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Examiners' Report
Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCE
In History (8HI0) Paper 2H

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Publications Code 8HI0_2H_1906_ER

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Introduction

The trend towards reduced candidate entry across all the AS History options gathered pace and it is clear that centres are continuing to concentrate AS entry on students who may not be moving on to A Level. With growing numbers of strong A Level candidates missing from this year's AS entry the percentage of candidates scoring at higher levels fell again, especially in Section A, where source analysis, with its emphasis on value and weight, is not fully appreciated by weaker candidates.

It was pleasing to see candidates able to engage effectively across the ability range with the A Level paper 2H, which deals with 2H.1: The USA, c1920–55: boom, bust and recovery and 2H.2: The USA, 1955–92: conformity and challenge.

The 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 B continue to be higher than those in Section A and that many candidates at this level find the concept of making an inference from the material within the source too difficult. Teachers and candidates need to follow the requirements of the Section A mark scheme carefully in order to be clear about what is meant by 'value' and 'weight'. As in previous years, some candidates continue to write too much generalised comment without regard to the source material, or to paraphrase the source without considering its value or (Part b) reliability. The major weakness was often in considering the provenance and comments were too often stereotypical, or too often missing entirely. We remind centres that candidates should 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 before, many responses were largely made up of comments about what is missing from the source, suggesting that this made it less valuable, or gave it 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. The trend to score higher in the (a) question than the (b) question remained true this year, perhaps because 'weight' is still not fully understood. The detailed knowledge base required to add contextual

material 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. Too many candidates are ignoring the substance of the source material and writing detailed material about the theme in general. A reminder: AO1 is not assessed in Section A.

There was little evidence on this paper of candidates having insufficient time to answer both questions. The ability range was very diverse, but the design of the paper allowed all abilities to be catered for. Essay writing in Section B continues to improve, but it was noticeable this year that weaker candidates did not read the question carefully enough and simply rehearsed what they had learnt. Lack of knowledge was clear on individual questions and we strongly advise teachers and candidates to pay careful attention to the wording of the specification, as the full range of topics is open for assessment. Candidates continue to identify key themes in an introduction and to make a judgement in a conclusion. The candidates' performance on individual questions is considered in the next section.

8H10_2H_Q01_a

Strong responses had a clear focus on the value of the source in terms of the problems facing workers in the early 1930s. At the highest level, candidates selected key points from the source and made valid inferences about them, supporting each one with their own knowledge of the historical context of, for example, lack of federal government aid to migrant farm workers or the whole army of displaced workers created by the Dust Bowl. Comments about provenance were thoughtful and may have considered that the fact that 60 years of reflection did not seem to have dulled Thompson's grasp of detail, or that the website's mission was to find particularly harrowing examples of the Okies' experiences. Weaker responses simply wrote generally about the 60-year gap: too many candidates only made stereotypical comments about that being unreliable.

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**


This is for part (a). Source 2 is valuable for an enquiry into problems facing workers in the USA in the early 1930s as it infers that workers migrated a lot to try to find work. This is supported by the statement 'I left Oklahoma and went to Okla. California and then "Shafter, California". During the depression many people, especially male workers left home to find whatever work they could. ~~More~~ More than one million men did this.

Another inference that is valuable is that it infers that wages were very low supported by the statement 'I picked cotton for a measly 50-cents a hundred pounds in weight'. The majority, if not all, citizens saw wages slashed. Hispanic Americans were particularly hard hit seeing their wages go from 50c a lb. an hour to 14c a lb. an hour.

Another inference that is valuable in showing the problems of workers is that they were in poor temporary housing which is stated as 'Hoover camps' in the source. These were shanty towns and were called this because Hoover failed to end the depression. He believed there should be little federal interference. The people living in these camps were nomads and were called "Hobos" - also named after Hoover.

The provenance of this source is also useful. This source is

4




This is for part (a) from a woman who directly experienced the depression, therefore providing a valuable first hand account of what life was like for the workers in the USA. As this is also a woman, taking in the social context of the time it also provides valuable information on women workers and how they stepped up to work in order to survive, showing it was not just down to male workers now to try to provide.

Another strength of the provenance is that this is a retrospective interview done in the 1990s. This means that she has full knowledge of her experience throughout the 1930s and can give a full laid out account of what life was like. If it was done at the time before the great depression was over then less detail could have been given as her full experience.

5

Turn over >



8HI0_2H_Q01_b

Weaker responses indicated that candidates did not understand the need to make inferences from the source, for example that people outside the South might believe that segregation was racist, but that Southern whites did not. Many candidates failed to make inferences and simply supported quotations with their wider knowledge about the influence of the KU Klux Klan. Weaker candidates gave weight to the source only because the writer was a Senator. Others missed out any comment about the provenance, even the political and social experience of Eastland stated within it. However, stronger candidates linked the direction the Supreme Court was taking in 1954 with the implication in the source that Southern law makers would obstruct the judiciary by means of disingenuous responses.

(This is for part (b)) This source is valuable ~~in the~~ ^{an} enquiry for an enquiry into white southern attitudes towards integration in the early 1950s.

one valuable inference in the source is that white leaders supported a racial segregationist thought. ~~segregation was positive for society~~ ^{and therefore integration should not occur} supported by the quote 'segregation promotes racial harmony' and was not there to bring suspicion and intensity shown by the quote 'segregation is not a badge of racial inferiority'.

segregation did not bring about racial harmony nor a peaceful society. It created a hierarchical society and even with segregation, whites still brought about violence shown in the 1947 race riot. It did bring about intensity ~~is shown~~ ^{is shown} by the NAACP's argument that segregation caused psychological harm to children.

Another inference is that their people thought that segregation was decided by both races ^{so integration is not needed} supported by the quote 'segregation is desired... by the vast majority of members from both sides'. African Americans did not want segregation. This is shown by the growth in membership and campaigns like the double V campaign that called for the end of segregation. The Montgomery bus boycott later in 1955 also shows they wanted integration.

Another inference in the attitudes of integration is that they thought the federal government should not promote and enforce segregation onto the south shown by the

(This is for part (b)) quote 'The Southern people will not permit the supreme court to tamper'. This shows they do not respect the decision for integration and in fact by 1955 virtually no segregated schools in the south were segregated. This shows they chose to ignore it.

The presence is also valuable. This speech was made 10 days after the Brown vs Board case and so this is a direct response to a policy of integration which had just happened. This shows the 'raw' views of the decision.

As well as this the person who is behind the source is a ~~senior~~ ^{prominent} democrat senator. This shows these kinds of negative attitudes to segregation were very much present in high places of power. ~~could support that stated view on~~ ^{integration} A weakness of the presence however is that it was spoken to the US senate. James Eastland could have possibly exaggerated his points in a possible bid to reverse the law or encourage others to not implement it.

As well as this he is described as being a 'symbol of white southern support for segregation'. This means that he may have possibly been the most extreme figure in promoting segregation. This may as a result not be representative of the whole white southern attitude. As many may not have those same 'extreme' attitudes nor supported segregation to the same extent to him. As well as this he is a politician so does not give much insight into how the general southern

(This is for part (b)) population were thinking. Politicians are there to push for change therefore they may be more dedicated and more extreme in their views than normal citizens. This means his views may not be generalistic.

However, this source is valuable in the way of showing southern attitudes to integration in a very extreme form. Showing racism was very present. ~~but~~ ^{it} gives little insight into the general population but we can assume many people did hold the same views as him shown by the public reaction to some schools integrating with the National Award having to intervene.

As he was also a symbol it could be said he represented people's views.

Examiner Comment

In the response from Q1a the candidate makes inferences and supports them by quotation and paraphrase from the text. Contextual knowledge is added throughout to confirm the inference and add explanation. However, the evaluation of the source is not so strong, mainly commenting on the date of the source and the notion that it might therefore give a fuller view of the author's experience (it could have done more with this). It is marked at L3 for bullet points 1 and 2, but L2 on bullet point 3. This reduces the overall mark from the highest mark available in L3.

In the response from Q1b the candidate evaluates the source not only by making relevant comments about the nature and purpose of the source, but also by testing its weight through an examination of Eastland's stated views against the reality of contextual evidence to the contrary. As the response also shows a range of ways in which the supported inferences can be confirmed through contextual knowledge and it also has a clear knowledge of the values and concerns of Southern society in the 1950s, this allows the candidate to reach Level 4 in all three bullet points.

Examiner Tip

Try to integrate contextual knowledge with a supported inference. In this way a valid inference is explained by confirming matters of detail in the source or expanding them. This will enable you to reach Level 3 in both bullet points 1 and 2 of the mark scheme.

8H10_2H_Q02a/8H10_2G_Q02b


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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

(This is for part (a)) Source 3 is valuable to a historian because it clearly states the key feature that caused a change in attitude. The use of Freda's pen name 'Mystique' was a key book that caused these changes; because Freda herself was a housewife so she understood the problems this caused for women of the time to continue, the fact that 'Moria read it more than once' shows the massive impact that it had on her and how she wanted to implement the ideas of Freda in her own life. The fact Moria read the book more than once shows the extent it affected women and how Freda clearly understood and endured the struggles all women endured. Freda stated that being a housewife was


4



(This is for part (a)) like 'being in a comfortable concentration camp' highlighting how the role of a housewife was almost like a prison for women. Furthermore, the fact that 'she wanted me to do more around the house' reveals how Moria was so impacted by it she put it into place in her life. Freda was a key figure at the time since in 1966 she set up NOW which was an organisation for women to have better rights and to encourage stereotypical change. The fact that Freda is used in the source immensely reveals how the women's movement was growing; due to Moria reading the book more than once but also putting it into action. Freda was a very prominent figure of the time showing its usefulness.

Additionally, Ambrose is a reliable

5




Turn over >

(This is for part (b)) The source is useful to investigate racial tolerance here, only to some extent.

The source clearly shows how individuals were still not accepting different races due to 'it was treacherous and cursed by customers'. This clearly reveals how the South Korean people were constantly feeling in danger and not accepted by people in America since ~~they~~ were criticised. Young Yun and Kim were being criticised for doing something which was an act of kindness by giving away food, when they said 'so just removed it'. This highlights the lack of racial tolerance for those individuals, the struggles that they endured to continue, the fact that ~~however~~ Black Americans were being intolerant towards the South Koreans is showing

7




Turn over >

(This is for part (b)) because they themselves endured racial discrimination and so are aware of the impact it has etc. This clearly shows the relevance of the source because it ~~shows how these were~~ for a historian because it addresses how these people were criticised by even those who would have endured it themselves so understood them.

However, it is not reliable for a historian because it can't be argued that the provenance is best since it is given a personal account. This may not be the same for other individuals of the time, others may have received positive treatment. To continue, the source only offers Southern Korean interpretation and

8



Turn over >

(This is for part (b)) excludes other groups. For example, Black Americans between 1970-90 were living in poverty but in 1990-17 Hispanic individuals were working in the House of Representatives so this gives a bias view.

Furthermore, many individuals of the time were very tolerant and too the amount of support people had for figures like Oprah Winfrey - many watched her show during the 90s. 1990s but, also figures like Michael Jordan were loved nationwide. This exposes that not all people were racially intolerant perhaps only a select few.

Overall, it is clear that the source is effective since it shows the lack of acceptance

(This is for part (b)) Southern Koreans failed even when doing acts of kindness but also by people who would understand what they have gone through. However, it is clear overall that it is not accurate for a historian because, it gives only 2 individuals views on the matter so it could be biased, also other groups did face crime and not just problems such as Hispanic Americans and many encouraged Jordan in sports and enjoyed Oprah's shows. Therefore, it lacks reliability and is not very useful.

Examiner Comment

The candidate picks up the reference to Friedman and makes inferences to show how that information was used by the author's wife, placing it in the context of developments in the women's movement at the time.

Examiner Tip

Turn supported inferences into reasoned inferences by using contextual knowledge to confirm or reject the points inferred in the source.

8H10_2H_Q03

Weaker responses indicated two main problems in this question. First, there was often confusion about what constituted hire purchase, as opposed to buying shares on credit and secondly insufficient consideration of the federal government's role in the growth of the American economy. Some candidates took too narrow a view, usually focusing solely on cars or advertising, neglecting other reasons for growth. However, this question was mostly well answered. The most successful candidates understood the need to identify three or four issues signalling the growth of the American economy and to reach a judgement about whether or not hire purchase was the key factor. Indeed, this proved to be a popular mainstream question and there were some excellent responses linking consumer borrowing to technological change and investment.

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

Chosen question number: Question 3 Question 4 Question 5
Question 6 Question 7 Question 8

In 1970s America, the country underwent an economic boom. Unemployment never rose above 5%, inflation stayed below 1%, business profit rose 8% and GNP rose by around \$30 billion. There are many reasons why this boom took place, however the availability of hire-purchase was the most important reason in that place. The most important reason however was mass production. Other important factors were the automobile, government policy and American strengths and values. To avoid the importance of each factor we need to look at its widening effect and long term effect.

During the 1920s the use of hire-purchase emerged. This allowed people to buy products at only a margin of the price. This helped bring about a boom in the consumer market, also helped with a 13% rise in real wages, with more access to credit and more money, a greater number of people in society could buy goods that only used to be presented to the upper and high middle class. Examples are household items like trawlers and also radios which saw a boom in sales. By the end of this decade also, 75% of



13 Turn over

CARS were bought on hire-purchase which means that this new availability of credit allowed a boom in the car industry which employed 7% of manufacturing workers. However it could be said this did not really lead to a growth in the economy itself. One instead just artificially inflated the economy so people were only paying a small amount of the final price. This shows that although hire-purchase allowed more consumer spending throughout more of the society and also helped stimulate the car industry, it has more negative long term effects. However this mass production allowed the hire-purchase scheme to come about as it made goods cheaper therefore stimulating a demand in the consumer market and the need to borrow.

The main reason for the economic growth in the 1920s was mass production. This allowed more goods to be produced in a shorter space of time. For example, it took 10 hours less time to make a car when using mass production. This allowed prices to be lowered. The Ford car was made to be at \$250. This was in the reach of a large proportion of the population and so they stimulated spending. Without mass production, goods would have been more expensive therefore



14

reducing demand as less people could afford it. Mass production was led to the unemployment of unskilled and semi-skilled workers meaning more people in the population could be employed and therefore get income even if they did not have a 'skill-set'. Most people earning money, due to mass production meant more products could be bought. Ford paid his workers \$5 a day which was a lot. He did this so because of the cheapness of mass production he could afford to raise wages. This also led to more consumer spending which stimulated the economy. Other products also became affordable under mass production such as clothes and electronics like radios. By 1930 75% had radios partly due to the cheapness created by mass production. This shows that with mass production, goods became cheaper which stimulated more consumer demand across a larger proportion of the population. It also allowed more work to be done by unskilled workers which meant there were more people with a chance to earn more money which could be put into goods. Without it, hire-purchase may have been less important to the economy. Cheap goods made

another important factor was the automobile. The number of car ownerships increased by 20 million



15 Turn over

through the decade and this hugely stimulated the car industry. They employed 7% of the population and paid 9% of manufacturing wages. This shows that the car industry was a huge part of the boom as it was in such progress financial control. The car industry also stimulated a boom in glass, leather, plastic and tarmac industry which was the automobile had a wide reaching effect. It means that it allowed a boom in domestic tourism industry as more Americans could now access different parts of the USA. However without mass production, the automobile would not have been as successful as it would have remained expensive therefore limiting who could buy it. This shows that although it was key to the boom, it was mass production which allowed it to flourish.

Another factor which brought about growth was government policy. This included passing the Fordney-McCumber tariff which reduced tariffs on foreign goods. This made US products less expensive and thus caused a boom in domestic sales. That and the Revenue Act which lowered the rate of the rich ~~pro~~ ~~to~~ ~~by~~ ~~20%~~ and the lowering of property tax and the repeal of the gift tax allowed



16

business to gain 82% more in profits. This stimulated the economy massively and helped with the development of huge corporations however it did little to help ordinary citizens and all of this freedom of the business was at the expense of the restriction of trade unions. Although this made industries more efficient and less disrupted, this meant workers could not strike to get better wages. This shows that although government policy did bring huge profits for businesses which led to economic growth, many workers had negative impacts such as having low wages which does not contribute to a growing economy as they can't spend as much on goods.

Another factor is American strengths and values. The USA had had a rich supply of natural resources such as coalfields in places like Texas and oil rigs in Colorado. They also have a rich supply of metal. This means that the USA did not have to spend money on importing goods and as they had a rich supply they could stimulate many industries. Another strength was their population was 100 million compared to Britain's 41 million. More human resources proved valuable in both work and industry and the consumer market. Imports from Europe who settled for lower pay also



17 Turn over

allowed big businesses to flourish with more profits therefore creating more growth. The US also had a strong laissez-faire attitude which allowed these government policies to go through. This meant the government would allow big businesses to flourish without interfering therefore increasing profit.

In conclusion, the main factor leading to economic growth was mass production. This allowed cheap products to enter an ever-expanding market. This created a consumer society where hire-purchase could be used to further availability. Although policies were important, the government partly protected these as they saw how well they were doing with selling cheap goods from mass production therefore reducing the government's part in policies which expanded their profits. This also shows that mass production was at the core of the economic growth which allowed the other factors to come about. Without it the consumer market would be in lower demand.



18

Examiner Comment

There is analysis of relevant key reasons set out in the introduction, with accurate material to support these throughout the response, with sufficient range and depth. The debate is joined and a comparative judgement is made in every paragraph setting the chosen reason against either the focus factor (hire purchase) or the stated main reason (mass production). The

overall judgement makes it clear why mass production is more important than the other factors, including the focus factor. The most successful candidates understood the need to identify three or four issues and to reach a judgement about whether or not hire purchase was the main reason for growth. Here the candidate clearly does this.

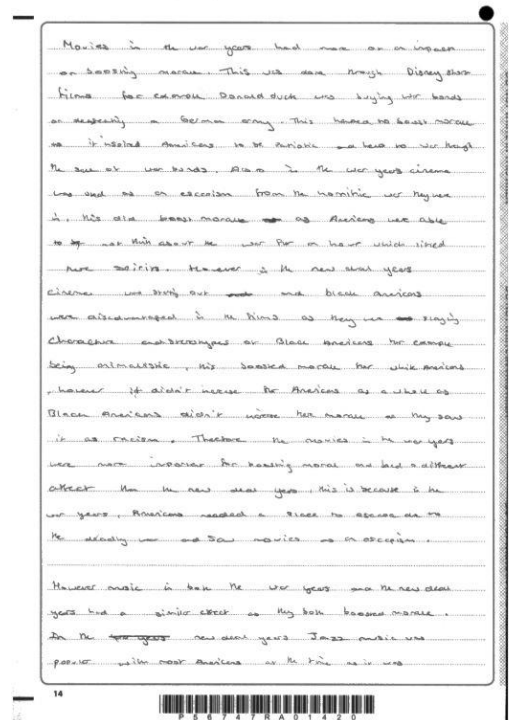
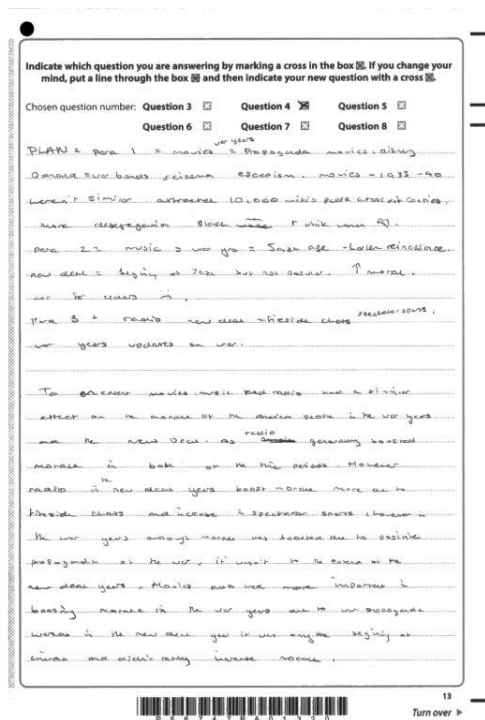
Examiner Tip

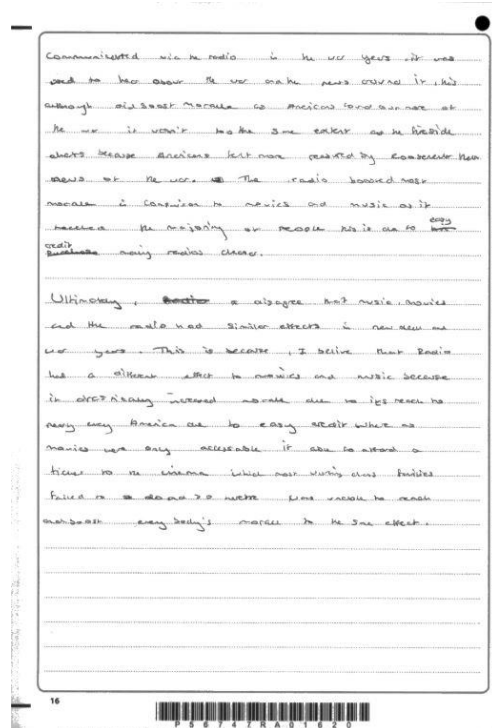
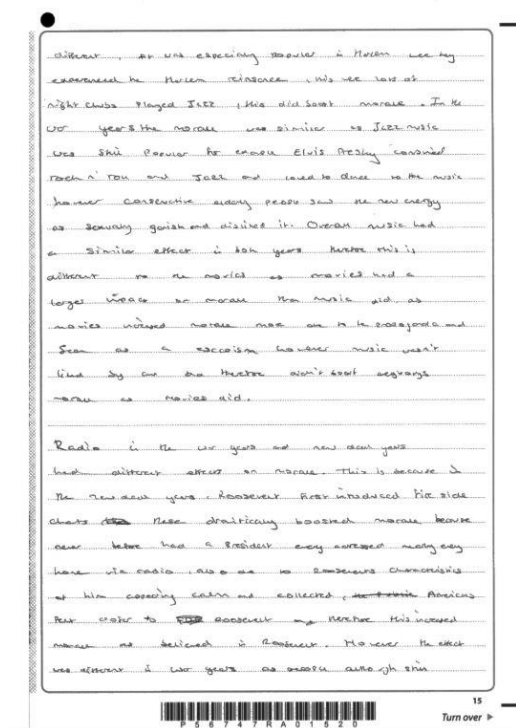
Be sure that you are able to choose suitable 'other' reasons when making a judgement about the relative importance of the reason named in the question. It is not possible to make this judgement when set against other stated key reasons of dubious validity. Try to offer detailed evidence for each issue, too. Remember that this is a depth study.

8H10_2H_Q04

There were very few responses and few of the candidates who attempted the question moved beyond generalisations in considering similarity and difference in the effect that various media had on the nation's morale in the two time periods targeted by the question. For example, some candidates noted Roosevelt's 'Fireside Chats', but did not look for wartime comparisons. There were some honourable exceptions, however, as noted in the example below.

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Examiner Comment

Comparisons were made between the time periods, with an understanding of the debate. It is backed up by evidence that lacks some depth. There is an attempt to make a clear judgement, but this is weakly substantiated. The general trend of the argument is clear.

Examiner Tip

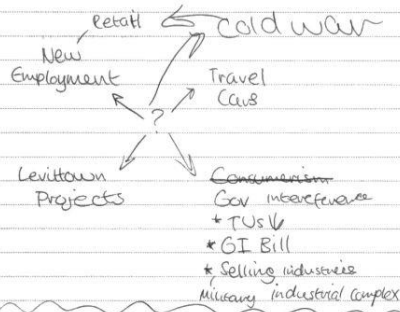
In this type of question it is very important to note both similarities **and** differences in evidence for the two named time periods.

8H10_2H_Q05

A number of responses to this question were very generalised and usually saw work during World War II as supporting unspecified improvements in the growth of the American economy over the next ten years. There were a very few strong responses that made detailed points about the whole period, and many seemed to stop exemplifying around 1947. Travel arrangements were too often merely about foreign holidays in jets, as if this were mainstream. Better candidates teased out factors such as Levittown projects, the GI Bill, or the scientific revolution driven by the context of the Cold War.

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

Chosen question number: Question 3 Question 4 Question 5
 Question 6 Question 7 Question 8



Between 1945 and 1955 the USA experienced a large incline of opportunities for many groups. After WWII, employment was high with the amount of unemployed being reduced to 1.9% by 1945. A growth in jobs meant an increase in disposable income which contributed to the growth of the



economy. Increase in travel opportunities did contribute to this however, it is not the most pivotal in terms of supplying economic growth. The most important factors being in effect of the Cold War ~~and~~ ~~opportunities~~. Other contributions include government interference, the growth of suburbs, and ~~the~~ ~~widened~~ ~~job~~ ~~opportunities~~. In terms of criteria we must look at how each factor effected all groups of the American people.

Travel and tourism increased within USA in the mid-1950s. Due to affluence and rising middle class, many went across the country for leisure or travelled abroad. This was fuelled by the growth of the car industry. By 1946 the USA was producing over 60,000 cars per year and was the ~~best~~ first in ranking internationally. ~~These~~ Many of these were sold on ~~high~~ credit at an affordable price. Due to this rise car sales, now many citizens could access ~~other~~ parts of the US like never before without having to directly pay. Also the rise in car sales led to ~~increase~~



in suburban neighbourhoods. Many middle-class moved to the outer branches of cities as it was now more convenient. This increased the tourist industry dramatically and led people to live in better areas contributing to economic prosperity.

However, on the contrary the main factor towards the economic growth of the 1940s to 1950s was the effect of the Cold War, ~~the~~ ~~cost~~ from 1945-91. After the Second world war there was a height of employment in defence and manufacturing industries. This was maintained and even grew at the expense of ~~preparation~~ ^{only} during the Cold War. Shipping and Manufacturing increased and there was increasing development of technology such as the USA's first Nuclear Weapon in 1947.



Examiner Comment

This response contains some analysis of the relevant key features, but links are not clearly made between them (BP1 L3). It is interesting to compare the intentions of the candidate set out in the initial plan and the final outcome. It is clear that the candidate ran out of time and therefore did not produce anything more than an overall judgement with limited substantiation (BP3 L2). Mostly accurate knowledge (BP2 L3) is deployed, but because the response is unfinished there is no clear logical argument (BP4 L2+).

Examiner Tip

Have a clear overall plan for the timing allowed for the three questions (Section A (a) and (b) and Section B) and try to stick to it. Poor planning may lead to the loss of several marks.

8H10_2H_Q06

Although this was a very popular question many candidates fell into the trap of rehearsing what they had revised rather than paying close attention to the target focus, which was about the significance of rock 'n' roll on the development of teenage culture. Many read this as an opportunity to narrate the details of Elvis Presley's gyrating hips or the behaviour of teenage car drivers, without linking such material to the focus on significance. However, many candidates were able to analyse the transitory nature of rock 'n' roll against other factors, such as minority followings represented by the beats, or the diverse effects of film and TV on

teenage culture. Most candidates who did read the question carefully provided some very detailed knowledge about increased affluence as a key feature that linked many factors together. Overall, this was very well answered, but candidates are reminded not to stray outside the period parameters set by the question. Woodstock, or the Beatles' later contributions, particularly 'All You Need is Love', seemed to occur far too regularly!

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

Chosen question number: Question 3 Question 4 Question 5
Question 6 Question 7 Question 8

Teenage culture emerged in the USA after the post-war boom due to much more money and the growth of the American economy, creating a time period where young people didn't have to rush into work to support themselves. This emergence of teenagers during 1945-1965 influenced a whole new pop culture during the 60s of rebellion and much freer life which rock'n'roll music was a huge part of. However during this period many other factors also contributed to the new pop culture that these US teenagers were forming in creating such as financial independence and the convenience of cars. The most significant development in this newly formed teenage culture could be judged by looking at the scope of teenagers. It affected how popular it was and (some in some) how many groups it affected.

In disagreement to the question the most significant development in the teenage culture could have been the production and usage of cars within the teenagers. This is because the production of cars massively increased by the 60s (more than doubling) and due to the low prices and the boom teenagers were easily



13 Turn over ▶

and so buy by them, allowing them to have their own freedom of movement which links to the free and lifestyle that they had, this was also convenient for teenagers who lived in suburbs as the due to the cars and the new motorway act passed during the 50s they were able to get around, experiencing the much less conservative teenage life which was in cities. Due to the large production of cars, many places started to get built as drive through during both the 60s and 50s e.g. cinemas, cafes, diners. This was an essential part of teenage life in the 60s and many of these places were very convenient and cheap for most meaning they were very frequently used as hangout spots. For many teenagers these were used as their leisure activities and time out which made cars so essential to. This suggests how the production of cars and drive through places would be seen as the most significant development in teenage culture as it did largely contribute to how they spent their free time and to what the stereotypical teenage activities were during the 50s-60s. Cars however could be said to not be that significant to any teenagers as they were also hugely popular and sold within the older generation, however the things that it enabled teenagers to do were very significant as it affected a large



14

scope of teenagers, however some small suburbs in more conservative areas did not give teenagers as much freedom as others, because parental control was still present. But it was very much popular within some a wide group of teenagers and cars did affect all the various groups of teenagers however the benefits were probably the least affected as they did not contribute that much to the whole stereotypical idea of teenagers spending an act of consumer goods.

On the other hand the growth of Rock'n'Roll could be observed as the most significant development in the teenage culture. This is because of the huge popularity it had within the teenagers as when 'Rock around the clock' came out as the official first rock'n'roll popular song many teenagers became rockers and were influenced by the genre to dress and act in a certain way. Elvis Presley labelled as the King of Rock at that time also had a huge influence on the styles and behaviours of the 1960s teenagers and made certain members of the crowd go wild for his music especially girls which became known as 'fangirling'. This uncontrolled behaviour within teenage festivals and movies influenced by the Rock'n'Roll



15 Turn over ▶

musicians, became a key staple of the new teenage culture as many younger generations moved away from conservative, married behaviour and started rebelling and fighting for freedom, liberating the stereotypes of gender and certain members of the public in general. This acceptance that was a part of the new teenage life in the 60s was further shown through the later acceptance of Black music and Black Rock'n'Roll, as a Black American producer set up a studio that promoted Black songs and which were made widely popular in the 60s and later on. This suggests that Rock'n'Roll would likely be the most significant development in teenage culture as not only did Rock'n'Roll create a new activity for the younger generation, and a teenage, it also changed styles and behaviour of many teenagers. The further introduction of jukeboxes and music players in diners and cafes further expanded the influence that Rock'n'Roll music had on teenage life, creating the creation of Black music also influenced the younger generation, allowing them to have much less racist views as their favourite singers were Black and therefore encouraging acceptance of the Black community. This shows the most significant of Rock'n'Roll music



16

on teenage lives during the 60s and how successful it was because it as the music was played all around the USA, it influenced a large scope of teenagers and also money was therefore very popular. It also affected most of the teenage groups however some still preferred the sound of softer music such as Bob Dylan (later on) like Beatniks.

On the contrary the most the teenage financial independence could be seen as the most significant development in teenage culture. This is because due to the USA economic boom all of people have money and jobs available meaning teenagers would, unlike before, receive pocket money from their parents which they could use to cultural dress themselves and buy consumer goods. However it is worth noting that teenagers would receive money from part-time jobs that they had which were fairly easy to get as due to America's great economy during the late 50s and 60s, large amount of work was available. This meant that teenagers had money to spend on cars, go to movies



17 Turn over ▶

and other leisure and also spend money on things such as guitar music and fashion which was a very important part of the 60s teenage culture. The emergence of mini skirts and oversized clothing allowed teenagers to express themselves which the financial independence allowed. This shows that this could be the most significant development in teenage culture because without this financial independence the activities that teenagers could partake in would be limited. It is also very significant as this boom did affect the whole of USA, therefore the scope of teenagers affected would be large as well as the groups of teenagers affected.

In conclusion the most well-known development in teenage culture would have to be the Rock'n'Roll music and the emergence of behaviour associated with it. However from the evidence that I gathered the most significant development would have to be the most likely the introduction of financial independence within teenagers as because of that they were able to then take part in all the culture activities and create their own image (fashion), but this also allowed them to be

more involved by the Rock'n'Roll music as because they had money to go to cafes and diners to hang out, they may have interacted with the music players and could invest to listen to the Rock'n'Roll.

Examiner Comment

This response identifies three relevant key features and uses the last one (affluence) to suggest it had an influence on the other two (car ownership and the target focus, rock 'n' roll). A clear judgement is made in the conclusion. Mostly accurate knowledge is used, but the answer clearly lacks range.

Examiner Tip

A clearer sense of organisation would have set up the target focus first, before producing the counter argument, rather than sandwiching it in the middle of the response.

8H10_2H_Q07

There were very few responses to this question, but amongst the few there were some very thoughtful attempts to compare and contrast the aims of the two men. Some candidates saw similarities in challenging the dominance of white America, particularly in the importance of Chavez's focus on the working conditions of Hispanic labourers and Malcolm X's attempt to create a black economy for black Americans. Many candidates also made much of the differences between the integration-seeking Chavez and the separatist aims of Malcolm X, as well as the theoretical calls of the latter, compared to the practical aims of Chavez's United Farmworkers' Union.

Doc ID: 0461000420106

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

Chosen question number: Question 3 ☐ Question 4 ☐ Question 5 ☐
Question 6 ☐ Question 7 Question 8 ☐

PLAN

Chavez	Malcolm X
1) Strike - grape boycott - no more coyotes	separatist -> white devil
2) Wanted safe immigration	1) "Black" Muslim - integration
3) Wanted integration	No policies on immigration
4) Mainly based in Cali - Mississippi	↳ about black ppl: activists
5) NFDPA	↳ killed by Nat. Member
	Inspired group but no DA

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Cesar Chavez and Malcolm X were very different but had a very similar idea - equal rights. However this was without form in separate ways, as well as the method of achieving these aims was different from each other, leading a very different life.

Chavez wanted integration of Mexican and other Hispanic peoples to America for a better life. This was mainly due to the fact that, at the time, tax rises were occurring in Mexico and led to a steep increase Mexican willingness

13 Turn over >

immigrate to America to avoid the rising level of poverty of the country. However, Malcolm X, initially, wanted black and white people to be separate as the Nation of Islam believed that white people were the Devil and that black people should prosper over them. It was not until he left the group and became an orthodox Muslim when he believed that all races were equal. The main aim of the two leaders differed in this way due to their individual beliefs.

Cesar Chavez tried to achieve his aims through non-violent direct action (NVDPA) through the use of strikes and other means to get his message across for equal treatment. However - Malcolm X was an advocate for obtaining rights "by any means necessary" and for violent direct action (VDA). This difference meant that their aims were carried out differently and therefore had different methods for success.

Chavez was an advocate for immigration and wanted these causes, travelling solely to and through the border coyotes transported those wishing to immigrate over the border, however, not all coyotes were trustworthy and Chavez wanted safe immigration for his people. Malcolm X had no aim / considered immigration as most civil rights leaders wanted to help sort out the civil rights issues within the country at the time and the Black American who were in America at the time that they were active.

14

Malcolm X, during his time as a civil rights activist and leader, did little to enforce the policy of VDA and organized few events before his migration from the Nation of Islam and his adherence to the orthodox Muslim faith. However, where he organized rallies with the OAAU (Organization of Afro-American Unity) and where he was later assassinated. Chavez organized large-scale strikes such as the grape boycott where workers at a migrant in California ceased wine production to protest workers' pay and conditions. This action was more direct and therefore made a larger effect on the government in the end.

Overall, Chavez and Malcolm X wanted equal rights for all races, however the way that they carried out their aims and the way that they wanted America to end up differed greatly but became more similar between the two as Malcolm X changed his faith to orthodox Muslim later in his life.

15 Turn over >

Examiner Comment

This response, although lacking some depth, shows a well-balanced and thoughtful argument that maintains a sustained relevance to the focus of the question.

Examiner Tip

Allow enough time and space in the essay to write a substantial and well-considered conclusion that judges the extent to which the argument suggested by the question is confirmed or challenged. The basis of the judgement is that one aspect is more important, influential or significant, or, as in this case, the extent of similarity and difference. The best candidates will be able to compare the relative importance / significance / degree of similarity (eg) of all the key features they have outlined.

8H10_2H_Q08

There was a widespread misreading of this question. Most candidates read: 'How far was it the Watergate scandal that was the most important failure during the series of presidential administrations between 1973-80?' More successful were the candidates who read: 'It was the Watergate scandal that undermined presidential success rather than other issues.' Neither really got to the heart of the question, which was about the impact of one issue (Watergate) on presidential power. Candidates who devoted much of their counter argument to the economic failures of Ford and Carter were still rewarded if they could show that these led to a loss of their personal presidential power, for example at the ballot box. However, only a few candidates read much into the significance of Watergate on the office of POTUS itself.

Doc ID: 0461000402038

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

Chosen question number: Question 3 Question 4 Question 5
Question 6 Question 7 Question 8

Plan:

Nixon's impeachment → Ford → Carter

In the years 1973 to 1980, the power of the presidency was greatly undermined, with the main catalyst being the Watergate scandal. As a result of this scandal, there was immense political disillusionment as well as disillusionment with the power of national politicians to save the economy from the impending stagflation that was taking over the country.

Firstly, the Watergate scandal greatly undermined the presidency and led to disillusionment with the Republican Party. After it was discovered that there was a burglary in the Democratic Party campaign headquarters in the Watergate building in Washington, two journalists from the Washington Post managed to link the burglary to widespread illegal activity in the Nixon White House, with spy operations on the Democratic party and linking people from the FBI and CIA to honest political activities. When all this came to light, the burglar was convicted and two of Nixon's senior advisors were also implicated. Consequently, President Nixon faced impeachment, the only President in the US to be impeached, only 2 years into his second term in

13 Turn over ▶

office. This should show the people, as well as the congress and other governmental structures, both faith in the president and felt that the presidency was corrupt.

The government's response to the scandal proved how the Watergate scandal maintained the reputation of the presidency as well as the office and repairs were needed. The government ordered regular checks and reorganisation of the CIA, CIA Defence Intelligence Association). An Office in Government Ethics was created and senior government members and office members were required to give a record of their finances. It also became imperative for the President to assure the congress of any undisclosed operations. Also, the USA Freedom Act (passed in the early 1970s, limited the President's use of military forces abroad, further undermining the power of the presidency. This is significant because the damage created by the Watergate scandal is evident through the government's extensive effort to restore the name of the presidency and impact its reputation.

As a result of the Watergate scandal, Gerald Ford, Nixon's vice president, became President of the USA (the only President to not be elected). Although his honesty and moral characterisation differed from greatly from Nixon, who is now perceived as dishonest, negligent and corrupt, Ford undermined the power of the presidency. From Nixon, one month after the Watergate scandal, he gave Nixon a full pardon of any and all crimes during his presidency, preventing him from going to jail. This gave American voters the impression that Ford sympathised with Nixon and might

14

Watergate, the site of the scandal, which is significant because it exposed the political disengagement and the population's lack of trust in the office.

In response to the Watergate scandal and the wider corruption in Washington politics, the Democrats chose an outsider, James Carter, a former farmer and former Governor of Georgia as their presidential candidate in the 1976 election. His lack of connections to Washington politics and his reputation made him an immediate favourite of the people and he won the election. However, his lack of experience turned into a liability once in office, where he tried to micromanage the government. Also, his failure in resolving the economy after it fell into stagflation with inflation rising to 11% in 1978 and unemployment reaching 9% by the end of the decade, led to further disillusionment. His economic policies were seen as too conservative and he tried to use tax cuts to stimulate the economy but this failed. He also tried to reduce taxes to stimulate growth but this failed. Inflation, falling incomes and the rise in market rates to a staggering 20% and a crisis for most major industries and economic revival were not achieved.

The greater indicator to prove that the Watergate scandal undermined the presidency and contributed to a disengagement in politics was the decline in voter turnout. In the 1972 election, 60% of those eligible to vote turned out, however in the 1976 and 1980 elections, that figure fell to 54% and 53% respectively. Statistics were also taken in the congressional elections where the turnout fell by 20% within the 10s. There was even a decline in the voluntary vote in the 1980s, which



traditionally had a low voter turnout. Just despite the environment that ensured the voting age from 21 years to 18 years, there was a decline in voter participation in votes.

In conclusion, clearly, the Watergate scandal left a lasting impact on the USA and negatively impacted the reputation of the President's office as well as the government in its entirety. It led to the first and only impeachment of a President in the USA and saw the decline of the Republican Party and the coming of the Democratic Party. It led to a political apathy as well as a shaming of the president. It led to a certain reaction in which the following presidents, while trying to restore the name of the presidency, ended up continuing to worsen it, especially with Carter's foreign affairs failures when the US invaded Afghanistan and when his daughter was taken after 66 Americans were taken hostage in Iran after the US embassy in the Iranian capital was stormed. It is apparent that the Watergate scandal was not the sole reason for the lack of faith in the presidency, the decline in the economy and the failure to reach an economic revival by any of Richard Nixon's successors, as well as the failures in foreign dealings and the personal mistakes of the following presidents also led to the undermining of the power of the presidency. Therefore, it can be said that the impact of the Watergate scandal undermined the presidency and tarnished the name of the presidency but I believe that it was a collection of factors as many were already mentioned that led to the ultimate undermining of the presidency.



Examiner Comment

This response falls into the category of setting Watergate against other issues and in doing so is well balanced. It maintains a strong focus on Watergate as a factor. However, it might have offered, as a counter the argument, the view that the impact of Watergate didn't substantially reduce the power of the president. The question asked candidates to weigh the extent to which Watergate did / did not undermine presidential power.

Examiner Tip

Take a highlighter pen to the question as printed and mark out key words and phrases that show the concept, the focus and the chronology to be considered.

Paper Summary

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

Section A Value of Source Question (Qa)

- Be 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 Weight of Source

Question (Qb) In addition to the advice on Qa:

- 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
- Try to distinguish between fact and opinion by using your contextual knowledge of the period
- 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

- You must provide factual details as evidence. Weaker responses lacked depth and sometimes range
- Plan your answer effectively before you begin

- Pick out three or four key themes and then provide an analysis of (eg) the target significance mentioned in the question, setting its importance against other themes rather than providing a description of each
- Pay careful attention to key phrases in the question when analysing
- Try to explore links between issues to make the structure flow more logically