



Examiners' Report

June 2019

GCE History 9HI0 1F

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Introduction

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

The paper is divided into three sections. Section A comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting the second order concepts of cause and/or consequence. Section B offers a further choice of essays, targeting any of the second order concepts of cause, consequence, change and continuity, similarity and difference, and significance. Section C contains a compulsory question which is based on two given extracts. It assesses analysis and evaluation of historical interpretations in context (AO3).

Candidates in the main appeared to organise their time effectively. There were some cases of one of the three responses not being completed within the time allocated and as expected, this was most evident on section C. The responses that appeared to experience such timing issues, yet overcame them to some degree, were those who offered more direct responses. Those who wrote abbreviated Q5 responses that focused sharply on arguing and analysing the given views (rather than offering extensive explanations and quotes) were more likely to still produce a reasonably effective response, than those failing to reach any comparative analysis and evaluation. Finally, examiners did note a number of scripts that posed some problems with the legibility of hand writing. Examiners can only give credit for what they can read.

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

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

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

Question 1

Q1 was a popular choice. The vast majority of candidates were able to engage with the conceptual demands of the question sufficiently and apply appropriate knowledge to access the middle to higher levels of the mark scheme. What distinguished within these responses tended to be down to two, often related, issues.

Firstly, the quality of supporting knowledge. A number of candidates seemed to have some understanding of relevant aspects of black American life in this period, e.g. the experience during the New Deal and Second World War, or the development of civil rights movement with groups such as the NAACP, but lacked the necessary detail to develop this very far. Those who were able to precisely examine and substantiate arguments as to the extent to which the emergence and growth of groups such as the NAACP and CORE and their subsequent actions actually did constitute improvement, limited or not, were best placed to reach the highest levels.

The second issue was the degree of focus on the second-order concept. Whilst most addressed change to some degree, the consistency of focus varied. At the higher levels, there was more likely to be a real sharp focus and consideration of the extent to which this did amount to 'limited improvement'. As well as those mentioned above, issues which featured with some regularity were the significance of the Jim Crow Laws, the Great Migration, Presidential Executive Orders, lynching, the KKK, as well as broader social and economic areas which did or did not see change, e.g. the impact of expanded employment opportunities in northern cities, or the continued poverty and segregation that existed. A smaller number offered detail of the NAACP's legal fight to protect rights, and cases such as *Smith v. Allwright*, *Morgan v. Virginia*, *Shelley v. Kraemer* and *Sweatt v. Painter* did feature in a significant number of responses. Other notable examples cited by some were the case of the Scottsboro Boys and the development of CORE. Valid mention was also made of *Brown v Topeka*, and the beginnings of the Montgomery Bus Boycott. Unfortunately, some candidates wrote about and discussed events outside the time period, extending up to the Civil Rights Act and Voting Rights Act.

Thus, whilst in general the depth of knowledge was perhaps not as strong as on the later civil rights period, many were able to give detailed knowledge on these issues. Stronger responses were clearer in shaping this material towards the extent to which change was limited. The strongest offered convincing attempts to ascertain the way in which the degree of change could be measured, e.g. through comparative assessments of improvements in economic conditions, or consideration of how many black Americans experienced such changes.

**Between the years of 1917 - 55, ~~Some~~ it is argued by some historians very little improvement was made in the lives of Black Americans. Black Americans in the South still suffered under de jure segregation and Jim Crow laws while those in the North were subject to de facto segregation. However, other historians argue that during this period ~~black~~ foundations were laid for the advancement of black's civil rights. ~~Some~~ Many historians would argue that Black Americans made ~~very little~~ saw very little progress in their economic and political standing, whilst others argue that they saw an advancement in their social standing.

It is largely accurate to say that Black Americans saw very little economic improvement in their lives between 1917 - 55. For example, the Great Depression brought about by the 1929 wall

(Section A continued)

Street work but blacks the hardest. Black Americans found themselves facing unemployment is as the most likely to face unemployment in a nation where 25% of all Americans were unemployed. FDR's ~~by~~ New Deal alphabet agencies did little to assuage this hurt, as programs like the National Recovery Administration (NRA) which imposed a minimum wage which meant that white bosses chose to fire black workers over paying them equally to white workers. Moreover, the Agricultural Adjustment Administration (AAA) which paid farmers for leaving fields empty and unworked ~~by~~ ^{black} directly led to the firing of 1 million Southern farm workers. This can hardly be said as improving ~~the~~ black Americans lives and therefore supports the view there was limited improvement. ~~Furthermore,~~ However, it should be pointed out that Roosevelt's policies didn't solely hurt Black Americans. Many black Americans were supported through the introduction of the 1935 Social Security Act. This provision of welfare, ensured that many black

(Section A continued) Americans who were hit badly by the depression were able to survive in a labor market where no one sought to hire them. Nevertheless, on the whole Black Americans cannot be said to have ~~at~~ experienced large economic improvement between 1917 - 55.

It is also important to understand that Black Americans saw little improvement in their political standing between 1917 - 55. For example between 1915 and 1930, many Black Americans still lived in the South, ~~where~~ at a time when the KKK reached ~~its~~ ^{the} zenith of its membership in 1925. ~~These~~ Because of this intimidation was prevalent and between the aforementioned time period ~~Black~~ 579 Black Americans were lynched in the South. Overall fewer than 1% of Black Americans in the South could vote, something not ~~just~~ caused by scare tactics but by Jim Crow laws also. The laws imposed literacy tests ~~to~~ for Black Americans

(Section A continued) Who due to poor provision for education were prohibited from voting. This meant little political pressure was exerted on Congress and the presidency, and thereby resulted in little to no improvement in Black Americans political standing between 1917-55. However, between the years of 1917-29, sparked by the First World War (WWI) The First Great Migration took place. This saw Black Americans flee Segregation and Jim Crow in the South and move north to enjoy ~~post~~ new political rights. This is evident in the growth of Black populations in cities like Detroit and Philadelphia which saw ~~s~~ an increase of over 100% in their Black populations. This led to increased political pressure on the US government, especially through the election of the first Black congressman Oscar de Priest in 1928. In this regard Black American's political standing improved exponentially. Despite this, the onset of the Great Depression meant the First Great Migration stopped and thereby no great progress

(Section A continued)

transpired as many black Americans remained trapped with still enforced Jim Crow laws. On this basis, black enfranchisement was not great enough to ensure black Americans' political standing greatly improved between 1917 - 53.

ably, it can be argued that black Americans saw improvement in their social standing, as social cohesion between black and white Americans improved. For example, the NAACP (National Association for the Advancement of Colored People) won legal victories in the cases of 1936 *Murray vs Maryland* and 1938 *Gaines vs Canada*. These cases desegregated Maryland law school and permitted the entrance of black students to Missouri university respectfully. These victories helped to improve the understanding between black and white Americans and assuage division, allowing for ^{greater} social mobility for black Americans and reducing ignorance of white Americans. Furthermore,

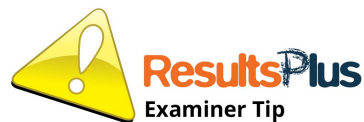
(Section A continued) presidential executive orders also aided Black Americans social standing. FDR forced integration in the ^{in 1941} defence industry with executive order 8802, requiring defence contractors to hire Black workers. Furthermore Truman built on this with executive orders 9800 and ~~9801~~ 9801 in 1948, desegregating the federal civil service and army respectively. This led to greater understanding and acceptance between Blacks and Whites, meaning their social standing was improved as they faced less prejudice. However, forcing integration can be counter-productive. This is evident in the form of the 1943 Detroit race riots, which saw 2,000 white Americans arrested for racially motivated violence. However, this may be an isolated incident as we can see attitudes changed in the NAACP's membership where over the course of WW2 their membership increased tenfold, many of whom were white. Lastly, we see the Brown v Board of Education in 1954 and 1955 ~~was~~ against the TOPEKA board of education, that ruled separate was not equal.

(Section A continued) and overturned the 1896 Plessy vs Ferguson ruling. This ended de jure Segregation in the south and transformed Black Americans social standing exponentially. Because of these points it can be said that Black it isn't accurate to suggest Black Americans saw little improvement in their lives between 1917-55.

In conclusion, it is clear that whilst foundations may have been laid for later improvement in Black American lives between 1917-55, there was little tangible improvement made during this time. This is evident in Black Americans stagnating political and economic standing which wasn't improved greatly by Federal government. However, changes were made in Black Americans social standing and these were significant, especially the overturning of Plessy vs Ferguson. Nevertheless, all things considered Black Americans social standing must not be viewed alone and overall little improvement was made.



This response demonstrates many of the qualities of a level 5 answer. There is a clear and effectively sustained focus on the question. One of the strengths of this response is the quality of specific exemplification and the deployment of this. The response offers a range of detailed examples which are used to demonstrate the extent of change across the period, demonstrating knowledge and understanding of civil rights and broader issues impacting upon the lives of black Americans. Argument is logical and well organised around key themes, and there is a substantiated overall judgement.



You will be expected to offer detailed knowledge to support your arguments. Check you know what is required, but also ensure that you are using the knowledge carefully to do what the question is asking you to do with it.

Question 2

This was a popular option in Section A that invited candidates to select from a broad range of material. It therefore produced a range of responses, the vast majority of which, were able to access the middle and higher levels.

Less successful responses were often due to difficulties in focusing on the demands of the question and/or offering limited material. With regards to the former, this tended to take the form of making valid claims that a particular point, such as involvement in the Vietnam War, did bring about a decline in confidence in the presidency, often with detailed supporting material, but with mixed success in explicitly demonstrating how this brought about the outcome. For the latter, whilst most candidates were able to offer some range of valid material, some did not sufficiently deal with the chronological demands of the question. In such cases, the tendency was for responses to be skewed towards the latter part of the period.

Stronger responses were often those which maintained a focus. They were able to draw upon a range of examples from FDR and the Second World War, Korea and Vietnam, as well as the impact of the Cold War generally, with examples such as JFK and the Bay of Pigs and Cuban Missile Crisis, or Carter and Iran Hostage Crisis. Other mentioned potential causes of decline included scandals such as Watergate, other presidential failings, notably the character traits of the likes of Nixon and Carter, economic issues such as those seen in the 1970s and the failure to tackle racial and social issues. In less successful responses, such material was not convincingly linked to the question; stronger responses were able to assess the relative importance, and many explored the relationship between such issues, e.g. the relationship between the cost of the Vietnam War and the impact this had on LBJ's Great Society. A minority offered what was usually convincing argument over the positive impact war and the Cold War could and did have on confidence in the presidency, e.g. through an examination of FDR's leadership during the Second World War.

Within the years of 1941 towards 1980, War ~~generally~~ generically and the Cold War arguably did arise a decline in the confidence that the USA had in presidency. With Wars such as the Cold War, and also wars such as the Korean War of the 50's and the Vietnamese War of almost nearly two decades did show that Presidents were very much mistrusted by many people of the nation, due to ~~the~~ these wars were presented within the media and so on. However, there was clearly a decline of confidence in the presidency from the years 1941 to 1980 but this was also due to presidential scandals, economic crisis but furthermore, not all presidents brought about a decline in the confidence but rather the opposite. Despite this, Wars and the Cold War did have a significant impact on the ~~decline~~ decline in confidence as these situations showed Americans that Presidents were rather untrustworthy and sometimes didn't keep to their word.

Firstly, the Korean War of 1950 to 1953 was entered by President Truman. Truman announced that it wasn't the USA entering the war but actually the United Nations, but this was to stop containment. This War led to people losing their trust within President Truman, a sign in the decline of confidence in the Presidency. Firstly, with this War, Truman mishandled events which led to him mishandling the Media, so therefore people could not

(Section A continued) trust him as their President. If the people of the Nation were being lied to about foreign affairs then this would lead to suspicion amongst the President. Furthermore, the Vietnam War which lasted from the 1950's, all the way up to ^{the} 1970's, further showed that President's could not be trusted. A lot of Americans, whether they were Radical students, Hippies, Elderly and soon, believed that the USA didn't have to be involved within this war. The media such as Newspapers and TV reports from respected anchorman, Walter Cronkite showed the truth of what was going on behind the War. People saw the use of Agent Orange, events such as the Saigon Attack, and this led to people wanting the troops back in the USA, especially as they were drafted, which led to even less confidence in the government. It took four presidents, Eisenhower, Kennedy, Johnson and Nixon and the War still was not ended, which sparked an even bigger confidence decline. With Johnson being the President for majority of the War, he failed to bring troops back and even though he was rather liked by the people, it was this War that still led him to being mistrusted. Also with the War being ended two years into Nixon's presidency, it shows that US citizens felt that their President's were not listening to their cry (protests) and opinion on the War and this led to a decline in their confidence due to their lack of trust for their President's, and ~~many~~ the President's bad decision making and mishandling of events (as the USA lost this War). However, it does show that without the Media the ~~people~~ people wouldn't have connected with President's and seen the true colours of events, which is why the Media played

(Section A continued) a significant role for these ~~modern~~ Wars, but it was still the Wars itself that led to the confidence decline within presidency.

Furthermore, the Cold War did lead to the confidence decline in US presidency from the years 1941 to 1980. "During the Cold War, President Kennedy of 1961 to 1963, failed to handle the Bay of Pigs Operation ~~properly~~ during his presidency. This was due to the Cuban Missile Crisis, whereby the USSR placed Nuclear Weapons within Cuba, which Kennedy saw as a threat due to Cuba being within the American continent. As Kennedy failed the Bay of Pigs as US troops were defeated, it shows that Presidents that were very much loved by the public and good with media, could lead to a decline in confidence in the President's because of the way that they handled War. Even though Kennedy was still charming to the public, he did fail and mishandle an event during the Cold War, rising the confidence decline. However, Presidents that were loved by the Public did get praised as presidents as they didn't mishandle War. This is seen with Democrat President Roosevelt of ~~1933~~ 1933 to 1945. Firstly, he was elected for four terms of Presidency because he was trusted by the public. However, with World War Two, Roosevelt led the USA to victory, but not only that, the War brought about mass production and other factors leading to affluence in the economy such as the Baby Boomer, therefore he did the complete opposite of leading a confidence decline in the Presidency. However, War had a more significant effect

(Section A continued) on how President's were perceived due to how they were presented with their handling of War.

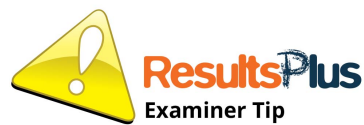
Additionally, it wasn't just Wars and The Cold War that brought a confidence decline in presidency. Scandals such as Watergate, which had happened due to President Nixon showing that he could not be trusted due to him illegally looking for opposition's files for their Presidential Campaign in 1974. This was shown within the media and as Nixon was already very suspicious and awkward with media, this led for him not being trustworthy as he did also lie to the public and was caught stealing, leading him to be the first president to resign from Presidency, which shows that we knew that the people could not trust him and knew they didn't want an unreliable president that they could warm to. Also with the Fuel crisis of the 70's, ~~shows that Americans~~ showed that President Carter was untrustworthy as the economy was failing and due to the Iran hostage of the 70's, it perceived him to be a President that couldn't handle the job, causing his inauguration and unpopularity to the people. However, arguably the Arab-Israeli War did lead to these crises, therefore showing War was the prime and a very significant cause to the decline in confidence for US presidents.

Thus to conclude, during the years of 1941 to 1980 the impact of the

(Section A continued) Cold War and War did bring about a decline in ~~government~~ Presidents due to the mishandling of events, however it was clear that the evolution of Media triggered this, as it allowed people to engage with the Presidents and News of Events, however it was the Wars that caused our decline. Despite Presidents such as Roosevelt showing confidence in Presidency, and scandal and Economic Crisis leading to decline, it seems war had a ^{much} more bigger impact on the decline of Presidency's because it highlighted ~~the~~ the flaws of President's and how they didn't exactly bring victory for America but Wars would lead to deaths, ^{confidential} mishandling of events and lack of trust, which justifies the ~~President's~~ decline within President's.



This level 4 response demonstrates an effective understanding of the question and knowledge of the issues required to respond to it. Like most candidates, a broader approach has been taken, considering war and 'other factors' shaping confidence in the presidency. What this response does successfully is securely relate these to the question, e.g. there are attempts to relate other factors back to question to consider the extent to which it was war/the Cold War which caused a decline in confidence.



Planning an answer is crucial; even if a written plan is not used, a few minutes time spent checking you understand the demands of the question is likely to be more valuable than a few extra lines of writing.

Question 3

Many candidates were well prepared for this popular Section B question, both in terms of their knowledge and understanding of the topic, but also their willingness and ability to tackle a question that allowed them scope to approach it as they wished (within reason).

There were many strong answers covering a wide variety of themes, such as cinema, radio, sports, the wider impact of Hollywood and jazz, cultural advances for women and African-Americans. Some less successful responses lacked specific detail on such issues and in some cases struggled to make relevant material on the economic changes seen during the period, or drifted beyond the given chronology into issues such as the impact of television in the 1950s and beyond. A minority of responses tended to narrate changes that took place, with limited focus on how positive the influence was. The majority were able to offer some consideration of whether such developments were positive, often using a for/against approach. Some of the strongest answers carefully focused on the issue of 'overwhelmingly positive', exploring how widespread or superficial the influence was by examining, for example, the moral reaction to the growth of cinema, or the extent to which the influence widened social cleavages that existed within the USA.

Stronger answers were able to focus on 'transformation' and were more able to address the limitations of some of these changes, e.g. the restrictions of education to certain social groups and males, or arguments concerning the continued dominance of royal patronage and the resulting conservatism and government censorship. Less successful responses tended to focus on explaining the main areas of change, without offering much by way of an examination of the extent of this. There were also cases where candidates attempted to include material of varying degrees of relevance, e.g. the influence of overseas trade, or religious changes, but were less successful in relating this to cultural change. Thankfully, the majority were largely successful in doing so and produced responses that were both varied and of good quality.

The progressive era (1890-1920) was followed by the birth of American popular culture, which was to have an unprecedented impact on society. This included ^{predominantly} the radio, cinema & jazz in the years 1917-45. The extent to which developments in popular culture had an overwhelmingly positive influence can be characterised by the level of social integration it brought and the improvements in economic status of America that it caused. With this in mind, popular culture did have an overwhelmingly positive influence on American society, ^{to some extent} but it was limited largely to the 1920s and thus its influence cannot be overstated.

The growth of cinema ~~to~~ to some extent had an overwhelmingly positive influence on American society. The ~~era~~ rise of flappers (i.e. Clara Bow) in movies brought significant social improvements. As ^{a number of} women started copying flappers, they denounced the ~~secret~~ secret culture which existed in America pre 1920s. For example, the fact that the weekly attendance at the cinema went from 4m in 1920 to 6m in 1930, there was a growth of women with short hair, ^{short skirts} ~~etc~~ etc, etc, etc. Something unheard of previously. Therefore the magnitude of

(Section B continued)

impact of cinema on the mindset of a number of
women shows that the social improvements that culminated
as a result of its growth. However, the use of Hays
code (from 1930-60) in movies ~~entirely~~ hid the
improvements, ^{the} cinema could have on society. This restricted
the interaction of blacks ~~in~~ movies, which
heavily, largely embedded racial segregation within
the minds of Americans, hence preventing ^{a hugely positive} its impact
from on American society. The impact of cinema on the
American economy although was arguably overwhelmingly
positive. The growth of Hollywood meant that ^{tremendous} a number
of jobs were created; from actors to magazine writers.
This helped to fuel the roaring twenties, which saw
in ~~consequence~~ ~~is~~ ~~an~~ unemployment fall from 5% in 1920
to 3% in 1929. ~~Therefore~~ ~~while~~ ~~the~~ ~~is~~ ~~the~~ ~~case~~ However, ^{the} cinema's
impact ^{on} ~~the~~ ~~economy~~ ~~is~~ ~~diffused~~ as the weekly attendance dropped
to less than around 50m by 1940, and regressing
year on year. Therefore, ~~it~~ although the impact of
popular cinema was grand in the 1920s, it was
largely restricted to post-war roaring age.

The development of jazz also had, albeit to a lesser
extent, positive impact on American society. Jazz was
performed largely by African-Americans, ~~thus~~ ~~helping~~
to ~~normalize~~ and the fact that over 50% of

(Section B continued)

American had a grammar in 1929, highlights the extent to which it helped to normalise black & white relations. The significance of jazz on society is epitomised by the fact that it led to the creation of speakeasies (i.e. Cotton Club, Harlem). These were the places of "prohibition", leading to the interaction of both African Americans and whites (including women). This was something of a drastic improvement from the ~~usually~~ de facto segregation in American society pre 1920. Therefore, the fact that jazz softened the hard edges of de facto segregation highlights the improvements it brought to American society. Once again, the influence of jazz largely depleted into the 1930s, highlighting that America the developments popular culture were to a large extent overwhelmingly positive, ~~were~~ but only during the 1920s.

Radio also had a significantly positive impact on American society. Albeit the lack of social integration it brought, it made people feel part of a national culture, with everyone listening to the same thing at the same time. This tapped into the ~~grains~~ This ignited the consumer culture of the 1920s, through promoting "Americanism". This could be seen in the use of American conglomerates, such

(Section B continued)

as TC Penney, which were purposely established in each state, in order to tap into the Americanism ~~pr~~ that ^{the} radio helped create. This highlights the level of economic improvements that resulted due to ^{the} radio, ~~seen by the~~. The radio however was responsible for increasing panic during the stock market crash ~~of~~ the on 24 October 1929, ~~share~~ through ~~+~~ Through announcing the rapid selling of shares, radio helped to further ignite panic & excess selling of shares, helping to ~~convert~~ ^{convert} the bull market into a bear market (with shares dropping from \$1000 to less than \$100 over a matter of a few days). ~~This highlight~~ This suggests that the radio did have a ~~large~~ ^{considerable} negative impact on the improvement of American society. However, the fact that FDR was able to transfer his calmness & confidence to common people, ~~to~~ through the medium of the radio (i.e. in ~~it~~ his ~~speech~~ ^{fireside chats}) emphasises that the media ultimately ~~helped to~~ ~~conced~~ ^{improve} did help American society (shown through the fall in unemployment from 25% in 1933 to less than 15% ~~at~~ in 1940 - in the years following the ~~war~~ ^{war} ~~charts~~).

Ultimately, it is clear ^{to some extent} that popular culture had an overwhelmingly positive impact on American society.

(Section B continued)

The fact it helped to increased social integration in the 1920s and ignited the consumer culture of the 1920s, highlights that it had some very positive impact. However, However, its impact cannot be exaggerated, largely because the positive impact of the popular culture was limited largely to the 1920s, after which it was unable to impact a large number of people.



This response demonstrates some of the qualities of level 5. There is a sustained focus on the demands of the question with good knowledge to explore these, albeit slanted towards the earlier part of the period. Judgements are reasoned and substantiated, with confident and substantiated judgement being offered as to the extent of the impact of popular culture. Arguments are well organised and coherent.



Good responses often use the introduction to demonstrate their understanding of the question, set up the arguments they will consider, and even how the question will be judged (criteria).

Question 4

This was a popular option in Section B and it produced a range of responses, with the vast majority being able to access the middle and higher levels.

Less successful responses were those that lacked clear focus on the key issues in the question (such as the concept of 'quality of life'), were hampered by limited knowledge of the relevant issues or were less able to develop what they did know within a chronological framework suited to an analysis of change over the period 1917-80.

Many answers included a wide range of other factors that could be responsible for an improvement in the quality of life, such as prosperity, government programmes from the New Deal post-Second World War and Great Society eras, suburban living, social mobility and the improved status of women. Some candidates discussed the car relative to other technologies, such as radios, TVs, fridges, washing machines. There were also good examples of analysis which considered quality of life in terms of different sub-sections of US society, e.g. marginalised groups (blacks, urban poor), teenagers and women. Some responses did stray from the question with in-depth analysis of issues such as civil rights or the status of women, which were not securely related to the question. Those that were most successful with these had a clear focus, well selected examples, and went some way to comparing and evaluating their significance relative to a car-owning culture.

In relation to the chronological demands of the question, there were a significant number of responses which did not go beyond the 1950s. With regards to the car owning culture, stronger responses tended to have clear awareness of developments from 1920s Fordism, through the further expansion of the 1950s through to the impact of the oil crises of the 1970s, and many made the point that aside from the culture, the production methods which the car industry pioneered led to significant improvements, with the impact on employment and the availability of consumer goods. Others explored the extent to which car ownership became central to the American vision of prosperity, such as references to the car in popular culture.

In this essay I am going to assess whether the most significant feature in improving the quality of life in the USA during the years 1917-80 was the development of a car owning culture or whether it was the development of the ~~the~~ television and radio or other domestic ~~com~~ material comforts. I will assess it ~~not there~~ ^{their} impacts on the quality of life ~~it brought~~ by looking at who actually benefitted from it, and the effects it had on leisure and standards of living.

It can be argued that the development of a car-owning culture brought a significant improvement to the quality of life in the USA because ~~it can be~~ it enabled more and more Americans ~~access to more places~~ to enjoy and experience different leisure activities. It enabled Americans to go on more vacations, ~~to~~ ^{such as} national parks and ~~it~~ ^{as it led to development of roads, such as highway Act 1956} brought about more cinemas, drive ins and ~~shopping malls~~, ^{improving leisure activities} and ~~helped bring the nation together~~ ^{for} Americans ~~so~~ they can drive to these new places, with even the ~~to~~ opening of Disneyland in 1955, whereby many American could travel to. Additionally the development of a car owning culture ^{you could argue} helped improve living standards, as due to the rise in car

(Section B continued) Ownership; it helped the development of the suburbs as now Americans could drive, they were able to build lots of homes in the 1950s, which were more affordable ^{and} bigger, therefore improving living standards and therefore the quality of life. However, by looking at who actually benefitted from these developments of cars, not everyone did. Especially before the Second World War, ^{although numbers rising,} millions still did not own a car and therefore were not able to enjoy these benefits. However after the Second World War, with post war affluence, and cars being more affordable, more Americans could buy one and therefore improving the quality of life for many Americans.

However, it can instead be said that the developments of the radio and then ~~the~~ television was the most significant feature in improving the quality of life.

A: Before World War Two, radio was rapidly developing, by which Americans felt connected as a nation as ^{radio} ownership ~~ownership~~ grew. ~~Millions of~~ After World War Two, there was a huge influx of radios and then ^{the} television. With these developments it brought improvements with leisure activities and more and more commercial stations were broadcasting and in 1950s, PBS, a non profit television show broadcasted entertainment and educational shows over

(Section B continued) as Sesame Street and NPR's NPR. Moreover, new media developed along side, keeping the public more informed in current affairs, therefore improving leisure activities. ~~Moreover~~ Moreover, radio and television development didn't necessarily improve living standards but obviously families could enjoy listening and watching the television in the comfort of their own home. Additionally, ~~in~~ by 1960, 85% of Americans owned a t.v, compared to 1950 with 91% and 98% owned a radio by 1980. This shows that most of Americans benefitted from radio and television developments and so it helped improve majority of Americans' quality of life.

It can be argued that ^{development of} other material goods ~~to~~ instead improved the quality of life ~~in the USA~~ of Americans. Throughout the period, industries were developing and changing, causing new consumer goods to be available and improve the quality of life of Americans. ~~As~~ Overtime labor saving devices were being produced, during the 1920 and 30s ~~era~~, ~~etc~~ with the development of electricity (slowly irons, ^{showers, baths} ~~washing machines~~ ~~were~~, washing machines) were being installed in homes. After the Second World War, due to post war affluence and the baby boom more labor saving devices were being

(Section B continued) developed. This caused families to have more leisure time available, improving their quality of life. Moreover, it improved living standards for many Americans as it improved the quality of housing Americans were living in. Additionally, these labor saving devices were being used, and homes bought ^{would} already start having these devices installed. This can be seen to have helped improve the quality of life for many Americans, however, still millions, especially those living in urban, poor inner cities didn't get to afford these goods.

In conclusion, it seems that the developments of a car-owning culture did improve the quality of life for most Americans as ~~it~~ it led to developments in different leisure activities such as drive-ins, cinemas and shopping malls, enabling families to vacate across America. Moreover, it helped improve living standards as it made the suburbs possible as families could now travel and more and more Americans were able to afford one as over the period, due to mass production and developments they became cheaper ^{enough}. Whereas radio, television and labor saving devices didn't have a widespread effect on the quality of life, not causing the developments of many other things, only just benefitting



This response displays many of the features of a good level 4 response. The candidate deals with the stated issue of a car-owning culture, as well as establishing other features of life, in order to compare the relative significance of their impact. It thus demonstrates an awareness that this needs to be focused towards an analysis of significance in terms of the impact on 'quality of life'. The response goes on to offer sufficient material to explore these issues and reasoned judgements are reached.



Be aware of the precise nature of the question and what it is asking you to do. This question is asking candidates to look at 'the most significant feature'. It is important that all the evidence you present in the answer is analysed with this in mind. Examiners call this 'focus' and good focus leads you to the higher levels of the mark scheme.

Question 5

Most candidates were able to access the middle and higher levels of the mark scheme for Q5, generally by recognising and explaining the arguments in the two extracts and building on this with own knowledge.

The strongest responses tended to offer a comparative analysis of the views, discussing and evaluating these in the light of contextual knowledge. Most candidates were able to identify some of the main differences between extract 1 and extract 2, such as the emphasis Abrams places on the decline in standards in US political life, the limited substance behind some of Reagan's anecdotes, and the unpopularity of certain policies, set against the emphasis Troy places on the positives of the economic boom, the ending of the Cold War and the general optimism displayed by Reagan, which was shared by many Americans.

It was pleasing to see that few responses became side-tracked in an attempted analysis of the provenance of the extracts, although a small minority did go into issues concerning the reliability of the extracts as 'sources', without fully exploring them as interpretations. However, there were certain common issues found where candidates were less successful. Firstly, some responses lacked proper focus on the specific demands of the question and essentially reinterpreted 'revitalising' as an opportunity to outline their own views on any aspect of the wider controversy. Some responses focused excessively on narrow aspects of certain extracts, such as the reference to Iran-Contra, to the detriment of other aspects, and in some cases at the cost of a careful focus on the specific demands of the question. A minority of candidates tended to select quotations from the extracts which were to some degree removed from the wider context of the argument offered, and thus, in some cases, suggested the extract argued something it didn't, e.g. extract 2's references to Reagan's mistakes.

A discriminating factor in success was also the deployment and development of knowledge offered, i.e. the difference between referencing an issue with contextual knowledge linked to the extract and, at the higher levels, exploring this in relation to the precise focus of the question, and assessing the validity of argument. In the main, candidates were able to consider some of the key points included in the interpretations and explore these to some degree. That said, there was a tendency for some candidates to become too invested in Abrams critique, focusing heavily on Iran-Contra, story-telling, opposition to social welfare, with added issues such as those surrounding Reagan's 'New Right' approach. Stronger responses were more likely to be prepared to go beyond the negatives and focus on the 'revitalisation of American politics' aspect of the question. These answers still critiqued the negative aspects of the Reagan years, but also provided evidence of Reagan's policies (and the reasoning behind them), his popularity as evidence of revitalisation, and compare all this with the 1970s decline in confidence. Whilst it is perfectly valid to reach a judgement which is firmly one way or the other, candidates should seek to ensure they consider the merits of different views in the light of evidence. Examiners are looking for reasoned argument. Overall conclusions may be forceful and come down one way or the other, but discussion and analysis requires some degree of balance.

Written just ~~one~~ one year apart, with considerable historical retrospective distance from the Reagan presidency, Abrams and Tray's interpretations deploy markedly different tones. Abrams addresses contends that Reagan far from revitalised American politics, actually going back on progress, where Tray depicts him far more as the key factor in a political regeneration.

Abrams points to corruption and dishonesty in Reagan, with his "fictitious" stories, such as those of specific welfare 'scroungers' who were never found by the investigative press, and the scandal of the Iran-Contra affair, with Iranian weapons deals being used to support Nicaraguan Contra forces without the approval of any Congress (indeed, they were never supposed to know). It was this "overwhelming" dishonesty and lack of integrity that led to a "woeful decline in standards within American political

Life", suggesting that his personality ~~was~~ obscured the detrimental effect he was having on American politics. In proliferating such blatant corruption, Reagan far from revitalised American politics - the scandal was more of a reminder of previous affairs such as Watergate or the Teapot Dome Scandal - and highlighted his ~~lack~~ of unauthentic nature - he was liked for his personality (a result of ~~evidenced~~ his film-star background and his attempted assassination which caused a mass wave of support for him for his good-humoured reaction) - not his policies of deregulation, tax cuts^{under ERTA} and increased defence spending (as in his 1983 'Star Wars' SDI programme). The tone of the source is one of extreme bitterness towards a President seen to have compromised the integrity of American politics, and made policy decisions outside of the interest of the population. ~~the~~ ~~Even~~ ~~with~~ ~~the~~ ~~to~~ Tray presents an opposing view however, pointing to the notions of 'rediscovery' and 'revolution' that characterise a revitalisation. ~~It~~ It is conceded that his popularity 'plummeted' in the 1990s, though there is also ^{retrospective} discussion

of how his reputation was 'resurrected' by the 1992 democratic victory, with Reagan's business-focused conservatism^{and Hayekian neo-classicism} having a marked influence ~~his legacy was to~~ on later government. In a similar way, the "formidable Reagan-era budget deficits" (Reagan ^{increased} ~~took~~ national debt from 800 Bn in 1981 to 2.7 Trn in 1989) are mentioned, though challenged through his success in aiding "the end of the cold war" - ^{by} his highly successful (though controversial) foreign policy being used to minimise the financial implications of his presidency. It ~~was~~ ^{is} the ~~from~~ economic impact that is most relevant when discussing the revitalisation of American politics, however, due to its domestic rather than international focus. Ultimately however, Tray points to Reagan's "capitalist resurgence", alluding to his promotion of business ~~the resurgence~~ through the likes of deregulation in banking and loan industries, and tax reductions under the ERTA of 1981, including a reduction in the capital gains tax, and average income tax reductions of 23%. All of these measures were designed to promote business, in

line with supply-side economic theories. It is clear from the title of this publication alone ('The Reagan Revolution'), that this is a more favourable interpretation of Reagan's presidency than seen in Abrams' text, more with this turn of phrase holding more positive connotations having been widely used amongst his supporters. This text seems to refute the idea that the American population disagreed with Reagan's policies, pointing instead to restored "revived... self confidence (and)... optimism". Furthermore, this argument is made convincing in acknowledging how his historical standing has plummeted in some retrospective accounts - in being aware of counter arguments (also seen in the mention of Reagan's huge additions to the deficit), the argument holds a degree of balance not evident in Abrams' more bitter, sardonic piece. However, the demeaning of ~~As such much as this Abrams' argument demeans Reagan, may prove convincing, Abrams' demeaning of Reagan's integrity and focus exclusively on domestic affairs would be more persuasive, supporting the idea that~~

Reagan did not, in fact, revitalise American politics.
His emphasis on Reagan's popular, not political,
support ~~decreases~~ weakens the general sentiment
argued to have been bred under Reagan in
Extract 2.



This level 5 response possesses several obvious strengths:

- (1) It offers a clear understanding of the extracts and uses this to develop an analysis based on the two competing views.
- (2) It uses own knowledge effectively to examine the merits of these views.
- (3) It is focused on the precise issue (whether Reagan can/cannot be given credit for revitalising American politics) rather than the general controversy concerning Reagan.
- (4) It offers a reasoned judgement on the given issue.



Good responses often use the introduction to set up the debate by identifying the main arguments offered by the two interpretations. This is then followed by an exploration of these arguments in the main analysis.

Paper Summary

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

To score in the higher levels for sections A and B, candidates should:

- pay close attention to the date ranges in the question;
- give sufficient consideration to the issue in the question (e.g. main factor), as well as some other factors;
- explain their judgement fully; demonstrate their reasoning in relation to the concepts and topic they are writing about in order to justify their judgements;
- focus carefully on the second order concept targeted in the question;
- give consideration to timing to enable themselves to complete all three questions (with approximately the same time given over to each one);
- aim for an appropriate level, in terms of depth of detail and analysis, as required by the question, e.g. a realistic amount to enable a balanced and rounded answer on breadth questions.

Common issues which hindered performance in sections A and B:

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

To score in the higher levels for section C, candidates should:

- pay close attention to the precise demands of the question, as opposed to seemingly pre-prepared material covering the more general controversy as outlined in the specification;
- make thorough use of the extracts; this need not mean using every point they raise, but a strong focus on these as views on the question;
- make a confident attempt to use the two extracts together, e.g. consideration of their differences, attempts to compare their arguments, or evaluate their relative merits;

- make careful use of own knowledge, e.g. clearly selected to relate to the issues raised within the sources, confidently using this to examine the arguments made, and reason through these in relation to the given question (selection over sheer amount of knowledge);
- carefully read the extracts, to ensure the meaning of individual statements and evidence within these are used in the context of the broader arguments made by the authors;
- attempt to see beyond the stark differences between sources, e.g. consideration of the extent to which they disagreed, or attempts to reconcile their arguments.

Common issues which hindered performance in section C were:

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

Grade Boundaries

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

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

