

Examiners' Report
June 2018

GCE History 8HI0 1F

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Introduction

It was pleasing to see candidates able to engage effectively across the ability range in AS Level paper 1F, In search of the American Dream: the USA, c1917-96.

The paper is divided into three sections. Section A comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting the second order concepts of cause and/or consequence. Section B offers a further choice of essays, targeting any of the second order concepts of cause, consequence, change and continuity, similarity and difference, and significance. Section C contains a compulsory question which is based on two given extracts. It assesses analysis and evaluation of historical interpretations in context (AO3). Candidates in the main appeared to organise their time effectively, although there were some cases of candidates not completing one of the three responses within the time allocated. Examiners did note a number of scripts that posed some problems with the legibility of hand writing. Examiners can only give credit for what they can read.

Of the three sections of Paper 1, candidates are generally more familiar with the essay sections, and in sections A and B most candidates were well prepared to write, or to attempt, an analytical response. Stronger answers clearly understood the importance of identifying the appropriate second order concept that was being targeted by the question. A minority of candidates, often otherwise knowledgeable, wanted to focus on causes and engage in a main factor/other factors approach, even where this did not necessarily address the demands of the conceptual focus. Candidates in the main were able to apply their knowledge and understanding in a manner suited to the different demands of questions in these two sections in terms of the greater depth of knowledge required where section A questions targeted a shorter-period, as compared to the more careful selection generally required for the section B questions covering broader timespan.

Candidates do need to formulate their planning so that there is an argument and a counter argument within their answer; some candidates lacked sufficient treatment of these. The generic mark scheme clearly indicates the four bullet-pointed strands which are the focus for awarding marks and centres should note how these strands progress through the levels. Candidates do need to be aware of key dates, as identified in the specification, and ensure that they draw their evidence in responses from the appropriate time period.

In Section C, the strongest answers demonstrated a clear focus on the need to discuss different arguments given within the two extracts, clearly recognising these as historical interpretations. Such responses tended to offer comparative analysis of the merits of the different views, exploring the validity of the arguments offered by the two historians in the light of the evidence, both from the within the extracts, and candidates' own contextual knowledge. Such responses tended to avoid attempts to examine the extracts in a manner more suited to AO2, assertions of the inferiority of an extract on the basis of it offering less factual evidence, or a drift away from the specific demands of the question to the wider taught topic.

Question 1

Question 1 was the more popular choice with candidates in Section A of the paper, and produced a wide range of responses. The main discriminating factor in the quality of responses were candidates' knowledge of, and ability to focus carefully on, the issue of minority rights. In the lower levels, there were responses which gave accounts of the black civil rights movement which were often accurate, detailed and potentially relevant, but did not sufficiently link it to the focus of the question, at times with assertion of the impact such examples had on minority rights. The majority of responses were able to offer at least some analysis of the importance of the example set by black American civil rights campaigners, although knowledge of these was generally stronger than that of minority rights activists. A common argument was that black Americans provided a pathway or template for minorities to follow, and that their methods and tactics as peaceful and more militant protest were copied, as seen in the Red Power slogan or Brown Berets, the grape and lettuce boycott and the 'sip-ins'. In countering the proposition, common factors seen were the significance of presidential support, the growth of liberal attitudes and the role of the media; the most successful responses were able to explore the relationship and relative importance of these. In challenging the given factor, a number also discussed the different concerns that particular minorities groups had, such as the label of gay as a mental illness, or the issue of the campaign by Native Americans predating the campaign by black Americans. Where candidates explored such issues with a clear focus on the question, they produced responses which attained the highest levels.

SECTION A

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

plan

Y- name americans influenced by black civil rights
minority 'new ethnicity' movement influenced by BCR
Aims organisation influenced by CORE, SNCC, SCLC.
precedent trail of Broken Treaties / note

N- UFW success immediate (b/ caused by changed landscape)
NA had arguably more valid claim to America
Gay Rights more liberal postmodernism (Milk, Stonewall)
some more militant, (new ethnicity)

The Black Civil Rights movement in America saw moderate successes in its ~~early~~ formative years, but picked up great speed and momentum into the 80's and 90's, and was arguably ~~the~~ a major template for all civil rights movements that followed. The successful passage of the 1964 Civil Rights Act and the following Voting Rights Act of 1965 were brought about largely as a result of the methodology of campaigning introduced in the 1940s by CORE - the sit-ins in Chicago ~~were~~ being inspiration for the 1960 Greensboro sit-ins are evidence of the civil rights movements' tendency to borrow and learn, even from itself. The various minority

(Section A continued) rights campaigns ~~proceeding to~~ after 1960 largely centered around ~~the~~ four major groups: Hispanics, Asians, women, and Native Americans. The successes by the groups can be attributed to some extent, to the Black Civil Rights movement's successes. Native American campaign methods were very similar to those used by the Black civil rights movement. The formation of the American Indian Movement (AIM) and their subsequent occupation of Alcatraz Island in San Francisco were indicative of influence by the Black Civil Rights movement. The entire ~~claim to~~ push for emancipation from oppression can be attributed to the successes by leaders such as Martin Luther King and Stokely Carmichael. ~~These~~ Campaigns by Braceros (immigrant workers mainly from neighbouring Mexico) were also quite similar in their nature to the Black Civil Rights movement, as evidenced by the success of the United Farm Workers set up by Cesar Chavez. ~~As a result~~ ~~the~~ Despite the similarities between the movements, the case can be made

(Section A continued) ~~the~~ ~~Native American successes~~ ~~campaigns~~
~~were more widely perceived as being~~
that the various successes and failures of each
of the groups were ~~down to~~ ~~the~~ down to
social attitudes. The Native American demands
for better representation and freedom were
better received by the public as a result
of the validity of their place in America, in
much the same way that exposure to
Nazi injustices during WW2 opened the
public's eyes to the ideological hypocrisy
of American government's barriers to civil
rights, and the attitudes of white supremacy
prevalent in the south. Social attitudes
also greatly influenced the successes of
women's rights movements. Despite its reactive
staple in conservative-right thinking, the
Roe v. Wade ruling was a significant
milestone in the women's rights movement,
~~and was~~ ~~the~~ ~~prevalence~~ the prevalence of
liberal thinking made it possible for
~~feminism~~ second wave feminism to see
a rise during this period, with the
publication of 'The Feminine Mystique'
~~influencing~~ affecting an attitude of
social freedom in the private sphere.

(Section A continued) The case might be made that the rise in liberalism was influenced by the successes of the civil rights movement, as MLK's 1963 March on Washington's sheer scale proved, ~~many~~ most Americans (black and white), were ~~to~~ ready for change, and ~~were~~ willing to campaign for it. The 1963 bombing of a ~~church~~ ~~at~~ 16th Street Baptist Church caused the number of Americans who saw racial discrimination as being a major issue in politics to rise from 41% to 27%. ~~and~~ this attitude persisted, and was capitalised upon by the many minority civil rights groups that rose up in the 60s.

The minority rights movements ~~that~~ centering around Braceros' were similar ~~to those~~ economically to the Black Movement's focus on political and economic power, but they differed greatly in terms of their reception. Cesar Chavez's United Farm Workers campaigns to boycott grapes and lettuce were similar to the Montgomery Bus Boycotts in their nature, but were more widely publicized more quickly, and saw almost immediate

(Section A continued) positive change in the form of better wages and working conditions by farm owners. The Trail of Broken Treaties campaign by the Native American movement was, on the other hand, far less impactful, and to this day, Native American reservations remain ~~not~~ plagued by alcoholism, unemployment and ~~high~~ exceptionally high suicide rates. Economic success and ~~postmaterialism~~ postmaterialism's rise in American society may also be cited as a factor in the successes of minority rights campaigns. This is especially true of the LGBTQ community's successes in the period 1960-1980. Despite rarely reaching the scale of Black civil rights, small pickets took place outside the Capitol Building in response to the removal of gay members of federal institutions. The key difference between the gay rights movement and the ~~other~~ other major movements lay in the ease with which ~~the~~ homosexual identity could be hidden, in the public and private spheres. This ~~may be~~ ~~a reason~~ ~~has~~ supports the idea of postmaterialism leading to the gay rights movement's successes, as it was during

(Section A continued) a period of moderate economic stability and prosperity that many gay people felt confident enough to 'come out' as being homosexual to their families and colleagues. Legal persecution still persisted, and many states ruled consenting sex between adults of the same sex as unconstitutional, while the American Psychiatric Association classified homosexuality as a curable medical condition.

This classification was removed after the Stonewall Riots in 1969 resulted in a public awareness about homosexuality, and states slowly began to alter their rulings, (although some states still ban same sex marriage) going so far as to see the election of Harvey Milk to a mayoral position, the first by an openly-gay individual. Milk was sadly assassinated shortly after his appointment to ~~office~~ this position.

~~to ~~conclude~~~~ ^{cherish,} despite drawing inspiration from the Black Civil Rights movement, minority rights campaigns during the 1960's were ~~for~~ made possible by social change and prevalent liberal attitudes at the

(Section A continued) time. It cannot be argued however, that the Black Civil rights movement's successes set a significant precedent, being an immense milestone since the Emancipation Proclamation. In conclusion, the successes of the Black Civil Rights movement may be called the main inspiration for minority rights movements that followed, although many major factors such as post-materialism, social change and economic success contributed greatly as well.



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Examiner Comments

This response demonstrates the qualities of a level 4 essay. The answer is clearly organised and focused, with a firm grasp of what the question is asking. The candidate is able to offer a range and depth of specific knowledge, and apply this to examine the role played by black American civil rights campaigners, sustaining an analysis which considers this, alongside other factors. The argument is logical and reasoned, and the candidate produces a well-developed judgement. Development is coherent and lucid, showing a firm grasp of both the period, and the demands of this particular question.

Question 2

Although a less popular question of the two on Section A, this nevertheless produced a range of answers across the levels. Stronger responses were clearly focused on the conceptual demands of the question, i.e. structured around a clear consideration of the consequences of government immigration policy, examining the extent to which this resulted in a reduction in discrimination on the basis of national origin, set against other consequences. Some found a successful approach was to produce a response in which an exploration of the arguments for and against the given consequence predominated. As well as consideration of the change in policy direction seen from the 1960s, some argued that government actions such as the internment of Japanese Americans during the Second World War increased discrimination, or discussed how, in allowing increased numbers, the Bracero programme had a positive effect in reducing illegal immigration. As long as there was sufficient coverage of other consequences, such as the expansion of employment, the increase in overall numbers, and the changing balance of where immigrants originated from, such an approach could prove successful. Where candidates were less successful, this tended to be down to one of the following limiting factors: (i) a failure to focus on the second-order concept of consequence, (ii) limited grasp of, or focus on, the notion of a 'reduction in discrimination on the basis of origin', or (iii) limited material, particularly in relation to government immigration policy in the period.

SECTION A

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 ☒

It can be strongly argued that at a federal and political level ~~the main~~ one of the main consequences of government immigration in the years 1941-80 was a reduction in discrimination on the basis of national origin. However, although the majority of legislation of government immigration policy tried to enforce this it did not mean that socially and politically all of society welcomed and didn't discriminate.

In agreement to the statement the ~~the~~ devastating effects of World War ~~the~~ Two ~~led to~~ arguably led to a more open and anti-discriminatory approach; this was shown by the government passing the 1948 Displaced Persons Act which over 4 years enabled 415,000 immigrants from Europe into ~~the~~ America. Due to a more positive and welcoming stance taken by the government this ~~had~~ had a direct knock on effect to much of the population ~~re~~ - although this still did not cover ~~all national~~ all ~~pop~~ immigrants of different national origins it ~~was~~ ~~or~~ created the base on which the government would build upon and consequently lead to a reduction in discrimination of national origin.

(Section A continued) Moreover, this was followed by the 1952^{and 1988} Immigration and Nationality Act which under the more liberal governments post-war allowed 100,000 Asian immigrants into the country. Due to the 1929 National Origins Formula which had banned Asians, this changed in direction, arguably fuelled by the liberal and bountiful/positive attitudes post-war, showed a clear reduction in discrimination on basis of national origin in the years 1947-80. This was also followed by extensions ~~and~~ ~~accepting more~~ in government immigration policy which further reduced discrimination on basis of national origin - the 1966 ~~Eden~~ Congressional Cuban Advancement Adjustment Act ~~and~~ and the 1957 Refugee Escapee Act ~~and~~. Both these policies were implemented arguably in response to anti-~~Communism~~ Communism as the former allowed immigrants from Cuba (which in 1959~~s~~ turned communist under Castro) and the later allowing immigrants fleeing the communist regime. Through this response to international issues the main consequence of government policy could be interpreted as a reduction in discrimination on the basis of national origin leading to a more diverse and enriched society; a complete contrast to the opinions pre World War One.

(Section A continued)

However, ~~there is~~ although there was huge federal progression with government immigration policy, there was not a complete reduction in discrimination on the basis of national origin; with sometimes the consequence doing the exact opposite. This is clearly shown through 'Operation Wetback' of ~~1953~~ 1953-59 which led to the deportation of 3.8 million Central and Southern Americans along with illegal immigrants; especially those from Mexico. Due to this active and direct restriction it ~~set~~ to a great degree limited the basis of national origin and therefore arguably reinforcing discriminatory judgements and concepts; not just on the government but also on societies perception of those from different origins and therefore many may argue some of the governments policies ~~also~~ actually reinforced this discrimination. Moreover, ~~although government~~ instead of reducing it.

Moreover, although government policy may have statistically reduced discrimination on basis of national origin this did not mean that these feelings would be reflected in society. ~~So~~ Those of different national origins often ~~to~~ suffered from the worst living conditions ~~with~~ for example, Hispanics in ~~the ghettos~~ 'braceros' ~~and~~ with the worst jobs and wages. Moreover, many more conservative Americans wanted a return to ~~past~~ normalcy and

(Section A continued) and 'true Americans' ~~the~~, otherwise known as WASP's. This discriminatory sentiment was also reflected when in 1971 the Immigration and Nationality Act applied restrictions to the Western Hemisphere which previously had not be included in the quotas, arguably this anti-discriminatory sentiment consequently led to government ~~immigration~~ immigration policy actually increasing discrimination on the basis towards the end of this time period in which many more liberals would call a retrograde act.

Finally, with the election of a right wing Conservative Republican at the end of this decade led to a hard stance on government immigration policy, with more discriminatory effects in place, arguably increasing discrimination on the basis of national origin.

Overall, on reflection ~~early~~ ~~more~~ the early, more liberal government immigration ~~policy~~ policies of Kennedy's era's main consequence was arguably a reduction in discrimination on the basis of national origin. However, one can argue that as the decades went on this anti-discriminatory sentiment was tarnished and led to ~~social~~ increased social discrimination which in turn led to the implementation of more discriminatory policies on the basis of national

(Section A continued) origin and the Therefore, ~~the main~~ it was only the immediate actions of government immigration policy that was ~~the~~ led to a reduction in discrimination on basis of national origin which ~~was~~ led to the main consequence being increased discrimination.



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This demonstrates most of the qualities of a good level 4 response. The answer has a strong grasp of the topic, and the conceptual demands of the question. There is clear analysis of the given consequence, offering a detailed exploration of immigration policy and the extent to which this led to a reduction in discrimination. Whilst the response would benefit from a consideration of other consequences, the strengths of the response are in some respects above the qualifiers that exist within the level 4 descriptor.

Question 3

This question was the slightly less popular choice within Section B. Many students offered impressive knowledge of the ideas influencing the American political landscape in the years 1917-80. Most candidates were generally able to identify how the American political landscape changed to some degree, for example arguing that laissez faire attitudes prevailed at the start of the period under Republican government, followed by the acceptance of greater government involvement with the policies of Roosevelt. Many saw broad continuity from FDR through to Johnson's 'Great Society', although there was varied discussion over the ideas shaping the post-war period. Many also argued that the end of the period saw a return to ideas broadly resembling those at the start, with Reagan's election being based on a promise to lessen state intervention. Other issues commonly considered were the changing influence of isolationist and anti-communist ideas, and the rise of counter-culture politics. Whilst there was no formula for successful essays, stronger responses tended to focus carefully on the issue of change and continuity, exploring the extent of changing influences over the period. The strongest responses were not necessarily the most detailed, but had sufficient factual material to substantiate claims about changing ideas. Such responses were often able to critically explore the extent of the influence in terms of how direct it was, e.g. through considering Republican acceptance of state intervention in the post-war period, or the extent to which influence ebbed and flowed across the period. Factors limiting responses to some degree or other were (i) a failure to address the full chronological range, (ii) discussion of material of limited relevance, e.g. drifting to a consideration of causation, and (iii) limited understanding of political concepts central to the question.

SECTION B

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

Through the period of 1917-80, the ideas influencing the American political landscape were subject to countless changes and adjustments. From the introduction of a 'New Deal for the American People' from Roosevelt as a response to Hoover's 'Rugged individualism', to the increased involvement of ~~the~~ the media and its impact on public opinion - the American political landscape has evolved massively. Firstly, we must consider what the ideas that influence America's political landscape are. The ideas and values that the government and president hold have a huge impact on the legislation and action that is taken. ~~From~~ However, we cannot overlook the significance of the public's opinions and ideas - for they decide what government leads them. Finally, perhaps most significantly, the media ~~and~~ ^{and} its influence over the public is of central importance when regarding a change in political landscape - the media has the power to influence countless Americans, and therefore their own opinions on the government. Therefore, it is my belief that although public, government and media ideas are all intrinsically linked - it is the media that caused the most change in the American political landscape 1917-80.

(Section B continued)

The Government itself, and the ideas it holds, depends largely on the president in power at the time. We can see that one of the most significant changes in the American political landscape - the conversion from a laissez-faire style Republican government, to a welfare-oriented Democratic one, was largely as a result of the personal ideas and principles of the presidents involved. ^{This was a dramatic change in the political landscape never before imagined.} This repetitive dichotomy between Laissez-faire and little to no government intervention and the 'New Deal' - esque increase of government intervention and welfare can be seen to occur throughout the period. Arguably, by Reagan's term as president in the 1980s, the country had fallen back almost entirely to a laissez-faire style management. It is this repetitive nature that may lead us to question whether the government's ideas truly has a long term impact on the political landscape - or eventually, the government will find itself back to where it started. Additionally to this, the significance of the government / president's own personal ideas as a factor for change in the political landscape could be questioned further, in that it could be argued that those changes merely occurred as a direct result of the public's own ideas and complaints. It is undeniable that public ideas and government action are historically linked - perhaps leading us to believe that Public ideas and their influence

(Section B continued) had a much larger impact on the American political landscape. Therefore, although some of the largest shifts in the political landscape came from individual president's own personal ideas - the Public opinion holds a high level of manipulation over them, thus leading us to argue that the Government's own ideas were only partially influential in shaping America's political landscape.

As previously alluded to, the ideas of the public held great influence over the role of the president and what that came to mean - therefore holding ~~great~~ influence over how the American Political Landscape changed as a whole. The reactions from the public to Presidential actions had the power to permanently alter what it meant to be president. A particularly significant example of this, is the reaction to the Vietnam War. America's involvement in the Vietnam War and the actions it was taking was a source of huge outrage in the American people - the VVAW (Vietnam Veterans Against the War) was set up by Veterans of the conflict in order to carry out mass protests against the war. Many protesters blamed the president directly - it was during this time that the chant 'Hey! Hey! LBS! How many kids did you kill today?' ~~was~~ came to prominence. For the first time, Americans were directly ~~blame~~ condemning the president himself - this

(Section B continued) caused a major change. From now on, the individual president would come under extreme scrutiny in any further conflicts. However, we could question the significance of public opinion as an individual cause for change in the political landscape. Many of the views held by individuals held were vastly influenced - and to some extent, controlled - by the media. For example, during the Vietnam War - the media consistently showed gruesome graphic imagery of the mass atrocities occurring. It could be argued that the influence of the media stoked up tensions between people and government and therefore had a more significant role in shaping the American political landscape.

Finally, the ideas of & portrayed by the media to the American public, undoubtedly held great significance over the changes in the American political environment. As previously mentioned, public ideas and the media are historically linked. It was through the media that scandals such as Watergate in Nixon's term were exposed. Although it was perhaps public action through which change was achieved, the media often held great influence over what the public knew and how they viewed the president. For example, Kennedy became a highly popular president, not least because he had a brilliant relationship with the media - in contrast, Nixon - who

(Section B continued) came across as rude and suspicious - had a very poor relationship with the media. It was largely due to how these presidents were portrayed by the media that determined the public's opinion of (and therefore reaction to) them. It must be said, however, that if it was not for public ~~action~~^{action} - such as the protests during the Vietnam war - the media's influence over the political landscape would be severely reduced.

In conclusion, although public, government and media ideas are all intrinsically linked in the change in ~~part~~ America's political environment 1917-80, I believe that the ideas presented by the media had the most significant impact. It was through the media that public ideas about the government and the presidency began to change - & and then it was through this change, that ideas held within the government began to alter as well. However, it must be said, that although within the time period of 1917-80 there was a lot of change in the political environment and in the ideas that influenced it, this change was perhaps only short term. By 1980, the ideas influencing the political landscape (especially those of the government itself) were very similar to those of the 1920s Stuyvesant Republican era. However, there was certainly change in the ideas held by

(Section B continued) *the public and how the media influenced them.*



This demonstrates some of the qualities of a level 4 response. The candidate has a clear understanding of the focus of the question, both in terms of the influence of political ideas, and the need to analyse change over the period. There is a clear range of issues, explored with sufficient material in a focused response. Whilst some of the evaluation could be developed further, there is evident reasoning.

Question 4

Question 4 was the more popular of the two within Section B. At the higher end, the majority of responses were targeted at analysis of the degree of change in living standards across the years 1917-80. A range of issues were discussed, such as growing car and home ownership, salaries and life expectancy. There was also consideration of the changing economic situation during the period, such as the effect of the Depression in the 1930s and apparent increased affluence from the 1950s. The extent of change was also considered in relation to different groups such as black, minorities and women compared to white middle-class Americans. Where this remained firmly focused towards examining changing living standards, it was clearly rewarded. However, whilst the vast majority of candidates did engage with the focus of the question, less successful responses tended to be more generalised. Such cases included those which suggested sound understanding, but lacked the precise detail necessary to place argument within the given time period, so that points were offered which could equally apply to different periods within or even beyond the timeframe. There were also cases of descriptive or off focus responses, such as attempts to analyse the changes to the US economy without linkage to living standards, or limited analysis, but only covering a fraction of the time period covered (1917-80), e.g. only up to the Depression.

SECTION B

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

Between the 1920's to ~~the~~ the late 1970's ~~the~~ the American ~~stand~~ living standards could be argued to have change quite drastically as due to ~~the~~ economy several booms and busts caused wages ~~fluctuations~~ and working hours to fluctuate. However the continuity of the view of the American dream being the goal emphasises how it couldn't have changed so drastically.

The Americans living standards definitely changed between ^{the} 1920's and 1980 due to the rapid ~~introduction~~ and advanced introduction of technology. The introduction of newer technology means ~~house~~ ~~home~~ life housework for housewives was a lot more fast, effective and quicker as machines such as the washing machine and the dishwasher were introduced. These ~~introductions~~ ^{inventions} mostly ~~introduced~~ ^{introduced} in the 1950's in mass in the 1980's not only

(Section B continued) made work easier for housewives but allowed ~~time~~ ^{them} for more leisure time. By the 1970's most households has these machines compared to in the 1920's this when ~~some~~ only the upper and some middle class Americans would be able to buy them. On top of this the invention of TV and radios in the 1920's was extremely popular and lots ~~was~~ of people wanted to purchase them however ~~not~~ they were still quite expensive especially for the poor of society so ~~not as many as~~ again only some people could buy them to however due to the ^{massive} increase in wages from 1920 to 1970 by the 70's ~~was~~ almost every home had at least one TV and radio.

To counter this however from the 1920's through to the 1970's the Americans had a strong view on the chase for the American dream. If the want for the American dream by the 1970's is still a goal then this emphasises that the standard of living

(Section B continued) couldn't have improved changed very much in the eyes of the American people if they don't believe that the innovations and development through the 1950's and 1960's had achieved the American dream. In ^{the} 1950's ^{census} over half of the American population also said they think their children's childhood is going to be ~~much~~ worse than theirs. These views emphasise a lack of change in living standards as people aren't ~~satisfied with the~~ are still aiming for the American dream.

However to argue against this ~~age~~ due to economic booms and busts the levels of unemployment and wages people's standard of living did change drastically. In the 1920's ~~unemployment~~ unemployment was very low due to the economic boom and the ~~the~~ mass jobs in ~~the~~ production but in 1932 it rose rapidly to 25% however then over the 1950's in the smaller scale post war boom ~~it~~ and during the second world war it was very

(Section B continued) low again and ~~then~~ then by the 1970's it was moderately high again. These fluctuations all the way through the time period will have effected the National GDP and overall effected the countries economic state. ~~This~~ As well as this wage fluctuations throughout will have affected consumerism as in the depression in the 1930's people didn't have the money to buy lots of products or ~~the~~ for leisure time. This issues massively changed standard of living throughout the time period

In conclusion standard of living did ~~rapid~~ change a large amount between 1917 - 80 because ~~they~~ developments of leisure activities, technology and transport made people lives a lot more efficient and ~~was~~ quicker. Many people by 1980 believed they had achieved the American dream and ~~so~~ it was mainly only the working class Americans that didn't feel the effects

(Section B continued) *of standard in living changing.*



This response demonstrates many of the qualities of a level 4 essay. The response shows a clear understanding of the issues contained within the question, and offers a reasoned analysis of the degree to which living standards changed. A sufficient range of material is deployed as part of the analysis, with consideration of pertinent developments across the time period. The essay is clearly communicated, with logical argument, and whilst some aspects could be developed further, the essay offers clearly substantiated judgement.

Question 5

Most candidates were able to access the higher two levels, generally by recognising and explaining the arguments in the two extracts, and building on this with own knowledge. The strongest responses tended to offer a comparative analysis of the views, discussing and evaluating these in the light of contextual knowledge, precisely focused on the specific question of reducing the role of the state. Most candidates were able to identify the differences between Extract 1 and Extract 2, recognising and drawing on the various successes outlined by Tindall and Shi which amount to a revitalisation of many aspects of American political and economic life, and set these against the deterioration and decline that Williams points to. At the highest levels, responses were found which explored the nuances, often where the extracts touched upon the same issues but portrayed these differently, e.g. exploring the extent to which economic prosperity was achieved as a result of Reagan's actions. Where candidates brought in contextual knowledge, the more successful were able to integrate this carefully, deploying it to discuss the merits of the given views, and stayed firmly focused on precise demands of the question, e.g. material on reform of the tax code or the Iran-Contra scandal clearly linked to arguments over revitalisation.

The most common factors limiting the success of some responses tended to be the following, in particular the latter two: (i) relatively limited use of the extracts, (ii) use of these in a manner not fully suited to Section C, e.g. through attempts to analyse provenance in a manner more suited to AO2, or assert an extract is 'more reliable' as it includes statistics, and (iii) limited own knowledge, or a lack of integration of this in order to examine and evaluate the arguments. With regard to these, candidates should be minded that Section C is focused around AO3. Responses which made consideration of the argument and evidence within the extracts central to their responses, applying their contextual knowledge to consider the validity of the arguments offered, were more successful. Fewer candidates appeared to offer pre-prepared material 'for' or 'against' Reagan than previously, although for some, pre-conceived (and at times seemingly partisan) judgements hampered a thorough exploration of argument and evidence. Whilst it is perfectly valid for to reach a judgement which is essentially 'positive' or 'negative' with regard to the impact Reagan had, candidates should seek to ensure they consider the merits of different views in the light of evidence. Examiners are looking for reasoned argument. Overall conclusions may be forceful and come down one way or the other, but discussion and analysis requires some degree of balance. In short, partiality at the expense of reasoned argument is unlikely to produce successful responses.

SECTION C

Intro
Source 1
Source 2
Comp
Conc

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

- 5 Historians have different views about the impact of the Reagan presidency on the USA. Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that the Reagan presidency revitalised America in the years 1981–96?

(20)

When Ronald Reagan got into power into 1981, the country was undergoing a tumultuous situation economically. Thus, the proposed a 'New Federalism' to tackle issues such as big government — with the aim of reducing government intervention in all aspects of people's life e.g. welfare. To 'revitalise' America, Reagan ~~was~~ aimed to fix issues such as stagflation and increase the trust in the presidency and the government as a whole after a sharp decrease in declining trust. Extract 1 argues that Reagan did in fact 'redefine the national political agenda' and that his popularity and approach to the economy brought positive changes. Extract 2 argues that Reagan's policies 'dominated the last ~~20~~ two decades' and thus had a long-term impact. Nevertheless, both extract consider the other down side of Reagan's policies.

In Extract 1, it's argued that Reagan 'accelerated the growth of conservatism that had been ~~devel~~ developing', which is true as his election not only demonstrated a backlash against the liberalism of the 60s and 70s, but by the time that he left office, only 26% of the popu

(Section C continued) has called themselves a liberal) - thus for those that viewed a swing towards conservatism as 'revitalising' America, he was certainly successful in doing that. The extract also argues how that he also ~~stimulated~~ stimulated 'a period of ^{the} peacetime prosperity'. This is because Reagan increased defence spending from 23% to 28% while ~~he~~ he was in office and ultimately did ~~not~~ succeed in ^{having} better relations with European countries. e.g. the end of the Cold War. Thus, this demonstrates that he did revitalise America in terms of reducing its worries about communism, ~~but in terms of issues like tax cuts and welfare~~ ~~for~~ ~~he~~ ~~definitely~~ however despite other policies such as reducing welfare and cutting taxes being in his aims - those were not successful in revitalising the whole of America, but instead only benefiting the rich. The extract argues how Reagan's 'tax policies widened the gap between the rich and poor', which I believe to be true. His Economic Recovery Tax Act cut the highest tax band from 70% to 50%, and the lowest tax band from 14% to 11%. This resulted in a ~~growing~~ the growing gap between the rich and poor, as viewed by America's ~~tax~~ ~~into~~ ~~the~~ after-tax income during ~~the~~ Reagan. The after-tax income for the wealthiest 1% increased 87%, whereas for the poorest ~~it~~ it decreased 5%, which demonstrates how his policies benefited the rich more than the poor.

(Section C continued) Although the extract argues that this 'did not the popularity of the Great Communicator', I would argue that ~~people~~ the poor did in fact suffer from his policies, but it only became notable when the downside of his regulations started to show from 1987: the stock market crash. ~~Despite~~ Nevertheless, the extract does stress how he revitalised America's 'self-belief', as he did ~~for~~ fix one of the major problems that he wanted to fix, which was inflation: it went from 13.5% in 1981 to 5% by the time he left, thus revitalising the trust in the presidency and ~~economy~~ economy.

Extract 2 argues Reagan's 'new political view dominated the last two decades of the twentieth century'. I agree with this view, as Bush (Reagan's Vice president) was elected in 1988 and ~~he~~ promised to follow ~~Reagan~~ Reagan's policies ~~and~~, saying to the American people 'read by lips, no new taxes', as that had huge support from Americans, during the Reagan years. Additionally, even ~~the~~ Democratic presidents wanted to distance themselves from the 'tax and spend' idea associated with their party, leading Bill Clinton to call himself a 'New Democrat' that mixed ~~the~~ popular Republican ~~and~~ and Democratic ideas. This shows that in the eyes of the American people, he did revitalise America, as the popularity for his policies continued. However

(Section C continued) The extract also argues that his political view that dominated even after he stepped down, led to a 'severe deterioration of the federal government institutions.' This is true as his deregulation policies did have negative consequences. When he got into office he removed 23 thousand pages from the federal register, and deregulated industries such as banking. This led to an increase in competition between the banks and the savings and loans companies, as they both wanted to attract more savers. Eventually this led to the Savings and Loans Collapse and the deregulation meant that riskier loans were being made. This initially cost the government 20 billion, but Bush eventually led to pass the F.I.R.C.E. Act that cost the country 150 billion, thus showing the down side of his policies, and how he did in fact not revitalise America.

Both extracts look at the impact that Reagan had on American economy, while extract one focuses on the more positive aspects such as his reduction of inflation and the increase in 'peacetime prosperity' which ultimately led him to succeed in the eyes of many Americans. On the other hand, extract 2 highlights the ~~success~~ success of his policies but then that eventually led to a consequences

(Section C continued) that he didn't account for, such as the Savings and Loans collapse that led many people to lose their savings and investment, ~~and~~ his ~~increase in deficit~~ ~~and~~ ~~also~~ ~~highlight~~. While extract 1 does weight the areas of government that Reagan was unable to control such as the distribution of wealth, it maintains the view that he still remained popular, whilst extract highlights he mainly failed to 'achieve the nation's most important domestic policy goals' such as the issue of the ~~increasing~~ ~~fed~~ ~~the~~ increase in ~~the~~ the federal debt ~~to~~ (2.5 ~~trillion~~ trillion dollars when he left) and the federal deficit, that increased from 59 billion to 208 billion by 1983.

In conclusion, one can argue that Reagan did revitalise America in the perspective of many Americans, as he was able to fix the country's main issues such as inflation and unemployment, however he did fail to ~~fix~~ ensure that poverty didn't increase further under his ~~office~~ administration, ~~which did significantly~~ ~~lead to the~~ ~~and~~ and ultimately his policies did have a downside that didn't start to show until his was gone. Nevertheless, like extract 1 argues, I believe his ~~is~~ is still ~~remember~~ remember as the Great Communicator and for

(Section C continued) *rethicalising the America as he ~~had~~ fixed
its main issues.*



ResultsPlus
Examiner Comments

This response demonstrates the qualities of a good level 4 response. There is clear recognition of the different views, and the candidate offers a confident analysis of these, examining the arguments offered in the light of their own contextual knowledge. There is an overall developed comparison of the two views, and although a more direct and comparative analysis could be offered, there is clearly confident handling of the extracts, considering the arguments and the material basis for the different views. The candidate is able to integrate their own contextual knowledge into a discussion of the arguments and issues raised. The essay overall offers evaluative argument, with precise focus on the specific demands of the question.

Paper Summary

Based on their performance on Paper 1 Option 1F, candidates are offered the following advice:

Section A/B responses

Features commonly found in candidates' responses which were successful within the higher levels were:

- Paying close attention to the date ranges in the question.
- Giving sufficient consideration to the issue in the question (e.g. main factor), as well as some other factors.
- Explaining their judgements fully – this need not be in an artificial or abstract way, but rather a demonstration of their reasoning in relation to the concepts and topic they are writing about in order to justify their judgements.
- Careful focusing on the second-order concept targeted in the question.
- Giving consideration to timing, to enable them to complete all three questions with approximately the same time given over to each one.
- An appropriate level, in terms of depth of detail and analysis, as required by the question – e.g. a realistic amount to enable a balanced and rounded answer on breadth questions.

Common issues which hindered performance were:

- Paying little heed to the precise demands of the question, e.g. writing about the topic without focusing on the question, or attempting to give an answer to a question that hasn't been asked – most frequently, this meant treating questions which targeted other second-order concepts as causation questions.
- Answering a question without giving sufficient consideration to the given issue in the question (e.g. looking at other causes, consequences, etc., with only limited reference to that given in the question).
- Answers which only gave a partial response, e.g. a very limited span of the date range, or covered the stated cause/consequence, with no real consideration of other issues.
- Making an assertion of change/causation, sometimes with formulaic repetition of the words of the question, with limited explanation or analysis of how exactly this was a change/cause of the issue within the question.
- Not reaching a judgement, or not explaining
- A lack of detail.

Section C responses

Features commonly found in candidates' responses which were successful within the higher levels:

- Candidates paying close attention to the precise demands of the question, as opposed to seemingly pre-prepared material covering the more general controversy as outlined in the specification.
- Thorough use of the extracts; this need not mean using every point they raise, but a strong focus on these as views on the question.
- A confident attempt to use the two extracts together, e.g. consideration of their differences, attempts to compare their arguments, or evaluate their relative merits.
- Careful use of own knowledge, e.g. clearly selected to relate to the issues raised within the sources, confidently using this to examine the arguments made, and reason through these in relation to the given question; at times, this meant selection over sheer amount of knowledge.
- Careful reading of the extracts, to ensure the meaning of individual statements and evidence within these were used in the context of the broader arguments made by the authors.
- Attempts to see beyond the stark differences between sources, e.g. consideration of the extent to which they disagreed, or attempts to reconcile their arguments.

Common issues which hindered performance on Section C were:

- Limited use of the extracts, or an imbalance in this, e.g. extensive use of one, with limited consideration of the other.
- Limited comparison or consideration of the differences between the given interpretations.
- Using the extracts merely as sources of support.
- Arguing one extract is superior to the other on the basis that it offers more factual evidence to back up the claims made, without genuinely analysing the arguments offered.
- Heavy use of own knowledge, or even seemingly pre-prepared arguments, without real consideration of these related to the arguments in the sources.
- Statements or evidence from the source being used in a manner contrary to that given in the sources, e.g. through misinterpretation of the meaning of the arguments, or lifting of detail without thought to the context of how it was applied within the extract.
- A tendency to see the extracts as being polar opposites, again seemingly through expectation of this, without thought to where there may be degrees of difference, or even common ground.

Grade Boundaries

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

