



Examiners' Report **June 2024**

GCE History 9HI0 39

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2024

Publications Code 9HI0_39_2406_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

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 an ever-increasing number of scripts that pose problems with the legibility of handwriting. Examiners can only give credit for what they can read. There was also some evidence this summer of a number of candidates abbreviating words that should not be abbreviated in formal written English, eg the use of gov instead of government and BAs for Black Americans. This is not a development that is welcomed.

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

This L5 response shows examples of best practice.

This source is useful in revealing the limited impact of the Agricultural Adjustment Agency (AAA) on Southern black Americans (BA's) as it reveals the tensions it formed between white landowners and the majority of black sharecroppers which worked on their land. Wright says that the 'AAA is run by the landowners' implying it is only made to benefit them. This is evidenced as the AAA was created to decrease production due to overproduction therefore paying landowners to decrease their yield. This limited its positive impact on BA's as it meant the landowners no longer needed the sharecroppers on their farm leading to 200,000 sharecroppers being evicted from their place of work during the AAA's existence. This shows an impact identified by the source going to focus on the impact on the land owners not on the BA workers on the farms. The source is also useful for showing how limited the federal interference was to stop actions like this, saying that BA were 'too far down the social ladder' to be reached. This links to events during the AAA's existence in which white intimidation meant that if BA were meant to receive federal cheques to benefit them financially they never got there. This is useful in ~~also~~ possibly showing the limited care the federal government in the form of the AAA had for Southern BA sharecroppers and landowners as the source suggests the government could not 'reach' them to interfere. Finally the source reveals the limited impact of the AAA by inferring the fact ~~Washington~~ the federal government

wanted 'welfare for all', this would have limited the impact of the AAA as welfare was frowned upon as it was not common place in the 1930's and considered quite radical by FDR to implement it. The vast majority of this welfare would have been used by the poorest in society which tended to be BA's, this means that the impact of the AAA on BA was limited as they were actually discriminated against for even using the welfare provided to 'help'. Overall, the source identifies the issues with the AAA and why it had a limited impact on BA's to be lack of federal interference, how it primarily impacted white landowners and how it only added to the discrimination of BA through it giving welfare.

The source is also useful for identifying the problems facing migrants into Northern cities, firstly the housing issue they had with such a large influx of migrants into cities such as 'Chicago, New York and Pittsburg' the source identifies the fact that 'there are not enough houses'. This led directly to an increase in the number of ghettos in urban areas such as Harlem or the South side of Chicago which already had large numbers of migrants of ~~over~~ around 100,000 BA in Harlem during the first great migration. The issue of housing migrants was also made difficult due to white landlords refusing to rent or sell to black tenants and the fact that Jim Crow laws were still in place even in the north ~~and~~ without Jim Crow laws. The source also identifies the problem of employment and the low skilled jobs BA were forced into, with it emphasising the fact that even 'Gigantic companies will not employ' and how if they do receive a job ^{they are} ~~it is~~

likely to be 'porters, cooks and general servants'. This was an issue throughout much of the great depression with unemployment being at 25% in the early years after the wall street crash. It however evidently by the source disproportionately affected BA as companies would 'refuse entry' in favour of white employees, especially younger BA as in a depression young people are hit the hardest with 40% of young BA being unemployed. The issue of employment and the low skilled jobs BA migrants in Northern cities were forced into is evident with high costs of living also making it a necessity. Finally the source identifies the problem of discrimination and divisions between migrants and the people who lived there originally. The source describes white people specifically as calling BA migrants 'destructive' and how they will 'lower the value of their property' this makes the issues of ~~racial~~ discrimination due to migration specifically a race ~~is~~ issue with specification of 'white people' and children being 'jimmied'. These divisions would culminate in riots in areas such as Detroit in 1934 due to divisions and discrimination between migrants into cities showing the violent reaction which would then force BA's into ghettos for safety in numbers and due to extreme white violence. Overall, the source evidences the problems of housing, employment and general discrimination for migrants and is therefore useful for revealing these problems.

The nature of the provenance of this source does affect its reliability slightly with Wright being an 'editor of a

communist newspaper' therefore will be likely to find my issue with the highly capitalist structure of America as he can so his issues with the federal actions of the United States may come with slightly less reliability. However he is also a 'BA author' himself so is able to focus on the issues faced by BA ^{the} ~~the~~ AAA and migration into Northern cities more effectively. He may be more reliable to comment on Northern cities as he is writing in 'New York' but less so for Southern BA as he is not there himself, however it is likely he has discovered the issues facing them due to them migrating North after their eviction from the South due to the AAA. He is also writing in '1941' so would have lived through the effects of the New Deal on migrants in Northern cities and have an element of hindsight on the AAA's impact on Southern BA. ~~paper~~

In conclusion the source is very useful for revealing the limited impact on Southern BA of the AAA with it benefiting white landowners more. The limited impact of federal interference on intimidation and the discrimination incurred due to welfare given. It is also useful for identifying the problems of housing, employment and discrimination faced by migrants into Northern cities. The provenance of this source overall also adds to its usefulness due to the effect of hindsight and the lived experience the author would have had due to him being in a Northern city where migrants would be from the effect of the AAA giving him a good standing to talk about both.



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 both Southern rural and Northern urban societies. Analysis of the provenance shows that the candidate is aware of the values and problems experienced by black Americans.



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, that the tone of the account reveals a very negative view of the treatment of black Americans by the authorities and by employers. It clearly emphasises the urgent need for answers to the problem of racial discrimination. 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

A well-structured Level 4 response.

Within the years 1984-85, miners, led by "President of the National Union of Mineworkers" Arthur Scargill, struck against the closure of mines and ~~mass~~ mass unemployment for mine workers enacted by Margaret Thatcher, in alignment with her principles of cutting government spending, alongside her hatred for workers unions. Ultimately, this source from Nicholas Jones is valuable in revealing the role of both the media and Arthur Scargill within the miners' strike, in that it exposes the media as being biased towards the government and Thatcher, as well as Scargill being an inspirational and successful leader.

In regards to provenance, the source can be considered valuable due to its origins. Despite the fact that the source is secondary, in that it was published in 2017 and may not be as accurate factually as a primary source would be, the fact that the author was a "BBC ~~source~~ industrial and political correspondent" is valuable. The BBC is ~~not~~ notoriously and officially unbiased in their reportage of the news. Thus,

the fact that the author ^{was} a previous BBC correspondent, ~~improvingly~~ is valuable, as it suggests to historians that his writing will most likely be unbiased rather than lenient ~~to~~ and a blindly positive towards Thatcher, much like how other media outlets were. Equally, the author's status as a BBC correspondent, combined with the fact that he covered the "miner's strike," make the source valuable to historians because the BBC and Thatcher were known to have an uneasy relationship, in that Thatcher disliked the BBC. Therefore, the source is valuable as the author is unlikely to be biased towards Thatcher, and instead will offer ~~as~~ a take on the miner's strike that would not just blindly side with the government, instead allowing for more factual, informative content.

Firstly, the source can be considered valuable to historians because of the fact that it exposes and informs the historian that Scargill was a skilled leader. Immediately, a positive tone is evident throughout the source, created by positive verbs such as "enlivened," in regards to Scargill, suggesting either that Scargill was, to some, viewed in a positive light, or was at least positively impactful within the miners strike.

It is true that Scargill was a "naturally skilled communicator," in that he was able to speak with ease in front of a camera, and something that is later supported in the source by the fact that he ~~was~~ was "commissioned," by Channel 4 to offer a news report. It is interesting to note that Channel 4 was ~~not~~ disliked by Thatcher, meaning that it most likely was one of the only news channels that would have painted Scargill in a fairly positive manner, much to the dismay of Thatcher. Further, the source is valuable in revealing Scargill's status as a respected leader of the miners' strikes as he is explicitly labelled "the strikers' hero." Overall, this source is valuable as it exposes to the historian Scargill as being a crucial, important and loved leader, a fact that is supported by historically accurate evidence within the source.

On the other hand, the source's value in regards to Scargill's role can be questioned, because of its failure to highlight ~~the~~ Scargill's imminent failure. Despite the fact that Scargill was the strikers' hero, and led the miners' "union's" who were more than willing to fight against Thatcher, due to their loss of jobs and her previous attacks on trade unions, the source fails to

highlight the failure of the miners strike, and that of Scargill. Despite the striking, ~~many~~ most miners were still out of work and suffering, and the striking failed to bring back such manual jobs, increasing unemployment rates within the country, with at least 3 million unemployed. Therefore, because of its lack to recognize even failure, the source's value can be questioned. Yet, the source still contains a plethora of informative empirical evidence regarding Scargill's role, and despite his failure, he was still significant during the strikes.

As well as this, the source can be considered valuable because it reveals the biases of the media toward Thatcher, known to be most prevalent within newspapers. As the source states, "most hate-filled newspapers sided strongly with Margaret Thatcher," a fact known to be true due to Thatcher's positive relationship with 'Press Baron' Rupert Murdoch, who owned the Sun as well as various other significant newspapers. The source further ~~on~~ takes note of the "Battle of Orgreave," a violent confrontation that was reported negatively by the media, due to their affiliation with Thatcher.

Although the source fails to recognise that not all newspapers, particularly local newspapers, sided with Thatcher, it is still valuable as, through empirical evidence and statements of fact, it reveals that the media was biased towards Thatcher during miners' strikes.*

To conclude, the source is valuable as, paired with the fact that the author was a BBC reporter, and the BBC often offered an unbiased opinion, it reveals that during the miners' strikes, Scargill was an important leader and the media ~~was~~ ^{was} biased towards Thatcher, a fact that is supported by historical evidence throughout the source.

* As well as this, the source is further true in stating that "mutual hostility," that was felt in the newspapers, and by Margaret Thatcher, was also emulated in the "broadcasting coverage." It is only in recent years that the miners have been devillianised in the media, as 'originally miners who went back to work at the time were considered to be 'heroes of the nation,' and striking miners were villainised. This contributes to the source's value in revealing

the media bias towards Thatcher during the
Miner's strikes.



ResultsPlus
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. It would have benefitted from more sustained inferences about the two inquiries.



ResultsPlus
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 just reaching Level 5.

During the years 1865-77, black Americans saw major gains - ~~un~~ unprecedented unimaginable change from the decades prior. It is clear the factors of: the Fourteenth and Fifteenth Amendment, the Thirteenth Amendment, Radical Reconstruction and the role of the southern states will be ~~assess~~ judged on whether they had a profound or superficial impact in improving the lives of black Americans. It is clear that the role of the Southern States (combined with political participation) were most responsible for improving the lives of Black Americans.

The Fourteenth Amendment of 1868 was immense in its impact as ~~ex~~ the four million ex-slaves were now viewed and have the

privileges of being an American citizen. This was the next big step from the abolition of slavery, giving black Americans freedom ex slaves freedoms faced by Americans, nation wide, and protection under the law. This was soon followed in 1870, with the Fourteenth Amendment, granting black Americans the vote. Stating there should be no discrimination of the vote based on race - a basis later challenged by voting restrictions in the 1890s. Regardless, the Fourteenth and Fifteenth Amendment were major gains for black people. Having a profound impact, granting them citizenship and the vote.

The Amendments of 1868 and 1870, would not have happened without the Thirteenth Amendment of 1865. This abolished slavery for ever (a ~~grant~~ grantee not challenged by the later Jim Crow Laws - unlike the preceding two Amendments). As slavery was no longer around,

blacks were now free men. However, ~~this did not~~ Originating in the Civil War 1861-5 and the Emancipation Proclamation (1863) the 13th Amendment solidified the basis for which all other gains of Reconstruction grew from. Therefore the Thirteenth Amendment of 1865 has a profound impact on the improving the lives of black Americans.

The Constitutional Amendments were followed by a period known as Radical Reconstruction (1868-77). Whereby Radical Republicans, who wanted to punish the South and grant full rights to the Black Americans, had immense power in Congress, particularly through the leadership of Thaddeus Stevens. They ensured that Federal government did not just stop at with the Amendments, but continued passing legislation to ensure full civil rights for black Americans. One way

They did this was through the Military Reconstruction Acts. This ~~was the~~ comprised of three acts all with the aim to ~~not stop~~ continue gains for black Americans. It included the placement of troops in the South to ensure all legislation was carried out, prevented the president from having too much influence, and ~~also~~ put measures in place for his impeachment. President Johnson was a reluctant supporter of black civil rights - persuaded by his hatred of the planter class over his wanting to help black Americans. The Radical Republicans tried to impeach him, whereby he was saved by one vote. It was the fall of the Radical Repob. licians which ultimately ended Reconstruction, quickened with the death of Thaddeus Stevens. Thus, it is clear that Radical Reconstruction had a profound impact on improving the lives of black Americans.

~~different~~ ideas. For the ex-slaves, freedom, the precedent two amendments and the Radical Republicans were all met with joy and celebration. Black Americans rejoiced with the gain of the vote as they now had the opportunity to decide their future. This is seen with the levels of black participation, in the period which saw over 600 black Americans gaining some sort of political office.

Including two senators, in which the third came in the form of Barack Obama in 2004. Thus it is clear the profound impact black political participation had on improving black Americans' lives.

~~Yet~~ The Southern States had different ideas. Angered by the amendments which saw the displacement of 4 million people and the wipe out of billions of dollars worth in property, many in the South

Saw it their duty to regain white supremacy. This was seen in the Black Codes, the precursors to Jim Crow. These put limitations on black ~~and~~ the activities on black men and were particularly harsh on vagrancy (mainly of black Americans as their living conditions changed overnight with the Thirteenth Amendment). The Black Codes were reinforced with the regaining of Southern Democrat control in the South. These saw the realities of the South with its destroyed economy and blamed the black Americans. The revenge by Southern Democrats were seen in the next few decades with the introduction of Jim Crow. Violent violence towards blacks and anyone who aided them (scalawags and carpet baggers) was seen throughout the South. For example the Texas saw 2000 black Americans killed from 1865-7. One group creating this violence was the Ku Klux Klan, founded in Tennessee 1865. They targeted anyone who

opposed the South's authority. Any black American could be a victim to the abhorrent lynching which gathered crowds in the hundreds. White supremacy was also seen in Louisiana with the White League who attempted to overthrow govern local government to regain state control. The role of the Southern States to suppress any of the gains black Americans created had a ~~superficial~~ ^{and} ~~damaging~~ ^{profound} impact on removing improvements black Americans faced during Reconstruction.

In conclusion the Fourteenth and Fifth Fifteenth Amendment had great importance in improving the lives of black Americans - granting them the citizenship and the vote. The Thirteenth Amendment also had a profound impact as the foundation which all other improvements built upon. The period of Radical Reconstruction also

had immense ~~imp~~ importance in improving the lives of black Americans as the Radical Republicans ensured the implementation of the constitutional amendments. The attitudes of the Southern states, however, had an incredibly damaging effect, removing the many gains from Reconstruction placing black Americans in a position of submissiveness. On final analysis, it is clear that black political participation had the most profound impact on the lives ~~or~~ of black Americans as they gained a say in their future. The importance of which is seen in the following decades as Southern States deprived black people of the vote and this was chosen to change their future.



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 target focus in changing black Americans' political lives, followed by a balancing assessment. A number of counter features are rehearsed, leading to a nuanced judgement in the conclusion. The response would have been even better with a greater emphasis on the relative significance of each feature.



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

A carefully argued Level 4 response.

The period 1957 - 68 saw a boom in the Civil Rights movement, with ~~small~~ ^{various} and ~~large~~ groups and campaigning for the social, political and economic advancement of black Americans. Whilst there was little economic advancements, social and political change culminated through the end of segregation and the enfranchisement of many black Americans. Overall, the period saw ~~great~~ ^{some} change in this era, as it directly ended years of Jim Crow Laws that discriminated against black Americans in the South. However this change was limited as there was little change in the North, which was affected mainly by economic issues. To assess how much the status of black people change, we must examine how radical and widespread this change was.

Social change was mainly brought through the work of individual groups and movements, such as SNCC and CORE. In 1960, SNCC, the Student Non-violent Coordinating Committee, staged sit-ins, where 4 students, ^{black and white} refused to leave

a Woolworths that was segregated. The movement inspired 700000 more students to stage sit-ins and desegregated Woolworths across the South, showing progress. However, this was not widespread as only confined to Woolworths and therefore was not a great change. In 1961, CORE, testing 1960's ruling 'Brown v. Board of Education', sent black and white students on an interrail travel ~~from~~ to Virginia. When met with resistance in Alabama where the bus was burnt, and Birmingham where a mob opposed the movement, which demonstrated the non-changing racist attitudes of whites, the Supreme Court called for ^{segregation in} interrail travel unconstitutional, demonstrating progress. However this was again confined to the one area of transport and in the South. Real change was seen by the Civil Rights Act passed in 1964 by Lyndon B Johnson, which ended all Jim Crow laws, and sped up school desegregation. Whilst this did end nearly a century of Jim Crow segregation, this change was only seen in the South and did not affect voting or housing. Overall, socially, although radical change was seen through the removal of Jim Crow, it was limited to only the South, ^{effect of} ~~limiting~~ ^{the} change it had.

Voting was also an issue addressed during this period. From 1962, the SCLC, CORE and SNCC attempted to enfranchise Mississippian black voters with 'Freedom Summer'. However, this had a limited impact due to issues with funding and organisation and did not see any change. However, the Voting Rights Act, passed in 1965, did. Inspired by the Selma Campaign, which saw a march to Selma, an area with the lowest number of black voters, inspired the Voting Rights Act, as the Civil Rights Act failed to promote voting. After Bloody Sunday on the 7th March, where the peaceful marchers were attacked, and two white civil rights supporters were killed, Johnson was shocked and ready to pass the act, which was supported by 67% of congress. The act enfranchised 250000 new black Americans and in only 10 states were less than 80% of blacks registered. In Tennessee, the number of blacks reg voters was higher than whites by 80.2% - 80.1%. This demonstrates how the Voting Rights Act radically changed the political position of black Americans, but it was only limited to the South where voting restrictions were prevalent, and did not affect the position of Northern blacks.

Finally, the economic position of blacks changed very little. In 1967, MLK attempted a Chicago campaign to help with housing in Chicago, where ghettoisation was prominent such as in the South Side. However, his attempts were met with resistance through paving bottles and bricks thrown at him, as Northerners did not feel he related to them as a black Southerner, showing how his campaign made no difference. In 1968, LBJ passed the Fair Housing Act which attempted to benefit the position of Northern blacks in ghettos by making it unconstitutional to refuse to sell to blacks. However, in reality, this act was very limited in its change as black Americans would naturally find cheaper ghetto housing due to their poorer economic backgrounds and whites would, on average, be able to pay for suburban housing, keeping de facto segregation that was hard to combat through laws, as the underlying issue was the ~~already~~ socio-economic backgrounds of blacks and whites. Overall, there was very limited change for black Americans economically due to de facto segregation and poor backgrounds.

To conclude, there was ~~very~~ little change

for the position of black Americans as, although radical change was seen in the South through the Civil Rights and Voting Rights Act, this was not widespread to the North and did not address issues of de facto segregation felt there. There was little to none economic advancement seen for Northern black Americans.



ResultsPlus
Examiner Comments

In a clearly constructed essay, the candidate sets out the criteria for judgement in the introduction. The candidate carefully follows through on the stated intent in a series of linked paragraphs. Each criterion is balanced so that the whole argument is sustained throughout the essay. Perhaps a lack of time prevented the addition of a nuanced conclusion.



ResultsPlus
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 an assessment of the extent of change (this much, but not that much because...) approach. This will ensure that your answer is well focused and reaches a clear judgement.

Question 5

A finely balanced L5 example showing clear relative significance.

The fall of Asquith's government in 1916 owed much to the interventions of press barons from the beginning of the war, namely Lords Beaverbrook and Northcliffe. The downfall of Asquith was precipitated by ~~dispute~~ Asquith's lack of implementation of a 'total war', criticised by Conservative MPs including Beaverbrook, and in the press. Ultimately, while Beaverbrook was certainly instrumental in the downfall of Asquith's government as he ~~manipulated~~ ~~criticisms~~ general criticisms to achieve ~~these~~ tangible governmental change, his role in creating the conditions of ~~dissatis~~ public dissatisfaction towards Asquith was limited, as it was actually Northcliffe who drove the media storm, while Beaverbrook had ^{create public anger as successfully.} the capabilities to do so, he did not.

Northcliffe's criticisms of Asquith's government in the Mail and the Times began fairly early on in the war, yet his most notable exposé was on 15th May 1915 when he exposed the Shell Scandal, in which the front was experiencing a dire lack of shells which Northcliffe blamed directly on the government's 'limited supply'. Further, he attacked Lord Kitchener the next week, despite his popularity, for failings in his leadership. Certainly, the sway of Northcliffe's attention was evidently important to Asquith's government, as the production

of shells increased from 75,000 to more than 1 million following the 15th May article, ^{and led to the formation of the coalition government, a problem for the Asquith government.} The Mail had such a large circulation, and was so influential in that its readership ^{primarily} was made up of working to middle-class men, that ultimately any story it exposed could have quantifiable effects on support for Asquith's government. Indeed, Northcliffe branded ~~his paper~~ himself through the Mail as the man of the people, sending 10,000 free copies of each Mail edition to the front and including messages and advice for soldiers. While Beaverbrook used the Daily Express to further his political aims quite successfully, the audience over which Northcliffe had significant influence was more of a threat to the Asquith government, ~~here~~ as he could so easily shift public opinion. Indeed, his criticisms of Asquith's refusal to enact conscription ~~was~~ fuelled greater attack on Asquith's government, as by late ~~16~~ ~~erro~~ 1916 ~~well~~ met was at just 10% of 1914 levels. Ultimately, by December 1916, it was predominantly social pressure which caused Asquith's resignation, and Northcliffe played a more significant role in causing this than Beaverbrook.

That being said, Beaverbrook's influence was ~~not~~ by no means insignificant, as he had heavy influence on the Conservative party and significant political access to Asquith. Indeed, after the formation of the Liberal-Conservative coalition government in ~~14~~ May 1915, Bonar Law had immense

influence as leader of the Conservative party and, both being from Grand Connaught, Beaverbrook had a close relationship with Bonar Law, and indeed David Lloyd-George, who was equally influential. When it came to the December of 1916, Beaverbrook encouraged both Bonar Law and Lloyd George to resign from 1st December 1916 to put intense political pressure on Asquith. Further, he encouraged them to push the idea of a 6-3-man war cabinet, excluding Asquith, which eventually led to Asquith's downfall as his acceptance of this was viewed as weak. However, it was the personal ~~or~~ attack launched on Asquith in the aftermath of the acceptance of the War Cabinet on 3rd December which truly led to Asquith's downfall, as he felt unable to continue under such ~~or~~ public pressure. Ultimately, while Beaverbrook was named 'Kingmaker' because of his influence over Asquith's downfall, Northcliffe's influence limits the extent to which Beaverbrook can take credit for the fall of Asquith's government.

Indeed, personal attacks on Asquith were significant in his downfall; while Beaverbrook played a role in this, his efforts were not as aggressive as Northcliffe's. Northcliffe ultimately created the media storm after Asquith's acceptance of the War Cabinet, without him in it, on 3rd December; on 4th December, it was Northcliffe rather than Beaverbrook who launched ~~the~~ an explosive attack on Asquith, branding him a 'limpet' and a 'wait-and-see' politician. This evidently

had a substantial causal effect as Asquith resigned the next day, and outwardly admitted, albeit privately, the damage that Northcliffe could do on parliament. That being said, Asquith's resignation followed that of Lloyd George, encouraged by Beaverbrook, which undoubtedly pressurized Asquith's resignation. However, ultimately, Beaverbrook was not as opportunistic as Northcliffe in highlighting Asquith's weakness and loss of control over his own coalition government. On the other hand, Beaverbrook did launch personal attacks on Asquith ^{when he held} ~~over his~~ Prime Ministerial post, for example collecting two of Asquith's letters to his mistresses for publication in order to discredit Asquith, as part of his attempts to use political intrigue to undermine ~~for~~ opposition politicians. Ultimately, his dual role as a press baron and a Conservative MP gave Beaverbrook immense potential to have tangible effects on government. However, while he was successful in influencing Lloyd George and Bonar Law in his role as a politician, he did not exploit his ~~the~~ Daily Express to the same level. Ultimately, the social pressure which led to Asquith's resignation must be credited ^{less} ~~not~~ to Beaverbrook, ^{may} ~~but~~ to Northcliffe.

Overall, Beaverbrook's influence was significant in his governmental capacity, yet he was not responsible for raising the public profile of Asquith's mistakes or holding him socially accountable in the papers for his weaknesses or failings.

In comparison to Northcliffe, his role is not as significant, as it was the social pressure put on Asquith by Northcliffe more than the political pressure orchestrated by Beaverbrook which forced Asquith's resignation.



ResultsPlus
Examiner Comments

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, sustained, mainly chronological examination of the treatment of Asquith. There is a forensic focus on a number of factors in the final days of Asquith's administration. The overall judgement is clear – Northcliffe's social pressure was more significant than Beaverbrook's political pressure. Notice how relative significance is debated throughout the response.



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

A competently worked sustained debate at L5, using both strategies outlined above.

During the 1660s attitudes towards the monarchy undoubtedly became disillusioned and disappointed with the growth of the ~~public~~ media and numerous national disasters. While satire such as *That Was the Week That Was* 1659-62 attempted to satirise the Royal Family and its actions this was met by contempt and ended the show. Masses, tragic events such as Aberfan 1666 created disappointment rather than satirical comedy surrounding the Royal Family. However, the Royal Family documenting itself ~~initially~~ initially satirised the monarchy itself in 1667 adding further to public ~~disappointment~~ disappointment. While public disappointment towards the monarchy prevailed during the 1660s and the Royal Family documenting created shock and embarrassment, ~~the~~ the Royal Family was still beyond the fringe of satire which ~~had~~ had little change to the ~~more~~ attitudes of the monarchy ~~between~~ in the 1660s.

Firstly, the impact of satire in changing attitudes

towards the monarchy during the 1960s can be understood in provocative comedy sketches. Prior to the 1960s the monarchy was perceived as beyond controversy, let alone satire, with the media respecting the monarchy by not revealing Margaret's Affair to a divorce in 1954. However the 60s saw a boom in satire and comically making fun of the establishment like the government, church and monarchy. Beyond the Fringe and that was the week that was (1959-62) (TV3) spearheaded this and became hugely popular. Frost comically commented the sinking of the Royal barge in TV3 and made several skits about the Queen herself. However, this received a huge amount of criticism, as the monarchy was perceived as beyond this and undeserving of such criticism, thus in 1967 TV3 was shut down largely due to its treatment of the monarchy. Clearly, the fact such content that mocked the Royal Family could be aired illustrated a change in attitude towards the monarchy's ~~own~~ glory as previously scandals wouldn't be reported on, let alone mocked. However, the fact the show was cancelled as a result is

indicative of the limitations of Satire in regards to the monarchy because compared to the politicians and the church the Monarchy was beyond reproach. Clearly, direct and provocative satirical sketches had very little impact in altering the public attitudes ~~about the monarchy~~, but were illustrative of a change in public attitude towards the monarchy.

One area in which Satire was severely limited in impacting public attitudes towards the monarchy, is within National events. During WWII the monarchy was idolized for its commitment during the Blitz, rationing and public moral, as the family stood united with the people. Public events such as the ~~birth~~ birth of Prince Andrew in 1960 altered attitudes towards the Queen, not with Satire but instead that the Queen was also a mother. While, the ~~decorum~~ decorum of the monarchy was retained during the Christmas Speech, international celebrations and garden parties and public attitudes remained supportive. However, during the 1966 Aberfan disaster where 116 children died in a slurry disaster, the Queen

took 9 days to visit and received constant criticisms in the media for her restrained and inhibited demeanor. The Queen apologised and made a subsequent promise to regularly visit but the event provoked public disappointment and proved the monarch was not faultless. Evidently public attitudes greatly altered during the 60s with 14% of people being republicans and a mood of disillusionment but this was regardless of satire which was ineffectual in ^{the} changing public attitudes in times of national disaster. Here it is the actions of the monarch and not at all satire which damaged the public's perception of the monarchy in the 1960s.

Finally the impact of the Royal Family documentary of 1967 proved embarrassing and although not intentionally satirical was considered comedic and wholly damaging to the Monarch's perception in the public. After the disillusionment created during the Aberfan disaster, Royal officials and Lord Mambatten pressured the Queen into creating the Royal Family documentary. The documentary observed the everyday life of the Queen and was viewed by 65%.

of the population upon its release, creating widespread disappointment and comedy. For many the Queen was viewed as beyond mundanity and the insight felt unnecessary and jarring, as the Queen was idolised and this persona dissolved in the public's view. Furthermore, the Queen further disillusioned those who were path, with her casual walking clothes and use of tape shoes leaving the public outraged. Moreover, the documentary created comedy and anger for the majority of Britain who were working class. The Queen joking about people being overeating, and the family sat up right and formally created a void between the monarchy and its subjects. Furthermore, the Queen being chivalric with real money added to the disappointment surrounding the monarchy whilst overly past times and conversations inadvertently became the best of satire, it was more so the ~~disappointment~~ disappointment and evolution which the documentary created which altered public attitudes towards and not satire. Clearly it was the documentary itself and later satire which altered public opinion towards the monarchy.

To conclude, while attitudes towards the monarchy indefinitely changed ~~between~~ during the 60s as the public was left feeling disillusioned, ~~this~~ ^{which} was not as a result of satire. Instead satire illustrated this change in attitude but subsequently failed with the ending of TWS in the barge sketch. Major events of national importance produced disappointment like Aberfan 1966 and illustrated the monarch's vulnerability in a growing media atmosphere. Furthermore the Royal Family documentary ridiculed all subjects and unintentionally became the source of comedy and satire. Overall, the ~~perception~~ public's perception of the monarchy undoubtably declined with 14% identifying as republican but this was not driven by satire, instead satire was a symptom of Royal mistakes and it was instead the Royal Family Documentary 1967 and the Aberfan Disaster 1966, which damaged the perception of the monarchy, not satire.



This Level 5 response benefits from a clear introduction that leaves us in no doubt about where the debate is headed. It features satire as a cause, focusing mainly on two TV series, set against other factors, such as events and other societal influences on change. The nuanced conclusion sees satire as mostly symptom rather than cause, unlike other cited factors. A fine example of relative judgement. We may accept the slip in dating some events in the 1660s rather than the 1960s as one of a candidate whose rapidity of thought under pressure leads to a slip of the pen!



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

A L3 response that limits the chronology to about 20 years.

I agree to some extent that Levitt estates in the 1950s were the most important factor in changing patterns of segregation in the US, however, believe that the Levitt estates were indicative of a changing pattern and not a significant factor in change themselves. Levitt estates were a prime example of 'white flight' from cities ~~in response to~~ but many other factors influenced the changing patterns of segregation.

Levitt estates were mass produced and early built suburban estates. They included new technology and had government support, ~~making~~ making them highly popular in the 1950s as the ideal nuclear family house. Although black people were not technically prohibited from buying one, it could be many years before this happened, resulting in the creation of all-white suburban neighbourhoods. Whilst the appeal of Levitt estates certainly drew many white families away from the cities, ~~part~~ ~~of~~ their success can also be attributed to the greater trend of 'white flight' from cities, as more black people migrated to cities before and after WW2, an increasing number of white families moved out of cities for the suburbs. This could be attributed to racist attitudes, the increasing ~~town~~ population density, or the economic boom in the 1950s and

1960s that provided the opportunity for families to purchase housing. These factors combined made Levitt estates more valuable. Therefore it can be argued that the Levitt estates themselves had limited impact, and were instead the best option for white families during the period of change.

Another factor that greatly influenced pattern segregation was the landmark decision in 1963 in the Brown vs Board of education that overturned the 'separate but equal' policy.

This policy had allowed de jure segregation, provided that facilities for black people were of equal standards, though they rarely were. The end of legal segregation in places such as schools, although tenuous and requiring significant government intervention, meant black people had access to better opportunities, previously reserved for whites, and led to significant changes. Although integration was slow, things opportunities, such as education meant black people had had increasing opportunities and became more integrated. Opportunities in education and employment ^{led to} ~~meant~~ an increasing number of black people were able to occupy ^{higher} universities, jobs and housing, drastically changing the patterns of segregation.

In conclusion, Levitt estates reflected a larger trend in segregation, and although had some impact, most of their significance can be attributed to other economic and

social factors.

* as deployed at Little Rock High, were the national guard was called in to protect black students.



Although this response discusses the stated factor successfully, counter factors do not move backwards chronologically at all, and there is an implicit limit going forwards, with examples drawn from the 1950s and 1960s only. It is clearly discursive and moves into L3 beyond the narrative-dominated L2 examples. In many ways it was the opposite of many candidates' work – a great many almost ignored the target focus in offering considerable chronological reach. There are not a great many stated factors covered by the specification – it is important that all are covered by centres so that some kind of balance may be achieved between pro and counter arguments.



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

A very generalised answer at L2.

The perception of race relations in the years 1850-2009 change drastically throughout. This is because of many reasons like, culture, technology, world events and most importantly literature. All of these reasons have adapted to the perception of race relation as time has passed. There is a debate between what parts of literature caused the most change in the perception of race relations. Some historians argue that the photos and lithographs and paintings produced in 1850-80 had the biggest impact. Whereas other historians view that books and film caused the biggest change in ~~these~~ the perception of race relations.

The piece of literature that caused the most change to the perception of race relations could be argued to be photographs and lithographs. Photographs captured what was happening at the time, this allowed us to see what went on in the years 1850-80 between ~~the~~ black Americans (BA) and

White Americans. These photographs could range from a picture of a slave to a happy white family. These photographs can tell us how different peoples lives were, as not everyone would have had access to a camera. However, there is a problem with photographs as many could or been staged or some used as propaganda for political gain during the Civil war meaning they could have skewed the perception of race relations. Lithographs are similar to comics and were released as a way to convince all white Americans that BA were stupid, idiotic and worthless. This caused a significant change in the perception of race relations.

The most influential piece of literature to change the perception of race relations would be books. Uncle Tom's Cabin, Uncle Toms Cabin and Beloved all represented the harsh reality of slavery to America and the world. Beloved represented how slavery still affected people way after 1865 was abolished. This helped change perceptions as many felt sympathy for any and all BA with slavery connections. These books were sold all across the US and are still sold across the world today.

meaning these books had a massive message and impact of the perceptions of race relations as they are still sold and read today.

Paintings are the most influential cause for the change in race relations because these paintings can represent a message a photo cannot. These paintings portray a view and help represent the culture of the message it is showing. Paintings however, can be flawed as not many BA knew how to paint between 1850-80, meaning most paintings had white creators which flaws racial perceptions.

The most change to the perception of race relations can be attributed to movies/film. This is because these films allow BA actors to portray their character and present a message through it. The movie Maledon DC directed by Spike Lee caused Denzel Washington, who played Maledon, to get nominated for best actor award. Movies/film give access to BA to have an audience, which they can use to improve or change the perception of race relations. The Maledon DC movie was incredibly important as it portrayed the

Life of Civil Rights activist Malcolm X and ~~Book~~ showed the world the harsh realities of race relations in America. This ~~article~~ shows how film had the most impact on the change in race relations.

In ~~the~~ conclusion, photographs, paintings and lithographs do not have the most impact on the change in race relations because so much more literature was released throughout the years 1850-2009 meaning ~~as things like the Civil Rights Movement~~ books and film were created to discuss and tell a story about BA life. This changes perceptions because of the empathy people feel when viewing the film or reading the book for the characters.



The candidate has written at length but does not really understand lithographs and their role, and there are no specific examples cited to illustrate the significance of any of the media mentioned in the stated factor. In terms of evidence, the response is best on *Malcolm X*, but there are large gaps in the chronology. The organisation of the material does not show a particularly logical structure, flitting from two of the media in the stated to factor to books and then back to pictures. Mainly, the criteria for L2 in the marks scheme are satisfied (limited analysis, lacking in depth, overall judgement has limited substantiation and some attempts at organisation but lacking precision).



Make sure that you pick a range of examples from a range of media across the period in the question, including the stated factor.

Question 9

Here is an example, just into L5, to measure the comparative significance of a number of issues.

On one hand it can be said that the most significant change to women's employment conditions, in the years 1882 to 2004, resulted from direct action by female employees.

Examples of where this can be seen is during the 1888

Bryant and May Matchgirls' strike and the Dagenham

Ford factory strike in 1966. However it must still be

noted that government legislation and pressure from

female trade unions also helped change women's

employment conditions in the years 1882 to 2004.

Firstly, the Bryant and May matchgirls' strike in 1888 is

an example of direct action taken by female employees

to change employment conditions because they bettered

their work environment and caught significant media

attention. The women of the Match factory spent all

day working with white phosphorus, a toxic chemical

that could cause 'phossy jaw' with too much

exposure; this condition was terribly painful and

restricted the ability to talk and eat. Eating near

this white phosphorus, the unfair system of wages, and

an article by Annie Besant prompted the women of

Bryant and May factory to go on strike, around 1000 of

them in total. Originally, the ringleader of the strike was hired causing the strike but the women could see the impact they had on production and demanded more before going to work. Having help from Annie Besant and MP Charles Bradlaugh, the women of the London factory had their demands accepted with a 7% increase in pay and they no longer had to eat near the toxic white phosphorus, showing an increase in working conditions. Furthermore, Bryant and May made the decision to use red phosphorus instead of white phosphorus in all of its matches from 1901 which eliminated the problem of 'phossy jaw' for women completely. This therefore shows direct action did change women's employment conditions in the years 1888 to 2004.

Another example of when direct action influenced employment ~~working~~ conditions of women in the years ~~2001~~ 1888 to 2004 was when the women of Dagenham Ford factory went on strike in 1966. They decided to take direct action because their work within the factory had been graded as 'un-skilled' even though all women had to pass a skills test in order to get the job. This meant that these women experienced low employment conditions as they often did strenuous work for minimal pay. As a result of their strike, MP

Barbara Castle became involved and pushed for change within government and the women at Dagenham factory became ~~more~~ better graded at 'more skilled'. Before women were employed to work under conditions that were extremely sexist, the government and many firms favoured men's work to women's and so their terms of employment were much harsher. However it took a further strike in 1984 before the women of Dagenham were on equal employment terms and conditions as the men within the factory. Therefore, direct action could change the terms on how these women were employed but it took further attempts by the Dagenham women and some government legislation for real effect.

However, it could also be argued that the most significant change to women's employment conditions in the years 1882-2004 was by government legislation. In 1941 the military service act got women of the ages 20 to 30 who were unmarried to work in the armed forces to contribute to the war effort. Over 2.75 million women worked in the war office, admiralty or ~~military~~ in factories and the government further assisted them with help on childcare to deal with the 'double burden' of jobs. This signified a change in women's employment conditions as women began to take up men's jobs and showed they were capable of doing

work such as welding and driving busses. For women, respect of their work increased during the war but their employment conditions were reduced after the men took up their pre-war roles from 1945. Other government legislation includes the employment protection Act 1975 which ended the unequal terms that women were employed on. It enabled women to have 6 weeks worth ~~of~~ maternity leave and allowed them to take their job back after giving birth. However this did not cover those women in part-time work and they did not experience the same benefits in employment conditions as those full-time who did. It was not until 2000 until part-time women had the same maternity benefits as others'. These numerous pieces of government legislation did not necessarily change women's physical working conditions but did change the terms and conditions on which they were employed on. The employment conditions became to be more like those of the men towards the end of the 20th century and women could experience more benefits making maternity-leave easier for example. Government legislation like the military service act 1941 and the Equal pay Act 1970 were ineffective at the start but by 2000^{me} government had largely improved women's ~~the~~ employment conditions just not as

quickly and effectively as strike action.

Female trade unions must also be noted to have made a difference to women's employment conditions but this was less effective compared to direct action by women. However when the anti-sweating league went on strike with female chain-makers, 7000 in total, they forced working conditions and minimum wages to change, but this can be classed as trade unionism using direct action to an extent.

In conclusion, direct action by female employees was the most significant change to women's employment conditions in the years 1882 to 2004. Unlike government legislation, direct action caused relatively quick and useful change for women's working conditions and the conditions they were employed on. For instance the 1888 matchgirls' strike of the Bryant and May factory ended the condition of 'phossy jaw' by female employees having a separate area to eat, away from the white phosphorus. The Dagenham Ford factory strike by the female machinists caused their grading of pay to change and helped the government put forward legislation of equal employment in 1970. These events caused swift change and helped women gain respect and better conditions, more like what men experienced.

far quicker than any other factor in the years
1882 to 2004.



The key issues relevant to women's employment conditions 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.



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 response achieves Level 3.

In the years 1882 to 2004, there was a vast amount of change to British leisure patterns outside the home. The Holiday with Pay Act in 1938, the rise of package holidays and the privatisation of airlines were the leading factors in changing leisure patterns. I believe the holiday with pay Act had greater responsibility in these changes than the development in means of transport.

Airlines in the late 19th and early 2000s were extremely unrealistic means of travel for the working and the majority of the middle class. Despite the Chicago Convention of 1944 that enabled airplanes to become more commercial, and the invention of the Boeing 307 which enabled longer flights air travel still remained highly unrealistic. This is until the privatisation of airlines ~~was~~ that allowed companies such as easy jet and Ryanair drop their prices and became far more attainable for the majority of British. Air travel transformed British leisure patterns. City breaks to New York or ~~family~~ holidays to Ibiza became

normal in every household by the 80s with 86% of all Brits having travelled abroad, drastically transforming leisure activities. However, after the events of 9/11 air travel became far more expensive and security was far more rigid and strict. This excluded some of Britain's working class from international travel as they couldn't compete with the rising cost of plane tickets. Therefore, means of transport was limited in its responsibility for changing British leisure patterns.

There is evidence to suggest that the rise of package holidays was mainly responsible for changing leisure patterns outside the home. ~~the most~~ One of the earliest package holidays in Britain was Butlins. They opened up their first site in Skegness ~~in~~ and it quickly became extremely popular. The upper and middle class often frequented Butlins due to its wide range of leisure activities and its cultural restaurants. Places such as Butlins were extremely inaccessible to the working class. One reason for this is their high prices. However, after WW2 Butlins prices decreased ~~to~~ whereas

the working class saw an 60% increase in their disposable income. This resulted to working class families often travelling to British package holiday destinations. This resulted in the upper and middle class families preferring to travel ~~to~~ internationally for their package holiday. The first overseas package holiday in ~~Mass~~ run by ~~Polins~~ Pollins and was ~~the~~ to Majorca. International package holidays quickly became popular and companies such as Thomas Cook quickly to make them more accessible. Despite ~~their~~ their earlier popularity by 2004 most British families preferred ~~to~~ deciding on their own holidays ~~to~~ with more variety of leisure activities which limits package holiday's ability to change leisure patterns. Moreover, arguably package holidays weren't changing leisure patterns as they often offered similar activities that would be ~~the~~ normal in Britain. Therefore, it fails to be the main factor in the change of leisure patterns.

Arguably, the most responsible factor in changing ~~the~~ British leisure patterns was the Holiday with pay Act. In the late 19th century, leisure activities were extremely limited in particular for the working class. The only holidays they

received were bank holidays. Many families would choose not to travel anywhere as they had all been working so hard (especially including the children). However, the Holiday with Pay Act of 1936 enabled all ~~for~~ households the chance to have a annual one week paid holiday. This transformed British leisure activities as it enabled families to travel considerable distances that one day Bank holidays could allow. The majority of ~~familly~~ families ~~choose~~ chose to travel to the ~~pre~~ British coastline. Lower income families travelled to places such as Blackpool. Whereas, the higher income families travelled to more affluent areas such as Lytham St Annes. The Holiday with Pay Act of ~~1936~~¹⁹⁶⁰ allowed further changes in leisure activities as it permitted three weeks paid holiday for the ~~majority~~ majority of the working class. This combined with higher accessibility of air travel enabled a drastic difference in the leisure activities of the Victorian Era to 2004.

In conclusion, I believe the Holiday with Pay Acts ~~were the most~~ was the factor mainly responsible for changing British leisure patterns outside the home. Despite, the development

in means of transport clearly helping to change leisure activities ultimately ~~was~~ the vast majority of the British population would not be able to use this travel without their paid holidays. Therefore the Holidays with pay Act are the most vital factor.



ResultsPlus
Examiner Comments

The response discusses the relative merits of a number of reasons before judging that the Holiday Pay Act rather than the target focus is best considered as most important. However, there is a thread of illogicality running through the response owing to the failure to link key features. For example, would not the rise of Butlins be due to improvements in transport? Were not the rise of international package holidays also due to such improvements?



ResultsPlus
Examiner Tip

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 (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. Above all, pay attention to the stated factor. 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>

