



# **Examiners' Report June 2024**

**GCE History 9HI0 2H**

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## **Introduction**

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. There was some evidence this summer of a number of candidates abbreviating words that should not be abbreviated in formal written English, eg the use of gov instead of government and BAs for Black Americans. This is not a development that is welcomed. 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, for example deadly organised crime running rampant in cities and small towns, as is implied by Source 1 that lawlessness among women resulting from Prohibition was nationwide in extent. The very best candidates were aware of the specific context of women involved in bootlegging, such as Gertrude Lythgoe but responses that took a more general view were able to reach the highest levels. Strong candidates also commented on the varying degrees of success in the prevention of Prohibition-busting and how Source 2 provided a more balanced assessment by suggesting the advantages gained by women in family life where Prohibition was enforced. 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, an ex-servicemen's magazine may be expected to promote discipline and order, so it may disapprove of lawless actions and exaggerate the extent of perceived misdemeanours within parts of society. Many candidates perceived that, as a foreign visitor writing for an American audience, von Luckner tries to report both sides of what he thinks his audience feels, ie a balanced view of both positive and negative effects of Prohibition on people. Weaker responses simply wrote that the source was not valuable as he was a German and would be hostile to Americans after the First World War.

A response at Level 5 showing model skills.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 1  Question 2

There are many debates regarding the practicality and effectiveness of The Volstead Act, also known as Prohibition. Due to the banning of alcohol, a new found illegal market was created, in which all areas of the population could contribute to, including <sup>Black</sup> ~~African~~ Americans and women. Despite prohibition being heavily enforced and many in support of the new laws, the overall rebellion was significantly greater.

After the Volstead Act was passed, the creation of the moonshine market was created. Due to the 'manufacturing, smuggling and sale of booze' as referred to in Source 1, being ~~an~~ illegal activities, anyone could participate in the market and make a profit including <sup>Black</sup> ~~African~~ Americans and women. As Source 1 highlights, 'some are white, some black', referring to women, demonstrating how the previously undervalued members of society, were now valued in this illegal market, being referred to as 'queens of bootlegging'. In addition, Source 1 also informs us how these female bootleggers originated from all racial classes, indicating that those of the previous working classes, were now earning and making great profits from ~~this~~ <sup>this</sup> illegal trade alongside those women who already have money, therefore the rich would indulge in it more, which is evident in flappers.

Following this, Source 2 explains how 'forbidden attractions encourage new forms of law-breaking' ~~and~~ this indicates the growth in speakeasys, which greatly increased with the newfound love of jazz music stemming from Black American culture. With Black American jazz performers starting in venues such as the Cotton Club, their talents brought them in as

performed in speakeasys, so despite not actively 'manufacturing, smuggling or selling booze' these performers were contributing to the ~~the~~ prohibition rule breaking, therefore showing the lack of support for the Volstead Act amongst ~~at~~ different areas in society. In addition, as previously mentioned different classes involvements, Source 2 informs how 'if wealthy enough, get someone to go to prison on their behalf', this suggests that police and prohibition agents were corrupt and easily paid off, therefore if successful enough in the trade or already wealthy in a higher class, you were untouchable essentially and there would be no consequences apart from money lost for breaking the law.

In spite of Black Americans having the ability to contribute to the bootlegging trade, they also had huge targets on their backs from the KKK. The KKK being a ~~the~~ notoriously racist society, targeted Black people the most as they were furthest from their WASP ideology, and unfortunately for everyone else in disagreement with the Klan, the KKK was heavily for prohibition. As a rapidly growing area of society, the KKK, reaching 6 million members by 1924, had huge influence in politics, with senators from Maine and Indiana for example being Klansmen.

With the new accessibility to cars, bootlegging was only made that much simpler. Source 1 states how 'high-powered automobiles' would drive over the 'booze border' (the US, Canadian border), suggesting that the trade wouldn't have been able to grow internationally without the accessibility of cars. Source 2 also mentions how a 'labourer can afford a car to take his family to the seaside', informing how common cars have become also inexpensive, suggesting that despite the intentions of Source 2 stating lower classes can now afford to travel rather than

drink, they now have the accessibility to bootlegging making even more money illegally than they would working in manual labour. Considering Source 2's point ~~also~~ regarding travel, with the new accessibility to cars, travel and tourism did boom massively and cities expanded greatly. Although with the expansion of cities, came the expansion in opportunities for leisure along with the entire trade.

Following the expansion of cities, came the expansion of gangsters. Source 1 refers to 'gangsters fighting off prohibition agents' and Source ~~two~~ 2 mentions how 'fewer crimes are caused by drunkenness' all since prohibition. With great intent of Prohibition being to reduce crime, its clear it had the opposite effect. Although fewer petty crimes such as bar fights were being committed, with the introduction of gangsters, more higher profile crimes were in operation such as smuggling and other crimes against the Volstead Act. In addition, with Gangsters such as Al Capone and John Torrio at play, crimes ~~over~~ such as money laundering, Territorial disputes and bootlegging operations were in motion, alongside more violent crimes such as the Valentines Day massacre. These gangsters had such high influence and power in society in particular in the major cities such as New York, and no one would dare report them to shut down their operations as the consequences could be lethal.

As both sources are vastly different, it gives great insight into the public opinion regarding prohibition. As Source 1 is an article from ~~a pro-~~ an mens form of ~~no~~ informative reading material, talking about female involvement in the illegal trade, its useful as it paints these women out to be no different than men proving useful from an anti-alcohol point of view. Also as the article was published in

In 1924, it shows usefulness as it's relevant to the time. In Companion, Source 2 is ~~also~~ an extract from a book written by Felix Von Luckner in 1928, a German writer, writing about his experiences in the US in 1927. This extract similar to the article in Source 1 is also time relevant proving usefulness, in addition, due to the writer's nationality being German is also useful as it gives the impression of an outsider looking in with no intentions of influence or propaganda to the American population. In spite of this as it is an extract from a book, some aspects could be dramatized for entertainment purposes, therefore limiting its usefulness.

In conclusion, considering all evidence and factors discussed, it is clear that the overall consensus of the population is anti-prohibition as many profited from the illegal trade and benefited from the leisure of speakeasies and jazz.



**ResultsPlus**  
Examiner Comments

This response draws inferences from both sources, developing them and interrogating them by increasing use of accurate contextual knowledge. Notice how the inferences are made thematically, from both sources. In the second half of the response there is a weighing of the provenances to indicate what weight they bear in combination but note that the candidate has used contextual knowledge throughout to confirm veracity and, therefore, weight.



Look at the detail of the provenance of the sources to see what might give weight to the source – eg in this case the purpose 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 2

Weaker responses did not have a clear focus on the value of the sources in considering the origins of the women's movement in early 1960s but rather targeted a more general response on women's rights. Such candidates did not understand the need to make inferences from the sources, for example that Source 3 gives evidence that Kennedy gave women encouragement to seek reform by indicating that change was desirable or that Source 4 implies that the romanticisation of domesticity led to a feminist backlash, launching the sex-role revolution that challenged norms by getting women to understand their position in society. Most candidates perceived that both sources suggest that conformity continued to be a problem for women and for the USA in general, opening a way for the development of a women's movement. Weaker candidates gave little weight to Source 3 simply because Kennedy was a man who couldn't understand women. Others missed out any comment about the provenances, even their timing. However, stronger candidates noted that Kennedy was making a speech to Congress, raising women's position in society to the level of a national political debate and that the purpose of the Source 4 was to show that because cultural conformity was so deeply embedded in the psyche of American women in the early 1960s there was an urgent need to stir up a movement for change. On the whole, contextual knowledge noted that initiatives by Kennedy – the creation of the Commission and the Equal Pay Act – encouraged women to seek wider reform.

This Level 5 response makes sustained use of interrogation of both sources by using a thematic approach and by noting carefully the differing tones of the sources.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number: Question 1  Question 2

Both sources portray contrasting viewpoints towards the women's rights and the foundation of the women's liberation movement in the 1960s. Source 3 emphasises the lack of equality for women in the public sphere, suggesting that the desire for equality has been borne out of a lack of employment opportunities. In comparison, source 4 focuses on the extent to which domestic life has stifled female potential, therefore suggesting that female discontent has come from oppressive gender roles, which they wish to eschew. Overall, both sources are inherently useful together as they convey ~~the broad women's movement to have~~ represent a broad focus on the different aspects and areas of female life that have stunted a desire for change.

Both sources emphasise female apathy and frustration at ~~being forced into the lack of opportunities within employment and as a~~ result of being forced into subservient roles.

within Society. Source 3 focuses on Kennedy's broad desire to end the social perception of women as inferior, as he argues that 'women have basic rights that should be respected and encouraged'. This alludes to the growing sense of female discontent that embedded by patriarchal expectations limited them from pursuing careers, instead keeping them in domestic roles. Despite women making up almost half of the US population, less than 38% women actually held jobs in the 1960s, and most were ~~out~~ of those who did work, they were limited to perceived 'female industries' such as waitressing and school teaching, consequently, Kennedy notes that the government must act to 'satisfy their needs', as many women were turning to groups such as the NOW, which embodied their frustration and lobbied for the ~~enforcement~~ of Title VII of the 1964 Equal Rights Amendment to the constitution, which would've ensured female equality in federal law. Therefore, source 3 is inherently useful as its nature as a speech demonstrates Kennedy's recognition of the number of

the women's rights movement, thus he is almost addressing them directly ~~in his process~~ to and committing to end their apathy and discontent. Somewhat similarly, Source 4 recognises how female freedom has been stifled through patriarchal conditioning, leading to a lack of fulfilment. Friedan notes that 'the problem lay buried', suggesting that fear of transgressing gender expectations has silenced women, yet it has led her to ask 'the silent question', thus implying that this discontent is widespread. She argues that socialisation has made women 'put by the inflexible, unhappy women who wanted to be poets or physicists', yet the fact that it is these same women who ask 'the silent question' suggests that the women's movement was born from ordinary housewives beginning to reject their social conditioning and acknowledge their own desires and capabilities. As ~~source 3~~ Source 4 is a book, Friedan evokes highly emotional and language to inspire not only empathy in her readers but perhaps inspire individual action too. Consequently, this makes Source

4 useful as it was written by a co-founder of one of the principle women's rights organisations, thus it details the exact motivations of an individual woman ~~to~~ ~~the~~ ~~point~~ that spurred her desire to fight for equality.

However, while source 4 focuses on emphasising the cause of women's liberation as shifting gender roles and a desire to reject domestic conformity, source 3 focuses to a greater extent on female dissatisfaction within the public sphere and the exploitation of female employment as ~~the~~ <sup>the</sup> reason for their frustration. Kennedy constantly involves the ~~language~~ word 'choice' and repeatedly affirms his belief that 'women should only work if ~~to~~ they desire to do so'. This suggests his perspective is somewhat misguided, as he actually reinforces the gendered expectations of work that caused their frustration and the growth of organisations such as the NOW, The Feminists (established by Atkinson) and the New York Radical Feminists (Firestone) on the same ~~same~~ ~~place~~ ~~components~~ ~~to~~ ~~be~~ ~~seen~~ ~~as~~ ~~one~~ ~~and~~ ~~the~~ ~~same~~ ~~thing~~.

view is arguably somewhat limited, as although he is the President and therefore has a good understanding of his citizens, the fact that he is a man renders him unable to truly grasp the extent to which women felt oppressed and unequal. Therefore, Source 3 is somewhat diminished in its usefulness by the lack of true understanding Kennedy has. Somewhat similarly, it could also be argued that source 3 is also limited due to the one sided perspective it presents. Friedan claims to speak on behalf of all women, as she invokes the plural form, thus homogenising their experience based solely on her own. She claims that there is a clear voice in women's needs saying 'I want something more than my husband, no children and no home', and whilst this certainly may have been the reason many women felt spurred to join the fight for equality, it neglects the motivations of many women, who (as Source 3 recognises) simply wanted 'the choice' to work or be mothers, rather than ~~adopt~~ reject domestic conformity in its entirety, as

Frieda suggests. Therefore, this arguably limits the value of source 4 as its emphasis on the origins of the women's movement is skewed towards the more radical perspective. - However, this it could be said that this actually therefore makes both sources inherently useful together as they present a variety of reasons for the growth of the women's movement when used in conjunction with each other, thus providing a wider perspective in their broad scope.

Overall, <sup>Sources 3 and 4</sup> ~~both sources~~ clearly emphasise that the origins of the women's movement can be seen from both a public and private / private life perspective. Whilst source <sup>3</sup> ~~4~~ emphasises the denial of opportunity to work in the employment sector as the provoker of their ~~or~~ disquiet, source 4 focuses to a greater extent on the growing ~~particular~~ ~~socialisation~~ ~~as~~ ~~the~~ ~~other~~ ~~spine~~ rejection of their patriarchal socialisation as the main ~~desire~~ driver of the desire for change. Whilst both are arguably somewhat limited in their one-sidedness,

they are overall incredibly useful when used together as they allow a historian to examine both the personal and wider social factors that contributed to second - wave feminism.



**ResultsPlus**  
Examiner Comments

Both sources are mined 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 women in the first half of the 1960s. Evaluation of weight is often subtle, eg the candidate debates the claim by Friedan that she stands for all women. The conclusion debates the relative weight of both sources.



**ResultsPlus**  
Examiner Tip

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 3

Weaker responses indicated a straightforward problem with responses to this question – a lack of appreciation of the chronology of changes to the New Deal in the stated period of 1935-38. However, almost everyone saw that the Supreme Court played some role in changing New Deal programmes. The most successful candidates understood that there were a variety of challenges from both left and right that may have led to change, eg Long, Coughlin, Townsend, the Liberty League, etc. The most surprising weakness of candidates was in the very generalised response to New Deal laws, citing earlier alphabet agencies as changes. Some stronger candidates noted that the New Deal coalition composed of voting blocs who backed New Deal measures, eg unions, Catholics and rural whites, and that they remained intact, limiting opportunities for opponents of the New Deal to change its nature. They also gave a balanced view of limits of the changes wrought by the Supreme Court.

A reasonably logically presented mid-Level 4 essay.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number: Question 3  Question 4

Question 5  Question 6

After the first New Deal there were many critiques of it such as Huey Long who was a senator calling for more change. In the second new deal it could be said that he had achieved this with the introduction of new policies such as the Social Securities Act in 1935. On the other hand it could be said that they didn't change the nature of the New Deal as there were no extreme changes in welfare, and the changes that were brought in were limited.

After the first New Deal senator Huey Long spoke out against Roosevelt believing that his policies were not radical enough to help the people in need. He wanted any fortune over 3 million dollars to be shared equally between families and he also wanted pensions for everyone. He was somewhat successful as in Roosevelt's second New Deal there was the Social Securities Act

1935. This was the first bit of government legislation that had offered welfare. It used money raised by employers and employees to pay out pensions. While it wasn't the biggest change it was an improvement from the past where there were no benefits or welfare from the federal government and only 11 states had any sort of pension scheme that was available to a small amount of pensioners. Huey Long and others like him had forced Roosevelt into making a Second New Deal with ~~the~~ more welfare reforms out of fear of a more radical left wing revolt. Therefore it could be said that individuals like Huey Long did make Roosevelt change his policies between 1935 and 1938.

Other individuals such as Charles Coughlin who was a priest campaigned against Roosevelt on his radio broadcast that had between 30 and 40 million listeners. He wanted more ~~an~~ equality and believed that Roosevelt's first New Deal wasn't enough. Between 1935 and 1938 Roosevelt did listen and set up a Labour relations Board <sup>in 1935</sup> ~~for the~~ that stopped

'Yellow dog' clauses from being in effect and allowed workers to choose their own union to represent them in any disputes with employers. Roosevelt began to tax business more which began to ~~at~~ alienate him from members of his own party due to fear of critics such as Charles Coughlin, who believed the first New Deal didn't do enough. Therefore the legislation introduced in 1935-38 had much bigger impacts such as the works project administration having around 2 million employees at a time as well as by 1941 ~~having~~ 20% of people had worked in the WPA.

On the other hand you could say that the critics didn't change the nature of Roosevelt's second new deal, as the form of welfare introduced in the Social Securities Act 1935 didn't work that well with pensions being low as it wasn't a centralised system that was funded by the government as that would have cost the treasury too much to fund. As well as unemployment benefits only being at \$18 per person for 16 weeks. The system was also not evenly distributed across states

leading to more regional inequality. This shows that the policies between 1935 - 1938 were not developed enough to support a struggling country, therefore critics of the New Deal did not drastically change the policies delivered between 1935 - 1938.

Another reason they didn't change the nature of the New Deal between 1935 - 1938 was that a lot of the developments were just built on from the first New Deal such as Alphabet Agencies that were providing jobs to the unemployed. An example of this is the Civilian Conservation Corporation (CCC) that manned national parks and forests, providing 500,000 jobs. The works progress administration was just a development of past agencies ~~that~~ ~~to~~ that did public work projects such as the public works association (PWA). Therefore critics didn't change the New Deal much from 1935 - 1938 as a lot of it had the same aim, to provide employment opportunities, as the first New Deal.

Overall, I believe that critics ~~did~~ were successful in changing the nature of the New Deal in 1935-1938 because they caused the second New Deal as Roosevelt was scared of a left wing radical revolt if he didn't make changes to welfare. Therefore leading to the first national benefits system the United States had seen, which was a huge change from Laissez-faire policy before.



**ResultsPlus**  
Examiner Comments

The essay 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 makes a few errors, for example confusing Long with Townsend over social security. It misses key features of the opposition (eg the Supreme Court). The candidate has considered and discussed the stated factor in the question before moving in and out of a counterargument. There is no obviously detached narrative, so this is a Level 4 response.



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Examiner Tip

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. Here it is important to judge the extent of change.

## Question 4

The stated factor on HUAC was very well supported. The biggest problem for weaker candidates on this response was in identifying detailed evidence on the counter factors, eg the so-called 'loss of China' to Communism outlined in the influential document NSC-68, and the Soviet A-bomb, which gave McCarthy's policy of hostility to Communist influences in the State Department momentum, or specific Cold War tensions from 1950 over Korea that raised concerns about the security of citizens. Many candidates placed a series of spy scandals, culminating in the Rosenberg case, and which propelled McCarthy forward to change the lives of so-called subversives in all walks of US life, in the pro argument, but failed to note that these scandals had not been investigated by HUAC. Some stronger candidates cited the McCarran Internal Security Act (1950), requiring organisations deemed Communist to register with the Department of Justice, encouraging McCarthy to become the intimidator of such organisations. They also mentioned the many Republicans who encouraged McCarthy, noting that Republican anger with 'liberal' Democrat policies gave McCarthy scope for personal attacks on the lives of the Republicans' opponents during the election campaign of 1952.

A L5 response.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number: Question 3

Question 4

Question 5

Question 6

The House of Un-American Activities Committee dominated American Society with the Rise of the Second red Scare. Famously identified through the ~~where~~ "Witch hunt" style of investigation into Communist activities in the USA between 1947-1950, the HUAC may have played a leading role in Senator Joseph McCarthy's rise to power. Accusing the Federal government of being infiltrated with Communists, McCarthy gained a large deal of influence through fear mongering of "reds under the beds". It cannot be denied that the HUAC contributed to McCarthy's rise in influence however other individuals and Federal government involvement also encouraged McCarthy's rise to power. Further Analysis however is needed in order to form a substantiated judgement and identify the main reason for McCarthy's increasing influence between 1950-1954.

When examining the HUAC, a variety of actions taken by the group encouraged a fear of Communism - the exact fear that McCarthy exploited in order to increase his sphere of influence. Throughout the

late 40s the HUAC was famous for hunting for Communism within the federal government. Between 1947-50, 6000 individuals were arrested under the Suspicion of Communism. In 1948 the US Supreme Court alone arrested 11 individuals under this pretence. In 1953, Miller released a movie called "The Crucible" directly comparing the HUAC investigation to the 1667 Salem witch trials. Overall in American Society there was a general distaste for Communism. Feared and openly hated by many, the witch trials clearly arrested thousands of individuals with little opposition. The HUAC likely acted as a core foundation for McCarthy's increasing influence. Encouraging fear which McCarthy could then feed off of, the HUAC partly targeted the Government (with the Supreme Court arresting Government employees as a result of their witch hunt). A direct parallel between this and McCarthy's attack on the federal government can be drawn. McCarthy first named 207 federal employees which he accused of Communism. Despite this decreasing to only 53, it is unavoidable the McCarthy's focus was on the US Government. The actions of the HUAC gave McCarthy the platform to make his claims - a fear of a Communist Government causing a moral panic for McCarthy to further exploit. Furthermore the HUAC is known for Blacklisting.

The Hollywood 10 - a group of Hollywood stars, directors and writers accused of being Communist sympathisers. Including Charlie Chaplin, Dalton Trumbo and Orson Welles, the Hollywood 10 were stripped of their profession. Despite support from other stars (such as Frank Sinatra) the Hollywood 10 remained blacklisted. The impact of this changed attitudes in society significantly more when in 1949, 61% of Americans agreed that Communist sympathisers should be stripped of their teaching profession. The development from an attack on Communists to Communist sympathisers also not only allowed for the HUAC to continue facing little opposition, but also allowed McCarthy's blatant attack on the government to remain unquestioned. The activities of the HUAC gave McCarthy the necessary grounds for attack and acted as a means for him to justify his behaviour - allowing him to also continue with little opposition. After this analysis is considered the vital fact that the HUAC contributed to McCarthy's initial rise in power is why they can be judged as the foremost vital component of McCarthy's ~~completely~~ increasing influence - however must not be mistaken for the only influence for McCarthy.

Another factor that played a not so key role - yet

Still notable Contribution - in McCarthy's rise in influence is legislation introduced by the Federal government.

Building on the aforementioned point that the HUAC enabled McCarthy's attack on the government; other legislation also did this however on a lesser scale.

The Federal employee loyalty program resulted in the dismissal of 300 employees and 3000 resignations. Another direct attack on Government employees, this program encouraged the hunt for Communism in the workplace. This however cannot be labeled as the most key component in McCarthy's increasing influence due to the smaller scale of job losses. The HUAC acted in a similar way however more successfully met their aim of subduing Communists - McCarthy still likely gained influence from both attacks on Government employees. A more direct contribution that the Federal government had therefore is the 1948 Bill forcing all 65,000 Communists living in the US to register with the Federal Government. The Federal government made no attempt to hide the distrust for Communists - ensuring that they were aware of every Communist in the Country.

McCarthy ~~stated~~ explained his attack on Communists through a distrust of Communism - exactly as the Federal Government did. Aligning his political and social views with the current

government allowed him to gain a large supporting and-in turn- use his influence to impact a larger amount of the population. Some historians may argue this as a key component affecting McCarthy's influence however ~~to~~ I do not feel as though it is the most important factor largely due to the fact that the federal government ~~does~~ grew to mistrust McCarthy. In 1954 McCarthy faced 35 days of questioning from the federal government directly resulting in a huge loss of support. The federal government's actions had a large amount of influence over McCarthy's standing in society (contributing to both his rise to power and then rapid decline) however when focusing specifically on his rise to power the HUAC still directly encouraged McCarthy's increased influence on a larger scale.

The final main factor contributing to the rapid rise in McCarthy's influence therefore were the individuals prosecuted for Communism. In 1946 the second red scare began when two Canadian government officials were caught passing atomic secrets over to Soviet spies. 3 years later in 1949 the USSR successfully tested their first nuclear weapon.

In Society at the time, a Great deal of fear arose as America had previously been the only nation with Atomic power. The Secrets passed on were directly blamed for the USSR's Sudden development of Nuclear technology. The ~~current~~ <sup>apparent</sup> Cold war encourage a potential Nuclear war Searching for one nation to dominate the other. McCarthy was described as an opportunist who fed from peoples fears. The fear of a Cold war outweighed a simple fear of Communism massively - with the two mentioned individuals giving McCarthy the perfect grounds to encourage this fear before offering his own solutions. McCarthy's attack on the Government portrayed himself as an Almost hero, Attempting to Combat the redscare through ~~the~~ apprehending Communist individuals. Despite this fact, The HUAC still acted as the foremost encouragement for McCarthy's rise in influence as they offered both fear to feed from and behaviour that he could model. Individual cases only encouraged fear whereas the HUAC allowed McCarthy to follow in their footsteps and make similar attacks on employees. The Rosenberg case 1950-57 further encouraged this fear. Julius and Ethel Rosenberg were arrested in 1950 after Ethel's brother in law provided circumstantial

evidence of their Communist activities. The Couple appealed 7 times before being executed in 1953. The execution of the Couple further encouraged Communist fear due to the belief in the Justice System and the idea that the pair must have been guilty in order to face Capital punishment. Individual cases caused immense fear that McCarthy was able to feed off of. ~~the~~ - one of the vital components to his increase in influence and why this factor is noteworthy.

Despite other factors, the HUAC remains the most vital component for increasing Senator McCarthy's influence in the years 1950-54. Whilst factors such as Government legislation (giving both the grounds for fear and examples of Communist attacks for McCarthy to imitate) and individuals convicted of Communism (encouraging fears within society) must also be identified as relevant contributors, it was the HUAC's ability to combine both elements ~~and~~ during a large scale investigation into Communism that is why they are the main reason increasing McCarthy's influence. Without the HUAC witch hunt, McCarthy may have remained an insignificant voice.



This answer achieved near-full marks for the sustained analysis of key issues relevant to the question, focusing very tightly on considered and relative judgements after the presentation of detailed evidence for each factor.



A 'Study in Depth' requires detailed knowledge of the Key Themes identified in the specification. Make sure you add precise and detailed knowledge to evidence your answer.

## Question 5

This question produced a disappointing number of very generalised responses, perhaps based on the candidates' own knowledge of the role of TV in sport in their own lifetime. However, some candidates scored very high marks because they knew about detailed material specific to the stated chronology, eg growing television rights gained by CBS, enabling the NFL to grow a national following in this period; the National Basketball Association signed a lucrative contract with ESPN; sports such as boxing, ice hockey, motor sport and golf, all attracted new audiences through being signed up by major television companies, greatly increasing the popularity of these sports. These stronger candidates were also more aware of other factors beyond TV, eg corporations such as Coca Cola and Hitachi increasingly sponsored sports during the period and popularised the sports they sponsored. They also noted that large colleges increasingly promoted sports in this period, eg Notre Dame, in Indiana, which attracted huge home attendances and nationwide support.

A borderline Level 2/3 response.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number: Question 3  Question 4

Question 5  Question 6

Television was a advertising tool in the 1970's it allowed ~~the~~ majority of individual to keep up to date with sports, music and film. This was crucial for individuals to relieve themselves of political and social tensions. Criteria going to be used how accurate.

I do agree with the statement because television increased the popularity of sport which is evident by the increase in ~~sponsor~~ sponsorship for athletes and increase pay wages by 1975 average NFL contract was over \$1 million a year. This indicates how television increased popularity of sports. ~~Previously~~

Sports fan in America a very loyal towards their team and if they couldn't afford to purchase a season ticket they would still tune into to listen on the radio.

~~This show as well as showing the increase in consumption of TV companies broadcasting sports like the NBA and NFL makes it more accessible to fan meaning fan can watch every game regardless of the time because you can tape record the games.~~  
Overall i ~~partly~~ agree that television companies increased the popularity of sport and TV companies like CBS

realised it was an opportunity to generate more revenue.

However I partly disagree that influence of TV companies was the most significant increase and fan loyalty is because I believe that high ability athletes attracted fan to sport for example in NBA in the 1970's constant rivalry between Celtics and Lakers which causes a divide but creates loyalty toward sports. ~~As well as~~ Additionally I believe that <sup>older</sup> generation of sports fans encouraged younger generation to become involved. Before the invention of television sports was massively popular throughout the world and in particular America. Many Americans couldn't afford cable so majority would listen on the radio pre 1970's and still followed the sport like a religion. The reason why I believe that high ability athletes increased popularity of sports is because it is easier to advertise high quality player and would be difficult to brand low skill players.

In Conclusion TV companies did increase popularity of sports because you can nationally advertise and even if individuals didn't own a TV most likely to know someone who does. However I don't completely agree that TV companies were the sole reason for the increase of popularity but dedicated fan which would listen on radio if couldn't get access to a TV and the high quality of professional sports which perceived as great entertainment and many athletes role model for their community for example Bill Russell who play for the white dominated Boston Celtics and he was the star player showing children of colour that it is possible to achieve your dreams which would increase popularity.



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Examiner Comments

There is an attempt to address the conceptual focus of the question, but not all of the arguments presented are entirely convincing and the argument lacks secure relevance and development, as is evidenced by the conclusion. There is some valid supporting contextual knowledge, but the material lacks range.



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 many excellent responses to this question and it is clear that centres which teach the option chronologically have been able to complete the specification. Candidates had a wide and deep knowledge of several elements of campaigns for traditional values in the Reagan and Bush Republican period. Where some candidates failed to reach the higher levels, it was in identifying other features in society causing divisions, often confining themselves to one, for example just civil rights or, more commonly, only the economy. Stronger candidates added third wave feminism and/or tensions among poorer members of society in the New South.

An answer reaching L5 in three of the four bullet points.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 3 ☒ Question 4 ☒

Question 5 ☒ Question 6 ☒

The period of 1981-92 saw a great deal of unrest due to the fast pace of change that saw America be reborn as a new, consumerist, affluent and more tolerant society. The campaign for a return to traditional values saw people fight for a return to the affluency of the post war boom, the security of traditional gender (and race) roles in society; they believed everyone had a place that belonged to them, usually in a nuclear family. The growing political disillusionment of lying politicians in Washington in the aftermath of Watergate in 1974. The campaign for a return to traditional values was the very factor in divisions in American society as it played onto fears and hardly calmed many.

Finally, it should be acknowledged that the campaign for traditional values unarguably shaped society in a fundamental way. In particular, strong voices such as

Phyllis Schlafly, a lawyer who founded 'Stop the ERA' and the CWA, which peaked with 50,000 members were strong voices of the new Religious Right movement. They advocated strongly for the repeal of Roe v. Wade (1973) and had minor successes such as winning a court case in Missouri in 1992 which ~~limited~~ <sup>limited</sup> the scope of 'abortion services. They hoped more would follow, but only 3 other states did. This put them in direct opposition with the National Organisation of Women (NOW) and hence deeply divided women in society as a common question because 'pro-life' or 'pro-choice'. Religious radio shows such as Jerry Falwell's which reached upwards of 300 stations a week spread this message further. This was clearly a high issue of contention in American Society as Republican politicians such as George HW Bush changed their views to match the "abortion is murder" narrative, leading him to victory in 1992. This particular campaign was incredibly divisive and deepened divides among people of all genders, jobs and ethnicities as they found their evasive campaigns to be irreconcilable.

An alternative campaign that continued to divide American society was the long suffering issue of civil rights, and in particular how far it should go. In 1984, the NAACP was determined to continue to use litigation to further the cause of black Americans in politics. They reached moderate success. There were several ~~unsuccessful~~ city mayors appointed, Ronald Reagan appointed a black man to his cabinet and the Democrat Jesse Jackson ran a visible campaign to seek the nomination. He won in 5 primaries and caucuses including Louisiana and the District of Columbia. However, divides remained, and most black politicians struggled to get elected on a statewide basis; white people did not want an ethnic minority representing them. By 1984, there was only one black governor in Virginia, and one black senator in Illinois. This highlighted the lack of cohesion still prevalent, one which threatened the unity of society as African Americans were still not respected as equals and was a key issue.

Furthermore, the period 1981-92

also saw extreme amounts of economic poverty, which saw the divide of the rich and poor get larger. By 1980, the USA was the world's largest debtor nation and also saw the nation's deficit rise to \$2.7 trillion under Reagan. His free right, laissez faire approach left many of those struggling now in unresolvable debt whilst the rich got richer. 'Reaganomics' meant that homelessness doubled from 200,000 to 400,000 as a result of his 1981 tax cuts.

Meanwhile, he eventually cut the top rate of tax from 50% to 28%, ~~leaving many~~ widening the gap at an alarming rate. This undeniably led to a clear line in society as the affluent looked down on the poor and many more dropped below the poverty line (now 13 of Americans).

Lastly, the start of the AIDS crisis was pivotal in dividing society. The first diagnosis came in 1981 and hit around 80,000 people (of which 46,000 died) in the first year. It caused a divide in society as many deemed it to be "the new plague". The early diagnosis

however was not the issue of homosexuality, but rather stance which many believed should be taken. In 1990 the Ryan White Care Act was passed after a teenage boy advocated in favour of AIDS awareness as he had died of and contracted the disease due to a blood transfusion. This meant the campaign against aids moved away from homosexuality concerns and instead found it's dominance in the stance of political leaders. Ronald Reagan refused to allow sex education, instead admitting for 'abstinence and condoms'. This divide in society owed itself to the conservative values that politically alienated many as they lost faith in the conservative agenda. More Americans contracted HIV than anywhere else in America which led many to reject the government, organising "die-in" protests to allow them to see the damage their political agenda had caused the USA, making this divisive by nature.

In conclusion, the divided American society seen in the years 1981-92 were

clarity of result with the emergence of the Religious Right and anti-feminists whose conviction policies and protests left many feeling alienated and unwelcome in their own country. Whilst civil rights, economic and political issues clearly played a large role, it was the campaign for traditional values itself and the people believed it which caused the 'bicultural' divide.



This response clearly shows considerable knowledge of the key features of divisions in American society and makes a strong case for the importance of the impact of each. It satisfies the L5 criteria in producing width and depth of evidence with logical organisation but does not make a clear judgement of the relative strength of features in producing divisions in society.



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 relative 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 (eg) 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>

