insufficient 4 million dollars to fund housing improvements. Therefore, the lives of black americans arguably was not improved 1957-68 because the economic disparity between the races persisted throughout the whole period.

In conclusion, SCLC and CORE are not to be regarded as the most important reason for the improvement in the lives of black americans from 1957-68. Although they helped to eradicate Jim Crow, they contributed to harmful divisions in the movement that halted progress. The work of MLK and the SCLC in coordination with the federal government is to be regarded as the primary reason for improvement. Although, arguably black americans lives weren't actually improved. Overall, SCLC and CORE were not the main reason for the somewhat limited improvement in the lives of black americans.



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 (SNCC, CORE, SCLC) is debated for relative importance, so that the whole argument is sustained throughout the essay. Notice that the activities of each civil rights group are considered for their relative strengths and weaknesses in improving the lives of black Americans.



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 impact (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. Many candidates struggled with this question, primarily due to structure. Weaker candidates struggled to answer this evaluatively, owing to their tendency to focus on one individual per paragraph, which meant a narrative rather than an analytical response. Stronger candidates were able to structure this response effectively into themes regarding the treatment of both parties. There was good knowledge of the individuals, but weaker candidates struggled to link Asquith and Lloyd George together when assessing the similarities and differences, showing it as a difficult concept for the candidates.

This response possesses sustained width and depth but could be better balanced between similarity and difference.

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

Relationships between the Government and Press Barons were constantly changing during First World War, Northcliffe himself was a great critic of Asquith and often attacked both him and his policy in his papers such as the Times and Mail. The criticisms often aimed at Asquith lack of pragmatism, always ridiculing him as a poor War-time Prime Minister. During the war, Northcliffe admirably supported Lloyd George in rising the ranks of the Liberal Party, however, these relations would sour for a while after George took power. I personally believe Lord Northcliffe treated George a lot better than he treated Asquith, his policy and his cabinet. <sup>The statement in question, I disagree with</sup>

The first major attack on Asquith from Northcliffe was his publication of an article claiming a shell crisis was occurring. For this he criticised both Lord Fisher <sup>First Sea</sup> Lord Kitchener and ~~Asquith~~ Asquith. The scandal spread from a letter from the front line claiming that the lack of explosive shells was having a detrimental effect on British military progression. For this, Northcliffe would go onto attack Asquith in his publications, some of which were personally written by him. His criticisms often included his lack of pragmatism and slow reaction speed to major crisis. This eventually led to ~~the~~ Asquith facing a coalition with the

Conservatism and reform in war-time coalition. When a food crisis became apparent in Britain, it was Northcliffe again who called for ~~cessation~~ of strict rationing while also criticizing Asquith on his failure to react in face to the crisis and end it quickly. \* From this set of crisis ~~the~~ we begin to see how Northcliffe viewed Asquith as a slow pace Minister who didn't have the personality to make the nation and make decisions with a strong determination. Northcliffe viewed him as simply a weak-willed man, not making decisions fast enough.

The failure of the Gallipoli campaign was a major detriment to both Kitchener and Asquith. The Campaign itself was a horrendous failure that ended in retreat and the death of tens of thousands of British troops. It was from this point that we begin to see the differences between Northcliffe's treatment of George and Asquith. Northcliffe began to heavily criticize the 23-man War Council, seeing it as too bureaucratic and slow to react. ~~With the~~ Northcliffe had already celebrated George's appointment as Minister of Munitions and his ability to increase shell production by 160%. The next day was the first sign of Northcliffe's great treatment of George, he saw him as almost a rising star in the wake of the shell crisis. For this reason, Northcliffe began to pressure Asquith and demand for the creation of a war council of which George would be apart. With Bonar Law saying that he could no longer hold the Conservative block he agreed to create a council. However Gaskell at the time

one of Northcliffe's publications claimed he would only be as George-  
head. Here we can see that Northcliffe ~~had~~ not only politically  
distorted Asquith, but also personally attacked him. He continues to  
~~look Asquith~~ but as to be critical of Asquith even when he  
~~thought~~ he agrees to Northcliffe's plan. Eventually Asquith is forced  
to resign after Law and George do. While you see below  
Northcliffe's treatment of Asquith to be the reason he felt both  
As Taylor and I will "argue that <sup>Benwellbrook</sup> ~~Benwellbrook~~ is rank of a  
"key maker". I personally disagreed with a sentiment in question

While Northcliffe's continued all support of George during Asquith's  
premiership was increasingly possible, we begin to see a deterioration  
of the treatment after the Battle of the Somme, George wants  
to direct British troops to other fronts such as the Mediterranean  
and North Africa while Northcliffe thought a direct assault into the  
German heartland would have been better. ~~During this time their relationship~~  
~~deteriorated~~. During this time their relationship deteriorated with  
Northcliffe's treatment of George also becoming more negative. However,  
it is important to not that the majority of the criticism was directed  
at generals and military personnel rather than George. After the  
death of Northcliffe's nephew he would begin to fear George  
more, he began to sympathize with the plan of a war  
over multiple fronts. Similarly his publications would become

\* In his papers Northcliffe would dub the ~~the~~ ~~government~~ ~~reversal~~  
he didn't support as "imperial" and discuss the lack of desire to help

more and more positive of the George government. Northcliffe desired unconditional surrender and published his "14 points", while his desires for Germany were much more heavy-handed and strict than George's. The disagreement was more civil. The disagreements between A. George and Northcliffe were often less than those between Northcliffe and George with a lot more respect than he ever showed Asquith. They even often agreed on issues such as conscription, an issue that Northcliffe had attacked Asquith over many times, and led to the slow-paced creation of an Act to enforce it. For these reasons I believe the statement to be wrong.

~~In conclusion, statement~~

In conclusion, George's beliefs and ideas were a lot more sympathetic to Northcliffe than Asquith's were. Not only did he see the pragmatism that Asquith lacked but also in George, he saw attachment that Northcliffe was much more supportive and friendly towards than Asquith. Unlike Asquith who he saw as too "weak-willed". Not only this, but even when Northcliffe and George disagreed on issues, they were often a lot more civil with Northcliffe than, but not always going after George's or other ministers instead of George. For these reasons, I believe Northcliffe did treat George and Asquith very differently, disagreeing with all statements.



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, mainly chronological examination of the treatment of Asquith and 'George', indicating (mainly) difference. The overall judgement is clear – Asquith was treated more kindly. A stronger answer might have sought out similarities (e.g. both prime ministers were criticised by Northcliffe).



Although there are time constraints, try to formulate a brief plan 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

This question was answered well by candidates on the whole. Candidates were able confidently to discuss the fact that the impact of film and television on social issues in the sixties was, overall, less important on attitudes towards sexual liberation than on other criteria, such as race, housing and poverty. Candidates had good knowledge of the films and television, and stronger candidates were able analytically to show the impact these had, supporting their points with precise factual knowledge. Weaker responses tended to describe the films, without providing evidence of their impact, which weakened the response. Some candidates discussed other genres, such as plays, which could not be credited due to the genres targeted by the question. The strongest candidates were able to assess the relative significance of each of the genres, which added a level of sophistication to their evaluation.

A reasonably competently worked debate, with some detailed evidence for and against the proposition.

Chosen question number: Question 3  Question 4

Question 5  Question 6

Film and TV in the ~~to~~ 1960s did have a large impact on social issues such as homophobia, abertion, racism and ~~sexual liberation~~ <sup>sexual liberation + sexism.</sup> ~~of TV and~~ TV and film in the 60s aimed at increasing sensitivity towards these issues and try to broaden the minds of the viewers, however how much success they had was varied as audiences sometimes didn't react in the way they wanted them too. It can be argued that TV and film had the largest impact on sexual liberation of both women and men through the introduction of film that explored female sexuality as well as male sexuality. ~~However~~ ~~changing attitudes towards~~ ~~sexism~~ women

The 1960s saw the start of the sexual revolution and film and TV really helped to add ~~change~~ <sup>to changing</sup> ~~perpetuated~~ attitudes towards sexual liberation ~~esp~~ especially the sexual liberation of women. ~~Marking~~ The rise of Kitchen Sink dramas showed issues such as backstreet Abertion in Ken Loach's play

Up the Junction. ~~1958~~ This helped to broaden peoples ~~wide~~ minds on issues such as Abortion which allowed us to push forward society to push forward for legislation that would make women feel sexually liberated, without fear of unwanted pregnancy. It could be argued that shows like Up the Junction helped with more wide acceptance of the Contraceptive Pill and Abortion. If media was having an effect on the introduction of the contraceptives then it was having a large effect on people's sexual liberation. However, it could be argued that film and TV in the 1960s didn't change people's attitudes towards sexual liberation ~~so~~ due to how women were presented if they ~~had~~ had "free love". For example the show 'A Nice Girl Like Me' 1963 explored female free love and its negative consequences. ~~Whereas~~ In addition in film women who were liberated sexually were depicted as 'whores' or sexual objects for their male counterparts. As seen in the James Bond Franchise. ~~Despite this~~ There was still more representation of free love and sexual liberation which contributed to the sexual liberation of people during this

time.

The idea of sexual liberation being presented in TV did receive a backlash from many Whitehouse who started the "Clean Up TV Campaign". This shows that although film and TV in the 60s did have the largest impact on sexual liberation it wasn't without its drawbacks. Also, media in the 60s probably played a larger role in the sexual liberation of women rather than men.

However, it can be argued that film and TV's most significant impact on social issues was its impact on race ~~the~~ relations. Films and TV shows in the 60s started to depict interracial relationships, people of colour in highly paid jobs and in positions of power. So it could be argued that TV and film was aiming at reducing racial discrimination and improve race relations. ~~So~~ TV shows and sitcoms aimed at depicting characters with strong racist attitudes in hope that the general audience would disagree however it did not have this effect. TV and film despite making attempts to reduce racist attitudes and

increase people of colour representation actually ended up doing the opposite. ~~As~~ TV shows such as Sapphire depicted interracial relationships using a Romeo and Juliet format, saying they were doomed to end. This only reinforced the ~~to~~ belief ~~As~~ at the time that interracial relationships were doomed to fail which they were not. Other shows such as ~~Chips~~ Chips depicted harmful stereotypes and racist attitudes. This shows that although there was an attempt by 60s media to decrease racial tensions it actually just reinforced the racist beliefs of the working class at the time. Therefore, TV and film did have a more positive impact on changing attitudes towards sexual liberation as there was more movies being released that showed sex scenes ~~and~~ <sup>in addition,</sup> ~~and~~ more TV shows exploring female sexuality and how the sexual freedom of women ~~was~~ was controlled by fear of unwanted pregnancy and how these shows encouraged the use of contraceptives.

It can also be argued that film and TV had a larger impact in changing ~~social~~ ~~views~~ ~~towards~~ views on homelessness. Ken

~~the~~ Loach produced plays such as *Cathy Come Home* 1965 which depicted the life of a homeless woman. This shows led to a wide spread recognition of homelessness towards the general population and even led to the development of charities such as Shelter. This highlights that TV and film in the 60s did have a large impact on people's views on homelessness as it led to the development of homeless charities. However, homelessness on TV didn't get as much representation of sexual liberation probably due to the fact that sexual liberation fit more with the image of ~~strong~~ the swinging sixties. Therefore, TV and film had the largest impact on sexual liberation as it contributed to the ongoing sexual revolution occurring in the 60s and started to highlight the idea of female sexual liberation as well as male.

Overall, TV and film in the 1960s did have the largest effect on sexual liberation probably due to the ongoing sexual revolution that was occurring in the 1960s. However, the sexual liberation of women was not

without its drawbacks with some women still being presented as sexual objects for male sexual liberation. In addition, many ~~Whitehouse's~~ Whitehouse's constant attack of any form of sexual liberation in film and TV. Although, it can be argued how TV presented homeless men had the biggest impact due to the charity shelter being formed, there wasn't as much representation of sexual liberation due to the atmosphere that was the swinging sixties.



**ResultsPlus**  
Examiner Comments

This Level 4 response benefits from a clear introduction that leaves us in no doubt about where the debate is headed. It features three main criteria, including the stated target, attitudes towards sexual liberation. It tries to deal with the relative importance of each criterion, with a concluding judgement that attempts to show that one of them was less important than the stated factor, with a modestly supported reason.



**ResultsPlus**  
Examiner Tip

Use the key phrases from the question throughout the essay. This will help you to write a relevant analytical response. Candidates often confuse 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.

## Question 7

Candidates who did well in this question tended to approach it in the most logical way – chronologically. Candidates who tried to approach it as a ‘push’ then ‘pull’ format often fell into generalisations and lost marks on BP2 and BP3. Some candidates seemed to view the question as a type of summary of the course, going through each of the depth studies. However, this did not necessarily explain geographical movement and many candidates tried to shoe-horn what they knew about the New Deal or the Civil Rights movement of the 1960s into the question with little else besides. Candidates who did very well consistently evaluated the two factors against each other during each chronological period and used some excellent detail to support their judgement.

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 previous examiners’ reports across all options.

This Level 5 response makes a virtue of comparative significance of push factors versus pull factors at given periods and sustains that approach throughout an essay that covers nearly all of the chronology.







the nation economy through the sun belt, at the post index of the oil spike in 1973 and the economic dependency in the north and the racial inequality, ghettoes, in Detroit. Detroit being in the 30 years post WWII. Indeed social factors such as the desegregation of the south post 1970, sparked by Supreme Court Decisions like the Alexander v. Holmes County School Board (1970) and the DeLoatch Marketing case (1971), also provided significant pull factors among others, ultimately it was the <sup>pull</sup> push factor of a wish of BA to want to return to the South, ~~where~~ ~~parents~~ and relatives family, which proved to be the most significant factor. In 1973 in Birmingham, Alabama, a survey found that the most significant for BA when migrants was familial reasons and it was this pull factor I would argue that covered as the largest pull factor and migration back south.

In conclusion I would disagree and argue that although initially following the ~~economic~~ civil war in 1965, the south was a source of a blizzard of racial tension that forced a significant ~~equally~~ ~~substantial~~ migration. This had a limited effect on migration due to financial limitations to move. It wasn't until the pull factors of economic incentives that BA were able to move and this ultimately I would argue was a more significant factor when explaining migration as an equilibrium distribution of BA from 1950-2009.



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 plan at the beginning. It shows how the candidate is going to tackle the structure of the answer, ie each of a series of chronologically organised time periods will be assessed relatively for the importance of push versus pull factors. The essay comes to an overall judgement about the relative merits of push against pull as a whole.



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

Candidates possessed a good deal of knowledge for this question and some candidates went beyond the specification, usually with reasonable success (though they did not need to do so to achieve full marks). There was strong knowledge of the synopses of the novels and a good understanding of how far the novels they considered were typical. Some candidates lost focus of the question – they began to answer which novel had the greatest impact on race relations, rather than which was a turning point in terms of depiction. This may be largely due to the fact that their knowledge fitted the former rather than the latter. Some candidates also failed to spot the requirement for novels to be discussed and discussed films or mini-series instead. As with the other questions, often evaluation – which could only come from direct comparison – was missing or asserted. A particular weakness was a tendency to describe and compare the plot of the different novels and lose sight completely of the focus of the question.

Often there was no logic to the order in which candidates presented this evidence and many stuck rigidly to a very few books. Mentioning only *Uncle Tom's Cabin* (1852) and *The Help* (2009) as the outer coverings to *To Kill a Mockingbird* does not constitute breadth, even though the start and end dates would suggest it does. The candidates who answered this question did, however, seem to show a genuine enjoyment of the topic and many answers were convincingly supported.

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

Chosen question number: Question 7

Question 8

Question 9

Question 10

To Kill a Mockingbird (TKaM) was clearly the turning point in the portrayal of race relations in novels, 1850-2009. Although later novels, like Beloved and The Help, certainly sought to change or change portrayals of race relations, TKaM can be seen as something of a trailblazer in that regard and the earlier novels like ~~Uncle Tom's Cabin~~ <sup>Harriet Beecher Stowe's</sup> ~~Uncle Tom's Cabin~~ or Gone with the Wind, either lacked later significance or sought to reflect, not turn race relations portrayals in novels, 1850-2009.

TKaM by ~~Harper~~ Harper Lee was published in 1960 and won the Pulitzer Prize that year, already hinting at the novel's vast significance. The novel became a bestseller almost overnight, and in 2015, the updated version of TKaM (Go Set a Watchman) was published, indicating that the novel still holds major significance as a key turning point in portraying race relations to this day. ~~The~~ TKaM follows the Finch family, through the eyes of youngest child Scout, through the ~~an~~ alleged rape trial of black American Tom Robinson. It is a story of small-town gossip <sup>around</sup> race relations, set in Maycomb, Alabama. Atticus Finch, Scout's father and the lawyer for Tom Robinson's case, is ~~loses~~ <sup>loses</sup> credibility in the town simply for taking a black American's case, and the novel hereby presents black Americans as more dignified ~~and~~ and respectable than the white

characters, with the exception of the Finches. This was a certainly a key turning point in the portrayal of race relations in novels, as previously black Americans had almost ~~always~~ always been portrayed as subservient to whites, <sup>(e.g. Moby-Dick in GWTW)</sup> but Tom Robinson is one of the first black American characters with depth and substance in a novel. 1850-2009. TKAM ~~portray~~ goes further in turning portrayals of race relations, ~~portraying~~ <sup>calling</sup> Tom Robinson ~~as~~ the role of ~~rockingbird~~ a 'rockingbird' is the novel's extended metaphor around not having anything that does no harm to you: 'shoot all the bluejays you want, if you can hit 'em, but it's a sin to kill a rockingbird'. TKAM was therefore clearly <sup>are</sup> a significant key turning point in the portrayal of race relations in novels, 1850-2009. This was perhaps enabled by the novel's historical context in the classic civil rights era, where racial change was already ~~occurring~~ occurring and racial tensions were high, creating an impetus for change in the portrayal of race relations in novels.

Early novels, like *Huckleberry Finn*, <sup>(HF)</sup> ~~is~~ can mostly not be considered key turning points due to their lack of significance. HF, as an example, could even be argued to lack significance for the time of its publication as ~~it~~ ~~was~~ ~~set~~ ~~in~~ ~~the~~ ~~times~~ ~~of~~ ~~slavery~~ ~~but~~ ~~published~~ ~~in~~ ~~1852~~ ~~two~~ ~~decades~~ ~~after~~ ~~slavery's~~ ~~abolition~~ ~~(in~~ ~~1865)~~. Certainly HF has been deemed to lack significance near the end of the period 1850-2009, as one case of rather asking for

The book to be removed as a set text in schools was shut down, with the court ruling that children could recognise it as a historical text. TKaM, on the other hand, has been shown to have significance ever post 2009 (e.g. with the publishing of *Go Set a Watchman* in 2015) so ~~is clearly~~ TKaM is clearly more of a key turning point than earlier novels. Other novels earlier in the period, such as *Go With the Wind* in 1936, did not even seek to be a turning point in the <sup>(GLM)</sup> portrayals of race relations, but rather simply reflected current race relations. In *Go With the Wind*, this reflection as opposed to change in the portrayal of race relations was shown through Mitchell's presentation of the antebellum, pre-Civil War South in the times of slavery, as idyllic and peaceful. Therefore, early novels clearly did not ~~be~~ operate under the same impetus for change as TKaM, and therefore TKaM was the key turning point in the portrayal of race relations in novels 1850-2009.

In later novels, such as *Beloved* and *The Help*, the turning point had already been brought by TKaM in 1960, but in addition there surely was ~~the~~ the same impetus for change in the publishing of these later set novels as there was in 1960 with the Civil Rights Movement. *Beloved*, published in 1988, certainly revealed the white garage closets that may have been ~~the~~ one of a few issues with TKaM, but it was surely too dark for the vast majority of contemporaries

audiences as the film's adaptation's flop at the box office showed. In addition, the 1980s was seen as something of a post-racial society, and so there simply wasn't the crowd for *Beloved* to become a key turning point in the portrayal of race relations in novels. *The Help*, published in 2009, had similar issues in truly creating a turning point in the portrayal of race relations in novels, and in addition, *Sheets* was certainly a white savior trope which by 2009, ~~the~~ *novels* of the novel's Black American audience did not appreciate. It is therefore clear that *To Kill a Mockingbird* ~~was~~ *was* the key turning point in the portrayal of race relations in novels, 1850-2009.

Overall, it is clear that *To Kill a Mockingbird* was the key turning point in the portrayal of race relations in novels. Both the book's portrayal of black characters, and the ~~time~~ *context* in which it was published, helped TKaM to create ~~a~~ *major* change in the portrayal of race relations across media. It was the context of the CRM in 1960 that created this window for change from novels' portrayal of race relations, which simply wasn't present for earlier and later novels which as a result, held less significance as ~~a~~ *potential* key turning points. Although TKaM has a few flaws, particularly in *Atticus Finch* as a white savior trope, the novel was still certainly the key turning point in the portrayal of race relations in novels, 1850-2009.



The candidate has a thorough knowledge of the novels outlined in the specification. The work that the candidate considers the most important, *To Kill a Mockingbird*, is then introduced and compared first with other novels that preceded it, then two more that post-dated it. There is a continual weighing of relative importance. In the conclusion the candidate offers plausible reasons for the choice of *Mockingbird* as the key turning point, despite some downsides to the argument.



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

## Question 9

This question was answered well by most of the small cohort of candidates. Most candidates were able to define a key turning point effectively for their essay which allowed them to evaluate succinctly. Candidates had good knowledge of other factors that led to a key turning point, but weaker candidates struggled to cover the time period with some focusing on purely the 1930s onwards. Stronger candidates were able to assess the impact that each of their factors had on women's lives, which allowed for stronger evaluation.

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

Chosen question number: Question 7  Question 8

Question 9  Question 10

There were some pivotal changes 1882 - 2004 that were important features of the changing lives of British women. ~~The~~ The mass increase and conscription of women working in 1941 was important as it proved again that they could take on different roles and be valuable assets to society. It also led to structural changes that made their lives easier. Marie Stopes' clinics provided ~~best~~ crucial health advice and help that had been inadequate before. However, neither of these developments alone ~~had~~ had a major important impact and more changes were needed to finish ~~what~~ what they started. They did not lead to major changes ~~immediately~~ <sup>long-term</sup>. Equal rights legislation in the 70s accelerated the increasing numbers of women going to university and taking up careers significantly as they removed ~~the~~ <sup>many</sup> pre-existing barriers. Therefore, these made up the most important features of the changing lives of British women 1882 - 2004.

Firstly, during the second world war, women took up new jobs in the millions and their proportion

in certain industries increased significantly. This was due to encouragement for volunteers originally then forced conscription in 1941. In the chemical industries, the proportion of women increased from around 14% to 37% and millions of new women worked in munitions, as nurses and in factories, compared with significantly lower numbers before. This highlights a key change in attitudes because they were suddenly needed and attaining certain roles was no longer an uphill struggle for them.

Moreover, more part-time work was allowed to compensate for their role as a mother too, and around 15,000 nurseries - for around one quarter of children - were established by 1945 for this reason too.

This shows that attitudes began to allow for women to take on more than one role so being a mother was no longer their sole purpose in life in some cases. As a result, arguably attitudes in the war towards women led to some significant changes in their lives because now more was expected of them and ~~not~~ major needs had been compensated for, that had ~~not~~ restricted them before. However, these changes would have been short-lasting had it not been for other changes too. After ~~the~~ <sup>World War One</sup> for example, the 'restoration of services' Act undid all the similar changes that had engendered for women, so a major change in attitudes caused by the war was not enough this time. The Labour shortages afterwards maintained some of

these effects but in most cases women were displaced ~~and~~ by the returning men and had to be stay-at-home mothers for the most part. <sup>throughout the 1950s and 1960s</sup> <sup>Proble would report in the 1960s about their isolation of - from -</sup> This shows that the war <sup>was</sup> alone was not enough and did not lead to any ~~per~~ major permanent changes to women, unlike in the case of equal rights legislation in the 1970s.

Secondly, equal rights legislation in the 1970s such as the Equal Pay Act (1970), Sex Discrimination Act (1975) and some other acts to complement these in that decade cemented the progression towards equal rights with regard to work ultimately. ~~First~~ <sup>The</sup> Equal Pay Act (1970) meant that women were no longer <sup>discouraged</sup> ~~prevented~~ from ~~see~~ work as much due to unfairness. ~~There~~ <sup>Since</sup> the 1970s, female university attendance increased notably to ~~a~~ from about 15-30% in the 70s to 45% in 2004, showing the notable psychological effect of it. Also, the Sex Discrimination Act effectively removed the marriage bar. ~~so~~ ~~to~~ One woman who had been a welder in the Second World War but had lost her job afterwards could now apply successfully after nearly 30 years of disappointment.

More minor acts to fill loopholes in these and allow maternity leave complemented them in their two main effects to encourage more women to actively pursue careers and to see these to be less barriers in their way. The effects of this legislation were seen with a notable increase in the presence of women in full-time jobs as well such as solicitors and doctors. The 70s marks a notable point in these trends. However, equal rights legislation had some flaws. ~~And~~ Employers had 5 years to prepare for checks concerning the Equal Pay Act so could effectively prevent it from working. Around 80% of complaints were upheld concerning it and a major strike at the Dagenham Ford factory occurred due to unequal pay. Consequently, it is clear that the Acts did not ~~offer~~ comprehensively allow equal rights in terms of jobs, but they clearly set a major trend. By 2004, around 30%-40% of doctors and solicitors were female, a clear increase. This made women more independent and provided them with more options in life, so pioneered their lives significantly. The effects were long-lasting and permeated many aspects of their lives, such as self-perception and education.

Finally, Marie Stopes' clinics from 1921 onwards

were also significant in changing women's lives 1882-2004. Firstly, there were only a few such clinics in the world at the time and beforehand, obscuring laws that would remain in force until around 1959 prevented mass distribution of information concerning contraception. This is important because large families confined women to the home most of the time to look after children (the average family size was around 5 in the 1910s) and it encouraged the idea that sex should be mutually fulfilling and for enjoyment - leading to the rise of companionate marriage. The first clinic was in Holloway, then more emerged across the country throughout the 1920s and 1930s such as in Leeds, Cardiff, Swansea and Sheffield. Around 10,000 women sought advice in the 1920s which increased to about 45,000 by 1945. This shows that masses of people were directly affected across a range of areas - Stokes pointed out that only around 31 in a sample of about 8000 patients here became pregnant. This shows the clinics introduced sweeping changes to many women's lives, effectively bucking previous trends. However, some surveys suggested that under half of women consulted actually used contraceptive methods, such as the cervical cap afterwards. Also the women

consulted anyway were not a significant portion of the population. They numbered in the tens of thousands, not millions, and were usually middle-class whereas most women were working-class. These facts compound to show that the actual impact of the clinics, though positive and pioneering for women's (we), was limited in its extent, for only minimal numbers of women. Overall then, Marie Stopes' were not the most important feature of women's (we) 1882 to 2004 because their impact was limited and not for society as a whole, unlike with regard to equal pay legislation in the 1970s, which led to major, long-lasting changes.

Overall, three major changes occurred for women 1882-2004. Though changing attitudes towards their roles in society during the Second World War led to major changes, these were short-term and mainly reversed by later developments. Marie Stopes' clinics only affected low numbers of women in society from a certain section so were limited in their impact. Both these changes were positive and pioneering, but short-ranging in their impact.

Equal rights legislation in the 1970s can be marked as the beginning of major trends in society for masses of women so the effects of this was more ~~powerful~~ significant, and it was also positive and pioneering.



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 its impact was short-lived and reversible in improving working lives, taking legislation in the 1970s as pivotal. 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. The slight weakness is that only around 60% of the chronology is covered, allowing Level 4 for bullet point 2 of the mark scheme, with the essay satisfying Level 5 in other aspects.



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

This question was answered well by most of the small cohort of candidates. Most candidates were able to define turning point effectively for their essay, which allowed them to evaluate succinctly. Candidates had good knowledge of other factors that led to a key turning point, but weaker candidates struggled to cover the time period with some focusing exclusively on the 1930s onwards. Stronger candidates were able to assess the impact that each of their factors had on holidays and excursions, which allowed for stronger evaluation.

This response achieves Level 5 for its focus on relative significance.

Chosen question number: Question 7

Question 8

Question 9

Question 10

The Holiday ~~with~~ with Pay Act was indeed a point of change for the British holidays however so was the Bank Holiday Act of 1897 and the rise of package holidays in the 1960's. However the Holiday Pay Act was the biggest change making ~~it~~ ~~the~~ a turning point.

Before the Holiday with Pay Act, the only way ~~for~~ the British public could go on holidays was on Bank ~~holiday~~ holidays introduced in 1897 with the Bank Holidays Act. These Bank Holidays were popular as it allowed the working classes to go to the seaside, in places such as Blackpool and Scarborough. The middle and upper classes were the only people that could afford to have week holidays in places such like Butlins in Skegness which opened in 1936 or to have holidays abroad in Europe ~~or seeing~~ <sup>or</sup> the sight seeing tour. This however changed with the

Holidays with pay Act as it granted majority of the working class the ability to have two weeks worth of holidays a year in 1938. This was a huge change for the time, but the working class still couldn't afford the likes of Butlins which had began expanding in the ~~late~~ early 1940's. After ~~the~~ the World War 2, the prices of Butlins decreased alongside the 30% increase in disposable income for the working classes in the 1950's. Allowed the working classes to ~~at~~ take week holidays in Butlins, ~~the~~ ~~for~~ ~~to~~ due to the prices of trains and the increase in car ownership which was 29% of the country by 1950. These holidays places were so popular that Butlins had camps all across the country.

Another way in which the Holiday with pay Act was a turning point, is that it allowed the rise of package holidays to Europe. ~~Before~~ ~~the~~ ~~Act~~ in 1944 there was the Chicago Convention which scheduled trans atlantic flights, ~~as well as~~ this as well as the Boeing 307 made longer flights more possible however before 1960's these

Flights were still very expensive and could only be ~~accessed~~ afforded by the upper and middle classes. However because of the Holiday with Pay Act by 1960,  $\frac{2}{3}$  of all workers had 3 weeks of paid holidays per annum. Which allowed the rise of package holidays. The first being Pottas in Majorca in the mid 1960's. However many other companies began doing this shortly after such as Thomas Cook. These package holidays were again like a Bohns however abroad and had appeal due to the difference in ~~the~~ weather and food. ~~But~~ Only ~~because~~ because of the Holiday with Pay Act however could these be possible for the working classes. By 1970 almost a third of households had gone abroad.

~~But~~ However the Holiday with Pay Act wasn't the only major turning point for British holidays. With the ~~privatisation~~ ~~privatization~~ privatisation of airlines companies in ~~the~~ the early 1990's it allowed companies such as Ryanair and Easyjet to ~~comp~~ compete ~~of~~ over lowering prices, which made air-travel ~~so~~ ~~deep~~ so much more accessible especially to places



long holidays, as seen in the fact of  $\frac{2}{3}$  of all workers having three weeks off from work a year.



**ResultsPlus**  
Examiner Comments

The response discusses the relative merits of several turning points before judging that the target focus is best placed as the key turning point, giving reasons for that judgement.



**ResultsPlus**  
Examiner Tip

Make sure that you pick a range of possible key turning points from a range across the period in the question.

## Paper Summary

Based on their performance on this paper, candidates are referred to the advice offered in previous series. 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:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

