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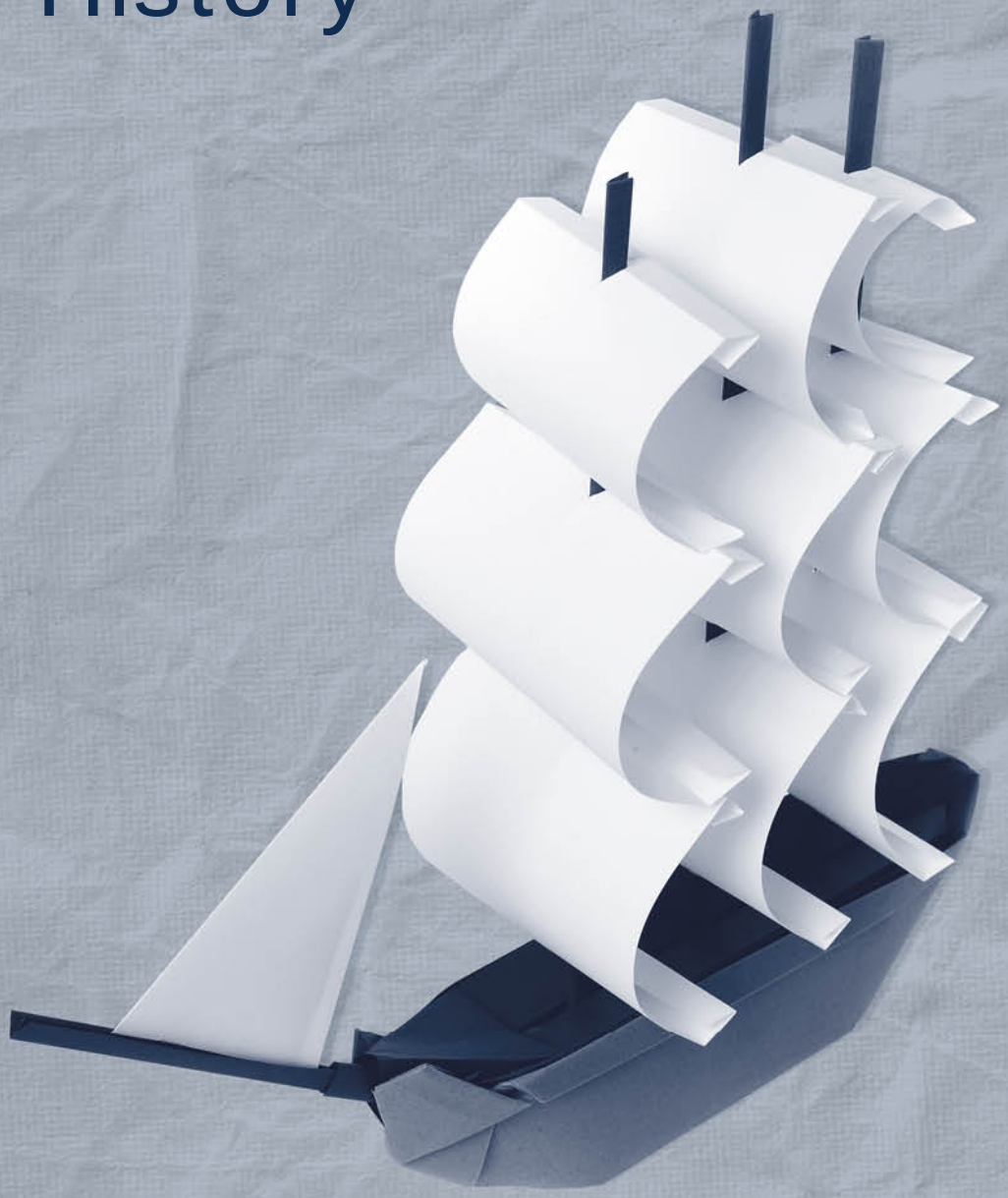
Pearson Edexcel A Level in History



STUDENT ANSWERS EXEMPLARS PACK 3

Contents

About this exemplars pack **1**
Paper 2 Section A **2**
AO2 A Level mark scheme 2
Question 1 3
Exemplar Script A 4
Exemplar Script B 6
Paper 3 Section A **8**
AO2 A Level mark scheme 8
Question 1 9
Exemplar script A 10
Exemplar script B 12
Exemplar script C 13
Paper 3 Section C (Specimen paper) **16**
AO1 A Level mark scheme 16
Question 7 17
Exemplar Script A 17
Exemplar Script B 18
Exemplar Script C 20

About this exemplars pack

This pack has been produced to support History teachers delivering the new A Level History specification (first assessment summer 2017). Existing exemplar packs for both AS and A Level can be found on the Edexcel website and further packs will be published as centres progress through the course.

The pack contains exemplar student responses to A Level History:

- Paper 1 Sections A and B
- Paper 2 Section A
- Paper 3 Section A.

It shows real student responses to the questions taken from the sample assessment materials.

The questions covered in this pack address Assessment Objectives 1 and 2.

Students must:		% in GCE
AO1	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance	**55**
AO2	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context	**20**
AO3	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted	**25**
Total		**100%**

Following each question, you will find the mark scheme for the band that the student has achieved, with accompanying examiner comments on how the levels have been awarded, and any ways in which the response might have been improved.

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Paper 2 Section A

AO2 A Level mark scheme

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

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

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Question 1

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

1 How far could the historian make use of Sources 1 and 2 together to investigate the consequences of the mass campaign to make iron and steel in the late 1950s?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

Sources for use with Question 1.

Source 1: From Li Zhisui, *The Private Life of Chairman Mao*, published 1994. Li Zhisui was Mao's doctor from 1954–76. After Mao's death, he emigrated to the USA. Here, he is describing events in 1958.

In late summer 1958, China was struck with a mass hysteria fed by Mao, who then fell victim himself. The idea for mini steel mills had originated with the Central Bureau of Guards, but Mao did not oppose them, and soon everyone was stoking the fires. The rare voices of caution were being stilled. Everyone was hurrying to jump on the utopian* bandwagon. Liu Shaoqi, Deng Xiaoping, Zhou Enlai, men who might once have reined the Chairman in, were speaking with a single voice, and that voice was Mao's.

In October, we set out by train, heading south. Harvest time was approaching, and the crops were thriving. The fields were crowded with peasants at work, and they were all women and young girls, grey-haired old men or teenagers. All the able-bodied males, the real farmers of China, had been taken out of agricultural production to tend the backyard steel furnaces.

As the drive to produce steel continued at an ever more frantic pace, people were forced to contribute their pots and pans, their doorknobs, the steel from their wrought-iron gates, shovels and spades. There was not enough coal to fire the furnaces, so the fires were fed with peasants' wooden furniture – their tables, chairs and beds. But what came out of the furnaces was useless – nothing more than melted down knives and pots and pans.

*utopian – related to the idea of an imaginary, perfect society

Source 2: From Zhou Enlai's 'Report on Steel Production', published in the *Beijing Review*, 1 September 1959. The *Beijing Review* was a newspaper published in English for distribution overseas to inform the rest of the world about events in China.

Some people hold that, during last year's mass campaign to make iron and steel, much manpower was used and much money was spent. As a result, it was more 'loss than gain'. We consider this view utterly wrong.

In 1958, we produced 13.69 million tons of iron (excluding the 4–5 million tons that were not suitable for steelmaking but good for the manufacture of simple farm implements and tools), which was 2.3 times as much as was produced in 1957. We produced 11.08 million tons of steel which was more than double our production in 1957. The mass campaign to make iron and steel paved the way for the future development of the iron and steel industry, and industry as a whole.

Considerable progress has been made in the past few months in raising the quality of products from the small blast furnaces and in reducing their consumption of coal. By July, the proportion of iron produced up to standard, by small blast furnaces, had risen to about 75 per cent. This proves that the mass campaign in the iron and steel industry has tremendous vitality and has been raised to a new stage. It has also served to enable the masses to acquire technical skill and knowledge and large numbers of cadres to gain experience.

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Exemplar Script A

The historian could make fair use of both source together to investigate the consequences of the Great Leap Forward. Both sources regard how the campaign to produce iron and steel resulted in the mass mobilising of the Chinese people – particularly peasants – and their gaining of new skills as well as the disastrous Great Famine. Source 1s origin and its content being verified by my own knowledge as well as much of Source 2's content makes it reliable and therefore very useful. Despite this, the historian is only able to make fair use of both sources due to them both disagreeing on the success of the Great Leap Forward and the reliability of Source 2 as a newspaper report.

Source 1 describes fields "crowded with peasants at work" and from this the historian can infer that the campaign to produce iron and steel resulted in the mass mobilisation of peasants. It is true that when Mao encouraged peasants to set up small family kilns to produce steel they jumped at the chance and quotas were soon met – by 1958, 49% of steel came from backyard furnaces. Source 2 also discusses how "much manpower was used" showing how the Great Leap Forward led to millions of peasants were used in the industrialisation of China in the 1950s. Land Reform policies put in place during the 1950s required all peasants to work. This verifies both sources 1 and 2, showing them to be very useful. The opinion that all the "peasants at work" were "women and young girls" and "grey-haired old men" as in Source 1 teaches the historian further the mass mobilisation of people further affected family life. The source infers that men were taken away to mass produce steel while women and elder men were left to work in agriculture – giving women of a role but also a role not equal to men's.

Source 2 also shows how the Chinese people were able to gain new skills from running backyard furnaces. Source 2 makes the claim that the "raising quality of products" has "enabled[d] the masses to acquire technical skill and knowledge". This can be verified by my knowledge that peasants in rural areas hadn't experienced any form of industry in China's backwards economy and so backyard furnaces were a new skill, making the sources very useful. However, as a claim in a newspaper the reliability of this information is weakened and so the usefulness of the source not as strong.

A major consequence of the mass campaign to produce iron and steel was the Great Famine which occurred in 1959. Source 1 tells us "real farmers had been taken out of agricultural production." The use of the word "real" shows this as more of an opinion weakening the sources usefulness. The source however agrees with cource 2's claim that "much manpower was used" and so is more useful. In belief that turning to industry their lives would improve, farmers dropped their agricultural careers. With no one to harvest crops, China was plunged into deep famine. This led to a harvest of only 14.4 million tonnes in 1960 and thus the death of over 30 million people. The content of both sources is useful here as they both describe the lack of farmers in China which led to the famine, which in turn is also helpful in illustrating the mass mobilisation of people.

From Source 2 we can also learn about the success of production in China. In 1958 we produced 13.69 million tons of iron which was 2.3 times more than 1957" is the information given in Source 2. This is useful as it can be verified by facts and I know in 1958 figures generally did increase. Coal, for example, in 1957 131 million tonnes were produced but by 1958 290 million tonnes were produced – a similar was also seen in steel. It is clear that the campaign to produce steel and iron was successful to an extent and production in factories was high. However, Source 2 also provides the figures that "4-5 million tons [of iron] were not suitable." And Source 1 claims "what came out of the furnaces was useless". Both sources agree on the limited success of Backyard Furnaces and the campaign to produce iron and steel. Although the claim in Source 1 cannot be verified like the figures in Source 2, it does agree with my knowledge that steel produced from 'pots and pans' (like described in source 1) wasn't strong enough to be used in steel making and so the

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source is useful. The historian can learn that although steel production in large factories was successful, steel produced in Backyard Furnaces was of poor quality and little economic value.

Source 1 can be regarded as reliable through its content which can be verified with contextual understanding. The origin of the source also makes it reliable. Taken from a book published in 1994, well after the death of Mao, and written as a personal account the information of content is likely to be reliable and the people to educate people or help people discover more about Chinese people. The account is written by Li Zhinsui, Mao's doctor. In one respect this weakens the source's reliability as he may defend Mao or cover up his actions to portray him positively. However, written after Li Zhisui had emigrated to America and nearly 20 years after Mao's death it seems unlikely this is the case and more likely a truthful account by someone close to Mao – so the Source is very useful.

Source 2 was written in 1959 by Zhou Enlai and so it relatively unreliable. A report on steel production from the time for newspapers, it is fair to assume the content has been manipulated or exaggerated to give a positive reflection. This is to fulfil its purpose of showing the rest of the world how powerful China is as a newspaper distributed overseas. Further, Zhou Enlai is likely to not say anything negative in fear of being denounced so we can assume much of what is said is altered. Despite this, the content agrees somewhat with Source 1 and my own knowledge – making Source 2 useful to a small extent.

The historian could make fair use of both sources together to discover that the mass mobilisation of peasant, the Great Famine and limited success in steel production occurred as a result of the mass campaign to produce iron and steel. Source 1s reliability and the content of both sources, which agrees with each other and my own knowledge, make the sources useful. Source 2's unreliability and purpose undermines the usefulness of both sources so the historian can make only fair use of the sources together.

Marker's comment

Although not always securely comprehended, the response does attempt to analyse the source material to make reasoned inferences, e.g. connections to the Great Famine, but these are not always successfully supported from the source. Knowledge of the historical context, though not always secure, is deployed to expand both inferences and matters of detail. The discussion of the provenance of Source 2 has more relevance to the enquiry than does Source 1 but the discrete discussion of provenances has limited effective evaluation of the utility of source content for this enquiry. In paragraph 3, where this is attempted, the statement made is essentially stereotypical and does not show awareness of the actual nature of the Report itself. The discussion of the sources also leads to some questionable assumptions. The conclusion alludes to criteria being used but does not use them to come to a judgement as to how useful the sources are.

Level 3

3	8–12	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.

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Exemplar Script B

The historian could make use of sources 1 and 2 together to a large extent, in investigating the consequences of iron and steel production. The iron and steel production led to catastrophic environmental, economic and social effects. The steel production was part of The Great Leap Forward 1957-62, which caused The Great Famine. It caused huge death tolls, deforestation, cannibalism, prostitution and many other catastrophes.

From source 1 the historian can learn that the steel produced from the backyard furnaces was useless which is supported by source 2 which states that "4-5million tons were not suitable for steelmaking." This is useful for the historian as it shows that the production of steel was failing to meet its targets and that the CCP were focused more on quantity than .quality. Source 1 also shows that the Politburo had changed as a result of the campaign, since they no longer "reined the chairman in" due to the conspiracy of silence, that reigned at the time. This is useful as it highlights how Mao's steel and iron production campaign went unchallenged despite its failures. Source 1also indicates that as the pace of the campaign increased, people began contributing "pots and pans" and other metal implements, which led to the creation of useless, impure steel. It also states that there wasn't "enough coal to fire the furnaces," so people resorted to using their wooden furniture as fuel. This is useful as it demonstrates the mass hysteria which the iron and steel campaign caused throughout China. The historian can learn from source 2 that as a result of the campaign the government tried to reduce the "consumption of coal" which (by looking at source 1) the historian can see was caused by it's diminishing supply and led to wood being used instead. This is useful to the historian as it explains how deforestation occurred, as a consequence of the campaign.

Source 1 was written by Mao's doctor and is therefore very useful to the historian, because it is written by a person who was arguably closer to Mao than anyone else and had access to the inside of the Politburo. Source 1 is therefore very reliable as it's a first-hand account and Li Zhisui experienced the entirety of the campaign from start to finish. Source 1 was a book published in 1994, describing events of 1958. It was retrospectively written, which is useful to the historian, because it means that the author was able to observe the long term consequences of the mass campaign to produce iron and steel in the late 1950s. Source 1 was written in America which, makes it reliable (and therefore useful) as it means that it is an honest personal account, written without the influence of CCP censorship in a place where there is freedom of speech. Source 2 was written by Zhou Enlai, who was a member of the politburo and a close supporter of Mao. This is useful to the historian as it gives them insight into how the consequences of the mass campaign was officially viewed at the time by CCP members. Source 2 is an extract from a newspaper, published for overseas distribution, which makes it useful for the historian in learning about the impact of the mass campaign on international relations and how the CCP tried to portray the event to the rest of the world. The purpose of source 2 is to "inform the rest of the world about events in China" and would have been used to portray china as self-sufficient since source 2 is an official document and would have been censored. This is therefore useful to the historian, as it demonstrates the extent of censorship as a result of the mass iron and steel campaign because source 2 acknowledges criticisms and officially admits to the campaigns shortcomings, but tries to paint it in a positive way.

Although sources 1 and 2 are useful to a large extent in investigating the consequences of the 1950s iron and steel campaign, they each have limitations as to how useful they are. Source 1 is written by Mao's doctor and would therefore have been sheltered to the more horrific consequences of the campaign, so that Mao didn't discover the failures of the campaign. This would explain why source 1 doesn't discuss the large resultant death Toll or the exacerbation of the famine as a consequence of the campaign. Source 1 is also limited in its use, because it is a retrospectively written personal account, so the author may have forgotten some

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details and only focuses on his own small experience of the campaign's impact. It only focuses on one account rather than discussing the large scale impact of the mass campaign which limits its usefulness for the historian. Despite the usefulness of the source, it also doesn't discuss the death toll, nor does it discuss the impact the mass campaign had on the Great Leap Forward, as consequences of the mass iron and steel production campaign. Source 2 is an official document, which limits its usefulness because it therefore would have been censored and shown the consequences in a more positive light than they should have been shown. As an official CCP document the statistics stated (Eg. 13.69 million tons of iron) would have been inaccurate, which would have restricted how useful they would have been to the historian. Statistics were often exaggerated to hide the failures of officials and policies, from Mao, which is why the statistics would have been inaccurate in an official censored report.

Sources 1 and 2 together, are useful to a large extent, because when used to cross-reference one another they give similar evidence on the consequences of the mass campaign. Both sources highlight the resulting mass enthusiasm; the impure steel that was produced and the large consumption of coal through the furnaces. However the historian must consider that neither source discusses the large resultant death toll; the extent of the conspiracy of silence or the camping's impact on the Great Leap Forward. Source 1 is more useful to the historian in investigating the localised consequences of the campaign's backyard furnace on the peasantry, Source 2 is more useful to the historian in investigating the large scare economic and political consequences of the mass campaign. Together sources 1 and 2 therefore provide the historian with a well-balanced view of the campaign's consequences which is why they are useful to a large extent to the historian.

Marker's comment

The response demonstrates understanding and analysis of the source material by relevant selection and by developing inferences supported from the sources individually and by cross-referencing. Some awareness of contemporary concerns is evident. The historical context of the provenance is discussed in isolation from the inferences/key points taken from the source. The evaluation of the provenance is more effective in consideration of the usefulness of the sources, as these are discussed in relation to the enquiry and within the historical context, whereas the limitations are more generalised and based on questionable assumptions. The conclusion provide a judgement based on valid criteria with some justification.

Level 4

4	**13–16**	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

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Paper 3 Section A

AO2 A Level mark scheme

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

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

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Question 1

Study Source 1 in the Sources Booklet before you answer this question.

Assess the value of the source for revealing the approaches of Martin Luther King to civil rights and the nature of the relationship of white Americans with black Americans in the 1960s.

Explain your answer, using the source, the information given about its origin and your own knowledge of the historical context.

Source for use with Question 1.

Source 1: From a letter written by George Jackson, a black prisoner in San Quentin Prison, California, to his father on 11 April 1968. Jackson was born in 1941 in Chicago and later moved to Los Angeles. He had been given a prison sentence for robbery in 1960. Martin Luther King was assassinated on 4 April 1968. George Jackson was associated with the movement known as the Black Panthers.

Martin Luther King organised his thoughts much in the same manner as you have organised yours. He was indeed a devout pacifist. It is very odd, almost unbelievable, that so violent and tumultuous a setting as this country can still produce such men. He was out of place, out of season, too naive, too innocent, too cultured, too civil for these times. This is why his end was so predictable.

Violence in its various forms he opposed, but this does not mean that he was passive. He knew that nature allows no such contradictions to exist for long. He was perceptive enough to see that men of color across the world were on the march and their example would soon influence those in the US to also stand up and stop trembling. So he attempted to direct the emotions and the movement in general along lines that he thought best suited to our unique situation: non-violent civil disobedience, political and economic in character. I was beginning to warm somewhat to him because of his new ideas concerning US foreign wars against colored peoples. I am certain that he was sincere in his stated purpose to 'feed the hungry, clothe the naked, comfort those in prisons, and trying to love somebody'. I really never disliked him as a man. As a man, I accorded him the respect that his sincerity deserved.

It is just as a leader of black thought that I disagreed with him. The concept of non-violence is a false ideal. It presupposes the existence of compassion and a sense of justice on the part of one's adversary. When this adversary has everything to lose and nothing to gain by exercising justice and compassion, his reaction can only be negative.

The symbol of the male here in North America has always been the gun, the knife, the club. Violence is everywhere praised; the TV, the motion pictures, the best seller lists. The newspapers that sell best are those that carry the boldest, bloodiest headlines.

King exhorted us in his own words 'to put away your knives, put away your arms and clothe yourselves in the breastplate of righteousness' and 'turn the other cheek to prove the capacity to endure, to love'. Well, that was good for him, perhaps, but I most certainly need both sides of my head.

George

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Exemplar script A

Source 2 can be seen as useful to a historian studying the approaches of Martin Luther King, as it offers a clear appraisal after his death, undeterred by sympathy for his cause. However, the source undoubtedly fails to include a number of the successes of King's approach and is arguably over-negative in tone. Moreover the source maybe helpful for a historian looking at the nature of the relationship between black and white Americans in the 1960s as it points out, correctly, the disillusionment and increased friction in the relationship. Yet the providence of the source limits it in this respect, coming from an extreme Black nationalist that may not be representative.

Source 1 may be useful to a historian studying the approaches of Martin Luther King as it indicates the clear contrast King and many younger blacks in the later 1960s. The source indicated that King used 'non-violent civil disobedience, political and economic in character' and this is the approach that typified King. He espoused the virtues of Ghandian non-violence throughout his career, even when he moved North to tackle issues that were 'economic in nature'. This can be seen in Chicago in 1966 where King marched into a white neighbourhood remaining non-violent even in the face of missiles being thrown at the marchers. The source is also useful as it indicates the change in approach King took in later with 'new ideas concerning US foreign wars against colored peoples'. Here, the source is surely referring to King's decision to speak out against the Vietnam Was in a NYC speech in 1967. This was sees as King directly aligning himself with the more popular radical wing of the Movement, especially when he joined a march at the centre that included black nationalists like Floyd McKissick and James Farmer. The source accurately reflects how this approach appealed to Northern Ghetto blacks, such as the author, when he says 'I was beginning to warm to him'. Finally, the sources alludes to King's successful diplomacy and oration, that appealed to the better nature in people and held the civil rights movement together until his very last years when it says 'As a man, I accorded him the respect that his seniority deserved.' Thus, the source fairly accurately reflects King's approaches in many ways, making it useful for a historian studying them.

On the other hand, Source 1 can be said to be limited to a historian studying King's approaches, due to its failure to allude to many of his early success and the influence the author's beliefs would have had on his opinion on King's approaches. The source does not mention the success, King's tactics had in his early years, such as during the Montgomery Bus Boycott of 1956-7, at Birmingham in 1963 and Selma in 1964. Here, King's non-violence had great success, forcing through the Civil Rights Act of 1964 and the Voting Rights Act of 1965. However, the sources paints an overly gloomy picture of using a non-violent approach, saying 'non-violence is a false ideal', perhaps influenced by later failings of King, in Chicago 1966 for example. Moreover, as a member of the Black Panther Party, by 1968 a radical Marxist socialist separatist group, the author's opinions of King's approach are bound to be unhelpfully subjective. The man is also from the North, where King had worked much less and had been much less successful, leading some to ironically label him 'De Lawd'. Thus, the source arguably fails to fairly assess King, giving his approached undue criticism, partly as a result of the author's own beliefs and situation.

Source 1 can be valuable to a historian studying the nature of the relationship between black and white Americans as it aptly encapsulates the disillusionment many blacks, particularly in the North began to feel towards integration, increasingly turning towards black power and violence. The sources describes how King's 'pacifism' became increasingly out of place against a landscape 'so violent and tumultuous'. This reflects correctly the increasing number of blacks who were turning away from King's call to integration and towards violent Black Power. The Black Panther Party, for example, with which the author was associated, carried firearms and acted to check police brutality. The source also suitably reflects the

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increasing trend of internationalism amongst blacks, as they stopped looking to whites for support and engaged in self help. The source talks of 'men of color across the world were on the march' and this accurately represents the feeling amongst blacks that white people weren't going to help them, especially after the civil rights legislation of LBJ began to dry up post 1965. This internationalism was evident in Malcolm X, who set up a pan-Africanist organisation in 1963, after leaving the NOI.

On the other hand, the source may be said to be limited for a historian studying the relationship between black and white Americans as the sources' author does not represent all blacks and may have been from ordinary people of both races. Seeing as the author was in prison from 1960, it seems unlikely he would have been very with touch with ordinary black and white people, being more likely to receive his news via the media and letters. This makes him a limited judge of the relationship between blacks and whites. Indeed, the BPP, with which he is associated never reached a membership of more than 5,000, meaning his views are unlikely to represent many other black people, let alone whites. Furthermore, the source does not mention the early unity between the relationships, focusing on 'adversary' and 'violence'. This unity was particularly evident in the early 1960s, such as in the 1963 March on Washington, where ¼ of the crowd who heard King's speech were white and the majority were middle class.

In conclusion, the source can be said to be valuable for a historian studying King's approach but less so for one investigating the relationship between black and white Americans in the 1960's. Despite the relatively unrepresentative nature of the source's author, the source does achieve a fairly accurate appraisal of King's approaches, perhaps aided by his death. It does describe the non-violence to which he was wedded but also implies the change in King's later life in the face of criticism from Northern black separatists, like the author himself. On the other hand, the source's value for assessing the relationship between white and black Americans in the 1960s is much less valuable. This is because although in the later 60s the violence and separatism espoused by the author became more widespread, in the early 60's, King, amongst other, brought great unity to the movement, attracting whites and blacks and alike. Thus, the source's opinion is fairly of its time when, riven with integral divisions and violence blacks increasingly turned against whites as well as themselves, but it is less representative of the relationship throughout the 1960s, limiting its value.

Marker's comment

Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used. Shows judicious selection from, and analysis of, source content. Clearly understands the position of the writer in relation to both enquiries. Deploys knowledge of the historical context to illuminate and discuss the limitations of what can be gained from the source. Fully understands the historical context within which the writer sets his opinion and the implications of its values and concerns.

Evaluation of the source material uses valid criteria which are justified and fully applied. Distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims. Clearly sees both the value and limitations of the source through an appreciation of the provenance, although purpose and audience are not considered in detail. Could make more of the last two paragraphs.

Level 5

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5	17–20	• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion, • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Exemplar script B

The source is limited to reveal the approach of Martin Luther King but more useful to reveal the nature of the relationship between white Americans and black Americans.

The source is useful as George Jackson writes to his father that Martin Luther King is “too cultured, too civil for these time.” This suggests that George Jackson feels Martin Luther Kings approach is no longer appropriate for the advancement of Civil Rights as it used to be. This is accurate to the extent that the civil rights movement had become more radical in its approach and the failure of his tactics in ‘these times’ is shown by how the Poor Peoples Campaign failed to achieve anything before he was filled. That he is described as “too cultured” and “out of place” confirms that Martin Luther Kings attempt to focus on the social and economic issues in the ghettos failed, as he was not familiar with the communities or ghettos or there respected in the way that the Black Panthers were. The fact that he is “too cultured” reflects the belied of many that he is an aristocratic black American. Secondly the confirms that King was “not passive” is accurate to the extent that he fought for equality, although without violence, with marked courage demonstrated in Montgomery Bus Boycott.

Source B is accurate to reveal King’s approach as it states that he is “out of season, too naïve.” This is an opinion which doesn’t take into account that in the last years of his life King changed his philosophy radically after Watts, and demonstrated this as he spoke out against Vietnam.

Source B is useful to demonstrate the nature of the relationship between white Americans and black Americans, first because George Jackson was associated with the Black Panther movement. This presents to us an example of a radical opinion within their division, Black Panthers were a political party within the black power movement which advocated segregation of the races. The nature of white Americans and black Americans is further and accurately shown to be hostile when George Jackson writes that “the concept of non-violence is a false ideal.” This reflects the change within civil rights organisations such as CORE, whereby non-violence was no longer seen as appropriate to the discrimination experienced and violence was considered. Moreover this was shown in the four summers of violence between 1964 and 68 when there were 238 race riots in more than 200 different cities; 74 people were killed which were reacting to the social discrimination still being experienced by black Americans from white Americans.

The source is limited to reveal the nature of black Americans and white American relations because he himself was subject to discrimination which affected his life, and moreover possible radicalisation with the prison community. The fact that he was sentenced to prison for a robbery may have been discriminatory sentencing as the Kerner report in 1968 revealed that 40% of those involved in the race riots

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were subject to police abuse or discrimination. This demonstrated that within the context personal discrimination leads to radicalisation.

In conclusion the source is useful to reveal the nature of white and black relations in the 1960s as he is a member of a movement that strongly advocates separatism; though his opinion, although radicalised, it is evident that white American and black American relations are hostile. On the other hand however, the source is more limited to show King approach as whilst it focuses on the failures of his early approach in the later years his later approach is not accredited.

Marker's comment

Analyses the source, making reasoned inferences by interrogating the evidence in relation to both enquiries. Judiciously selects and integrates contextual material to support inferences and discuss utility. Appreciates the implications of contemporary values and concerns. Some judgements are based on valid criteria but others have limited justification. For example, the response doesn't make enough of generational difference or the purpose in the wake of King's assassination and does not appreciate that the source does acknowledges King's views on Vietnam.

Level 4

4	13–16	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two enquiries may be uneven. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

Exemplar script C

Martin Luther King approached civil rights with a clear aim and ambition for how he would like to achieve his goal of improving the position of African Americans within the American soceity, he tried to achieve this by using peacful protesting to achieve these goals however due to tensions between white and black americans this often ended up with there being a great deal more of a problem occuring between them which resulted in there being a great deal of banter between the two races.

The source is useful to us for showing that he went about his protseting in a peaceful manner with the second line telling us 'he was indeed a devout pacifist' showing the event to which he valued peaceful protesting and the way in which he could see the benefits that would come as a result of it. He was heavily influenced by Ghandi's methods that he had used in India against the british and tried to replicate that in America over civil rights issues. Indeed this idea of Martin luther kings peaceful protseting side comes out further in this soruce 'violence in its various forms he opposed' showing the extent to which he had didn't use violence and the way that he thought it wasn't that useful for achieving the goals that he was trying to achieve in the civil rights movement. These extracts from the source help us to understand that King is of a pacificstic nature and wants to achieve the aims of the civil rights by using these methods to put the government into bringing

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about a change in the direction of their social policys. However this source is also valuable in helping us to see the fact that Martin Luther king's view of pacifism was not one of unaminity in the African American civil rights circle with there being a great deal of problems that arise from thinking that this is the only way that they think that they are able to achieve their goals. With the source telling us 'The Symbol of the male in north america has always been the gun' showing how George Jacksons view contradict with King's peaceful protesting views. The source further shows us the divisions within the African American Civil rights movement, and george jackson saying that 'the concept of non-violence is a false ideal' further exemplifies the ideals that there was a portion of the civil rights movement that didn't agree with King's views of peaceful protest and civil disobeidience. The soruce is also useful in helping us to see how King tried to unify the whole of the civil rights movement underneath the peaceful protesting side of things as it says he told us to 'put away your knives, put away your arms and clothe yourselves in the breastplate of righteousnes' showing how he wanted the more radical members of the movement to try and convert to the peaceful side of things as he thought that they would be able to achieve more if they were to all do this together and try and achieve it from the same means.

The source is also useful for us in seeing the nature of the relationship that white and black americans had during the 60's as it shows us very early on that kings views on pacfism were unbeleivable considering it was coming from a country that was 'so violent and tumultous a setting' shwoing the extent to which there were division within the country between the races that would often result in there being a great deal of violence that would arise as a result of this and this would result in there being a very bad relationship between the two races. The source also tells us in the very final line that he 'most certainly needs both sides of his head', this shows that there was a great deal of violence that was being carried out by both sides of this race war that was ongoing in america and showed the potential costs of dropping all of your weapons down exemplifying the problems that would result if the blacks were to simply drop their weapons. However they would still run the risk of being absolutely destroyed by the whites who were very much willing to take violence into their own hands and attack that african americans. 'Violence is everywhere praised; the tv' also shows the fact that there was a great deal of violence being carried out by both sets of people against each other refferencing the violence that had been televised at Birmingham in 1964 where the police chief of the city relased the dogs and used water cannon to fend off the peacefully protesting African Americans lead by King. This shwos us that the violence of the situation was being broadcasted everywhere around the country and considering the fact that 97% of familys had a tv set by 1969 this would have been portrayed to the entire country, in some cases furthering the whites views that Afrcian Americans were violent peopls when news clips of the black panthers would be shown, and in other cases cause further radicalization of the young african Amercians who saw the violence that was being exetred onto their Black borthers and feel like there was something they needed to do to stop this and that the only answer would be violence. The source also help us to see how men of colour around the world who have already stood up and started fighting back against the others would hopefully cause those in the us to stand up 'and stop trembling' showing the fact that the majority of the Mrican Americans during this time were scared of the whites in America as a result of the violence that they exerted onto them to keep them in their place as a second rate citizens.

This soruce isn't valuable to us for understanding the relationship between whites and blacks however due to the fact that it doesn't mention the socioeconomic problems that were between the two races. These problems often existed in education and job oppurtunities between the two races with African Americans often being more likely to have to work in the wrose jobs that payed the least and following the success that king had been able to achieve during the 60's where he was able to influence the government heavily and as a result of that was able to

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bring aobut a great deal of change ultimately resulting in the passing of the 64 civil rights act and the 65 voting rights act. Following these success King tried to turn towards the more socioeconomic problems that were beign faced by African Americans in the ghettos. The source is not valuable as it doesn't help us in seeing how he tried to influence these area with his methods. It is also limiting as it from a person who is in prison and had been for 8 years since this writing had come out and was therefore not able to experience a lot of King's methods and the ways in which he applied these methods to the various problems that were being experienced by the African Americans in different situations that they would he would have been otherwise able to experience had he been out of prison. This is not that useful as a result as this was when king was often percieved to be at his best with the Birmingham and march on Washington occurring during this time period when he was in prison this meant that he wasn't able to see these different types of methds most notably the problems that occured in the meredith march and the side of King that as he aged turned more and more towards the more radical and more violent side of things to try and achieve his aims.

Overall this source is useful in helping us to understand the views that Martin Luther king took and tried to apply to the civil rights movement in this period as it talks about the pacifism that he tried to sue during the majority of his time in civil rights movement as well as the fact that there was obvious tension between the blacks and whites of america during this time that often spewed of violence as a product of the problens that were between the two races at the time. However despite its limitations that arise from the fact that the writer was behind bars during the time where King was notable at his best until the end in 1968 when he was assassinated. However this is also a limiting factor due to the time in which this was written following the death of king and it will probably have a nicer edge to the writing than if it were to be written before his death where they would have been more likely to say something negative about him.

Marker's comment

Demonstrates understanding of the source material and shows some analysis by selecting and explaining key points relevant to the question and supporting valid inferences. Deploys knowledge of the historical context mainly to expand on aspects and to note limitations in content, but with some support for inference. Contextual material is not applied precisely to deal with the later period. There is a very generalised appreciation of events in the civil rights movement at the time of writing.

Evaluation of the source material is related to the specified enquiry and some valid criteria, informed by context, are used with limited justification. Discussion of provenance is mainly confined to the last paragraph and related to the writer's status as a prisoner.

Level 3

3	8–12	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.

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Paper 3 Section C

AO1 A Level mark scheme

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	17–20	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

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Question 7

How far was the publication of 'Uncle Tom's Cabin' in 1852, a key turning point in the shaping of race-relations in the United States in the years 1850–2009?

Exemplar Script A

Although Uncle Toms Cabin was undeniably an important book in the US in the years 1850-2009, it was not a key turning point. Uncle Toms cabin was written in 1852 at the start of the period so whilst it was a valiant effort by Beecher Stowe to battle the institution of slavery, it didn't produce permanent or widespread change. We can examine To Kill a Mockingbird 1960, and The Help from 2008 as a way of comparing, and we will find that To Kill a Mockingbird is the greater turning point because its impact on race relations was both widespread and permanent.

Uncle Tom's cabin was significant in the way it shaped race relations, for it both heightened the horror against slavery in the South and increased sympathy for slaves, in the way that it personalised the issue that had never previously been done by speeches or sermons. The main character Tom is a deeply religious man, and his relationship with his family too is heart-warming; he sacrifices his freedom for his family and thereby through the universal issue of love, Stowe emphasis the emotion behind the institution. This was particularly relevant with regard to the 1850 fugitive slave law and may have changed the actions of many. Moreover, the impact that the book has can be seen as far reaching as the portrayal of slavery heightens the sectional divisions between the free North and the slave owing South. When Stowe met with Lincoln in 1862 after the Emancipation proclamation, he allegedly told her that she was the woman who wrote the book which singlehandedly started the Civil War.

On the other hand however, the illustrations which emerged after Reconstruction suggests that there was no permanent change. After Reconstruction the illustrations of Uncle Tom's Cabin changed, and Tom became desexualised, so here he was once a broad shouldered young man, he was now an old white haired man dependent on Eva. This reflected the growing uneasiness of the potential activities of black males in society. This suggests that whilst the institution of slavery had been abolished, there had been no permanent of fundamental change in race relations as prejudice was still very much ingrained in society.

To Kill a Mockingbird by Harper Lee, was written in 1960 and so can be seen as more of a turning point as the change induced was in the views on black Americans was both permanent and fundamental. The book is set in a small segregated town of Maycomb, and the way that the book advocated tolerance and desegregation struck a note with all of its reader because of its topicality: in 1956 there had been the Montgomery Bus Boycott, whilst in 1960 the SNCC had protested against segregated lunch counters. The book also diagnoses racial injustice clearly, and this is done by Atticus who crosses the racial divide when he says "some negroes lie, some are immoral (...) but that is a truth that applied to the human race." This is an important quote and can be understood by anyone. Furthermore, the view of the lives of black Americans held is more sympathetic than Gone with the Wind, and not only portrays Tom as innocent and hardworking but also portrays the black American community as dignified. As an accumulation of these parts, To Kill a Mockingbird was important at its time of publication, to change the view of many Southerners, and so its impact can be seen as far reaching too: the 1954 Brown vs. Broad case generated more hostility, so this book helped Southerners understand the faults of the system and thereby challenge their own views on bigotry and equality. This is a fundamental change.

The Help, written in 2009, was a very successful book and can be seen as a turning point as the main theme is the coming together of two communities. The criticism however reveals its limitations; the Association of Black Women Historian in 2011 suggested that the book was almost a regression in its resurrection of the Mammy

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character. As well as this, the book failed to represent speech and culture accurately so its emotional impact was very limited. Therefore, as a book which failed to either address topical issues, or do justice to the characters it created we can see that The Help produced very little change at the time of publication and was therefore less of a turning point that books of earlier time.

In conclusion, Uncle Tom's Cabin was not sufficient to be called a turning point, because there was no fundamental changes in views thereafter, whilst The Help induced very little change and even regressed stereotypes. It is the book written at the time with best climate for social and political change, To Kill a Mockingbird, that was the key turning point in shaping race relations. The change is induced was both irreversible and fundamental and much resistance in the South was given up because of the way it exposed the radical injustice in the system.

Marker's comment

Bullet points are securely satisfied at Level 3. There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages are included. Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. For example, insufficient thought is given to the lasting effects of UTC over a longer period. Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation that tends to be assertive. Mainly this is done by suggesting other works as turning points, but it doesn't convincingly establish why they have a better or worse claim as more powerful turning points. The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.

High Level 3

3	8–12	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.

Exemplar Script B

At the time of its publication Uncle Tom's Cabin was considered a highly influential anti-slavery novel, whose popularity and political impact made it a significant turning point in race relations. However, in comparison to works such as Margaret Mitchell's 1936 novel Gone with the Wind and Tony Morrison's Beloved, it perhaps lacks a widespread audience and controversial subject matter – despite this, its importance in starting dialogues on race cannot be underestimated.

The immediate impact of Uncle Tom' Cabin was seen in its ability to politically impact race relations and this can be considered a turning point. It heightened the North South divisions which culminated in the Civil War, heightening the horror felt in the North against slavery and increasing northern sympathies for slaves. Indeed, Abraham Lincoln allegedly told Stowe that she was the woman who had started the Civil War. The response the novel incited further goes to show the influence it had on race relations and its importance in in starting discussions regarding race. Many

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in the South condemned the novel, with those such as Mary Henderson Eastman responding with her novel Aunt Phillis' Cabin, in which slavery was depicted as a benign institution. Its influence was further seen in the widespread audience it managed to reach. The novel sold 2 million copies within ten years and was the second most popular book of the 19th century after the Bible. The theatrical versions it inspired in the 1850s were seen by a further 3 million people. Within these, the depiction of Tom changed from a Christ-like figure to a more dependent, older man – this change proves the novel's ability to influence public opinion, reflecting a growing fear of African American males at the time.

However, it is also possible to note that the novel failed to change opinion, succeeding only in exaggerating pre-existing problems unlike novels such as Harper Lee's To Kill a Mockingbird it failed to expose the hypocrisy of American society in its sentimental and romanticised plot. It portrayal of African Americans as passive recipients of violence was particularly disliked by the Black Power movement of the SOS and BOS, who contemptuously nicknames those who they believed to be excessively subservient to whites, such as Martin Luther King, as "Uncle Tom's". Even at the time the novel was criticised by those such as the abolitionist Frederick Douglass, who condemned the depiction of slaves as happy to take a beating. In this way, the novel can be criticised for romanticising the issue of slavery and perpetuating pre-existing stereotypes. Moreover, the majority of the novel's sales occurred after 1852, suggesting its impact on the Civil War and abolitionist movement has been exaggerated.

It is possible to also consider Margaret Mitchell's 1956 novel Gone with the Wind as a turning point in race relations. It can perhaps be considered more influential that Uncle Tom's cabin in the popular and critical acclaim it garnered winning the 1936 Pulitzer Prize, the novel topped the bestseller lists for the following two years and, significantly, remains highly popular, with a 2014 poll finding it to be the country's second favourite novel. Furthermore, the film adaption of the novel was one of the most successful Hollywood films of all time, with 65% of American audiences viewing it upon its first television broadcast in 1976.

However like Uncle Tom's Cabin its impact and status as a novel within incited change, is limited by its exaggeration of pre-existing stereotypes arguably its problematic use of language shown as "darky" and "nigger", as well as its portrayal of the "mammy" figure, means it can be considered a less important turning point. The prevalence of such a stereotype in contemporary literature, such as Kathryn Stockett's 2009 novel "The Help" goes to show its perpetuation, rather than criticism, of existing problems.

One can also compare both of these novels with Tony Morrison's 1982 novel "Beloved". Perhaps more than any other, this work was able to tackle the issue of the legacy of slavery. Written by a black female, in the context of 80s American in which African Americans still faced significant social and economic disadvantage. The book was able to portray the brutality of the treatment of African Americans, with images of black bodies hanging from tree, floating down rivers, and the rape of a black woman by a white man. The shocking nature of these depictions allowed for a dialogue on race and gender to be intimidated. However, despite the critical acclaim it received in winning the Pulitzer Prize, the novel was not as popular as Gone with the Wind or Uncle Tom's Cabin, with its film adaption being unpopular with audiences in this way, the comparative small size of its audience limited its status as a significant turning point.

In conclusion, Uncle Tom's cabin lacks the widespread popularity of Gone with the Wind or the brutality of Beloved, both of which serve to emphasise the impact of the novel. However, its importance in starting discussions regarding the treatment of African Americans is significant. Perhaps one of the first novels to tackle the treatment of black Americans, it was able to criticise an institution which was hugely popular at the time, with a popularity that was previously unprecedented.

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Its critical nature and the reaction it incited, proves it as the most significant turning point in race relations.

Marker's comment

Bullet points are strongly satisfied at Level 4 and the strength of the work in relation to bullet point two allows the award of a mark in low Level 5. Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues is uneven, with a tendency to assume that the popularity and impact of novels is one and the same. Achieves a good balance between UTC and other novels. Sufficient knowledge is precisely selected and deployed to demonstrate understanding of the demands and conceptual focus of the question. The material selected is sufficient to support the argument and range over the period is evident. Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations are only partly substantiated, the overall judgement is supported. The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it lacks coherence and precision.

Low Level 5

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

Exemplar Script C

A turning point can be defined as a point in history when there can be seen to have been a significant change in the state of affairs that existed before and after the event. In the case of Uncle Tom's cabin, it can be said to have been a key turning point in shaping race relations in the US from 1850 to 2009 upon its publication in 1852 due to its tangible impact on the civil war and its widespread, pervasive impact on its readers. Nonetheless, it can be argued that its impact failed to stand the test of time and was quite narrowly geographically located – having its greatest impact in the 'Old South'. Furthermore, other possible turning points such as Gone with the Wind – published in 1936 – that encapsulated the feeling of a 30s harkening back to the state of race relations in the Old South or Toni Morrison's Beloved (1987), which signified the ushering in of new binaries for the preconceptions and dialogues surrounding race relations were greater turning points. Overall, however, the ground breaking and trendsetting nature of Uncle Tom's Cabin makes it the key turning point in these years.

On the one hand, Uncle Tom's Cabin (1852) can be said to be the key turning point as it was the first novel of its kind to address the growing anti-slavery feeling in the USA and spawned many later pro-African American viewpoints. The novel was the first to really humanize the experience of slavery – in a way taken up and emphasised in later novels like Beloved – and it helped to fuel North South hostilities, playing in to the causes of the Civil War. It was hugely popular showing its widespread appeal, selling 300,000 copies in 1 year and 2 million within 10 years. Stowe herself described the book as the 'most popular novel of our day'. As

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well as being of its time, the novel has retained resonance into the 20th and 21st centuries, with Harlem Renaissance poet Langston Hughes praising it and it still appearing on school reading lists today. It also created stereotypes used later, such as 'Uncle Tom' as a demeaning phrase for a subservient black man. The novel also has a very definitive (historically locatable), impact on the civil war by increasing North-South divisions, fuelling the conflict that would become the civil war. Abraham Lincoln famously remarked upon meeting Stowe that she was the woman who wrote the book that started the civil war. Thus, overall, the novel was a key turning point as it was the first of its kin, spawning others In the same silk and also forced all Americans (North and South) that read it to fall on one side of the slavery arguments, increasing divisions.

On the other hand, it can be argues that Uncle Tom's Cabin's role as a turning point can be overstated; with some saying it only hardened – rather that changed pre-existing attitudes towards race relations. The novel arguably has failed to stand the test of time. Despite initially praising the book, abolitionist Frederick Douglas denounced it in 1865, saying black people had moved forward since then are were more assertive. Radicals of the 1960s also criticised it and it is arguably less relevant in a post-emancipation society, with a more nuanced written by a black writer like Beloved more important. It has also been argued the novel has less of an impact that other novels – like the xxx (1911) – on historical events surrounding race relations. For example, it was only after the 1862 reprint that most of its sales came, suggesting its influence on the war can be overstated. Moreover, the novel had its greatest impact in the deep Southern states to whom Stowe directly addressed, weakening its claim as a key turning point as its impact in the North was arguably minimal. Overall, then, it can be said that its impact can be overstated and, instead of changing race relations, the novel only hardened positions put in place by great historical and Social Processed, like the abolitionist movement.

Another potential is Gone with the Wind (1936), though in reality this novel more reflected race relations at the time of publication rather than changing them. Its impact was – nonetheless – widespread; topping the fiction lists in 1936 and 37, winning the Pulitzer Prize in 1937 and being made in a hit Hollywood film in 1939 are testament to that. Furthermore its glorification of the KKK, the novel can be also be linked to an increased violence from white towards blacks in the 1930s, coinciding with a rise in lynchings at this time. Yet, in reality, the novel only reflected views already pre-existing in the depression hit 30s of the Jim Crow era. Its impact was almost exclusively in the old South and its popularity likely came for reasons other than racial, such as the expression of the contemporary romanticism of the world or simply the engaging love story at its heart. Thus, overall it is difficult to argue the novel was anything like the turning point – Uncle Tom's cabin was as it only reflected the times, rather than creating new perceptions of race relations or spawning new expression of these views, as Stowe's novel did.

A final potential turning point is Toni Morrison's Beloved (1987) which symbolised the ways both races looked at the history of race relations even if, in reality, such a change was already in motion at this stage. The novel was undoubtedly popular with readers and critics alike, winning with Pulitzer Prize of 1987. Yet its widespread appeal was limited by the fact the novel is very explicitly addressed to a black audience, something that put off many white readers, limiting its broader impact on race relations. Nevertheless, the novels impact has been long-lasting as it is constantly revisited by readers, being named the best novel of the last 25 years but the Times in 2008. Furthermore, it can be said to be a turning point in that it moved dialogue on race relations away from white history towards a previously untold and troubled black history, helping blacks reconcile their identity and helping whites locate and come to terms with their own race's role in that history, breeding understanding in race relations. However, in truth, by this stage, landmark legislation, the Civil Rights Act of 1964, as well as the Civil Rights Movement as a whole had changed race relations to the point that it was now

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possible for a black author to write such a controversial novel. Unlike Uncle Tom's Cabin and like Gone with the Wind, it was a novel that reacted to the times rather than changing them. Overall, whilst to some extent Beloved can be seen to symbolise a turning point in race relations from division to reconciliation, this was in fact a much more gradual process began much earlier and its historical impact is much less tangible than the greater turning point, Uncle Tom's Cabin.

In conclusion, Uncle Tom's Cabin can be described as the key turning point in shaping race relations in the USA from 1850-2009, as it was the very first novel of its time whilst its pervasive and widespread historical influence is impossible to ignore. In contract to Gone with the Wind, the novel produced clear dichotomous reactions amongst readers that shaped relations for many years to come. In short, it helped Americans who read it (of which there were many) to decide which side of the slavery debate they were on, a decision that would play a key role in the forming of 2 sides for the American Civil War. Moreover, whilst Beloved mostly spoke to a black audience and Gone with the Wind spoke largely to a Southern white one, Uncle Tom's Cabin spoke directly and potentially to all Americans at a time when the question of slavery was a national question. Despite the fact the novel was questioned by later generations and that the majority of its sales came after the civil war, this, in fact, is testament to its permanence, the most important factor, in fact, when considering whether an event is a turning point.

Marker's comment

Bullet points are satisfied at Level 5. Key issues relevant to the question are explored by an analysis of the relationships between key features of the period. Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. The impact of the novel in shaping race relations is considered and it is compared with other works as a turning point, with logical arguments and this quality advances it to Level 5.

Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. The answer considers the relative significance of the criteria it advances in order to justify the overall judgment. The answer is generally well organised, although the counter-points relating to UTC's impact stand rather alone. The argument is mostly logical and coherent and is communicated with clarity and precision.

High Level 5

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

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