



Examiners' Report

June 2023

GCE History 9HI0 39

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Introduction

It was pleasing to see candidates able to engage effectively across the ability range with the A Level Paper 3:39, which deals with 39.1: Civil rights and race relations in the USA, 1850 – 2009 and 39.2: Mass media and social change in Britain, 1882 – 2004. 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 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 used wide-ranging and detailed contextual knowledge to support their arguments. The generic mark scheme clearly indicates the four bullet-pointed strands that 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 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. Some candidates confused two Johnsons, Andrew and Lyndon. Other 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 only 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 about Johnson being a president. Stronger candidates drove their answer using the source and were able to interrogate and infer from the source confidently, such as that many American lawmakers are determined to resist existing democratic rights by finding loopholes, a tactic that Johnson must persuade Congress is unworthy. Stronger candidates were also able to identify the tactics of Johnson to keep Southern Democrats onside. Weak candidates made undeveloped comments such as 'the source was a speech by Johnson so is likely to be reliable', indeed, such generalisations were common. Candidates were more confident on addressing the value of the source for the democratic rights enquiry rather than Johnson's methods, with a few candidates not discussing the second enquiry at all.

This response shows examples of best practice.

The source is directly from President Johnson who is a key figure in passing the Civil Rights Act 1965 by-passing it through southern White Democrats in Congress. Therefore there is a clear aspect of persuasion within his speech that Johnson is also known for being well very knowledgeable in the legislative process, which ultimately demonstrates the confidence that comes with such a speech that is susceptible to White outrage, such as the influx in members in the White Citizens Council that was prominent in this period of the enacting Civil Rights for Black Americans. It is evident the method demonstrated by Johnson in his speech is seen in "There is only an American problem" and "Let us also meeting here tonight as Americans - Not as Democrats or Republicans", a clear sense of empathy and knowledge on Black disenfranchisement as well as

the Republican and Democratic
discourse that stems back to the
Reconstruction period. We also know
Johnson had deep understanding of
Black Voting Rights since he is
also found saying in another section of
a speech that it is time to enter a
new chapter, and since it's been
Centuries in which Black people were
denied access to such essential committees,
As well as the reference to the
South Carolina and Louisiana
introduced poll tax and grandfather
clauses to disenfranchise black
voters, he claims "The Black citizen
may be asked to recite the entire
Constitution or explain the most
complex provisions of state law"; here
not only Johnson is demonstrating rich
profound understanding of discriminatory
practices used to undermine the
Constitution as a method of achieving
Civil Rights. What this means is
that Johnson is breaking down
poll tax and literacy tests to IG
as structural or institutional and

molecular level, meaning that he acknowledges the lack of education due to lack of funding, especially if we account for the *Cummings v. Board of Education* Supreme Court case that declared the ~~is~~ disproportionate finding of a result of the dismantling of the Freedmen Bureau 1860s. The practice of declaring such cases as not exploiting the rights of the 14th Amendment or the impact of KKK members running down roads can be seen as a result of Public Schools Act. Can be seen as a valuable enquiry into both ~~obstacles~~ by Black Americans as well as the method of conviction and *Conan vs. Johnson*.

However, the source may be limited in providing perspective to prominent Civil Rights Activists in this time, as we know that Johnson felt deeply inspired and enlightened by the actions of Martin Luther King.

For example, MLK's words in Washington ^{speech} was ~~the~~ said to bring a tear to his eyes. This is significant ~~line~~ at the end of the special message to Congress he says "There must be no delay" - a clear ideology by MLK in which he advocates for active action against discrimination, as he hated the idea of waiting, inspiring the infamous letter from Birmingham jail. As well as this the route was delivered to Congress, therefore Johnson's words may have been slightly altered to ~~not~~ avoid any extreme backlash by Confederates or white supremacist members.

On the other hand, the route is also valuable into the enquiry of obstacles faced in achieving democratic rights. As already mentioned, poll tax and literacy tests ~~placed~~ on the back of education ~~of~~ black Americans, in urban cities and ghettos, black youths dropped out of

school were high as well. However, the source also points to the Supreme Court case that diminished ~~before~~ ^{the} civil war, 70% of black Americans were eligible to vote in Arkansas, however only 9% after the enforcement of Jim Crow disenfranchisement tactics, therefore making the extent of the severity. Johnson claimed that "The Constitution says that no person shall be kept from voting because of his race or color" - a reference to the 15th Amendment, however this is referenced as a demonstration of an obstacle for black people to achieve voting rights. For example in Williams v. Mississippi (supreme court case), black Americans the Supreme Court declared that literacy tests etc. did not violate any of the Amendments, when it was widely known that literacy tests were so difficult that even Harvard students did not pass. Therefore blaming on lack of federal intervention of education. However, the source

was still limited in attributing majority of the obstacles to the Congress, when post-war white resistance was still on a rapid increase after black autonomy became prominent. For example, white troopers in Alabama who looked at young black boys on the front lines.

In conclusion, the source is extremely valuable in highlighting the key role of President Johnson in the passing of the Civil Rights and Voting Rights bills, as it showcases his confidence and eloquence in advocating black rights to reluctant members in Congress, with profound knowledge of systematic racism that disenfranchised black Americans. The speech clearly shows a passion for the cause through influence of key figures such as MLK. However, arguably that is more significant in the value in the demonstration of the black struggle. It is a completely different perspective to experience discrimination

action first hand, had to speak of
ones evaluation to congress; although
Johnson did have accurate accounts.
The black struggle is depicted in the
source by looking into discriminatory
practices that effectively disenfranchised
black people.



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. 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 experienced by President Johnson.



Look at the detail of the provenance of the source to see what might give weight to the source – e.g. in this case, among other points, the intended audience and its political 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

On the whole, 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 Lansbury's political biography. Stronger candidates were able to use their knowledge to gain strong inferences of the source. Some candidates were able to make use of the source's provenance, for example, the main purpose was to publicise the financial challenges faced by a newspaper not backed by plutocrat supporters of the Conservative Party and, as autobiography, a purpose was to emphasise the noble objectives of the author, especially the pursuit of the truth. Strong candidates were able to evaluate the utility effectively by considering the context, e.g. following huge financial losses, Lansbury was forced to give up proprietorial and editorial control of the *Daily Herald* to the Labour Party and the TUC in 1922.

A well-structured Level 4 response.

The source written by George Lansbury was a large advocate for reporting on those of the lower class and emphasising that it could be the mouthpiece of the left. The provenance of the source comes from his autobiography which shows the text was always intended to be exposed to the public as it was written for him to tell his story. This weakens the value of the source as Lansbury has a tone within the text of emphasising that the Daily Herald took the moral high ground, reporting less about the tonics despite its lack of funding. This was an attempt to conjure up that the Daily Herald had more fighting spirit than that of conservative papers. However, it is a primary source and comes directly from Lansbury so to admit the financial burden and lack of circulation increases the validity it is true.

The source is reliable, this is due to the honesty of the Daily Herald's situation. The source states that "we never knew how to pay our bills" which is known to be true due to the disaster of 1922 when the paper's circulation decreased to the extent that the paper no longer became daily. Furthermore the source states that the Daily Herald had invested time into working class protest reporting and whenever one took place they "were involved". This can be seen in 1921 at the attempted general strike when the Herald criticised transport and rail unions for not striking with the miners. The Herald's objective was to see all the groups strike in working class solidarity in order for them to gain better conditions. The paper was involved so much so that they titled it as Black Friday showing that the source supports the aims of the paper. Furthermore, in 1912 at the sinking of the Titanic the Herald criticised conservative newspapers for only

focusing on the consequences of the richer classes showing that the paper is not judged "only by its circulation figures" but its power to help others. In the source, it states that the Herald didn't know "how to compete with the Tory press" which refers to the war reporting in which the Herald has less reporters to facilitate the reporting, again trying to show how the paper could be more influential had it had the funding needed. This shows the source has value as it ^{underlies} ~~comments~~ on the struggle of the paper to report effectively on the war compared to the conservative paper who could easily report under the lenient censorship of the government.*

However, the source has a limitation in which it fails to mention that the funding that allowed the paper to stay afloat was not just from "Murier Countess de la War" but also Lenin. It doesn't touch on the scandal of the Kamenev telegram in which it was

found Lenin was sending the Herald £400,000 in return for being their organ of information. This ~~weakens~~ reduces the value of the source as it ~~also~~ purposefully leaves out any information that could be open to criticism, despite a wide know event within the paper's history. This can contradict the source when it states that the tory newspapers were producing "poisonous trash" to the masses → as the telegram had a significant impact on the British army with a growing spectre of communism within, negatively affecting the masses themselves. **

In conclusion, the source is ^{able} valuable as it touches on facts known to be true to the public such as low circulation and their emphasise for focusing reporting on the lower classes but in terms of all the changes faced doesn't discuss about their controversial events such as advocating for conscientious objectors

or leaked telegrams. Therefore, overall on the surface level the source is valuable if taken at face validity like the public will but to a historian it is not as the clear exaggerative tone and missing information doesn't depict a whole story.

* This was due to the conservative government focusing on "devious forms of news propoganda" that increased public morale and therefore circulation compared to the Herald whose aims were to focus on the reporing of social and economic impact of the soldiers ~~families~~ families.

** Furthermore, the source states that the conservative press attempted to "keep things as they are" in order to show that it was only the Herald trying to make influential changes.

However, this comment isn't necessarily true as other press barions such as the Morning Post were constantly trying to

help change, ~~from~~ for instance the Treaty of Union. This makes the source less valuable as it is trying to undermine the other papers and press barons whilst highlighting The Herald, despite an making influential publisher during the war.



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).



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

The quality of responses was generally fairly high. Most candidates realised that they needed to indicate changes both for the better and the worse. Some candidates got into a tangle with the fact that NIRA provisions covered the industries from which black workers were usually excluded. Neither farm nor domestic labour, two sectors where black Americans were well represented, were covered under NIRA. Moreover, the 1935 Social Security Act did not provide old-age pensions for farm and domestic workers, which automatically excluded a substantial number of senior black Americans from potentially life-changing relief in old age. Whilst knowledge was broadly good, many responses didn't establish criteria or evaluate factors against each other, leaving their judgement implicit.

A logically argued, sustained response at Level 5.

New Deal legislation passed by President Franklin D Roosevelt in the aftermath of the 1929 Depression was arguably of limited benefit to black Americans in the USA due to the failings of the Administration to address the political rights of black Americans (namely given the continuation of ~~the~~ disenfranchisement due to Jim Crow laws), ~~and due to~~ ^{as well as} the social position of black Americans given the failure to pass anti-lynching legislation and continued white supremacist violence. Although one could argue New Deal ~~agreements~~ ^{acts} such as the Agricultural Adjustment Administration (1933) the National Industrial Recovery Act 1933 and the Civilian Conservation Corps ~~to~~ to some degree elevated the economic position of black Americans, this was ~~not~~ fundamentally undermined by the limited scope of such legislation and arbitrary imposition, whilst many racist housing policies ensured economic inequality particularly in urban ghettos such as Chicago. Therefore, it would be largely accurate to assert that New Deal legislation barely changed the lives of black Americans in the USA.

Indeed, this can be explicitly seen in the continuation of voter registration restrictions such as Mississippi's

1890 Article 12, ~~§~~ §2 poll tax disproportionately affecting the poorest ^{of the} black American community which was upheld by and requirements that jurors solely be qualified voters, which was supported by the Supreme Court in 1898 ensuring the dominance of the white Democrat party and in general white Americans in the political sphere. Indeed, such similarly poll taxes, literacy tests and property qualifications employed in numerous Southern states such as Mississippi and Arkansas ensured that by 1901, only 3% of eligible black male Southerners were registered to vote. The continuation of such discriminatory policies throughout the New Deal era despite some advancements, as for example Louisiana's grandfather clause 1898 was declared unconstitutional by the Supreme Court in 1901 after ~~an~~ NAACP legal challenge, ensured ~~the~~ black Americans were denied political agency and power ~~then~~ in the 1930s, ~~regain meaning~~ ^{meaning} ~~new~~ minimal to no improvement in the political status of ~~the~~ black Americans, rather a continuation of oppression. ~~Indeed,~~ ~~due~~ ~~to~~ ~~the~~ ~~extensive~~ ~~presence~~ ~~of~~ ~~Southern~~ ~~Democrats~~ ~~in~~ ~~the~~ ~~Conservative~~ ~~Coalition~~, Roosevelt's reluctance to antagonise conservative Southerners, lest his election victory of 1936 be ~~jeopardised~~ endangered or other New Deal legislation be prevented ratification, therefore meant failure to address black American grievances in the political sphere. Although it could be argued that rise of black Americans employed in federal government to approximately 200 thousand by 1942, described by

WEB Dubois as opposing Black Americans a kind of 'political recognition' never before seen, this was fundamentally undermined by the failure to address disenfranchisement, one of the most significant means of oppression against Black Americans according to Historian Derrick whilst those employed in federal government tended to operate in ~~positions~~ ^{positions} of minimal importance, consequently suggesting new deal legislation had not significantly change the lives of Black Americans in the US.

Moreover the failure of the administration to pass successful anti-lynching legislation despite multiple attempts with the Dyer Bill 1919, Wagner Cestigan Bill 1934 and 1935 as well as the Gowagen Bill 1937, 38, 40, therefore demonstrates the fact that New Deal legislation minimally changed the lives of Black Americans with particular regard to safety and racial violence. Indeed, Roosevelt's hesitance to support such legislation for example the Wagner Cestigan Bill 1935 due to a ~~poor~~ ^{poor} positive clause outlining punishment of a \$5000 fine or 3 year jail term for sheriffs failing to protect ~~lynch~~ ^{lynch} ~~persons~~ ^{persons} from lynch mobs, due to fear of alienating Southern voters and jeopardizing the 1936 presidential elections underscores the fact that New Deal legislation ~~is~~ barely changed the lives of Black Americans in failing to condemn and prohibit vile acts of racial violence condemned as 'angry barbarism' by (w) rights activist Ida B Wells in the 1890s. ~~The~~ The failure of ~~federal~~ government to uphold and

exercise federal power in prohibiting such conduct is exemplified by the continuation of racial violence, as for example in Dan Hill Mississippi where two black Americans were lynched and burned with gasoline and flame torches. The exemplification of the continued oppression of black American citizens in the US despite the supposed progressive legislation of the New Deal and Roosevelt's promise that ~~there would be~~ ^{there would be} 'no forgotten man' in his campaign of reform. Moreover the pervasive extent of ~~the~~ conservative opposition to civil rights progression as seen by for example Theodore Bilbo, a senator who worked to ~~cripple~~ ^{cripple} any legislation attempting to ameliorate racial violence and vocal advocate of deporting black Americans to Liberia, ~~is~~ demonstrates to what extent real advancement in the social rights, security or interracial dynamics between the 1800s and 1930s - suggesting New Deal legislation barely changed the oppressed lives of black Americans. Although one could argue efforts made by key individuals such as Eleanor Roosevelt in sponsoring the National Sharecroppers Week, National Committee against the poll tax and pressuring National Recovery Act administrator Richberg to investigate wage based differentials demonstrates a degree of progress within the administration - such actions were localised and of minimal impact to the lives of black Americans, nor reflected in New Deal legislation.

Nevertheless, it could arguably be asserted that New Deal legislation to some degree improved the lives of Black Americans with regards to employment ~~status~~^{prospects}, as for example the Civilian Conservation Corps^(CCC) (a New Deal agency) employed approximately 200 thousand Black Americans whilst the Agricultural Adjustment Administration^(AAA) in providing \$100 million worth of farm subsidies to cut down acreage enabled the stabilisation of crop prices and rising farm income by 58%. However, such policies were fundamentally limited in scope, as for example the ~~Agri~~ AAA's encouragement of reduced crop production led to the eviction of as many as 200 thousand Black American sharecroppers, crucial given that 40% of the Black workforce were tenant farmers, whilst subsidies were also allocated on a local level by county committees dominated by white landowners. ~~Similar~~ Similarly the Civilian Conservation Corps was headed by racial conservative Fechner, and in for example Clark County Georgia despite 60% of the population being Black, there were no Black recruits. Moreover such policies were marred by white supremacist and segregationist responses, as for example in Pennsylvania a petition was drafted to prevent a Black CCC camp being established for fear of interracial relationships, whilst the conservative Supreme Court declared the part of federal government involvement in the AAA unconstitutional in 1935. Additionally the industrywide codes of practice for example minimum wages and maximum working hours set out by the National

Recovery Act ^(NRA) and subsequent Wagner Act (1935) and Fair Labor Standards Act after the NRA was deemed unconstitutional by the Supreme Court, disproportionately benefited different racial groups - as for example the 1st NRA code for the cotton industry excluded unskilled labor (positions disproportionately held by Black Americans). Indeed the exclusion of domestic servants and farm laborers from the Fair Labor Standards Act which gave immediate wage increases to as many as 300 thousand workers not only excluded 65% of the Black American workforce but also meant that in industries which did benefit from minimum wages - said wages were significantly lower for Black Americans than white Americans. Additionally the overly racist housing policies of the Federal Housing Authority in the 1930s ~~by~~ through mortgage redlining (providing mortgages only to white citizens) and anti-~~the~~ Black American restrictive covenants ~~that~~ ~~to~~ catalyzed segregation and ensured generational wealth disparities as for example as ~~as~~ much as 65% of Chicago was kept off limits to the Black American community. In this way it can be seen that New Deal legislation failed to improve the lives of Black Americans, but to some degree it could be argued that such policies did in fact change ~~the lives of~~ ^{the lives of} Americans for the worse ~~in a way~~ ~~as~~ ~~the~~ Despite this, such deteriorations in the economic status of Black Americans disproportionately affected different groups according to their industry of employment or residence ^{area} in for example

phases, whilst only having significant tangible impact on the economic position of Black Americans - a singular aspect of the lives of Black Americans in the US.

In conclusion it is more clear that to a substantial extent, New Deal legislation barely changed the lives of Black Americans in the US, chiefly due to the failure of such legislation to impact the ^{overarching} social and political position of Black Americans with continued disenfranchisement and the pervasive ~~ex~~ degree of white supremacist actions and views in failing to pass anti-lynching legislation. Moreover, any seemingly improvements to the social and political position of Black Americans were both short-lived and not ~~reflective~~ brought about by legislation - instead the consequences of individual action by for example Eleanor Roosevelt. Although it could be conversely argued that New Deal legislation indeed changed the lives of Black Americans in the US, significantly worsening quality of life ~~that~~ in particular reference to economic status due to discretionary housing policies and the shortcomings of New Deal agencies and acts, to a greater extent, as supported by civil rights activist Thomas Arnold Hill, the New Deal predominantly ignored and excluded the Black community. Further deteriorating economic status could be interpreted as both a continuation of pre-existent trends from the 1890s whilst ~~as~~ whilst

It could also be seen as merely a ~~single~~ singular component of the lives of black Americans. Therefore the limited ~~change~~ change achieved by the social and political status of black Americans this reinforces the statement that the New Deal legislation barely changed the lives of black Americans in the US.



What sets a L5 script apart from what we have seen at L4? Some key words from the MS are 'sustained', 'fully' and 'throughout', indicating that the candidate is doing good things, and doing them often. Another key phrase is 'relative significance'.

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 onwards, note how the candidate deals with the relative significance of the target focus in changing black Americans' political lives, followed by a balancing assessment. Then on page three, note the relative significance of the second key feature, the fight for anti-lynching legislation. Next, look at the convincing run of evidence on the third key feature, the economic and social change in black Americans' lives, establishing clear criteria for judgement. Finally, read the overriding and nuanced judgement in the conclusion.



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 election campaign as a whole, concentrating only on the nomination battle with Hilary Clinton. Strong candidates found key issues in the inter-party phase, especially that McCain was portrayed as yesterday's man, 72 years old, and was linked to the unpopular outgoing Republican administration. Such candidates also noted that McCain's wealth worked against him at a time of economic downturn associated with failed mortgage schemes. A number of candidates focused on the 'Palin effect', but failed to discuss further factors, limiting their analysis perhaps through a lack of knowledge.

A carefully argued Level 4 response.

Although certainly an important aspect to the victory of Obama being elected as the 44th president it is inaccurate to conclude that the weakness of his opponents were the most significant factor to Obama's victory. Instead the most significant was Obama himself and his skills and persona which gripped the heart of all Americans and ensured his victory in his election. Another possible factor to consider, although not as decisive, is Obama's innovative campaigning techniques.

During the 2008 presidential election Obama's opponent John McCain held significant disadvantages in many areas. Firstly the republican candidate was always going to be in a challenging position. President Bush was the republican president and he suffered in approval ratings due to the Iraq war which was largely unpopular at the time in 2008 and overshadowed the republican candidate McCain in the 2008 election. Obama therefore as a Democrat and an early opponent to the Iraq war was in a very good position to win

the support of the nation. However this advantage Obama held is more due to his own beliefs than his party justice showing how he himself put himself into the best place to win the election. Furthermore another weakness that McCain faced was his selection of Sarah Palin as his Vice President candidate. Palin was Alaskan and was unpopular with the American public due to her outdated views and beliefs and she was seen as out of touch with modern American society. Obama's opponents also were surrounded in controversy, mostly in terms of having affairs. His opponent Hillary Clinton in the running for Democrat candidate was shrouded in controversy after an affair ~~with Bill Clinton~~ that her husband and former president had Bill Clinton. These weaknesses overall certainly played into Obama's hand but overall it was his persona and own successes that were the most influential and allowed him to capitalise and win the election.

Obama himself is clearly the main factor in his victory in the presidential election of 2008. Firstly his speaking skills were notably far beyond those of McCain who even copied some of his speeches from labour rips. Obama's first notable speech that brought him to the forefront of attention of Democrat politics was the 2004 keynote speech. Obama was said to be impressive in capturing his

audience and in many of his speeches played on the American dream to boost his popularity with patriotic Americans. As well as his speaking skills the fact Obama was a black American gave him a clear advantage of winning the black vote which made up over 20% of the population. Obama spoke directly to black Americans and had come from a multi ethnic background. He served as a social worker in Chicago also which gave him overall a very intimate knowledge of what issues black Americans faced in the US and they believed that this ensured he would help them. Overall Obama held ~~an~~ significant skills and advantages in his personality which ensured that he could empathise and relate to his audience and ultimately be successful. Obama himself is clearly the main factor to his own success as although his opponents were weak they still had loyal supporters which only through his own skills in public speaking and his background could he live to the ~~the~~ Democrat side of politics and win the 2008 election.

~~Lastly another factor that mainly comes from Obamas~~

Lastly the last factor that needs to be considered is how Obamas presidential campaign was conducted and how this had a positive impact on him winning the election. Obamas campaign largely focused on a

grassroots way of campaigning. Obama got stuck into the campaign and visited often deprived areas and ones with a large black population. Although this gained him huge amount of respect within these areas Obama's background and persona had already won the large majority of people in these areas as they directly related to him. Obama's campaign was also successful through his way of funding. He rejected federal funding, being the first presidential candidate to do so, and instead relied on donations as to not take from the pockets those who couldn't afford it. He received many from some celebrities including basketballer ~~Michael~~ Michael Jordan. This meant fans of Jordan also became fans of Obama due to Jordan's close following. However this is also more so due to Obama's smart thinking of refusing the federal funding that allowed him to succeed.

In conclusion it is clear that, although Obama's opponents did have many shortcomings and controversy that surrounded them, Obama himself is undoubtedly the main reason for his victory. He touched the hearts of America through his strong speaking skills and his background ensured that he had strong support from large groups who usually don't know where to vote for ~~the~~ such as black Americans in particular who gained a sense of personal identity through Obama. His campaign was an important

Seater however that need mainly to his own strong thinking.
Ultimately his opponents were weak but it was him that
capitalised on it making the statement inaccurate.



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In a clearly constructed essay, the candidate sets out the criteria for judgement in the introduction (although there is a hint that the target focus on the weakness of Obama's opponents is not going to be as strongly supported as is Obama's contribution). The candidate carefully follows through on the stated intent in a series of linked paragraphs. Each criterion is debated for its importance, so that the whole argument is sustained throughout the essay. Again, the conclusion shows that hint of imbalance referred to above.



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Examiner Tip

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 opposition weaknesses had (this much, but not that much because...) approach. This will ensure that your answer is well focused and reaches a clear judgement.

Question 5

This question was answered well by candidates, on the whole. Candidates were able confidently to discuss the fact that light entertainment programmes, such as *ITMA*, were credited with positive boosts to public morale, and that the variety, music and talks department of the BBC was a principal cause of raising public morale, producing a range of incredibly popular shows that raised the spirits, e.g. *Hi Gang!* and *Happidrome*. Many noted that war work was a depressing imposition, and it was the BBC that took the initiative in raising morale in the factory through shows like *Music While You Work* and *Workers' Playtime*. Many candidates offered Churchill's speeches as the key to the counter argument, forgetting that they were brought to the attention of the public mainly by the BBC. Stronger candidates were able analytically to show an improving BBC impact as the war progressed and many suggested that morale was principally governed by the fortunes of war.

A Level 2 response, not following a logical argument.

Raising public morale on the home front during the Second World War was difficult. The war had started off slow and it did not look like anything was going in Britain's favour therefore raising public morale was thought to be instrumental in helping to win the war. Who deserves the greatest credit for raising morale though? The BBC were a different organisation by the end of the war (far the better) but Churchill's speeches seemed very uplifting sometimes. Entertainment through music and TV series also had a part to play with morale but the argument is a difficult debate.

The BBC did not raise public morale at the start of the war. It had kept events from the public which were deemed to be morale reducing. This meant the BBC had very little to report and so it had to resort to other means such as music. This was also, unfortunately, not well received. Complaints flooded in about the repetitive organ playing and they wanted other means of entertainment. By the end of the war the BBC was pretty influential in raising morale as it had a charge of programmes under AP Ryland and Brendan Brauer with agency to news reporting. By the end of WWII the BBC reported all good news about the progress on the front lines however it can be argued that public morale at home was only raised because there was good news to report. The argument that the BBC deserves the greatest credit for raising morale on the home front can only be applied to the end of the war as they were the BBC had very little success at the beginning of the war.

Another ~~important~~ reason for raising public morale at home could be Churchill's

speeches throughout the war. They are very inspirational today and many scholars still look back on them however at the time they did not seem to be very effective. Many people remarked them to be dull and boring, and that Churchill's voice lulled them to sleep. Churchill's speeches did not seem to raise public morale before the end of the war, as just like the BBC if he had very little positive things to praise and discuss due to the limited possibility from the war efforts.



ResultsPlus
Examiner Comments

This response possesses insufficient depth, contains clear errors (e.g. TV was not available) and is not always logical in its conclusions, such as about Churchill's impact and missing the fact that his speeches were broadcast by the BBC.



ResultsPlus
Examiner Tip

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

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, e.g. Alistair Campbell, 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 the fact that Labour Government lost its senior communications and strategy adviser, Alastair Campbell, who resigned during the Hutton Inquiry with (e.g.) the reduction in a widespread obsession with dominating the news agenda, facilitating a more comfortable new relationship with the BBC . Many members of the Government blamed the BBC's role in this decision, showing it as a difficult concept for the candidates. Stronger responses noted the counter argument, that the Hutton Inquiry, and its subsequent Report, did not bring an end to political party spin, indicating that the basis of the relationship between the BBC and the Government did not change substantially.

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

The Hutton ~~Inquiry~~^{Report}, officially released on 28 January 2004, did not mark a turning point in the relationship between Labour and the BBC. The Inquiry was launched following the death of David Kelly in July 2003, and placed blame on Andrew Gilligan of the BBC. However, the impact of the Inquiry (culminating in the 2004 Report) cannot be considered "highly significant" as it failed to cause any drastic changes ~~to~~^{to} the future of the BBC aside from superficial and non-transformative impacts.

In a very limited sense, the Hutton Inquiry can be viewed to have impacted some parts of the relationship between Labour and the BBC. As a result of Lord Hutton placing blame on the BBC for their 'role' in causing the suicide of Dr David Kelly (a WMD expert who was interviewed by Today radio's Andrew Gilligan in May 2003, and committed suicide following his name being released two months later), the BBC

was forced to implement several changes. For example, Gilligan - the journalist who had reported on the 'sexed-up' dossier of September 2002 - was forced to resign from his position on BBC's Today Morning radio. This illustrates that the BBC was forced to accept, at least in part, their role in causing the death of Dr Kelly by reporting several questionable and unfactual statements attributed to him. For example, Gilligan had reported that his source - later to be revealed to be Kelly - was "in charge" of the September dossier, and stated that some claims added by the government before the dossier's release were 'made up'. These claims were inaccurate, as Kelly was one of a team working on the Dossier, and the government's claims (such as that Iraqi WMDs would reach the UK in just 45 minutes) were not 'made up', but rather misapplied. As such, the BBC's forced resignation of Gilligan suggests that they accepted some blame for these slip-ups, and were taking measures to ensure this inaccurate reporting would not happen again. This suggests that there were some changes, though limited, to the government-media relationship as the BBC would have to be entirely factual

and careful with their reporting of government issues in the future. This could be interpreted as a reluctance to criticise Labour for future scandals. ~~However~~ However, this change, enforced following the BBC's internal investigation, can ~~be seen to~~ not be seen to have a 'highly significant' impact on BBC-government relationships because the BBC continued to criticise the war and the Labour government where necessary with an 'impartial' stance, suggesting that the relationship remained fairly similar despite the BBC accepting a portion of the blame through conducting an internal investigation and forcing the resignation of Andrew Gilligan.

Furthermore, it can be stated that the Hutton Inquiry (beginning August 2003) did not have a highly significant impact on BBC-government relations because the Inquiry and eventual Report were dismissed as one-sided and unreliable. Judge Hutton, conducting the Inquiry, was known to have government sympathies and his Report illustrated an almost entirely one-sided view which placed blame on Gilligan and dissolved

the government of any responsibility. The Report picked apart Gilligan's slip-ups, failing to offer an analysis on the role of the government in causing Kelly's death by altering the September Dossier or releasing his name in July 2003. As a result, the Hutton Inquiry's report was labelled a 'whitewash' upon its release, and the Independent newspaper included a landmark blank front cover to emphasise this. This suggests the inquiry was not hugely damaging to the BBC as it was dismissed by other newspapers as inaccurate. The credibility of the inquiry was also undermined by the fact that its report was leaked to the Sun on 27th January 2004, a day before it was due to be published. Overall, then, the uncredibility of the Hutton Inquiry meant that it failed to be taken sufficiently seriously to warrant vast changes to the BBC-government relationship - in fact, a poll produced 29 January 2004 by The Times revealed that the vast majority of the public still trusted the BBC over the government despite the contents of the Report. Once more this suggests there was no

'highly significant impact' as the Report was dismissed and undermined.

In addition, it can be argued that the Hutton Inquiry itself did not mark a turning point in the BBC-govt relationship because this relationship had already been changing well before the Inquiry and subsequent report. Following the election of a New Labour government, the government gained a reputation for trying to interfere with and manipulate media reporting which resulted in a changing relationship - for example, ~~Blair~~ PM Tony Blair appointed Alastair Campbell as media co-ordinator. Campbell was responsible for reporting government news to media outlets in such a way as to manufacture an unrealistically positive image, to the extent that he became known as a 'media spin-doctor'. This clearly illustrates the government's attempted interference into the media that resulted in a vastly changed relationship.

~~For example~~, Media outlets such as the BBC could no longer rely on government spokes-people to accurately transmit news, and thus had to rely on other methods of

gathering news such as contacting ~~of~~ other government workers and advisors (e.g. Kelly). Therefore, it cannot be said that it was the Hutton Inquiry alone which vastly altered the relationship between the New Labour government and the BBC, as this had been undergoing significant changes from the beginning of New Labour power in 1992 due to the 'spin doctor' stance.

Overall, then, it is clear that, while the Hutton Inquiry beginning ~~20~~ August 2003 changed the relationship between government and media in some ways, (for example in that it forced the BBC to take additional consideration over the way they reported governmental issues to avoid another case like that of Dr Kelly), this was not at all significant enough to be labelled a 'hugely significant' impact. No unprecedented transformation occurred, partly because the Inquiry was deemed to be lacking credibility (due to its leak and one-sided, pro-government stance) as well as due to the already-changing relationship.

As such, the Hutton Inquiry did not have a significant impact on the relationship between the Labour government and the BBC.



ResultsPlus
Examiner Comments

This Level 5 response benefits from a clear introduction that leaves us in no doubt about where the debate is headed. It features four main criteria, including the stated proposition, the Hutton Inquiry's significant impact. It tries to deal with the relative importance of each criterion, with a nuanced concluding judgement that attempts to show that impact was less important than the stated proposition (a highly significant impact), with a 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 impact/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 changing patterns of migration, rather than as changing patterns of segregation, often fell into generalisations and lost marks on BP2 and BP3. Some candidates seemed to view the question as a type of summary of movements made by black Americans. However, this did not necessarily explain micro rather than macro patterns of segregation (e.g. de facto segregation caused by ‘white flight’ or bussing to integrate schools) and many candidates tried to shoe-horn what they knew about the changing geography of civil rights into the question with little else besides. Candidates who did very well consistently evaluated the features such as, from the 1950s, the development of new forms of suburbia outside of the South, such as Levittowns, leading to a turning point in patterns of segregation, with blacks excluded from white suburbia.

Many who began in the 1860s (they clearly did not read the question) 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.

A Level 5 response, showing model skills.

The first Great Migration was a key turning point in the changing pattern of segregation of Black Americans (B.A's) in the 20th century as it saw many B.A's travel North to join the integrated industrial factories. However, the Second World War was a more fundamental turning point as the greater movement of B.A's North highlighted the issue of liberty in America which imprinted a psychological effect into the minds of Americans surrounding the ~~rest~~ segregation issue. Finally, the later return to the Old South was the permanent turning point as in the changing pattern of segregation of B.A's as the de facto basis of the segregation pattern was realised.

The first great migration was a key turning point in the changing pattern of segregation of B.A's in the 20th century as segregation was temporarily, greatly reduced which supplied an image of integrated life. 400,000 B.A's moved North during World War I (WWI) as jobs in heavy industry (car

and aircraft production) opened up, the increased demand for armaments (bullets, guns for war) and workers (white Americans had left for war) meant B.A.'s were placed into integrated Northern heavy industries. Segregation in the workplace seemed to cease, yet de facto segregation of housing and public facilities still remained. The slump in the cotton industry caused by the boll weevil (creature that ravaged cotton crops) meant B.A.'s were forced out of their segregated Southern jobs, however, their move to the North only agitated those still rooted with racist attitudes, again ~~de~~ ~~facto~~ de facto segregation in the North, the spread of Jim Crow at the turn of the century saw Maryland (non-confederate state) initiate legal segregation, meaning the pattern of segregation changed superficially. Less discrimination was in the North, this appeal paired with editorial columns in the 'Chicago Defender' newspaper, meant Northern life looked integrated and this image gave a taste of integrated life. It is true that B.A.'s did gain greater access to their rights in the North but prevention tactics to exclude B.A.'s from the vote (literacy tests) were ever-present. Overall, the first great migration was a key turning point in the changing pattern of segregation of B.A.'s in the 20th century as

Many judged the less discriminatory, more integrated Northern industrial factories. However, this change in pattern to desegregation was superficial, only a temporary circumstantial occurrence as when the war ended, those B.A.'s that had moved were faced back to the segregated South, not to mention, that time in the North had been wholly de facto segregated except their working hours. Nevertheless, this temporary pattern change in segregation gave a taste of integrated life, planting the seed of future integrated life.

The second world war was a more influential turning point in the changing pattern of segregation of B.A.'s as it had a profound psychological effect on Americas, causing their questioning of segregation. 15 million B.A.'s and white Americans (C.W.A.'s) moved North to occupy newly opened job opportunities in aircraft and car industries, this paired with the conscription of 12 million people for war meant tensions over jobs were lessened. For a time integrated life was accepted. The same can be said in the west, where 120,000 B.A.'s occupied jobs on the Pacific coast in Los Angeles in shipbuilding and aircraft production. This under seg-

ration can be attributed to the second world war's influence. However, at this time, although the appearance of segregation had changed, it was still very apparent. It's appearance was initially an issue of jobs but during this time it was housing. Despite the efforts of the New Deal agencies (like the Public Works Administration which built houses, 30% of which were occupied by B.A.'s), a federally-funded programme was not going to cut it, like de jure constitutional changes, the programme cannot buffer de facto segregation; a restrictive covenant was signed preventing B.A.'s from accessing new tenements, partly they remain in segregated, poverty-stricken ghettos. Redlining progressed with the second world war, showing that although segregated jobs had become less of an issue, the focus was now on housing. Despite this, the second world war was a more influential turning point than the first great migration in the changing pattern of segregation of B.A.'s in the 20th century as for a time it saw an accepted integration in industries as opposed to a temporary one.

The return to the Old South was the paramount turning point in the changing answer to the

question, as it realised the fact that de jure segregation charges did not influence de facto charges, therefore stimulating focus on de facto charges. Many returned home to a lesser discriminatory South to see their family, others travelled to the 'sun belt' in Georgia, Texas and Florida which provided masses of jobs due to recent economic surge in the area. Although, the South was less segregated, it was still de facto segregated, the importance of the migration being the realisation that de jure segregation charges achieved by the civil rights movement (NAACP lobbying and gaining education victories in Brown vs Board of education and successes at Brouder vs Gayle, Boynton vs Wrigley and Bailey vs Pattersen which collectively ended legal segregation on public transport and in bus depots), were actually superficial as although legally, segregation is over, the reality lies in de facto segregation, it was this epiphany that placed the refer to the old South as the key turning in changing pattern of segregation as it was an internal, psychological pattern change that would erode physical pattern changes later. In the North, industries slumped, ~~large~~ Michigan became socially deprived and unemployed, collectively

greater de facto discrimination and in turn segregation as B.A's were forced into poor ghettos while W.A's fled to newly built Levittowns, using B.A's as a scapegoat (blaming economic decline on them excuses their leaving). ~~then~~ In Detroit, auto-manufacturing jobs were cut by half, withering from 338,400 to 153,300, which reversed the integrated progress of previous migrations. However, this superficial decline in jobs was not the main result, it was that B.A's realised ^{to achieve} a pattern change in segregation, they must tackle de facto segregation, leaving behind the possible restorative by the civil rights movement to achieve de jure change and instead focusing on de facto change. Overall, the return to the Old South is ^{the} paramount turning point in the changing pattern of segregation of B.A's in the 20th century as it changed the appearance of racism permanently instead of momentarily like the previous two movements, it's appearance was now de facto not de jure (attempting to achieve changes to housing and jobs, like the 1968 Civil Rights act or the 'Fair Housing act' which was superficial in it's effectiveness), meaning the pattern could be tackled differently.

In conclusion, the first migration was a key turning point in that it gave a taste of integrated life, building a goal for B.A's and stimulating ideas on how to tackle Segregation and change it's pattern. Overall, it's change of the Segregation pattern was superficial, and as a turning point, this renders it mostly superficial. However, the second world war built an appearance around this goal of integration, again it's change pattern of Segregation was temporary, a short term change, but the psychological effect on America (realising they are fighting a war for liberty but live a Segregated nation) was influential as it peaked the start of the civil rights movement and white co-operation, meaning the de jure pattern of Segregation would change as a result. However, the return to the Old South, although physically a return to Segregation, had a profound was a profound turning point in the internal, psychological pattern of Segregation, where initially challenging de jure Segregation was a 'effective' focus, was universally accepted, now challenging de facto Segregation was the focus, changing the focus of the pattern means a fundamental basis has been laid to later change the physical Segregation pattern.



This Level 5 response makes a virtue of changes (or lack of them) in patterns of segregation, and not just patterns of migration, at given periods and sustains that approach throughout an essay that covers nearly all of the chronology. 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, i.e. each of a series of chronologically organised time periods will be assessed relatively for the changes in patterns of segregation. The essay comes to an overall judgement about the relative merits of each period. One avoidable irritant is reference to black Americans as 'BAs'.



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 knew a good deal of knowledge for this question and some candidates went beyond the specification, usually with reasonable success. There was strong knowledge of the synopses of films and a good understanding of how far those they considered changed attitudes. Some candidates lost focus of the question – they began to answer which film had the greatest impact on audiences, rather than which had the greatest significance in changing their attitudes. Some candidates also failed to spot the implied requirement to discuss several media. Many compared film and literature, but the best responses also brought TV and photography into the discussion. A particular weakness was a tendency to describe and compare the plot of the film 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 films and 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 three types of medium. This response achieves Level 5.

While film ~~is~~ ^{was} an incredibly significant medium influencing changes in attitudes towards race relations in 1850-2009, ~~the~~ due to its widespread audience, arguably this can also be said of fiction and perhaps photographs. Fiction ~~is~~ ^{was} the most significant medium not only because of its widespread audience, but also because of the nature of the author, who writes usually for personal satisfaction or to spread a message - film, however, had to be economically viable, and thus ~~it~~ ^{did} not stray really from mediocrity, and thus ~~is~~ ^{was} a less significant influencing medium.

However, film ~~is~~ ^{was} still an incredibly significant form of media. 'Birth of a Nation' in 1915, for example, contributed to the rise of the ~~Ku Klux~~ Ku Klux Klan (KKK) in the 1920s, ~~leading~~ leading to a nationwide membership of over 3 million by the 1940s. The film adaptation of 'Gone with the Wind' was also incredibly influential, winning the first Oscar for a Black person's acting ~~for~~ ^{by} Hattie McDaniel in her role of Mammy. 'In the Heat of the Night',

1967, was also nominated for an Oscar, and reflected the changing societal opinions of Black Americans, showing them in respectable, middle-class roles as opposed to previous generally stereotyped and racist depictions. The 'Blaxploitation' films of the 1970s were widely popular amongst white audiences, further reflecting white willingness to view films with an all-Black cast. 'Mississippi Burning' in 1988 was moderately successful, and broached the divisive topic of the Civil Rights struggle against white supremacy, and 'Roots' in the 1970s was hugely popular. 100 million watched the final episode, reflecting this. While 'Malcolm X' 1992 and 'The Wire' in 2002-9 were less viewed - 'The Wire' only had an average viewer count of 1.4 million across its ~~fourth~~ fourth season - they were nevertheless consumed and therefore significant. However, film tended to be a reflector of changing attitudes rather than an influencer of them, as Hollywood had to make money. More 'radical' films such as 'Mississippi Burning' and 'Malcolm X' did not do so well amongst white audiences, displaying this to highly successful films such as 'The Birth of a Nation', 'Gone with the Wind' and 'In the Heat of the Night' were successful because they reflected already existing racist

opinions and attitudes or reflected the change in them by wider society. Thus, film was not the most significant medium influencing changing ~~attitudes~~ attitudes in the period.

It could be argued also that photographs and lithographs were ~~the~~ influential forms of media. Photographs of enslaved individuals in chains were released to aid the abolitionist cause, and famous photographs during the Civil Rights movement also helped to further their cause. Notable examples include the image taken at the Martin Luther King-led protest in Birmingham, Alabama, where dogs attacked non-violent protestors, and the image of Martin Luther King on a bus in ~~Montgomery~~ ^{Montgomery} after the successful ^{with exceptions,} Montgomery Bus Boycott in 1955-6. However, such images ~~and~~ again only really reflected existing societal change rather than influence it. ~~Further~~ Furthermore, the vast majority of lithographs and advertisements during the period - particularly from 1850 through to Jim Crow - were stereotypical, derogatory portrayals of Black Americans that only reflected ^{and reinforced} existing social attitudes. ~~Examples~~ Examples of these include the depiction of Black children as pickaninies, ^{and} as shagster boys, and Black women as the 'Mammy' caricature paintings.

reinforced this largely falsified idea of the 'use down south' whereby enslaved people looked to be 'enjoying' their simple living. Therefore, photographs and lithographs, while in some cases influential, were not the most significant medium influencing changing attitudes ~~to~~ towards race relations in the years 1850-2009.

Instead, fiction ^{was} clearly the most significant medium influencing changing attitudes. Books such as 'Uncle Tom's Cabin' in 1852 were extremely popular by the eve of the Civil War having ~~been~~ sold a copy ~~for~~ for every 4-5 American ^{adult} citizens in a population of 32 million. The book was turned into stage plays which remained extremely popular for the ~~next~~ ^{following} 75 years, influencing individuals to the abolitionist cause massively. ~~The~~ 'Adventures of Huckleberry Finn' in 1855 ^{and} ~~later~~ 'Gone with the Wind' in 1936 perpetuated this idea of an idyllic South, an idea which, for many, still holds true today. 'To Kill a Mockingbird' in 1960 was extremely influential after the Supreme Court decisions of the '50s and the ~~broader~~ emerging Civil Rights Movement. It is in American curriculums across the country

with the express purpose of changing and influencing societal opinions - 'Uncle Tom's Cabin' was a response to the Fugitive Slave Act ~~the~~ 1850, and 'To Kill A Mockingbird' to the Civil Rights movement. It is therefore undeniable that fiction was the most significant media influencing changes in attitudes.

In conclusion, although film ~~is~~ ^{was} an influential form of media due to its widespread nature, fiction ~~is~~ ^{was} influential for this reason and many others. Thus far the main influencers of societal thought in 1850-2009 have been works of fiction, displaying their significance. Fiction ~~is~~ ^{was} more free to explore a line of argument that attempts to convince the reader and thus ~~is~~ ^{was} a more influential form of media. Therefore, it is inaccurate to argue that film was the most significant medium influencing attitudes towards race relations in the years 1850-2009 because it was fiction instead.



The candidate has a thorough knowledge of the films and novels outlined in the specification and adds a competent consideration of photographs and lithographs, enabling full coverage of the chronology. There is a continual weighing of relative importance. In the conclusion the candidate offers plausible reasons for the choice of literature as the key turning medium, despite some downsides to the argument.



Make sure that you pick a range of examples from a range of media 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 pioneering campaigns effectively for their essay which allowed them to evaluate succinctly. Candidates had good knowledge of other factors that changed the lives of British women at work and within the family, but weaker candidates struggled to cover the time period with some focusing on purely the 1930s onwards. The best answers evaluated the work of named individual pioneering campaigners (as in the question) rather than just campaigns. Strong candidates were able to assess the impact that each of their features had on women's lives and work, which allowed for stronger evaluation.

Here is an example that measures the comparative significance of a number of issues.

The main changes ~~to~~^{to} women's status at work and within the family in the years 1882-2004 was that of raising the value of women only as mothers and as showing women capable at work, which in turn ~~that~~ improved attitudes surrounding women's work. While the work of pioneering female campaigners, mainly seen through direct action in the workplace (mainly the Dagenham strike 1968 and the Bryant and May Match girls strike 1888) and more stops for women's ~~times at home~~, status in the family came to her work surrounding contraception), this was not the main factor in changing women's status at home and on the workplace due to the legal barriers which still remained, preventing a change in status. Instead, ~~the~~ government legislation was the main factor changing women's status at work and within the family, mainly due to the pill 1961. This allowed women to control when they had children and consequently changed ~~both~~ their status in ~~both~~ areas. Other legislations of significance were ~~1872~~¹⁹⁷⁰ Equal Pay Act ~~1970~~¹⁹⁷⁰ ~~and~~ 1977 Employment Protection Act. A final factor changing the status of women

in the family and at work was the rise in domestic technology in 1960s/1970s. This increased women's time to be able to work and changed their status within the family, as a ~~lead~~ ^{lead} to sharing of domestic tasks.

While pioneering female campaigners were important in the changing role of women at work and in the family, they were not the most significant. This is notable campaigners for the status of women in ~~term~~ work was the work of the 18th Bryant and Maitland girls strike. ~~This was the~~ This was the first time women fought for their ^{workplace rights} _(where phosphorus burned their) of equal pay and better conditions which led to changing perceptions of women and therefore a more important status of respect. Building on this idea was that of the Dagenham strike 1968, where women again fought for their rights (gained nationwide media attention) and encouraged others to do so (Liverpool Ford strike). Their campaign to be ^{labeled as 'skilled'} increased their status in the workplace and had an impact on the Equal Pay Act 1970, which had a profound effect on the status of women at work. The increased status of women at work led to a new respect for women in the family mainly because children

were seeing their mothers working outside of the home. However, the work of female pioneers was not the main reason, as ~~many women~~ not a lot of change was provoked directly by these ~~act~~ actions, as from 1888, it was very rare to have equal pay or to be valued at all in the workplace, and the place of women being in the home was largely accepted up until the 1970s. ^{as well as the fact that the Equal Pay Act was more provoked by the} While Marie Stopes had an impact on the changing status of women in the home due to contraception awareness and information (as ~~the~~ women's control over children was the main factor ~~in~~ in changing their status in the family), it wasn't as significant an impact as it seemed. As from her ~~the~~ first clinic in 1911 ~~it~~ and the opening of several others, a 1945 mass observation shows that many women were still ^{unaware} ~~that~~ of contraception, showing that her impact was limited in this area, especially as it didn't do much to reduce the stigma, as many women still associated contraceptive devices with STDs and prostitution. Therefore, female campaigners did not have the most significant impact on women's status at ~~least~~ work and in the family.

The most significant reason for changes of the status of women ~~at home and~~ at work and in the family was government legislation. The legislation ~~allowing~~ ^{allowing} for the Pill 1961 had an effect on ~~the~~ both of these areas, making ~~it~~ the most significant. Once women could control when they had children, (which was later in life, a conception rate for women aged ~~50~~ ~~35~~-39 increased ~~to~~ 82% between 1976-1980), they were able to work more and establish themselves ^{at work} earlier in life, which would have allowed women to show their capability and therefore change and improve their status at work. In terms of family life, the pill allowed women to move away from the traditional Victorian role as only a mother and changed her status with the family, as now women ~~had~~ were able to have another purpose. The widespread effect of the pill is clear, as in 1961 56,000 women used the pill and in 1964 500,000 women used the pill, demonstrating the big impact it would have had on status due to legislation. One important legislation influencing women's status in the workplace was the Equal Pay Act 1970. This was because after that,

women's work was seen as more valuable (rather than 'extra' work from the 1940s-1960s due to the economic differences) and therefore increased the importance of women and therefore their status in the workplace. One important legislation for this was the Employment Protection Act 1977/1978 which ~~increased~~ ^{increased} the value of women in the workplace, as ~~now~~ ^{now} they could prove themselves for longer as it was illegal to fire them if they were pregnant (a fundamental issue for women). While there were still loopholes in these legislations, the key element is that women's work was now more valued in the law and they had opportunities, which therefore increased their status. In terms of family life, as well as the pill, these legislations in the 1970s also have an impact, as children seeing their mothers being able to work and being valued means a women's status in the family changes. Therefore, we can see that government legislation was the most significant factor, as it affected both the issues of status in the work place and on the family, as it provided the opportunity for change to take place. //

• A final reason for the changing status of

women at home and in the workplace was the rise in domestic technology in the 1970s, which ~~started~~^{sparked} from the 1926 Electrical Supply Act. In terms of working lives, women now had more time to work, as the domestic work was done much faster. This allowed women's status to transition from only working in the home to working outside of it. In addition, more time to spend on work increased their time and status in the workplace. Another point which changed women's status was the share of domestic work which ~~women~~ was split. In 1960, men did 10 minutes whereas women did 110 minutes of domestic work, which changed to 50 and 90 in 2000s, and in 1970, men did 172 minutes whereas women did 206. This shows the progression of sharing domestic roles, which changes the ~~way~~ status of women in the family to make it more equal, as well as moving away from the Victorian idea of women working domestically, ~~at the~~^{alone} 13 hours a day - changing the status of women in the family ~~and~~^{and} in the workplace. However, due to the increased ability to ~~work well in the~~^{work well in the} home, ideas of ~~domestic~~^{domestic} production increased, meaning that women generally had to work just as hard in the home as

to reach a higher level of domestic protection due to the advances in this technology, which limited the change of status on women in these areas.



ResultsPlus
Examiner Comments

The key issues relevant to women's working and family lives are explored by an analysis of the relationships between them. More than 75% of the chronology has been covered but it is not clear that valid criteria by which comparative significance can be weighed have been included in the judgement. This may have been established if the candidate had not run out of time.



ResultsPlus
Examiner Tip

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.

Question 10

This question was answered well by a very few of the small cohort of candidates for Paper 39.2. Most candidates were able to indicate the significance of technology as a reason for changing leisure patterns. Most were weaker on features that would build a strong counter argument, such as the Holiday Pay Act (1938) and the increasing affluence of the British people during the course of these c120 years, opening up time and opportunities for new leisure activities.

This response achieves Level 4.

Technological innovation was not the main reason for changes in British leisure patterns in the years 1882 - 2004. It did in fact play a huge role in the development of the motor industry, allowing people to change their leisure patterns to become more active with cars and introduce holidays as a form of accepted leisure by the 1990s. It does also play a part in the rise of TV, in the 60s changing leisure patterns to solitary and relaxing rather than the communal leisure created by the cinema and hobbies. However, it is the increase in affluence from the 1950s that has allowed for the change in leisure patterns. This is because when general affluence means people can afford to indulge in the technological innovation and change their ~~leisure~~ leisure patterns as people have the money to leisure. Therefore showing that the rise of leisure wouldn't have been possible without the rise of general affluence which

encourages people to indulge in different leisure pursuits, changing leisure patterns even more. Furthermore, it can be argued that the improvements to housing has allowed for a change in leisure patterns to be made in the home as housing becomes more comfortable after the 1946 New Town Act which encourages people to stay at home instead of engaging in active leisure. However, it's the rise in affluence that increases home ownership that creates this change to leisure and promotes at home leisure.

Technological innovation, despite not being the main reason behind the changing leisure patterns still is a contributing factor. This is because it paves the way for the rise of the motor industry and creates modes of transportation including cars and planes — this promotes a change in leisure patterns as holidays become an acceptable form of leisure. It's the technological innovation of cars, ownership of which started at 100,000 in 1970 and increased to over 11 million in

by the 1970s. That gives people the freedom to change the leisure patterns and go on holidays in their free time. This shows how if it wasn't for the technological innovation holidays wouldn't have become an accepted form of leisure by the 1990s as even by 1979 just under 15 million are going on a foreign holiday because the technological innovation of planes has allowed them to do so. Therefore, technological innovation is important for the creation of holidays and making holidays more accessible which changes leisure patterns until 2004. Furthermore, is the technological innovation of TV's which become on a rise in the 1960s as 95% of homes have one by 1969 that changes leisure patterns to become more solitary and inside the home. This shows how this innovation that has changed leisure from being active, for example sport based or game based leisure, to more solitary as now 23% of free time is spent watching TV instead. TV also encourages

New forms of leisure through TV programmes like Della Smith and her cooking show in the 1970s which made cooking a popular hobby for women. This demonstrates how it is this technological innovation that has allowed for new forms of leisure to arise changing leisure patterns even more. However, the technological innovation and its influence wouldn't have been made possible without general affluence increasing. ~~This~~ This allows people to buy cars or go on holidays and own a TV which then creates the changes in leisure patterns — without affluence technological innovation wouldn't have had such a impact.

Therefore it is affluence that is the main reason for the change in leisure patterns. This is because the rise of real wages in the interwar period to 16% more than what it was in 1900 means people have more money to engage in the leisure activities.

that are becoming available for example, owning a bicycle (at the time remained a male dominant activity only because lower female wages meant they couldn't afford) and owning a radio which increased to 71% by 1939. This shows that affluence at the start of the period allowed for people to become engaged in leisure as more people had the money to do so. Affluence ~~best~~ continues to change leisure patterns in the 1950's - 1970's due to the increase of disposable income. For example in 1970 disposable income was at 30%. This allows people to spend their money on cars (car ownership increases to 52% by 1970) and ~~there~~ holidays which changes the leisure patterns and promotes the popularity of holidays as a form of leisure. Affluence continues to change leisure with the rise of computers and internet based products as by 2000 50% of homes had internet. This means that people can change their leisure

patterns again to being more computer based and solitary because they can afford the new computer based products like laptops and mobile phones. This shows how with the continual rise of general affluence throughout the period leisure and certain leisure activities wouldn't have become as popular as they have done because people wouldn't have been able to afford it — affluence is important in allowing leisure and allowing people to indulge in it which makes it the main reason as to why leisure patterns changed during 1882 — 2004.

It could also be argued that the improvement to housing contributes to the change in leisure patterns. This is because at the start of the period, there was little in the way for leisure in working class households because of the poor living conditions. This shows why leisure was communal and outside the home as many people

didn't want to be inside their homes or think of engaging in leisure inside of the home. With the rise in urban living standards and the introduction of sewage and flushing toilets leisure patterns change because housing has been improved. Papp Men for example, change the leisure patterns from ~~drinking~~ drinking at the pub to drinking at home showing how the improvement to housing has contributed to a change in their leisure patterns. By 1985 a BBC survey reveals that 70% of people are at home on an average weekday evening - highlighting how the improvement to housing ~~brings people~~ has caused the domestication of leisure (as seen through the nature of TV) as more people want to relax ~~at~~ in the comfort of their own home instead of spending their free time outside. However, it can be argued that although this change contributes to the changes to leisure patterns it isn't the main reason behind it. An increase in affluence means that by 1970 the home ownership has increased to 50%. This

It has been the rise in stay at home leisure was caused by more and more people being able to own a home - therefore they want to spend their free time in it. If it was not for the increase of affluence that allowed more people to own homes and experience the change to housing then the domestication of leisure may ~~wouldn't have~~ have failed to accumulate. This shows how affluence promotes at home leisure as more people have the money to increase and add to the comfort of the homes through furniture and TVs and allows more people to actually own a home also.



The response discusses the relative merits of a number of reasons before judging that increasing affluence rather than the target focus is best considered as most important.



Make sure that you pick a range of possible reasons from across the period in the question. However, if you are running short of time, it is better to ensure that you have reached a judgement of comparative significance about a reasonable number of features rather than flooding the essay with so much depth and detail that you don't have time for judgement.

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 (e.g.) the target significance mentioned in the question, setting its importance against other themes rather than providing a description of each. Pay particular attention to bullet point 3 of the mark scheme. Try to justify why one content area is more significant than another – the basis of that judgement is that one aspect is more important, influential or significant. Pay more careful attention to key phrases in the question when analysing. Try to explore links between issues to make the structure flow more logically and enable the integration of analysis.

Section C Breadth Essay Questions

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

Grade boundaries

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

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