

Examiners' Report
June 2018

GCE History 9HI0 2H

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June 2018

Publications Code 9HI0_2H_1806_ER

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Introduction

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 beginning to catch up on those in Section B and clearly advice about source analysis, with its new emphasis on value and weight, is becoming 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 last year's examination, 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. As was the case last year, many responses were largely made up of comments about what was not in the source, suggesting that this made it less valuable, or carried 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. This was an assessment criterion of previous A Level specifications, not this one. 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, and, as a result, full coverage of the specification 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. There was little evidence on this paper of candidates having insufficient time to answer the question. The ability range was very diverse, but the design of the paper allowed all abilities to be catered for. The candidates' performance on individual questions is considered in the next section.

Question 1

Strong responses had a clear focus on the value of the sources in terms of the influence of the Ku Klux Klan on American society in the 1920s. At the highest level, candidates selected key points from the sources and made reasoned inferences about them, supporting each one with their own knowledge of the historical context of, for example, the influence of the Klan was not as wide, particularly in the north, as is implied by the sources and that by 1925 it was declining as immigration became less of an issue, through the federal government's quota laws. The very best candidates were aware of the specific context of the Klan and Maine (e.g. in the mid-1920s, the Klan captured elements of the Maine Republican Party, even helping to elect a governor, Owen Brewster, damaging the Democrats), but responses that took a more general view were able to reach the highest levels. AO1 skills are not assessed in this Section, only the use of valid contextual knowledge as part of source analysis. Comments about provenance were thoughtful and may have considered that as a former legislator, in an appeal to law-abiding citizens, the writer of Source 1 wishes to expose the undesirable impact the Klan holds over society's constitutional process. Many candidates noted that in Source 1 the writer is a Democrat from the liberal north of the US. He is likely to see the Klan in a poor light. Many also saw that in source 2 the writer suggests that the Klan's hold on legislators and law enforcers is so strong and wide that it is able to carry out its policies effectively and that the presidential election campaign provided added purpose for the newspaper to seek to recapture lost influence for the Klan. Weaker responses simply wrote generally about Klan activities, particularly the D.C. Stephenson case, without linkage to the source or considering its value. At this level, candidates often also made stereotypical comments about a newspaper being reliable.

A response that scores particularly well for Bullet Point 3 evaluation.

Chosen question number: Question 1

Question 2

Together, both sources provide the polarising perspectives of the influence of the Ku Klux Klan (KKK) on US society in the 1920s. However, both sources remain deeply ~~to~~ unsubstantiated in their origin and purpose, based on ideological belief rather than fact. Arguably, this can still be useful to an historian, as understanding the ideologies in US society is vital to understand the influence of the Klan and how susceptible the US people were to it. The contrasting nature of the sources ~~are~~ ultimately provides an insight of the ~~idea~~ divide in society, between religious fundamentalism and what it entails, and the ideas about tolerance. However, due to the biased nature of the sources, this can suggest how there is little evidence to show the ~~an~~ exact, statistical influence of the Klans, ~~limiting their~~ ~~value overall~~, influence, limiting their value overall.

Both sources are forms of press, with source 1 published by a Democrat ~~and~~ representative in Maine, Pu Hanwell seemingly subverts the ideas of the KKK and suggests their 'hatred and prejudice' is being masked by 'Christianity'. Conversely, source 2 is ~~ultimately~~ an article from the Klans own newspaper, that immediately

evokes ~~the~~ ^{an} exaggerated ^{bias and} and unsubstantiated viewpoint, with suggesting to the historian that the influence of the Klan is ~~more than~~ less than ~~is~~ is exaggerated in this source. The origin of the source is interesting, with the ~~Democrat~~ ~~member~~ politician being situated in Maine, where the KKK had significant influence over government in this state, including Ohio and Colorado. Arguably, this context can suggest how Pattangall has experienced the influence of the Klan, internally in politics, ~~rather~~ and the source is addressing his opposition. Arguably, ~~this~~ with Pattangall writing three years before the night Hawk newspaper article, he is ~~not~~ attacking the Klan at its peak membership, with the Klan having 100,000 members in 1921, and until their collapse ~~at~~ by 1924. to 20,000 members. In comparison to source 2, where ~~the~~ ^{who embodies the views of the Klan,} the author, ~~who is most~~ ^{probably a Klansman,} is somewhat preaching upon the fundamentalist ^{ideas} ~~ideas~~ of the Klan, suggesting the 'enemies' have tried to 'suppress the activities' of the Klan, which can relate to the planning nature of source 1, as it does exactly this. Arguably, the contradictory nature of both sources provides an interesting insight for the historian to see the opposing ideological ~~is~~ ^{debate} ~~dominating US politics~~ ^{somewhat} ~~somewhat~~ prevailing US society, but provides little,

substantiated, or factual information into the exact influence of the KKK.

It can be said that the purpose of both sources is highly contrasting. Pattangall is aiming to instill tolerance into the minds of readers, by suggesting how the 'threatening and secret influence' of the Klan is endangering democracy, which alludes to the idea of the Klans political influence. Moreover, Pattangall shows that discrimination should not take place in society, or be based upon 'other, birthplace or creed', which is ~~the~~ ~~exactly~~ Pattangall's exact ~~opinion~~ opinion of the Klans core beliefs. The date of source 2 is suggestive towards the Klans decline, with 20,000 members by 1929, and despite attempts to exaggerate membership statistics, it is largely true to say that this source is trying to build up the Klans popularity, denying its downfall. The internal ~~of~~ ~~the~~ corruption of the Klan is not suggested by either author, ~~with the Grand In~~ which limits their usefulness to the historian. The financial mismanagement and scandal of the Stevenson (Grand Indiana Dragon) conviction of 2nd degree murder led to the downfall of the Klan in the late ~~in~~ 1920's, as their influence and significance declined. This is not addressed by Pattangall as he was writing before this, ^{time} but arguably

Source 2 hides this truth, to try and gain electoral advantage during the presidential campaign.

This shows how the influence of the Klan is not directly or accurately represented, as both sources are based upon ideology and conjecture rather than facts.

Both sources lack recognition of the extent of influence and support the Klan has, which limits their usefulness into the historical enquiry of influence in US society.

The sources fail to ^{show} ~~understand~~ the lack of support and influence the Klan had in the Northern parts of America, as their influence was concentrated in the southern states. This enhances how together the sources lack accurate representation of the extent or scale of the Klan's influence, but suggest how the opposite ideology is involved, as Pottangall calls the Klan's ~~fundamental~~ beliefs 'wrong' and the author of The Hawk, calls people who embody Pottangall 'its enemies'. ~~Approximately, this gives an historical view of an insight into~~ Together, this shows how the historian reveals a larger, more illustrated insight into the ideas of the Klan, and its opposition. Despite the Klan having an extent of influence in periods as addressed by Pottangall in Source 1, ~~its~~ both sources do not accurately ~~and~~ fulfil the enquiry,

due to their inherent bias. Together, they remain sources that illustrate ideology about racism and hatred inflamed in US society and the ways it was illustrated, as Patterson has how ~~the~~ the Klan use false 'religious insults'. Therefore, both sources remain more useful together, but ultimately have ^{an} individual ~~source~~ incomplete and ~~is~~ biased nature, that prevents the extent of their use to an historian.

In conclusion, whilst both sources accurately represent ideological ideas and in theme in society, both sources fail to fulfil the historian's criteria, which ultimately makes them limited.

Nevertheless, they remain significant to gether in discussing a religious ^{and} ideological ~~and~~ battle over ~~intolerance~~ societal intolerance in the USA in the 1920's.



This is an unusual response in many ways, as it almost forgets to do the standard things well, while it shows brilliance at source evaluation. Most good candidates will make a number of inferences from each source and indicate from where in the source the inferences can be drawn. These supported inferences will often be linked to contextual knowledge. Comments about the purpose and limitations of the sources will often be added, drawing support from the provenances of each. This candidate, however, uses contextual knowledge to confirm or deny the strengths and limitations of the content of the sources to a quite remarkable standard, drawing also on the nature and purpose of each source in conjunction with the provenance. Supported inferences about meaning are comparatively rare. We include this example to show what can be done with source evaluation, especially when the candidate has an impressive knowledge of the context within which the sources were set. Clearly BP2 and BP3 are working together at L5+, if we could award such an accolade. The candidate has a very clear understanding of the sources and a great insight into what the sources are trying to do, so we would not come down from L5 overall just because, by all conventional assessment BP1 is working at Level 3 (some supported inferences).



Look at the detail of the provenance of the source to see what might give weight to the source - e.g. in this case the location of the author's speech. Challenge or confirm the veracity of the source by using contextual 'own knowledge' to discuss weight. Be aware of the values of the audience.

Question 2

Weaker responses did not have a clear focus on the value of the sources in considering the impact of Black Power on the struggle for black American civil rights, but rather targeted a more general response on all civil rights groups. Such candidates did not understand the need to make inferences from the sources, for example about the fact that Source 3 suggests that Black Power will provoke a backlash among white conservatives that will be counter-productive to the success of the civil rights movement, or that Source 4 implies that in Nixon the combination of white capitalism and militarism has been disastrous and that Black Power can be the only response. Most candidates perceived that both sources suggest that significant action is needed by the movement to improve the lives of black Americans, but while Source 3 wishes to work through the existing constitutional process, Source 4 would overturn it. Weaker candidates gave little weight to the source simply because one writer believed in non-violence. Others missed out any comment about the provenances, even their timing. However, stronger candidates noted that Rustin, deploring the move away from non-violence, fails to write a balanced assessment and ignores any impact by Black Power on social conditions in black communities, concentrating narrowly on its effect on the black vote. And as the name of Source 4 suggests, this is the first time that Black Power as a whole movement has come together to strive for a national campaign. This is a very important call, an important contribution, but has taken six years to achieve. On the whole, contextual knowledge noted that white supporters of the civil rights movement were side-lined by Black Power sympathisers in SNCC and CORE, but surprisingly less was mentioned about Stokely Carmichael's Black Panther Party achieving local successes in the South in counties where African Americans were in the majority. This paved the way for the election of African American officials.

A low L4 response, which scores best on BPs 1 and 2.

Source 3 suggests that Black Power had a negative impact on the civil rights movement* as it 'encourages the growth of anti-Negro forces'. This is referring to the group appearing as though they are anti-white as Malcolm X called for separatism as he did not believe whites and blacks could give together peacefully. Black Power wanted to increase awareness of police brutality and gained ~~the~~ 3 million dollars to do so by improving their policing. This felt like an attack on the white union reduced their support. However, you could argue that Black Power no longer needed the white support as they had

already gained legal equality in 1964 with the civil rights act and political power in 1965. source 3 suggests it 'threatens to ravage the entire civil rights movement' due to its decreasing popularity as people were starting to turn against non-violence as they believed they could not make further social and economic achievements without adopting violence like the Black Panthers who would strike when attacked. The failures of civil rights movement was shown in Chicago 1966 where Martin Luther King was trying to raise awareness for the poor ghetto conditions. ~~It~~ However, it lacked a clear goal which is shown in the participation of others. only 25,000

attended but they anticipated 100,000.

Source 4 suggests that the Black Powers decision to no longer co-operate with the Government is correct. 'Black Politics must accept major responsibility' shows a fundamental change in attitude for African Americans as trust in the Government reduced. Black Power began to take charge to change the social and economic inequalities that were still experienced. They rejected the terms 'coloured' and 'negro' and referred to themselves as black. This was because they were associated with slavery which resulted in African Americans losing their sense of identity. One of their main goals was to increase/

find their identity which the afro became a symbol of. They also opened schools that taught children about their rights and heritage.

Source 4 refers to the ~~political~~ political system operating to ~~'bring'~~ 'bring'... the white race' which could refer to the steps backward taken by the Government. Nixon was in power in 1972 and had previously slowed down desegregation as he believed it put too much pressure on the Government.

~~The Swann case~~ The Swann case found that busing would be the most sufficient way to segregate schools. However, this was faced with opposition from the whites especially in Boston as white families didn't want their children to go to black schools that were

underfunded. Even though this ruling reduced desegregated schools from 68% to 6% it faced opposition from both sides which could of been seen as a betrayal.

Both sources are useful together to an extent. Source 3 is written in 1968 ~~1968~~ after the ¹⁹⁶⁴ Civil Rights Act was passed where they were at the height of its success coupled with the 1965 Voting Rights Act. However after this the Civil Rights movement declined due to a lack of a clear goal and the death of Martin Luther King in 1968. This may explain source 3 view on Black Power removing support from the Civil Rights movement eg. SCLC and SNCC. ~~However~~ However, this is not representative of the view across the period.

Because source 4 is written in 1974 it shows the development and transition to a different opinion that Black Power are improving Black lives as they are no longer reliant on the government like SCLC were. SCLC were led by Martin Luther King who was criticised by Malcolm X for working too closely with the white referring to him as a Uncle Tom. Both sources are written by someone who are pro civil rights so the sources may be more useful if ~~some~~ one is written by someone who is not an organiser/leader.

In conclusion, the sources together are useful as they are written at the start and end of the period so can show the development. However, they

are both written by people who are organising/leading. An account from someone in the general public would be better as it would show how Black Power are affecting the image of the civil rights



In many ways this is the opposite of the answer illustrated in Question 1. It makes four supported inferences from across both sources, each time backing them up with contextual knowledge that shows evidence of the values of the audience at the time. However, evaluation makes little use of the provenance or purpose of the writers, mainly confining itself to the different dates of each source and a general comment about both authors being supporters of civil rights. BPs and 2 are working at L4, but BP3 (evaluation) is not working above L2. Overall a mark low in L4 is justified.



Make sure you make inferences that you also support with your own contextual knowledge. But also use specific detail about the position the writer is taking and his/her purpose in doing so.

Question 3

Weaker responses indicated a straightforward problem with responses to this question – a lack of appreciation of the influence of tariffs in general and of the Smoot-Hawley Tariff in particular. Some candidates mixed their imports with their exports. However, almost everyone saw that there was retaliation involved by foreign traders. The most successful candidates understood that the farm sector was damaged as cotton, pork, lard and wheat were sold in the world market and the price of imported farm equipment rose. Many noted that the tariff raised the cost of living by compelling the consumer to subsidise waste and inefficiency in protected domestic industries. The most surprising weakness of candidates was in the very generalised response to the counter factors. Many understood that laissez faire was in some way damaging, but many stuck rigidly to what Hoover did not do (though even here clinging to the Gold Standard was scarcely mentioned), rather than considering that there might have been other factors amongst his actions that were damaging, such as raising interest rates. There was little detailed knowledge of Hoover's policies. Some candidates wanted to include the RFC, but didn't quite know how to deploy it successfully.

A competent L4 answer to a Section B essay question.

Chosen question number: Question 3

Question 4

Question 5

Question 6

^{October}
In 1929, the wall street crash occurred after 16 million shares were sold at very low prices. This was one of the reasons that led to the onset of the depression during the 1930s. Between October and December 1929, unemployment rose from 500000 to 4 million. Hoover's response to dealing with the problems of the depression, including unemployment, were not very effective, and in some cases created more problems. Ways he tried to deal with the problems were, the 1932 Smoot Hawley Tariff, the cancellation of reparation payments, his emphasis on rugged individualism and voluntarism, and the reconstruction finance corporation and the Emergency relief and construction act. The smoot Hawley tariff was one of the most damaging attempts to deal with the economic problems, but only because of the fact that Hoover also cancelled reparations payments. To judge ~~how~~ if it was the most damaging out of all attempts, we need to look at whether there were any successes for other attempts, or if they didn't make any difference or made things worse.

The Smoot Hawley Tariff was introduced to raise the
place tariff walls on ~~imported~~ ^{import} goods. ~~Export~~
tariffs increased by 40%. This was done to try and
protect American goods and industries and therefore
try and stimulate growth. However this led to other
countries also putting up tariff walls. This was
damaging to the economy because after introducing
this tariff, Hoover completely contradicted his
decision. He decided to cancel all reparation
payments and have a moratorium on inter allied
debts in 1932. He believed this would help stimulate
world trade, however this doesn't work with his
~~Smoot~~ ~~tariff~~ Smoot Hawley tariff which doesn't help
world trade. This really damaged the US economy
further as it meant that they didn't get money
that they needed from reparations or debts back
and trade was not encouraged because of increased
tariffs. Hoover's policies completely worked against
each other and therefore didn't help ^{revive} the US economy,
but actually made it worse.

One other way that Hoover tried to improve the
US economy was through his belief in rugged
individualism. He thought that people should be
self reliant and not be so dependant on government

support. He thought that the problems could sort themselves out. Despite this he did try to provide relief, but through voluntarism. This led to the creation of Hoovervilles which were essentially slums. This method of relief was ineffective as throughout his presidency, 16 million people lost their jobs and 62% of the unemployed, had been unemployed for more than a year. Voluntarism was not directly helping ~~the~~ one of the main problems being faced - unemployment. ~~At best~~ While this ~~policy~~ attempt wasn't ~~helpful~~ successful and didn't improve the lives of Americans and the economy, it was not the most damaging due to it not necessarily making the economy worse, it just didn't improve it.

Finally Hoover introduced the Reconstruction Finance Corporation in 1933. This was his effort to revive the banking industry. It had a budget ~~to~~ of \$2 billion and 90% of this went out in loans to medium- and small-sized banks. ~~It was~~ ~~some~~ ~~time~~ It could be said that this was too little too late, however aspects of ~~the~~ the RFC were continued by Roosevelt. This is because it did have some success, it ended up helping 160 banks, 60 railroads,

and 18 mortgage companies. Overall this wasn't close to being the most damaging attempt to help the US economy. In fact this was one of Hoover's most successful acts during his presidency, the only issue with it was that it should have been introduced much earlier.

One of Hoover's last attempts to tackle the problems of depression was through the Emergency relief and construction act. This was aiming to provide funding for state governments to run public works programmes. However the budget was only \$1.5 billion and a critic said that \$2 billion would only be enough to help 10% of the unemployed. Therefore this act wouldn't have been very successful in providing widespread relief, but still would have helped a selected few. So overall despite it not helping the unemployed to a great extent, it didn't further damage the economy. It's similar to the RFC, its main problem was it being introduced too late, as unemployment relief should have started immediately after the wall street crash.

In conclusion, the Smoot Hawley tariff was the most damaging attempt to deal with economic

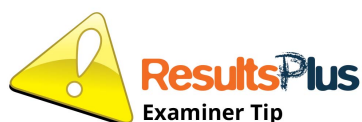
down-turn, but this was due to the cancellation of reparation payments along with the ~~tariff~~ tariff.

Likewise the cancellation of ~~reparations~~ reparation payments and monetarism on inter allied debts wouldn't have been quite as damaging to the economy without the Smoot Hawley Tariff also in place.

Despite other attempts to help the economy not being the most successful, they didn't like the RFC and ERCA, they didn't actually further ~~the~~ damage the economy like the Smoot Hawley tariff and reparation cancellations did.



The candidate sets out the key features in the introduction and explains how they are going to be debated. The answer is always discursive - there is no unnecessary narrative. The conclusion contains a logical judgement. Support for the effects of the target focus (Smoot-Hawley Tariff) is rather generalised, and Hoover's damaging fiscal policies could have been given a hearing, perhaps at the expense of policies that were clearly not damaging. For these reasons the answer does not advance to L5.



Try to justify why one content area is more significant than another - the basis of that judgment is that one aspect is more important, influential or significant. In this case, which policy was most damaging. Doing this as you go along ensures you meet the requirement of L5 for BP3 - sustained judgement.

Question 4

This question seemed to attract very weak and very strong answers in relatively equal measure. The biggest problem for weaker candidates was in identifying what was meant by 'popular culture'. Many wrote in general terms about more televisions in living rooms and TV dinners, and could only identify 'I Love Lucy' as a significant programme. Even then, they did not perceive that 'Lucy' tended to reinforce existing cultural norms rather than change popular culture. Others got bogged down on two (and only two) key features: TV versus radio. Stronger answers noted several counter arguments, that other factors were far more significant, such as other forms of popular entertainment having a huge impact on teenage culture, especially music genres such as rock 'n' roll, popularised by Bill Haley and the Comets, then Elvis Presley. And movies helped to develop the idea of a new social group leading popular culture (e.g. *Rebel Without a Cause* dealt with teenage alienation from old forms of culture. Comic books and popular magazines reinforced this view). It was also noted that the consumer society acquired the means to access new cultures through new cars (e.g. drive-in movies) and electrical goods other than television (e.g. gramophones). But even in the midst of this wealth of knowledge of counter factors, very few candidates knew very much about the target focus of television in this period. We thought the *Ed Sullivan Show* might have achieved more of an airing.

A descriptive response about the effects of TV on American culture

Chosen question number: **Question 3** **Question 4**

Question 5 **Question 6**

Television had a large, widespread and profound impact in transforming popular culture in the years 1945-55. TV became a significant part of most people's lives as it massively grew and people were able to enjoy leisure time in the privacy of their own home, with new TV shows showing Comedy, Music and Moral boosting anti Communist programmes as the Second Red Scare came along.

The most profound impact the widespread availability of TVs had was the decline in other leisure activities such as Cinema viewing or eating at restaurants. A household which had a TV was 20% less likely to visit the Cinema than one without, and with 90% of all ^{suburban} household owning a TV by 1955, there was a sharp decline in more traditional leisure activities. This shaped popular culture into enjoying television in the privacy of their own homes, this in turn led to a boost in the consumption of convenience products such as frozen or microwave meals. As the popularity of TVs grew as did the demand for frozen easy to

Cook ready meals, which led to the TV dinner, marketed across America for people to be able and sit down in front of the TV and eat dinner. This began to shape popular culture and shift traditional family time behind the importance of watching TV.

With the widespread availability of TVs, along came the boom in advertisement. Products were advertised by big corporations between TV shows. Colgate the toothpaste brand sponsored the Comedy section of a channel for 5 years boosting its brand image and sales. Advertising was very influential in shaping popular culture as good were broadcasted to millions of people, and with easy access credit they could be purchased with ease by the majority of society. Advertising fueled the consumer boom of white goods and household appliances as people wanted to become more and more focused on free/leisure times rather than household chores. This also influenced youth culture as lots of young people had a form of income, and new Rock n' Roll stars stars on TV such as Elvis Presley introduced new fashions to them.

Television shows were often shown with predominantly white middle class characters, this influenced society as black people on TV were used only ever as comedy. With idea of the perfect family being white, ~~and~~ ^{suburban} and middle class, popular culture was shifted away from jazz music and traditionally black music as parents became concerned of the new wave of music shown on TV. The idea of black people not being deserving of a main role had a limited impact on black communities as they were being used as a comedic relief and not for acting ability. Black people would often only be played in a role if they were directed to by the script persicically, otherwise a white person would play the role.

As the Cold War became more and more obvious, TV started to show Villains in programmes not as traditional Criminals but actually as Communists, this gave a real anti Communist view to Americans.



The question invited candidates to weigh up the relative significance of the role of television in transforming popular culture. This means judging television against other features. The candidate here is able to produce some relevant material to explain the significance of television, but does not enter the debate by setting that against other features of significance. The gateway to L3 and higher responses is to debate the suggested focus against other issues. Clearly this response, despite some accurate material, cannot move out of L2.



Higher level responses are often based on brief plans that offer a logical structure for the analysis. They identify three or four themes and points for and against the proposition (in this case that television was most significant in transforming popular culture). Take a minute or two at the beginning to plan before you start writing your response. That way, the introduction can be crafted and you are more likely to produce a relevant, logical and well-structured response.

Question 5

Candidates sometimes found this question relatively accessible, with some excellent knowledge about Kennedy's domestic programme. The best responses were able to assess to what extent President Kennedy's Peace Corps programme improved the quality of life for young people, to what extent it was altruistic and to what extent it was an advantage for the United States in the context of the Cold War. However, in general candidates paid far more attention to other aspects of Kennedy's New Frontier than to the Peace Corps and few candidates saw a downside to the Peace Corps, such as the fact that critics saw the Peace Corps as an extension of 'Yankee imperialism' or a secret tool of the CIA, or that Peace Corps volunteers spoke out about having survived rape and other forms of sexual assault while assigned overseas and that the agency ignored their concerns for safety or requests for relocation. There was some very strong material on the other aspects of the legislative programme, especially the space race and civil rights, and often the Equal Pay Act, or area development in Appalachia. Candidates were usually able to show that these and other parts of the New Frontier were often hemmed in by Congress, while the Peace Corps was founded by Executive Order. Weaker candidates simply rehearsed a potted history of Kennedy's programme, without defining the New Frontier and forgetting that the focus needed to be on the Peace Corps.

A Level 5 response.

Chosen question number: Question 3 Question 4

Question 5 Question 6

John F. Kennedy came to president during a transitional period in American prosperity. There had been affluence and productivity during the 1950s, but at the advent of the 1960s there was other pressing domestic and foreign issues. Whilst the Peace Corps were one of Kennedy's most celebrated achievements, there was also criticism to this, as well as other reforms which were highly credited.

The Peace Corps were established out of the birth of the Cold War. The programme sent young men and women, usually around college-age, to developing countries. Their main goal was to bring economic and social aid to these countries, bringing a subsequent positive transformation. In total volunteers were distributed to 46 nations, exemplifying the success of the policy. However, critics of the Peace Corps claim that this was more about increasing an American presence around the globe, and a mere example of Yankee imperialism. However, this argument does not affect the success of the campaign which was widely celebrated.

However, success was also seen in other aspects of the new frontier which had links to the Cold War, such as the Space Race. This began in the early 1950s when the ~~RSSR~~ ^{USSR} set ~~to~~ the

rocket 'Sputnik' into outer space, the first nation to do so. Following this, the Russians also sent the first man into space. This fuelled competition between the two global powers, and was viewed as an example of Russian success in technology over the Americans. This resulted in the creation of NASA in 1958. When Kennedy came into office, he was determined to make America obtain the title of placing the first man on the moon. He requested for \$7-9 billion dollars to be injected into the programme. Despite the fact that Kennedy was assassinated in 1963, his ambition was achieved in 1969 when Neil Armstrong landed on the moon, allegedly ~~giving~~ granting ~~the~~ America the victor of the space race.

Despite success in exterior affairs, Kennedy also saw success on domestic terrain as well. In order to combat the ~~the~~ negative profile of the economy, (unemployment at 6%, and inflation at 3.5%), Kennedy needed to boost economic efficiency. One of his first acts was the ~~the~~ Area Development Act 1961.

This provided federal aid to deprived areas suffering from poverty and unemployment, most notably Appalachia. The Act provided \$394 million in aid, demonstrating success as it subsequently created 26,000 jobs. However, there is arguably limited success with this bill as Congress blocked a further sum of money of \$422 million in 1964. Employment was also seen to have been improved in ~~of~~ a great sense across the USA through the 1962 Development and Training Act. This

provided training to those who were currently unemployed and had low skill levels. This act was also ~~very~~ widely celebrated, resulting in the creation of 10,000 jobs.

Kennedy also worked towards ~~reducing~~ reducing the deficit that the country was experiencing in trade. In response the Trade Expansion Act was passed in 1962. This significantly reduced tariffs for trade purposes, resulting in an influx of greater trade. The Act also gave the president the power to reduce tariffs for up to 50%. This was also greatly significant in the context as the European Economic Community ~~(EEC)~~ (EEC) had been established in 1957, operating as a large trading bloc in competition to the USA. However, Kennedy's policy helped to combat this problem, and was regarded as contributing to the end of the economic recession after he had been assassinated.

Kennedy was also one of the first presidents to bring the topic of the environment into the attention of the public. Due to the work of environmentalists such as Rachel Carson and her book "Silent Spring" (1963), there was an increasing amount of attention brought to insecticides such as DDT, which had been found to have toxic and harmful impacts on food. In response to this, Kennedy established the Advisory Committee on Pesticides. As well as this, Kennedy appointed Stewart Udall as head of Interior Affairs. Udall was an environmentalist, and had

highlighted the dangers of pollution on the USA's natural resources through his book "The Quiet Crisis". Under Udall, key domestic accomplishments were made. For example, 3.85 million hectares were set aside for national parks, benefiting the conservation of landscape, and also species such as elk. Udall was also responsible for the creation of 6 monuments, 8 national coastlines, 9 ~~recreational~~ recreational areas, 20 historic sites, and 50 wildlife refuges. As well as this, he also laid the groundwork for numerous national parks which came into establishment at a later date. These policies were both significant for conservation and environmental purposes, but also for creating a rise and surge within the tourism industry, which contributed to lifting the USA out of its recession.

President Kennedy is also recognised for having progressive changes to the equality of black Americans. In 1961 he established the Committee for Equal Employment Opportunity, which was essentially the first example of federal firms adopting policies of affirmative action. This ~~there~~ put more African Americans into work, something which continued on into the 1970s, and was credited the has resulted in ~~is~~ 35-45% of black families enjoying a middle class lifestyle by 1975. However, at the time the New York Times newspaper was critical, claiming that little had been done or seen within black communities by the end of 1961. Kennedy also established the Housing Act of 1961, which pumped \$4 billion into housing development for the poor, and

Therefore also helping Black Americans improve their living standards as most families were exposed to poverty.

The political scenario that ~~the~~ President Kennedy faced made his achievements all the more impressive. He lacked a strong mandate with Congress, and had a large proportion of Southern Democrats in his party. These people contributed to the prevention of a lot of his policies being passed, for example cost union pressure the minimum wage rise from \$1 to \$1.25 applying to Black Americans, and William Mills opposing Healthcare provision to the less fortunate within society.

To conclude, the Peace Corps was not the ~~most~~ only achievement during the Kennedy New Frontier Programme, but it was one of the longest lasting. Other key policies such as the work of Steward Udall, the Committee for Equal Employment Opportunity, and the 1961 Housing Act had long lasting impacts for a varied range of social groups. It may be more appropriate to deem the Peace Corps as the major overseas achievement, yet other domestic policies regarding African Americans and improving the economy equal its achievement.



This is a beautifully constructed response where the candidate uses a 'for versus against' approach to the primacy of the stated focus against other possibilities in a series of well-chosen and linked paragraphs. Beginning the target focus on the Peace Corps, the candidate assesses its political and social strengths. Thereafter, at each stage there is a clear judgement about how successful alternative policies were, and what obstacles undid their success. The essay is rounded off logically with a well-judged conclusion to the key features outlined in the introduction that were supported throughout that response. The only thing that could have been better was a judgement about what other limits there were to the success of the Peace Corps beyond what is already stated (see the indicative points in the mark scheme for Q5).



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

Question 6

Many candidates provided some detailed knowledge about traditional values and it was clear that this was an accessible, mainstream part of the specification for candidates. The best responses were able to assess how the Religious Right influenced the Reagan administration, persuading him to appoint conservative justices to the Supreme Court, raising political divisions, as liberals found their causes on gender equality blocked. There was some very strong material on the Religious Right's opposition to homosexuality which limited Reagan's reaction to the spread of AIDS and infuriated gay rights organisations. Counter factors were less well supported. Many candidates picked up on controversies surrounding Bush Sr.'s tax policies and left it that, forgetting that Reagan also provoked divisions in matters other than those raised by the conservative Republicans, or that inter-party divisions were at least as important as intra-party ones. Reagan's attempt to redefine the relationship between federal government and the states, to cut federal spending, a policy rejected by Democrats in Congress, was largely ignored, for example. Many candidates knew, however, that the growing gap between rich and poor was significant in raising inter-party divisions.

A competent, discursive response at L4.

Chosen question number: **Question 3** **Question 4**
Question 5 **Question 6**

In the years 8 1981 to 1992 America was governed by two Republican presidents, Ronald Reagan and George H W Bush. The period was characterised by a rise in conservatism mainly spread through groups such as the Religious Right and the Moral Majority. These two groups had a large impact on the values of American culture society in this period and wanted primarily the return of more traditional values to an increasingly permissive society. Political divisions of the time can be split into 3 kinds: the intra-party divisions of the Republican party, the intra-party divisions of the Democrats party and the inter-party divisions of the Democrats and the Republicans.

The political divisions in the Republican party support the statement as by the end of 1992 George Bush was viewed as not being conservative enough. During his three year term Bush was pre-occupied with his tax schemes and the increasingly poor state of the economy to push the socially conservative agenda that the Religious Right so desperately wanted. ~~The same cannot be said of the Reagan era: as he tended to further traditional values~~ Bush appointed a supreme Court judge with ambiguous views on abortion which

argued the Religious Right who along with Reagan had been campaigning for the overturn of the 1973 Roe v Wade case which legalised abortion up to 11 weeks. This issue divided the Republican party as some agreed that Bush was not conservative enough while others said that the Religious Right had too much control over the party especially since it was their fundraising donations that helped Reagan win the 1980 election as they viewed him as the apostle of the nuclear family. In this way, campaigns for traditional values were the chief cause of political divisions in this period.

The divisions in the Democratic Party however disagree with the statement as the Democrats were split over big government rather than over traditional values. Many Democrats still agreed for the Great Society set up by Lyndon Johnson in the 60s as they believed social security was important. Other Democrats however began to see the errors in government interventionism such as increased government spending. This was exacerbated by the fact that despite Reagan's anti-big government stance he soon tripled gov. government spending to \$2.6 trillion through his defence programme. This left little room for future Democratic presidents like Bill Clinton to construe policies such as the Great Society as they would need to bring down national debt first. This is mirrored in the presidency of George Bush who had to raise taxes in order to work towards a more balanced budget. In this way, the issue of government interventionism

along with government expenditure ~~the~~ caused political divisions in Democratic party rather than the campaigns for traditional values.

The division between the Republicans and the Democrats supports the statement as the two parties mainly argued over a liberal or conservative agenda. The main example of this can be seen through the appointment of Robert Bork to the Supreme Court. He was despised by the Democrats as he wanted to overturn landmark liberal victories such as the 1973 *Roe v Wade* ~~case that legitimized~~ The Republican party backed up by the Religious Right liked Bork as he took a hardline stance to the issues that they had been campaigning for since the start of the Reagan administration. This decision split between the two parties is ~~not~~ characterized by the fight for traditional values against the fight for a more equal and liberal society.

Both Reagan and Bush's presidencies were directly influenced by both the Religious Right and the economy. Reagan was a popular candidate of the Religious Right as he favoured creationism being taught in schools along with the introduction of the school prayer. Reagan was however at constant odds with the liberal public over these demands. Congress refused to initiate school prayer in school and popular support of welfare meant that Reagan could not easily cut support which helped created dependent families, something that the Religious Right hated. Bush, was

not as conservative as Reagan is fact before he ran for president he had a pro-choice view on abortion. Fear and pressure from the Religious Right caused Bush to change his stance though, as seen by his appointments to the Supreme Court, his views on abortion were easily changeable. In this way not only did the campaigns for traditional values united party divisions they also divided the presidents themselves.

However, it could be argued that rather than the Religious Right dividing the presidents it was in fact the economy that divided them. Reagan's economic policy stemmed from the idea of trickle down economics, cut taxes for the rich, they will invest more in the country which will increase the economic opportunities for the poor. While this did work in the short term, when coupled with Reagan's vast amounts of defense spending caused a huge ~~to~~ balanced budget issues, something that would plunge Bush in his term. Reagan himself said he wanted to decrease interventionism but continued to increase government spending on defense showing that he was split between a smaller government and his star wars programme. Similarly Bush was also split over the economy. In his run for president Bush promised to 'no new taxes'. However when he began his term he realised he needed to increase taxes to bring down the budget since again showing a split.

Overall, while the campaigns for traditional values was an important factor in the political divisions from 1981-92 it was not the

only contributor with the issues of big government and the economy also dividing political opinion. Arguably the way that campaigns such as the Religious Right had over the R&T Republican party caused divisions both in the party itself and with the Democrats. The Democratic party, while they distanced the views of the Religious Right were more divided over economic issues. It could be said that in terms of the Democratic Party the campaigns for traditional values actually unified the party against a common enemy as they did not want the liberal gains made throughout the 60s and 70s to be discredited.



In many ways this is a very cleverly argued answer, dividing material into political divisions among Republicans, those between Democrats and also inter-party divisions. Always discursive, there is no wasted descriptive material. In some ways, however, it is unbalanced, with insufficient key features that did not have traditional values at their heart being considered. Also, political divisions are narrowly focused just on the political parties, whereas the Reagan-Bush era was at least as notable for these political divisions being played out in various communities, such as what would now be called LGBT communities, the Bible Belt, and so on. This does not come over. For these reasons, this was not assessed at L5 despite the quality of argument. A top L4 response.



Be sure that you are able to choose a number of suitable 'other' issues when making a judgement about the relative significance of the key topic named in the question. It is not possible to make this judgement when set against other stated key topics of dubious validity. In this case, one 'other' issue (the economy) was offered.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

Section A Source Question (Q1 or Q2)

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

Section B Essay questions

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

- Try to explore links between issues to make the structure flow more logically.

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