

# Mark Scheme

Summer 2017

Pearson Edexcel  
GCE In History (9HI02) Paper 2H  
Advanced

Unit 2: Depth study

Option 2H.1: The USA, c1920-55: boom, bust and recovery

Option 2H.2: The USA, 1955-92: conformity and challenge

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Generic Level Descriptors: Section A

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

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li> </ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
<b>3</b>	<b>8–12</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.</li> </ul>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>

Level	Mark	Descriptor
5	17–20	<ul style="list-style-type: none"> <li>• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li> <li>• Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</li> </ul>

## Section B

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"><li>• Simple or generalised statements are made about the topic.</li><li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li><li>• The overall judgement is missing or asserted.</li><li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li></ul>
2	4–7	<ul style="list-style-type: none"><li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li><li>• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li><li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li><li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li></ul>
3	8–12	<ul style="list-style-type: none"><li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li><li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li><li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li><li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li></ul>
4	13–16	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li><li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li><li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li></ul>
5	17–20	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li></ul>

Level	Mark	Descriptor
		<ul style="list-style-type: none"><li data-bbox="505 218 1414 306">• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li><li data-bbox="505 310 1386 365">• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li></ul>

## Section A: indicative content

### Option 2H.1: The USA, c1920–55: boom, bust and recovery

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the changing position of women in society in the United States in the 1920s.</p> <p><b>Source 1</b></p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The interviewed tobacconist could possibly be using the opportunity for a sales pitch, possibly exaggerating 'a very great and noticeable increase' in women smokers</li> <li><input type="checkbox"/> The New York Times is even-handed to the extent that it uses sources for its article which are both welcoming of the habits of new womanhood and opposed to them (the tobacconist versus the Methodist Church)</li> <li><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> The article is looking for a 'story'. The date - Leap Day - is one day of the year where tradition has it that women are allowed to assert themselves. It may therefore exaggerate the change in women's habits.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the changing position of women in society:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> It provides evidence that the dawn of a new decade has seen the liberation of women, making consumer choices for themselves, even though this may disturb the peace of US society ('warnings from the Peace Societies')</li> <li><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> It provides evidence that some people shared opposition to alcohol and opposition to women smoking.</li> <li><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> It provides evidence that not all women were in favour of changes in women's position in society, as the Women's Christian Temperance Union was running an anti-smoking campaign.</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The WCTU and the Methodist Church were managing to uphold their stance against new social forces - the Prohibition Amendment was seen as a victory for them</li> <li><input type="checkbox"/> The 'flapper' reflected an important change in the life of American women in the 1920s, a pleasure-seeking lifestyle confirmed by this source, but she was only one stereotype in the role of women in society</li> <li><input type="checkbox"/> There was a rapid change in women's position as consumers of leisure products, including tobacco, cosmetics, fashion clothing. Women were taking control of their sexuality</li> <li><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Despite the advent of the new woman and the 19th Amendment (the vote) being passed, a distinctive women's movement did not materialise.</li> </ul>



Question	Indicative content
	<p><b>Source 2</b></p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: <ul style="list-style-type: none"> <li><input type="checkbox"/> As a writer for a literary magazine in pre-Crash April 1929, Eunice Fuller Barnard had personal experience of the great bull market of the 1920s</li> <li><input type="checkbox"/> In writing her article, it is clear that Eunice Fuller Barnard believes that women deserve their place as valued stock market investors</li> <li><input type="checkbox"/> Barnard reveals her feminist credentials in regarding male conservatives as 'like a king ordering back the rising tide'</li> <li><input type="checkbox"/> The tone used by Barnard in her article suggests that she shows no class prejudice in her estimation of the new woman - 'gum-chewing blondes...'</li> </ul> </li> <li>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the changing position of women in society in the United States in the 1920s: <ul style="list-style-type: none"> <li><input type="checkbox"/> It provides evidence that women are still not fully integrated in a male investor's world, having 'special stockbrokers' rooms set aside for them'</li> <li><input type="checkbox"/> It indicates that Barnard believes that the effects of the stock market have been positive for women of all classes in the last five years ('meagre incomes... made modest fortunes')</li> <li><input type="checkbox"/> It provides information that Barnard believes that some women of modest social standing have gained a better place in society through their investing, ('even waitresses and telephone girls...')</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Many thousands of women were able to find employment as telephonists, typists, secretaries and waitresses in the rapidly booming American economy</li> <li><input type="checkbox"/> Large numbers of women did not share in prosperity, not least women from farming communities and only a tiny proportion of the population owned shares</li> <li><input type="checkbox"/> Prosperity and therefore a permanent change in social position for women based on stock market speculation was often illusory - buying on the margin could have devastating consequences</li> <li><input type="checkbox"/> Most of the employment opportunities were in low-paid jobs - 40% of the population received only 12% of the nation's wealth and almost all employed women were in this group, having little money to invest.</li> </ul> </li> </ol> <p><b>Sources 1 and 2</b></p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> There is evidence of widespread recognition that women have a new position as independent consumers throughout the decade (1920 and 1929)</li> <li><input type="checkbox"/> There is agreement that conservative forces were having severe difficulty holding out against the advance of women in a man's world</li> <li><input type="checkbox"/> There is a clear contrast in the perspectives of the sources - The New York Times is rather dismissive of the new woman and her newly independent position in society, whilst Barnard applauds it.</li> </ul>

**Option 2H.2: The USA, 1955–92: conformity and challenge**

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the impact of the Reagan Presidency on the size of the federal government budget deficit.</p> <p><b>Source 3</b></p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: <ul style="list-style-type: none"> <li><input type="checkbox"/> Jerry Hagstrom is in a good position to know about the impact of the Reagan Presidency on the size of federal government budget deficits. He is a professional political journalist contemporary to the period</li> <li><input type="checkbox"/> Hagstrom is assessing Reagan's contribution to the size of federal government deficits even before he has left office, so it is not possible to judge whether there will be a lasting impact</li> <li><input type="checkbox"/> Hagstrom is writing a balanced assessment and sees an impact both on reducing and increasing federal government budget deficits.</li> </ul> </li> <li>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the Reagan Presidency on the size of the federal government budget deficit: <ul style="list-style-type: none"> <li><input type="checkbox"/> It indicates that Reagan tried to reduce federal interference in business despite world pressures indicating this would be difficult: ('An international over-production in grain ... Reagan tried to get the government out of agriculture')</li> <li><input type="checkbox"/> It provides evidence that Reagan was not always successful in reducing congressional influence and by implication the size of federal government budget deficit, even within his own party: ('a move that was stopped by both Democrat and Republican members of Congress')</li> <li><input type="checkbox"/> It indicates that Reagan's defence expenditure inhibited any attempt to reduce the size and scope of federal government influence on the economy and compensated for any reductions in social expenditure: ('...defence build-up ... toward military production')</li> <li><input type="checkbox"/> It provides evidence that Reagan's defence policies put the size of federal government spending on a par with previous Democrat administrations, the opposite to what Reagan had intended: ('...turned the Reaganites into economic activists ... similar to previous Democrat schemes').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Reagan called for a 'New Federalism' to transfer federal government spending to the states, with mixed results</li> <li><input type="checkbox"/> Deregulation of finance and environment backfired, necessitating increased federal expenditure - e.g in the Savings and Loans scandal</li> <li><input type="checkbox"/> Although there were some reductions in domestic federal expenditure Reagan failed to balance the budget because he couldn't reduce the scope of a Congress determined to defend domestic programmes</li> <li><input type="checkbox"/> Overall, Reagan hindered the progress the US had made towards a welfare state, halting Democrat-style interventionist spending and beginning to reverse it, but defence programmes ensured that big deficits remained in place.</li> </ul> </li> </ol>

Question	Indicative content
	<p><b>Source 4</b></p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: <ul style="list-style-type: none"> <li><input type="checkbox"/> The tone suggests a relatively negative view of the ability of the Reagan Administration to change the size of federal government deficits</li> <li><input type="checkbox"/> The date of the memo indicates an immediate response to Reagan's revolution in government (during the second term) - no hindsight possible</li> <li><input type="checkbox"/> The nature of the source, a memo to students of Mises Institute Business School suggests that the writer of the article is trying to give a factual appraisal of Reagan's policies</li> <li><input type="checkbox"/> We might expect a free market economist to write in praise of the President, but the writer does not take a sycophantic view of Reaganomics - there is clear disappointment ('myths') that the reforms have not gone far enough.</li> </ul> </li> <li>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the Reagan Presidency on the size of federal government budget deficits: <ul style="list-style-type: none"> <li><input type="checkbox"/> The memo suggests members of the congressional Republican party were shocked at Reagan's failure to deal with the size of the deficit, but they acquiesced in an increase ('...just this once'), hoping for a future cut</li> <li><input type="checkbox"/> It condemns Reagan for passing the buck to Congress for his failures to cut spending and for taking actions which actually increased the size and scope of government spending ('trying to make Congress take the blame')</li> <li><input type="checkbox"/> It indicates the failure to reduce government size and scope is universal and not restricted to a few necessary exceptions ('wherever we look...')</li> <li><input type="checkbox"/> It suggests Reagan's aims are inconsistent at best, hypocritical at worst: ('the proposer of the biggest deficits in American history has been calling vehemently for a Constitutional amendment to require a balanced budget').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: <ul style="list-style-type: none"> <li><input type="checkbox"/> The 1981 Omnibus Reconciliation Act and Economic Recovery Act aimed to cut over 300 government programmes and thereby reduce federal government deficits e.g. cuts to federal welfare provision for the poor</li> <li><input type="checkbox"/> The Job Training and Partnership Act (1982) devolved responsibility for unemployment programmes to the private sector, thus reducing the size and scope of federal government expenditure, reducing the deficit</li> <li><input type="checkbox"/> Middle class entitlement programmes of social security, Medicare, military and federal pensions actually grew, increasing the deficit</li> <li><input type="checkbox"/> The aim of the Gramm-Rudman Act (1985) to reduce the federal budget deficit to zero was not realised by the end of Reagan's Presidency. Defence expenditure ran up a huge and growing deficit.</li> </ul> </li> </ol> <p><b>Sources 3 and 4</b></p> <p>The following points could be made about sources in combination:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Both sources indicate that Reagan fell well short in his ambition to reduce the size and scope of federal government budget deficits</li> <li><input type="checkbox"/> Both sources suggest that defence expenditure was a key inhibitor to overall reductions in government spending, raising the deficit</li> <li><input type="checkbox"/> The sources contrast in their purpose – while both explain the inability to reduce big deficits, the tone of Source 4 is more scathing. Source 3 excuses Reagan, while Source 4 sees him as insincere and willing to blame others.</li> </ul>

## Section B: indicative content

### Option 2H.1: The USA, c1920–55: boom, bust and recovery

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the New Deal only resulted in bigger government willing to increase expenditure.</p> <p>Arguments and evidence that there were not any significant resultant elements beyond a bigger federal government willing to spend more money should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Relief, Recovery and Reform was a 'big government' response to depression, increasing federal spending to revive the economy and confidence. It did not aim at systemic change, despite labels opponents tried to pin on it</li><li><input type="checkbox"/> The New Deal was mainly about bigger government, the main focus of opposition from big business. Before WW2 the federal government's role had expanded out of all proportion, including the role of President</li><li><input type="checkbox"/> The New Deal did not result in much change in difficulties experienced by ethnic minorities or women. Creating new government departments for these did not bring about huge social changes</li><li><input type="checkbox"/> Once the depression was tackled by emergency federal relief further aims were prevented by opposition from states or the Supreme Court. The Schechter Case combined these two sources</li><li><input type="checkbox"/> The Senate were unwilling to take Huey Long's Share Our Wealth programme seriously, so the New Deal continued to lack radicalism.</li></ul> <p>Other relevant material must be credited.</p> <p>Arguments and evidence that there were significant resultant elements beyond a bigger federal government willing to spend more money should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> The New Deal brought about a lasting political realignment. Black Americans were brought into the New Deal coalition which meant political dominance for Democrats</li><li><input type="checkbox"/> Some alphabet agencies left a lasting legacy of reform and renewal. The TVA represented more than just big government or reviving public confidence</li><li><input type="checkbox"/> The Social Security Act was a truly radical intervention in the lives of the people of America</li><li><input type="checkbox"/> Union reforms enjoyed a lasting legacy. The CIO saw the birth of effective unionisation for unskilled workers</li><li><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The New Deal resulted in greater opportunities for women e.g. Harry Hopkins worked with Eleanor Roosevelt to ensure that women were employed on New Deal projects</li><li><input type="checkbox"/> The New Deal saw many triumphs of substance over style or confidence. The unemployed were put back to work, farmers were aided, a complete collapse in banking was prevented.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the NAACP was primarily responsible for changing the status of black Americans in the years 1944-55.</p> <p>Arguments and evidence supporting the primary responsibility of the NAACP for changing the status of black Americans in the years 1944-55 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The NAACP's use of court rulings to challenge the US Constitution brought rewards in high profile cases reaching the Supreme Court. <i>Smith v. Allright</i> (1944) challenged limitations to black voting rights in primary elections</li> <li><input type="checkbox"/> The Supreme Court ruled the case <i>Shelley v. Kraemer</i> (1948) in favour of the NAACP, which had challenged discrimination in house purchasing by estate agents</li> <li><input type="checkbox"/> Discrimination in transportation was tackled through the courts by the NAACP. <i>Morgan v. Virginia</i> (1946) tackled separate facilities on federally-controlled services that crossed state lines into the Jim Crow South</li> <li><input type="checkbox"/> The NAACP challenged 'separate but equal' first in public higher education then in schools. <i>Brown v. Topeka</i> (1954) ruled that 'separate but equal' had no place in education.</li> </ul> <p>Arguments and evidence that other reasons for changing the status of black Americans in the years 1944-55 were more important, or that the NAACP's campaign was limited in its ability to change status should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> States' Rights ensured that initial successes in bringing black Americans to the polls were diluted by local poll taxes, literacy tests and other loopholes, as well as KKK intimidation. Black Americans' status remained unaltered</li> <li><input type="checkbox"/> Cases in transportation, education and housing remained pieces of tokenism and did not lead to wholesale change. Support for enforcement remained weak</li> <li><input type="checkbox"/> <i>Brown v. Topeka</i> was undermined by federal fears of public disorder and requirements for implementation were left vague by <i>Brown II</i> (1955), giving the green light to Southern governors to ignore integration</li> <li><input type="checkbox"/> The NAACP were not the only movers in changing black Americans' status. Other factors included Truman's attempts in the face of Congressional opposition 'To Secure These Rights', desegregating armed forces and federal employment</li> <li><input type="checkbox"/> The NAACP did not have a high profile in labour relations. Black workers became solidly pro-union and were among the groups most likely to have their status changed during the 1950s. A union man brought King to Montgomery.</li> </ul> <p>Other relevant material must be credited.</p>

**Option 2H.2: The USA, 1955– 92: conformity and challenge**

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which it was mainly the influence of the 'beatnik' generation that shaped the rebellious attitudes of young people in the 1960s.</p> <p>The arguments and evidence that this was the key factor in shaping young people's rebellious attitudes should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Young people in the Sixties did not invent a rebellious political culture from scratch. The Beats were the main channel, challenging the affluent society's claims that its social arrangements supported the human spirit</li> <li><input type="checkbox"/> The Beats were adept at turning established values against the society that enshrined them through meditation and drugs. Kerouac paved the way for the Sixties' rebellious Hippie movement in 'On the Road' (1955)</li> <li><input type="checkbox"/> One of Kerouac's legion of readers was existentialist, Tom Hayden, who hitchhiked around the country before founding the SDS. In this sense Kerouac's road was the origin for a mover of the Sixties youth rebellion</li> <li><input type="checkbox"/> What sounded appalling to mainstream reviewers about Allen Ginsberg's 'Howl' against affluent complacency made him sound appealing to the young, paving the way for ecology and spirituality in the Sixties attitudes</li> <li><input type="checkbox"/> From 1958, the terms 'Beat Generation' and 'Beat' were stereotypes. The Beats' anti-materialism and soul searching influenced musicians such as Dylan, a continuity that inspired Sixties' rebellious attitudes.</li> </ul> <p>Arguments and evidence that factors other than Beatnik influence were more important in shaping young people's rebellious attitudes in the 1960s, or that the Beats did not shape those attitudes should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Beats didn't want to change society as much as to leave it. In this sense they presaged the hippies, but not the majority of the rebellious attitudes of Sixties youth</li> <li><input type="checkbox"/> Unlike the anti-materialism of the Beats, the shadow of the Bomb was the first defining factor for the New Left to a younger generation brought up in the wake of the death camps</li> <li><input type="checkbox"/> Opposition to anti-communism and support for civil rights inspired the New Left to change youth attitudes. Youth counter culture was heavily influenced by the black civil rights struggle and by calls for nuclear disarmament</li> <li><input type="checkbox"/> Atrocities committed by Americans in Vietnam held great sway in the rebellious attitudes of youth. The Free Speech Movement was formed. Sit-ins became common forms of antiwar protest. This owed little to the Beats</li> <li><input type="checkbox"/> Rock and Roll, James Dean and Norman Mailer's existentialism were all more influential in influencing youth attitudes in the end. When Presley came along it was rock 'n' roll rather than the Beats that named a generation.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on to what extent President Johnson's Great Society programme improved the quality of life for poor people in America.</p> <p>Arguments and evidence that Johnson's Great Society programme improved the quality of life for poor people in America should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Economic Opportunity Act (1964) created a range of poverty programmes like voluntary service (VISTA), Head Start, the Jobs Corps and Community Action Programmes (CAP)</li> <li><input type="checkbox"/> The Appalachian Regional Development Act of 1965, Medicare and Medicaid were long-term solutions in the attack on poverty. The Appalachian Regional Commission had a lasting legacy as a federal-state partnership</li> <li><input type="checkbox"/> The number of families in poverty dropped from 40 million to 28 million between 1959 and 1968 (Census). For black people there was a disproportionate decrease</li> <li><input type="checkbox"/> A major contribution to the care of the poor was Medicare, the first federally-funded healthcare system. Medicare for the elderly and Medicaid for welfare recipients, aid previously denied to the poor</li> <li><input type="checkbox"/> The Great Society made the United States a more caring and just nation.</li> </ul> <p>Arguments and evidence that Johnson's Great Society programme did not improve the quality of life for poor people in America should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In the rush to get legislation through money was often spent on the wrong things e.g. not enough teachers for Head Start</li> <li><input type="checkbox"/> The Great Society missed those poor who could not take up the opportunities offered by federal initiatives, e.g. the old, the disabled and single mothers</li> <li><input type="checkbox"/> Some critics suggested that the best solution to poverty was to re-distribute wealth through taxation, but the Great Society did not do this. In the Vietnam War tax income was diverted depriving the Great Society of funds</li> <li><input type="checkbox"/> Critics of Medicaid pointed out that the poor had access to healthcare before through charity. All the Act did was to end up paying doctors for services that had previously given for free</li> <li><input type="checkbox"/> Head Start and CAP became enmeshed in local politics and ethnic conflicts. LBJ was not prepared to tackle this. Local boards decided where money was to be allocated – not necessarily to the poor</li> <li><input type="checkbox"/> Some of the poorest parts of the US were rural and largely unaffected by the Great Society. In Appalachia most schemes were short-term and given to outsiders. The main industries of the 'rust belt' were in decline.</li> </ul> <p>Other relevant material must be credited.</p>

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