
GCSE

History A

91401B Media and Mass Communication Through Time
Mark scheme

9140
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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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- 1 (a) What does **Source A** suggest about media and mass communication in the Medieval period?

Explain your answer using **Source A** and **your knowledge**.

[4 marks]

| | | |
|-----------------|--|------------|
| Target: | Knowledge and understanding applied to comprehend and draw an inference from an historical source (AO1 2 marks/AO3 2 marks) | |
| | Students either submit no evidence or fail to address the question. | 0 |
| Level 1: | Answers that select details from the source or show some knowledge of the development of the media and mass communication | 1 |
| | Eg the picture shows a minstrel at work. It shows the size of the books they printed. The printing looks clever. The minstrel was sent to the Queen of France. The minstrel sang song and told stories. | |
| Level 2: | Answers that draw an informed inference based on the source and/or own knowledge | 2-3 |
| | Eg the minstrel was important enough to be sent from the Duke to the Queen. The minstrel was important enough to perform in front of the Queen and her lady in waiting. The minstrel seems to have an assistant showing he was well paid or had status . | |
| Level 3: | Answers that develop a complex, informed inference based on the source and/or own knowledge | 4 |
| | Eg more complex references such as; The importance of minstrels in noble and royal households. Used as a way of communicating history and stories at a time of little written word. Top minstrels would be used to perform for the upper classes. Many would have permanent jobs with the nobility. Poor would have little access to minstrels who worked in court Focus on the book as an example of mass communication. | |

- 1 (b) What differences in media and mass communication are suggested by **Source B**?

Explain your answer using **Sources A and B** and **your knowledge**.

[6 marks]

Target: Knowledge and understanding applied to comprehend and draw inferences from two historical sources (AO1 2 marks, AO2 2 marks, AO3 2 marks)

Students either submit no evidence or fail to address the question. 0

Level 1: Answers that select details from **Source B** 1-2

Eg they can broadcast films.

They fill a theatre.

The cinema was full.

The cinema had been a theatre before it was converted to a cinema.

Level 2: Answers that provide a simple comparison based on the details of both sources 3-4

Eg Source A shows a book being printed for those who can read whereas Source B is a film for all to see.

Source A provides the stories through songs and poems. Source B is intended to show how ordinary groups of people can also experience songs or stories through the cinema.

Level 3: Answers that develop an understanding or draw informed inferences about the development of mass communication from the details of both sources 5-6

At this level expect the candidate to cover both similarities and differences for the top of the level. One covered with a complex informed inference can also gain top of level.

Eg highlights similarities/differences in purpose of the two sources. Both sources can use music and stories but film can be repeated whereas the minstrel was a one off.

Ordinary people could go to the cinema but some minstrels would only perform for the rich.

Discusses available media for rich and poor.

Comments on the size of the audience in both.

The technology had developed even if the method was similar. Film and cameras had been developed.

1 (c) Why was the media and mass communication different by the time of **Source B**?

Explain your answer using **Sources A and B** and **your knowledge**.

[8 marks]

| | | |
|-----------------|---|------------|
| Target: | Explanation and understanding of the different ideas and attitudes and how they might change over time (AO1 2 marks, AO2 4 marks, AO3 2 marks) | |
| | Students either submit no evidence or fail to address the question. | 0 |
| Level 1: | Answers that select details from sources OR Answers that say how the sources are different Source A is 1400 and Source B is from 1935. Source A is a page from a book Source B is a photograph. Source A is about one person, Source B is about a group of people. One is in France and the other in England. Place a simple reference to technology at this level. | 1-2 |
| | The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development. | |
| Level 2: | Answers showing simple reasoning about differences based on changes over time Eg by the twentieth century more people could afford to go out to be entertained – social mobility; the technology had improved. Answer generally lacks detail. May list/discuss a range of different technologies' | 3-5 |
| | The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner. | |
| Level 3: | Answers showing developed reasoning about differences based on changes over time The cinema had developed in the twentieth century and especially in the 1920s and 1930s when sound was also introduced. This helps to explain the large numbers packed into the cinema. Changes in technology . Changes in social class and the growth of the working class. Growth in communications . Easier to keep written and visual records in the twentieth century. | 6-8 |
| | The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used. | |

1 (d) Study Source C.

Throughout history there have been many factors which have influenced the media and mass communication.

How important has **the role of the individual** been in the development of media and mass communication compared to other factors?

Explain your answer using **Sources A, B and C** and **your knowledge**.

[8 marks]

[SPaG 4 marks]

Target: An understanding and evaluation of causation (AO1 3 marks, AO2 3 marks, AO3 2 marks)

Students either submit no evidence or fail to address the question. **0**

Level 1: Answers that provide general statements, describe single factors or factual details about the media **1-2**

Covers a single factor; probably the role of the individual.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Answers that comment briefly on several factors, to do with the media **3-4**

May tend to focus on a list of factors with few comments. May list more factors than comments upon.

Eg Technology – the printing press and cinema.

Science – the development of chemicals for film.

Individuals – Caxton, Gutenberg

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that recognise and explain several factors to do with the development of mass media **5-6**

Science and technology, the individual, chance, communications. Individual factors are covered and candidate begins to link them together effectively.

Eg links technological changes to changes in society. Changing social expectations and sharing of news.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

| | | |
|-----------------|--|---|
| Level 4: | <p>Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved or provide details of the links between factors</p> <p>The key will be the relative importance of each factor linked to the pace of change. There should be a clear evaluation within the answer. Students will be expected to make clear points backed up with historical evidence and an evaluative explanation. Eg the most important factor was science and technology. Without it... In conclusion the most important factors were...</p> <p>The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.</p> | 7-8 |
| SPaG | <p>Spelling, Punctuation and Grammar</p> <p>Threshold performance</p> <p>Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p>Intermediate performance</p> <p>Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p>High performance</p> <p>Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p> | <p>1</p> <p>2-3</p> <p>4</p> |

2 (a) Choose **one** of the periods below.

- the Pre-industrial Age, before 1750
- the twentieth century.

Describe how the mass media was controlled during your chosen period.

[4 marks]

Target: Understanding of the key features of the development (AO1 4 marks)

Students either submit no evidence or fail to address the question. **0**

Level 1: Answers that show recognition and simple understanding of the control of the mass media. 1-2

Eg governments don't like to be criticised so they try to control the media.

In Elizabethan times Elizabeth controlled the theatre.

The government set up the BBC.

Mary Whitehouse did not like sex on television.

Political parties broadcast on television.

Level 2: Answers that explain and show understanding in a broader context of the control of the mass media. 3-4

Eg in Elizabethan era the Queen and the Privy council controlled the theatre through license. This meant that all plays had to be approved by the Master of Revels. He only allowed plays which he had approved.

Power of the church in controlling the media.

Control by government in the English Civil War.

In the industrial revolution they tried to control the stamped press and during the war they controlled what went out in the cinema.

Mary Whitehouse led the National Viewers' and Listeners

Associated. She had a Clean-up TV campaign and especially attacked the BBC.

British Board of Censors

Oz trials

2 (b) During which period was control of the mass media more effective?

- The Pre-industrial Age, before 1750
- The twentieth century.

Explain your answer. You must refer to **both periods** in your answer.

[8 marks]

Target: Evaluation and understanding of the key factors (AO1 4 marks, AO2 4 marks)

Students either submit no evidence or fail to address the question. **0**

Level 1: Describes the importance of control in chosen period 1-2

Eg the government was more successful as they have been able to control the media over a much longer period from the Church in the Middle Ages to the BBC today.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Answers that comment briefly on both periods in a simple comparison 3-5

Eg The government controlled the media in times of war whereas individuals usually only tried to control a small part of the media such as redtop newspapers or some TV.

OR

Answers that consider one period's contribution to the control of the media

20th century

Mary Whitehouse and the Clean-up TV campaign.

Joseph Goebbels and Nazi propaganda.

Politicians and the media, TV political broadcasts.

Pre-industrial Age

Using writing to control due to lack of written word.

Tudor theatre censorship by Elizabeth I.

Writings of Shakespeare with royal approval (Richard III).

Stamped Press.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that explain and evaluate both factors contribution to the development of media **6-8**

Clearly evaluates the contributions of both developments. May come to a conclusion that one development was more significant than the other at certain times.

Eg

Control of the media in the pre-industrial age was easier to do as there were fewer types of media to control; the role of the church and the monarchy; books, plays, broadsheets.

Eg

Difficulty in controlling media when it is so instant, smartphone apps, digital TV, online posting of videos, Facebook, bloggers etc.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

3 (a) Choose **one** of the bullet points below:

- wars during the first half of the twentieth century (for example, the First World War, the Second World War)
- wars during the second half of the twentieth century (for example the Vietnam War, the Falklands War).

Describe how the mass media was controlled during your chosen period of warfare.

[4 marks]

| | | |
|-----------------|---|------------|
| Target: | Understanding of the key features of the period (AO1 4 marks) | |
| | Students either submit no evidence or fail to address the question. | 0 |
| Level 1: | Answers that show recognition and simple understanding of chosen period | 1-2 |
| | Eg Governments expected newspapers to support the country and so support the war so they did. | |
| Level 2: | Answers that explain and show understanding in a broader contribution of the chosen period | 3-4 |

1900-1950

Eg cinema had the greatest impact during the war. Even in WW1 film of the trenches was created by the government to show the people back home what it was like. Newsreels were censored to show the war being won. Official photos sent to the press barons. Portrayal of women.

1950-2000

In the Vietnam War they broadcast the war everyday but was not properly controlled. Women as victim's, language used to describe unpleasantness of war in sanitised way "surgical bombing"
Censorship of data.

3 (b) During which period was control of the mass media more effective?

- Wars during the first half of the twentieth century (for example, the First World War, the Second World War).
- Wars during the second half of the twentieth century (for example, the Vietnam War, the Falklands War).

Explain your answer. You must refer to **both periods** in your answer.

[8 marks]

Target: Evaluation and understanding of the key features of the period (AO1 4 marks, AO2 4 marks)

Students either submit no evidence or fail to address the question. **0**

Level 1: Describes the importance of one period **1-2**

Eg Beaverbrook pioneered methods of publicity in wartime and made newspapers really popular.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Answers that comment briefly on both periods in a simple comparison **3-5**

Eg They were both controlled to try and keep up morale. Some more successful than others

OR

Answers that consider one period and how it was controlled

The popular press

Wartime role, mass circulation newspapers, minister for information, use of photography in print, Newspapers like the Daily Mail and the Daily Express told the story of the war in such a way as to keep up the morale of the people.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that explain and evaluate the control in both periods in the answer **6-8**

Clearly evaluates the contributions of both media. May come to a conclusion that one media was more significantly controlled than the other. May look at differing effects of different media in different wars. Greater control in WW1 and WW2 and less control in the Vietnam War and the Falklands War.

Both periods and an evaluation (7) Both with detailed evaluation (8)

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

4 (a) Choose **one feature** of the media below:

- advertising
- political cartoons.

Describe how your chosen feature had an impact on politics and society.

[4 marks]

Target: Understanding of the key features of the chosen media (AO1 4 marks)

Students either submit no evidence or fail to address the question. **0**

Level 1: Answers that show recognition and simple understanding of the feature chosen from the question **1-2**

Answers will show simple recognition of chosen media

Eg Advertising is a major part of what the media does. Newspaper and magazine adverts have always been popular but now with the WWW and smartphones advertising is very much targeted to the customer.

Response may feel very current ad as such lack historical knowledge.

Level 2: Answers that explain and show understanding in a broader context of the feature chosen **3-4**

Answers will show knowledge of some distinctive features of the chosen feature. May see politics and society as similar or different features..

Eg

Huge number of different ways you can advertise including through IT. Adverts are now targeted to individual computers and apps on phones even know where you are and what you have been looking at.

Political cartoons more widespread and accessible and therefore seen by more people.

4 (b) Which of these features had the greater impact on politics and society?

- Advertising.
- Political cartoons.

Explain your answer. You must refer to **both features** in your answer.

[8 marks]

Target: Evaluation and understanding of the key features of the period (AO1 4 marks, AO2 4 marks)

Students either submit no evidence or fail to address the question. **0**

Level 1: Describes the impact of one media **1-2**

Eg Political cartoons have been important. William Hogarth drew cartoons about life in the industrial revolution. They were not very nice.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Answers that comment briefly on both media in a simple comparison **3-5**

Eg there were different sorts of media. The cartoons were good in their day. They made people think, but adverts get to more people especially in the 21st century

OR

Answers that consider one media's impact on politics and society

Eg cartoons did make people think, especially when so much was going wrong in the industrial revolution.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Answers that explain and evaluate both media's impact on politics and society **6-8**

Clearly evaluates the contributions of both organisations. May come to a conclusion that one organisation was more successful than the other at certain times.

Eg Advertising

- Impact of commercial radio
- Advertising in industrial revolution e.g. Wedgwood/Chippendale
- Advertising in glossy magazines
- Radio and TV advertising
- Internet and app based advertising targeting individuals

Political cartoons

- Hogarth, Gilray
- French revolution and Post war period of discontent
- 19th century prints and early magazines e.g. Punch
- Newspaper cartoons (anti Hitler)
- Matt, Trog, Fluck cartoonists
- WW2 cartoons e.g. Jane
- WWW.

Both in detail(6)

Both in detail with an evaluation (7)

Both in detail with a strong evaluation(8)

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

- 5 (a) Choose **one** of the individuals below whose work in the media had an impact on society and politics.

- Lord Northcliffe, newspaper publisher
- Hugh Greene, Director-General of the BBC.

Describe the work of your chosen individual.

[4 marks]

Target: Understanding of the chosen period (AO1 4 marks)

Students either submit no evidence or fail to address the question. **0**

Level 1: Answers that show recognition and simple understanding of chosen individual 1-2

Eg Lord Northcliffe was the owner of the Daily Mail. It became very popular. Hugh Greene modernised the BBC to make it more popular.

Level 2: Answers that explain and show understanding in a broader context of chosen individual 3-4

Lord Northcliffe

The Daily Mail was very popular. It was different as it was aimed at women. It later became a picture paper for men and women and soon became very popular. He made a lot of pictures of the royal family. The use of pictures like these made his papers very popular. Human interest, sport and serialised stories. Influencing people through articles; brown bread. War cabinet member influencing the war effort.

Hugh Greene

Hugh Greene made the BBC Television much more popular as he saw it as a way to entertain people not just to educate them the way it had done under Reith. Popular entertainment including new documentaries, comedies, plays and serials e.g. Forsyth Saga

5 (b) Which of these individuals work in the media had the greater impact on society and politics?

- Lord Northcliffe, newspaper publisher.
- Hugh Greene, Director-General of the BBC.

Explain your answer. You must refer to **both individuals** in your answer.

[8 marks]

| | | |
|-----------------|--|------------|
| Target: | Evaluation and understanding of the key features of the period (AO1 4 marks/AO2 4 marks) | 0 |
| | Students either submit no evidence or fail to address the question. | |
| Level 1: | Describes the impact of one individual Eg Hugh Green made the BBC much more popular. | 1-2 |
| | The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development. | |
| Level 2: | Answers that comment briefly on both individuals Eg sees both as successful and outlines ways this happened. Answers that consider one individual in depth This will be more detailed and will focus much more clearly on one individual: | 3-5 |
| | <ul style="list-style-type: none"> • Northcliffe and the Daily Mail • Northcliffe and the War <p>Suggest that both had an impact and both made their media much more popular with ordinary people.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.</p> | |
| Level 3: | Answers that explain and evaluate both in a comparison that is detailed but clearly identifies differences as well as similarities As well as noting the contribution made in the broadest sense the answer will link the significance of the different levels of impact | 6-8 |
| | <p>Northcliffe was able to increase the popularity of his newspapers by appealing to ordinary people with news items and photographs. The BBC changed in the 1960s. It was much more about entertainment than it was about education. Both forms of media had stiff opposition as other newspapers were popular and in the 1960s ITV and pirate radio was also popular as alternatives to the BBC or the traditional newspapers.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.</p> | |