



# **Examiners' Report** **June 2023**

**GCE History 9HI0 2H**

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## Introduction

After all the damage to learning wrought by the Covid pandemic, and with the removal of advance assistance in pointing candidates towards those parts of the Specification being examined, it was pleasing to see candidates able to engage effectively across the ability range with the A Level paper 2H, which deals with 2H.1: The USA, c1920 – 55: boom, bust and recovery and 2H.2: The USA, 1955 – 92: conformity and challenge.

This paper was divided into two sections: Section A was aimed at the in-depth evaluation and analysis of source material and Section B focused on the evaluation of key features in depth, exploring cause, consequence, change/continuity, similarity/difference and significance. It was clear that standards in Section A are now, post-pandemic, in line with those in Section B and clearly advice about source analysis, with its emphasis on value and weight, is familiar to candidates. Nevertheless, some teachers and candidates need to follow the requirements of the Section A mark scheme more carefully in future series in order to be clearer about what is meant by 'value' and 'weight'. As in previous series, some candidates wrote too much generalised comment without regard to the source material, or paraphrased the source without considering its value or reliability. The major weakness was often in considering the provenance and comments were too often stereotypical, or too often missing entirely. It is imperative that centres teach candidates to assess 'weight' by using contextual knowledge to challenge or confirm what is in the source, or to discuss the values of its audience, rather than just claiming that the source discusses an aspect of the topic, so it must have weight. It is also necessary to analyse the nature, origin and purpose of the source through its provenance in order to assess weight. It continues to be the case that many responses are largely made up of comments about what was not in the source, suggesting that this makes it less valuable, or carries less weight. Credit is given to comments about what is not in the source only if it is possible to show that this material is missing for a reason, for example because the source is a deliberate piece of propaganda, or, for example, the author is not in a position to comment about key issues and that for this reason the source is unrepresentative.

In Section A the question requires the use of sources together. There was little evidence on this paper of candidates failing to use the sources together in some way, although it is worth pointing out that this does not mean that responses should cross-refer between the two sources for comparison and contrast of content. The question requires candidates to use the sources 'together', but it is not a requirement to use them 'together' throughout the response. There was some evidence of some candidates attempting to do this. Depending on the sources, it was not always possible to do this convincingly, and some candidates engaged in some superficial argument and analysis as a result. Comparison of value and weight was a strength of many responses. It remains important to realise that Section A and Section B questions may be set from any part of any Key Topic named in the Advance Information and, as a result, full coverage of the topic is enormously important. The detailed knowledge base required to add contextual material in order to support inferences was often good, but candidates need to understand that contextual knowledge must be linked to what is in the source and used to confirm or challenge inferences from the source itself, as well as to assess value or weight in the ways described above. The continuing improvement in essay writing is pleasing. Few candidates produced wholly descriptive essays devoid of analysis. Candidates continue to identify key themes in an introduction and to make a judgement in a conclusion. Structure was often very sound. The most common weakness in Section B essays continues to be the lack of a sharp focus on the precise terms of the question and/or the second order concept that was targeted. Some candidates note in the introduction to the essay that they are naming the criteria that they plan to use, when in actual fact they are referring to the issues or the factors that will be discussed in the response. 'Criteria' in bullet point 3 of the mark scheme refers to the basis on which candidates reach their judgement, not the issues that are discussed in the process of reaching that judgement. There was little evidence on this paper of candidates having insufficient time to answer the question. The ability range was very diverse, but the design of the paper allowed all abilities to be catered for. The candidates' performance on individual questions is considered in the next section.

## Question 1

Strong responses had a clear focus on the value of the sources in terms of the impact of the Depression on the lives of Americans. At the highest level, candidates selected key points from the sources and made reasoned inferences about them, supporting each one with their own knowledge of the historical context of, for example, in 1929, newspapers provided the main way ordinary citizens got their news. This was how the public read their fate following the disaster, and headlines shocked readers and didn't mask the severity of the situation, as is implied by Source 1 and that many states, including Minnesota, had very little government support to mitigate the effects of unemployment. The very best candidates were aware of the specific context of the Depression (i.e. Black Thursday had a significant effect as optimism disappeared almost overnight as the Crash that day triggered the downward economic spiral that led to bankruptcies, mass unemployment, homelessness and despair), but responses that took a more general view were able to reach the highest levels. AO1 skills are not assessed in this Section, only the use of valid contextual knowledge as part of source analysis. Comments about provenance were thoughtful and may have considered that, in Source 1, as a photographer and filmmaker, Parker probably had an eye for detail; despite the passage of time, his recall of past language is specific. Many candidates noted that the tone of the author of Source 2 is both deeply personal and forensic; Le Sueur showed a close interest in the impact on a community of which she was a part but was able to step back and give a general view about human behaviour. Many also saw that this was a raw first-hand account, with a level of detail suggesting a close personal engagement with the problems of women on the breadline. Weaker responses simply wrote generally about the Depression, without linkage to the source or considering its value. At this level, candidates often also made stereotypical comments about a Parker's possible lack of memory after the passage of 40 years.

A response at Level 5 showing model skills.

Source 1 discusses Gordon Parks personal experience of unemployment during the Great Depression and how extreme job losses were. Source 2 discussed the wider experience of the Great Depression on <sup>poor</sup> women and how they were a group that underwent severe pressures due to the spread of unemployment. Overall, the sources are useful for together for investigating the effects of the depression on both genders. However, source 1 is more useful for the investigation as it involved the opinion of someone who experienced it rather than eyewitness accounts. The impact of the depression will be defined as how <sup>economically</sup> ~~heretofore~~ poor people become and how hard it was to find work.

Source 1 is useful for the investigation because it reveals how quickly people were laid off. This is shown where Parks writes 'by the first week of November' . . . 'I was without a job'. Unemployment rates soared after the Wall Street crash. contextually, <sup>Americans</sup> ~~people~~ had been ~~in~~ <sup>experiencing</sup> economic prosperity in the 1920s.

only 3.14% were unemployed in 1929, higher were 2/3x that of Europe and inflation never rose above 1%. The Depression transformed this with 24.75% unemployed by 1932. This supports the source in investigating the scale of unemployment as the great depression spread. Source 1 also reveals that initially poor they Americans felt they'd be untouched. This is revealed in the source by the quote 'it survey only concerned the rich'. This can be supported by the fact investment in stocks and shares has very much a middle class past-time, many became speculators, 600,000 by 1929 and therefore them losing their shares should not impact the poor. However, as the source goes on to reveal, it did, in fact the groups who suffered the most from the depression were those who were less economically new off. Source 1 also reveals how the newspapers reported the news with headlines that 'blared' were 'Frenzies', this spread panic. For example there were many stories of <sup>brokers</sup> jumping from buildings on Wall Street and a story in the New York Times where a small merchant had supposedly refused to sell his shares; that afternoon 2500 - 3500 pulled  $\$$  2 million from the banks.

This created bank runs which resulted in such squalor for Americans as their life savings were wiped out. As a result America became a society of cash and without deposits in the banks millions continued to suffer as the economy could not recover. Overall source 1 is useful for ~~discovering~~ <sup>investigating</sup> the ~~spread~~ <sup>impact</sup> of the depression being high levels of unemployment and difficulties in gaining financial trust in the banks.

Source 2 is useful for investigating the impact on women in particular. ~~As~~ Illustrative is the quote 'most of us had no breakfast'. This can be supported as many women were unable to feed themselves; husbands and children come first. Many women were paid lower than men the average weekly wage for women before the depression was \$17.34 vs \$24.35 for men which worsened during the depression. 3.8 million women headed single parent households and worked to ensure their children's survival; migrant mother captured by Dorothea Lange shows a hungry mother feeding children frozen vegetables. Moreover source 2 is useful for investigating women's response to the impact.

Despite their struggle source 2 <sup>states</sup> ~~states~~ women only had access to aid 'if she's willing to accept it'. This can be supported as many did not believe in handouts, Hoover's self-help ideology remained. The source holds weight as they it states 'Sometimes there is help available'. There was very little help available; of these 3.3 million single mothers, only 19,680 received any form of relief. Only 6% of the relief needed was available. In ~~some ways~~ <sup>part</sup> the source downplays how limited this help was. Source 3 also reveals the type of women who got work. 'These jobs are only for the attractive' reveals the treatment of women was still very much as they were ~~signit~~ <sup>signit</sup> submissive but also that ~~women~~ employment for women was extremely difficult. This can be supported by the fact that women often lost jobs to men. <sup>24/48</sup> ~~18~~ States banned married women from working meaning any progress in terms of the liberalisation of women in the 20s was discarded. Overall, source 2 is extremely useful for investigating the impact of the depression on women.

source 1 is by Gordon Parks in 1969. The

fact his publication is a personal account in some ways deducts weight; it shows only Parks' experience, however, it does not fail to mention significant information about how widespread the impact must've been. Whilst the source is rather limited by opinion, referring to 'millions', 'the newspapers', and 'the notice board' <sup>mean</sup> ~~creative~~ others like Parks would've had a similar experience which elevated its usefulness. Source 2 is also published 1962 which is far past the depression; this increased its height as it suggests the depression was a significantly bad experience that it is still being considered 30 years later. The fact nothing has overtaken its importance suggests the impact was extremely negative in comparison to post war prosperity. Source 2 is an eyewitness account recorded in the unemployment bureau. Whilst this source holds weight for looking at a large number of people, it is a subjective observation, not a discussion of how these women truly feel. It <sup>also</sup> only reveals the impact of women not the lives of ~~different~~ <sup>different</sup> ~~groups~~ <sup>groups</sup> in America. Furthermore it is only looking at the experience of the group of women in the Bureau who are inevitably struggling not all

Women: ~~impact~~

Together, the sources are useful for revealing both men, like Parks, and women, like those in the employment bureau, suffering. They particularly suffered with unemployment.

Together they do reveal the impact of the Great Depression was undeniably heavier on women than men. In source 1, Parks, knew it was impossible to stay; he lost his private education. Whilst in source 2, women lost the right to eat 'where only the boys & steak or kill for bread'.

In conclusion, together the sources are extremely useful for identifying the gendered impact of the Great Depression on American lives due to the depression. They both lack any usefulness for specifically discovering the impact on ethnic minorities however they still reveal a general impact on American lives. Source 1 does hold the most weight as it describes personal direct and widespread experience however the sources work far more usefully together to reveal the impact of the Great Depression on the lives of Americans.



This response draws inferences from both sources, developing them and interrogating them by increasing use of accurate contextual knowledge. In the second half of the response there is a weighing of the content and the purpose of the sources for the enquiry. Towards the end of the response the sources are used to indicate what weight they bear in combination.



Try to be aware of the concerns and values of the society within which the sources are set when adding contextual material to inferences.

## Question 2

Weaker responses did not have a clear focus on the value of the sources in considering investigating the reasons for President Nixon's decision to resign the Presidency, but rather targeted a more general response on the Watergate chronology. Such candidates did not understand the need to make inferences from the sources, for example that the reasons for Nixon's resignation were driven by the changing opinion of his political allies and friends, or that Source 4 implies that Nixon resigned for noble reasons, stepping down of his own volition to protect the integrity of the executive from a hostile legislature. Most candidates perceived that both sources suggest that the release of incriminating tapes played a key role in Nixon's decision to resign. Weaker candidates gave little weight to Source 4 simply because Nixon was writing his memoirs. Others missed out any comment about the provenances, even their timing. However, stronger candidates noted that Hess was no longer a White House insider at the time of Nixon's impeachment, so he is more likely to have written objectively about the situation surrounding his resignation. On the whole, contextual knowledge noted that with his complicity in the cover-up made public, the scandal implicating many members of the White House and his political support completely eroded, Nixon had no choice but to resign.

This Level 4 response makes use of both sources by using a thematic approach and by noting carefully their differing tones.

Both sources 3 and 4 talk about how Nixon's resignation to the presidency was forced <sup>as</sup> otherwise he would face impeachment. Source 3 stating: "The House Judiciary Committee passed its first article of impeachment" and source 4 saying how "Congress would vote to convict me". These are valuable citations as they tell us of the threat that pushed Nixon to resignation, and how he would much rather escape the law than carry on in office.

~~Both~~ Both sources also state how his public image and reputation are at risk where in source 3 it states that he had "tried to cover up the bugging attempts" and how in source 4 "there was also enemy within the tapes" which is valuable because it tells us exactly why his reputation among the public, and amongst Congress is being put in danger - which are ~~the~~ the tapes - which would eventually lead to pressure not only from the public but Congress also, to make the decision to resign, ~~but also~~ or face impeachment. Another enquiry we can draw from the two sources is the influence of

advisers, where in source 3 it states that how "Goldwater told a Whitehouse adviser to inform Nixon" about the Republican Senators who wanted him to resign, and in source 4 that Nixon had "discussed resignation with [his] family and advisers". These both tell us that Nixon may have been in a position in which he was unsure of how to handle and it took the advice of not only government officials but those personally close to him to decide how to resign. It suggests that without his family or certain advisers that there may have been a different outcome to the Scandal.

Contextually, both sources remain valuable as they follow and describe the leaking of the tapes to be an important factor to the resignation. When the pentagon papers were originally released, Nixon had initially denied any claims or accusations of involvement with the burglaries or the phone bugging. Despite many existing links he had to the scandal, Nixon had won a landslide victory in the 1973 election which suggests that it didn't initially tarnish his reputation to the extent it eventually would. It would then take the

threat of having these tapes leaked that Nixon was truly in danger, especially since all of these tapes would have to be put forward by legal obligation. ~~This demonstrates~~ In addition to this, he even tried to use the CIA to prevent the FBI from investigating the evidence further. This demonstrates how crucial these tapes were for Nixon to even consider resignation from Presidency. What's more is that he would become the first president to have been forced to resign, which like source 4 says "once one president had been forced to resign, opponents of future presidents would have formidable new power." ~~th~~ This is true as once Nixon resigned this changed how American politics would be followed as new legislation such as the Ethics of Government Act and War Powers Act were put forwards and new leadership styles would be seen. This emphasises how Nixon knew his resignation would greatly impact future politics and further increasing source 4's value.

In terms of each of the sources provenance, source 3 is an account from a former Republican

member of the White House in the years 1969-1972. This in itself gives the source lots of value and credibility as this is someone who most likely worked very close with Nixon and thus may be able to give us an accurate perception of Nixon from fellow members of the party but also White House staff in general. However, the fact that he only served from the years 1969-1972 limits the source's value a bit because ~~for~~ ~~with~~ he will have finished serving by the 2<sup>nd</sup> election by which after the scandal truly came to light, so it is hard to tell whether events recalled after 1972 are as detailed as the ones prior ~~to~~ to that year. Source 4 is of comments made by Nixon himself which is extremely valuable in to seeing why he chose to resign. On the other hand, this may then be unvaluable as this is published in a memoir at not long after his resignation. While his comments may be true, it may not give the full extent of why he resigned as he may be motivated to share his presidency in a relatively honorable way as possible, considering the negative impact of the scandal.

Overall, while both sources may not give the 100% extent or reason as to why Nixon resigned, be it trying to stay positive or ~~written out of time frame~~, they are still both extremely valuable sources considering who they came from ~~at~~ and when they were written - after the scandal; but also because of how much the sources highlight the amount of pressure put on Nixon and how it was overcome through his advisors and family.



Both sources are examined for inferences and the candidate shows a shrewd knowledge of the matters being discussed and illuminates them with judicious use of contextual knowledge of the concerns of the Watergate scandal. Evaluation of weight mainly deploys material gained from the provenance rather than challenging the content of the sources, although there is a useful example of confirmation in the second half of the third page. The conclusion debates the relative weight of both sources.



Look at the detail of the provenance of the sources to see what might give weight to the source - e.g. in this case the role of the authors. Challenge or confirm the veracity of the source by using contextual 'own knowledge' to discuss value or weight, as appropriate, rather than just to confirm content or to say what is missing.

### Question 3

Weaker responses indicated a straightforward problem with responses to this question – a lack of appreciation of the influence of racial intolerance beyond the lens of the Red Scare. However, almost everyone saw that the Ku Klux Klan enjoyed considerable support. The most successful candidates understood that the Klan's 'moral crusade' image and its membership figures were badly damaged by a series of scandals, e.g. by the David Stephenson case in Indiana (1925). Surprisingly few noted that the KKK possessed enough support to damage a Catholic New Yorker, Al Smith, in his campaign to secure the presidential nomination in 1928. The most surprising weakness of candidates was in the very generalised response to the geography of membership. There was some pleasingly detailed knowledge about two Georgia senators who were Klansmen and the KKK allegedly helping to elect governors in Maine, Ohio, Colorado and Louisiana.

A L3 response, partly engaging with the target focus of the question.

The Klan can ~~posed~~ neither sizable nor significant due to the problems of the Klan, this included that despite there being a lot of followers, there were plenty who were very much against the Klan, and as well there were accusations against the Klan, leading to many leaving. Despite the significant problems of the Klan, ~~there were it can be argued that actually the Klan has had more sign more significant influence than we think as firstly there over almost 100,000 men that joined many who racist and extremist themselves. As well when Hiram Wesley came to power as the leader, he completely changed the dynamic of the Klan and made it more influential due to many of the higher officials who part of it. Overall did have good enough support and was significant.~~

The Klan can be seen as significantly influence and sizable firstly because at the start of 1921, 100,000 men were part of the Klan and this increased. The Klan were very influential in South due to the fact that many white men in South were

very racist. ~~and~~ They brutalised the blacks by either killing or beating them. This can be seen as a significant influence because there were many men who were very extremist and despised blacks, Catholics and Jews in country, so influence increased ~~by~~ due to this. This can be seen that the Klan was influential at start but slowly, in time it increased as there were a significant amount of men who despised blacks and Catholics. However this was not the most influential point to show the Klan was significant, there were other points. On the other hand the Klan cannot be seen as influential, mainly due to the significant amount of problems it had. One of the problems was that despite there being a good amount of people who supported the Klan but there ~~was~~ <sup>were</sup> many that did not especially in north, who were not racist and found this disgusting due to the brutality they show people of ~~col~~ colour. Many who disagreed with Klan had interrupted their rallies, marches and even their meetings. One particular meeting was in a town hall where many of orders and barred them in until morning. Furthermore another problem that showed it was not influential was when one of the leaders

had ~~interrupted~~ been accused of rape and which led to a gut committing suicide, this was seen as horrendous. Many people, leading to many leaving the Klan due to the unprotectiveness of women purity and as well later on. ~~Westley~~ tried to make the Klan into a non all white activities but critics had said their influence had gone and the Klan had become soft. This overall can show the Klan not as influential but there were many significant positives that portrayed it on having more influence like influence politically, in big cities.

Despite the problems of the Klan, there were still many positives that showed it was the sizeable and influential. When Hiram Westley took over the Klan, he completely changed the Klan for the better. This is because he changed the Klan to be more influential in the bigger cities. Before Westley the Klan was filled with people who were poor and had nothing to do. Westley changed this as he brought in people who were wealthy, people from big cities in North like Chicago supported the Klan. The Klan was so

influential that it even had supporters from high officials like governors of states. It as well was that popular that some Klan members became part of the democratic party which was filled with blacks, Jews and Catholics. Overall it can be argued that the Klan was influential and sizable due to Hiram who made it significant through ~~making~~ getting supporters largely <sup>rich</sup> wealthy people and government officials. This was seen as the most influential point of the Klan.

In conclusion the Klan was sizable and significantly influenced because firstly there many extremists who were very racist and found pleasure through punishing ethnic minorities as well as Hiram, the Klan ~~became~~ was at its best due to the amount of influential people that were part of the Klan such as government officials, wealthy people from the North. Overall the Klan was significantly influenced despite its problems.



A reasonably logically presented Level 3 essay, which recognises the nature of the debate and responds to it by providing evidence for key features, but not weighing their relative significance. It is backed by some knowledge but lacks detail, for example in the geographical spread of the Klan's influence. The candidate has considered and discussed the stated factor in the question before moving in and out of a counterargument. There is some detached narrative. This is a Level 3 response.



Judgement at the highest level involves analysing the relative significance, importance, etc. (as directed by the question) of factors or aspects chosen by the candidate, both against each other and against the stated aspect in the question.

## Question 4

The biggest problem for weaker candidates on this response was in identifying detailed evidence on the war economy, e.g. Lend-Lease (1941) was a turning point for US economic growth. The expenditure and stimulus of this war economy brought about a reduction in unemployment from 9 million in 1940 to less than three million by the end of 1941. Many wrote in general terms about selling arms and then went on to give a general narrative of war work to 1945, which wasn't specified. Stronger answers noted several merits (or a lack of them) in the New Deal's efforts to bring economic recovery. The biggest problem was a misreading of the question. Many candidates offered counter arguments that concentrated on relief rather than recovery.

A response with elements at L2 and L3.

Both the development of a war economy and the New Deal were huge impacts in the USA's economic recovery because of the jobs they provided and the growth in certain industries which boosted the economy, therefore I agree with this statement to a limited extent as I believe the New Deal was hugely significant.

The development of a war economy allowed for the production of military goods and industries to thrive which helped the economy increasingly. New jobs were becoming available in the arms and military industry which brought down unemployment and therefore helped the economy. The president also cut ~~g~~ the governments spending on other countries such as France once they surrendered out the war to just help Britain which Hoover wasn't full keen on doing. Many acts and regulations were also put in place such as the ~~Banking~~ Banking act and other investment acts which only allowed certain banks to reopen once they had been checked and cleared and investment acts stated that local banks could no longer fund people with loans to invest at a local level. ~~Overall the development of a war economy was significant in the economic recovery as it limited~~ Another measure introduced was the value of the US dollar. Hoover removed the gold from the dollar to decrease its value in the hope of increasing ~~the~~ foreign trade ~~even though~~ ~~to~~ as well as increasing prices on US agricultural products so they were more expensive for other countries to buy in the hope they would

make more money. These policies were a failure however as foreign countries increased their tariffs with the US. The development of a war economy also positively impacted women and minorities as they contributed in jobs ~~and~~ in the industries providing ~~for the~~ resources for the war and being part of the military. Overall the war economy was a huge factor in the development of the US economy because of the regulations on government spending set out and the job opportunities it provided for the minorities.

The New Deal however ~~is~~ had huge significance in the recovery and development of the US economy because of the acts and agencies it put in place to build the recovery. The New Deal had a significant impact on employment ~~and~~, infrastructure and farming within the USA. ~~The~~ The alphabet agencies introduced by Roosevelt such as the CCC and FERA provided jobs for men all across America in building roads, bridges, schools, houses and hospitals which got them a wage at the same time of improving the USA. ~~Other acts within the second new deal such as the~~ The CWA during the First New Deal was another significant agency as it kept people employed during the winter which prevented unemployment from rising again. Within the second New Deal the ~~agency~~ WPA was established which ~~is~~ was a project with a budget of \$4 billion to employ workers again for building and it resulted in 1/5 of the US workforce being employed.

The New Deal also brought huge advancements in the farming industry. Farmers and tenants were aided by projects such as the RA which helped them find and buy better quality housing ~~other~~. The FSA also gave farmers loans in order to buy high quality land and farming machinery.

however this led to a decrease in labour workers as machinery began to take the places of people. Finally the REA policy brought electricity to farms. These New Deal acts all helped with the advancements of farming which ultimately helped improve the economy as farmers were able to sell and provide food again to businesses growing the economy.

In conclusion I ~~agree that~~ slightly agree that the war economy was the main reason but I think the new deal was more



This response has limited analysis of some key features but lacks range **and** depth on both the stated war economy aspect and the New Deal recovery. Although substantial in length, the wartime situation is not clearly distanced from the early New Deal and it is not clear what mention of Hoover is providing as support. Material on the war is typical of many responses that were very generalised. The judgement does not stand up to scrutiny as the candidate has clearly run out of time and although there is a clear attempt at organisation, the argument lacks coherence. These are qualities at Level 2. There is an attempt to address the conceptual focus of the question (BP1 at L3) but not all of the arguments presented are entirely convincing and the argument lacks secure development, as is evidenced by the conclusion.



Be sure that you are able to choose suitable issues when making a judgement about the relative significance of the key topic named in the question. It is not possible to make a judgement when set against huge support for the counter argument. Try to offer detailed evidence for each side. Remember that this is a depth study.


## Question 5

Candidates were asked how accurate it is to say that the US federal government made the most significant contribution to the development of civil rights for black Americans in the years 1955-65. Many responses failed to note that the target focus was about government, not just President Johnson. The best responses were able to assess federal government's contribution in quite a detailed manner: that the Supreme Court, the judicial branch of the federal government, was exceptionally active in this period in making judgements in favour of civil rights causes, especially in education, transportation and housing and that grass roots campaigns were often only successful when supported by federal decisions. It was the federal court judgement that led to a successful outcome for the civil rights movement in the Montgomery Bus Boycott; that Johnson ensured the passage of the Voting Rights Act in 1965, transforming the ability of black Americans to make a difference to American democracy and leading to the election of many black politicians; that Johnson's Great Society programme increased black American access to equal civil rights in education and housing. In considering the counter argument, some candidates paid far more attention to Martin Luther King than to any other individual or group. Candidates often found it hard to focus on how he and others helped to develop the civil rights of black Americans.

A well-argued response reaching Level 5.

The ~~st~~ living conditions for black Americans ~~remained~~ in the early 1950s remained dire, perpetuated by the de jure and de facto segregation from the Plessy vs Ferguson ruling ~~but~~ which validated the 'separate but equal' claim. To assess the level of contribution in propelling a fledgling movement, I will address each group's role in contributing to legislative change, adapting rigid societal views and the level of acknowledgement of significance in general. I will argue that the federal government, with the power to adapt the codified constitution and forcefully alter views of a conservative society, remained most significant, with the limit of Martin Luther King being of his lack of insider status which alongside violent protest movements, continued to only educate and mobilise Black Americans, rather than actively change law and attitudes.

Some might argue that the governments of ~~John~~ Kennedy and Johnson ~~1963~~ from 1963 actively refigured the legislative landscape and equality of Black Americans.

Of the most significant A bill from Congress, the Civil Rights Act, pushed <sup>of 1965</sup> through a bill that would have long-lasting effects on the trajectory of the Black American experience. The Act, masterfully used as a legacy of Kennedy by Johnson, placed Black Americans in a higher regard in the law, with the ending of Jim Crow Laws, prominent in the South. The Act enabled further civil rights and liberties in employment, leisure and to a degree, was a spring board for Black Americans within society. The Later Act of 1965 - addressing 80% of Black Americans unable to vote - would also alleviate under-representation, whereby Black Americans ~~could~~ throughout the 60's and up to the 90's, experienced unprecedented acceptance of elected officials, with individual concerns able to be addressed. The use of Affirmative Action and implementation of the EEOC by Johnson proved to largely entrench minorities employment rights, encouraging Nixon to continue the aid and actively change attitude of the conservative public. Yet, it must be disputed that Kennedy and Johnson only initiated such reforms and landmark change, due to the direct action of the non-violent campaigners, who empowered many disillusioned Black Americans. Furthermore, the federal government remained cautious of actively endorsing Black rights in the fear of alienating Southern Democrats and the moderate democrats. 

Secondly, it could be said that the non-violent campaign from Martin Luther King, and the creation of the SCLC and SNCC to a large extent rejuvenated a sense of black power and lobbied successively the federal government into entrenching their absence rights. Beginning in Montgomery in 1955, Rosa Parks ~~and~~ advocated for the treatment of Black Americans and largely reminded Black Americans of their economic power when they collectivise. After the end of the boycott, in 1956, Black Americans received legal recognition of their treatment by Bus Drivers, and Martin Luther King was elevated to a national level. Infamously, Martin Luther King and the NAACP litigated against white racism in all spheres of life, protecting the civil rights with the jurisdiction of the Civil Rights Act (1964). ~~First~~ Additionally, the Birmingham and Washington marches in 1963 aroused favourable support from a sympathetic media and world press, with white backlash from sheriff Eugene 'Bill' Connor, employing venomous snakes and weapons. It may be argued that King progressed the need for civil rights on the agenda and propelled the cause for many ordinary Black Americans. Yet, equally the rise of a non-violent campaign did cause a white backlash from the KKK and White Citizen's Council, which did somewhat halt such progress and incidentally mobilise

an racist backlash.

Lastly, it may be argued that due to a failure of the government and non-violent campaign to fully alleviate mass Black poverty and conditions, the rise of the Black Panthers and ~~the~~ Black Power contributed more to developments. From the continuation of 75% unable to vote and ~~live~~ with 11% of the population but approximately 65% of America's unemployed, Black Americans' experience prevailed and continued to disassociate themselves from the NAACP and King, with declining approval rates. The Selma campaign in 1965 ~~can~~ reflected the vastly divided movement, with Carmichael's 'Black Power' movement stimulating an improvement of black identity and pride, causing a regressive approach to King's tactics. Freedom rides and sit-ins contributed to improved education and acknowledgment of their inequality, which King's inactive marches did not provide. The creation of the Black Panthers arguably targeted ghetto issues and Black Americans' economic struggle more so than King walking through ghettos and writing letters from jail after Birmingham.

Overall, I would argue that the entrenchment of rights directly came from the work of Kennedy

and Johnson, who arguably placed civil rights on the national agenda and the Democrats party platform, creating long term legislative development over time and impacted a plethora of Black Americans, in all spheres of life. King's protests arguably disillusioned ordinary Americans, suffering within the ghettos and didn't alleviate conditions directly.



**ResultsPlus**  
Examiner Comments

This response is clearly structured. The introduction sets out the direction in which the debate will move and lays down the criteria for the judgement of the significance of the federal government weighed against other criteria under consideration. The essay then follows this pattern to a nuanced concluding judgement. The pro and counter arguments are weighed in each paragraph through a carefully nuanced assessment of the strengths and weaknesses of each feature. The judgement at the end is particularly wise, based on the evidence produced.



**ResultsPlus**  
Examiner Tip

Try to write in sufficient detail on the stated factor to show sufficient knowledge by which to weigh it against other factors.

## Question 6

There were few responses to this question and the majority of these were not sufficiently aware of the chronology of the question, often providing material on films from the 1950s and 1960s that candidates knew about. Some candidates provided some detailed knowledge about social controversies between conservatives and liberals about homosexuality, especially in the context of the AIDS crisis, and about drugs in the context of the 'Just Say No' campaign, without any linkage to the focus of the question beyond mentioning that there might be some (unnamed) films or TV programmes that featured these issues.

An answer illustrating the weakness of some responses, just reaching Level 2.

In America film and TV was very popular, people would go to watch film as a leisurely activity in the cinemas with friends and family as new cinemas were built in the malls. It became a 'social norm' to go and do things like this. TV shows were also frequently watched at home either with the family as a whole when eating food or individually.

In the 80s-90s television started to address more social issues that had become more apart of day-to-day life. They would create shows to appeal to all different age groups. Like teens for example, a lot more TV shows would be set in places like high schools or restaurants where teens were often found. Shows such as 'happy days' or 'It's always sunny in Philadelphia' were created and marketed towards youths.

Some TV's would dramatise how rebellious teens were acting and this led to older people believing teens were much more rebellious than what they actually were. It led to them being hyper-aware of teens activities. Many people thought teens were out doing drugs, having sex and drinking alot more because it was being shown to them on tv. Teens had been doing things like this since the 60's but a study found that teens in the 60's over 50% of them were having sex at home and nearly the same amount of teens were having sex in their cars. Due to things put in place such as contraception teen pregnancy was much lower in the 80's and many who got pregnant would have abortions. In years such as the 60's/70's teens were rebelling alot more than they were in 80's/90's. It was found that teens started to conform to act the same way as their parents. There was still some rebellion but not as much as there was in earlier years or happening as often as it was shown on

A.

Film was also creating a lot more films addressing social issues at the time. Issues such as homosexuality were shown in films and how gay people were being treated within society etc. Also issues about race, it was no longer uncommon to see a black and white person working alongside each other in a film. Which shows how far racial mixing had come. There was a lot more violence shown in films, things like guns etc. America's crime rates had soared higher and higher. Many Americans were worried about this rise in crime and films sensationalised on this fear and made films about crime which led people to be believing even more crime was happening than what they thought. Films covered a wide range of social issues that were happening during this time.

Some historians may agree that films were more prominent in

highlighting social issues during my time because a lot more films were made about social problems. Even some about American economy e.g. Wall Street. Many people enjoyed watching these films because they were about social problems that they were facing at this time.



**ResultsPlus**  
Examiner Comments

This response clearly shows where a number of candidates went 'off track'. It is fair enough to use *Happy Days* as an example of 1980s TV, but its subject material (youth in the 1950s) has not been used to show anything relevant about its impact on controversial issues in the 1980s. The other cited TV programme is from the 2000s. The second half of the response deals with film. This time, there is a better consideration of some of the social issues dominating the 1980s but the candidate has not been able to name a film to illustrate any impact that movies may have had. The judgement is not clearly defined.



**ResultsPlus**  
Examiner Tip

When answering 'impact' questions, make sure you also consider the role and strength of the target focus, as well as other issues that have impact, in order to give your response range and judgement. Read the question carefully and underline key words to help you to understand what is having an impact on what. Make sure you leave sufficient time to write a clear conclusion that sums up the judgements that you have arrived at.

## Paper Summary

Based on their performance on this paper, candidates are referred to the advice offered in the previous two sessions. Many candidates this year have not heeded some of this advice in the light of their predecessors' performance. This advice was: –

### Section A Source Question (Q1 or Q2)

- Candidates must be more prepared to make valid inferences rather than to paraphrase the source
- Be prepared to back up inferences by adding additional contextual knowledge from beyond the source
- Explore beyond stereotypical reactions to particular types of provenance. Not all old people are blighted by poor memories; look at the specific stance and/or purpose of the writer
- Avoid discussions about what is missing from the source when assessing its value to the enquiry unless there is a clear reason for the author missing such points
- Candidates should be prepared to assess the strength of the source for an enquiry by being aware that the author is writing for a specific audience. Be aware of the values and concerns of that audience
- Candidates should try to distinguish between fact and opinion by using contextual knowledge of the period and being aware of the values of the society within which the source is set
- In coming to a judgement about the provenance, take account of the weight you may be able to give to the author's evidence in the light of his or her stance and/or purpose
- In assessing weight, it is perfectly permissible to assess reliability by considering what has been perhaps deliberately omitted from the source.

### Section B Essay questions

- Candidates must provide more factual details as evidence. Weaker responses lacked depth and sometimes range
- Plan your answer effectively before you begin
- Pick out three or four key themes and then provide an analysis of (e.g.) the target significance mentioned in the question, setting its importance against other themes rather than providing a description of each
- Candidates should avoid a narrative/descriptive approach; this undermines the analysis that is required for the higher levels
- Pay particular attention to bullet point 3 of the mark scheme. Try to justify why one content area is more significant than another – the basis of that judgement is that one aspect is more important, influential or significant
- Pay more careful attention to key phrases in the question when analysing

- Be aware of key dates as identified in the specification so that they can address the questions with chronological precision
- Try to explore links between issues to make the structure flow more logically.

## **Grade boundaries**

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

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

