

Examiners' Report  
June 2019

GCE History 9HI0 2H

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# Introduction

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.

This paper was divided into two sections: Section A was aimed at the in-depth evaluation and analysis of source material and Section B focused on the evaluation of key features in depth, exploring cause, consequence, change/continuity, similarity/difference and significance. It was clear that standards in Section A are now in line with those in Section B and clearly advice about source analysis, with its emphasis on value and weight, is familiar to candidates. Nevertheless, some teachers and candidates need to follow the requirements of the Section A mark scheme more carefully in future series in order to be clearer about what is meant by 'value' and 'weight'.

As in previous series, some candidates wrote too much generalised comment without regard to the source material, or paraphrased the source without considering its value or reliability. The major weakness was often in considering the provenance. Answers were too often stereotypical or too often missing entirely. It is imperative that centres teach candidates to assess 'weight' by using contextual knowledge to challenge or confirm what is in the source, or to discuss the values of its audience, rather than just claiming that the source discusses an aspect of the topic, so it must have weight. It is also necessary to analyse the nature, origin and purpose of the source through its provenance in order to assess weight. It continues to be the case that many responses are largely made up of comments about what was not in the source, suggesting that this makes it less valuable, or carries less weight.

Credit is given to comments about what is not in the source only if it is possible to show that this material is missing for a reason, for example because the source is a deliberate piece of propaganda, or, for example, the author is not in a position to comment about key issues and that for this reason the source is unrepresentative. In Section A the question requires the use of sources together. There was little evidence on this paper of candidates failing to use the sources together in some way, although it is worth pointing out that this does not mean that responses should cross-refer between the two sources for comparison and contrast of content. This was an assessment criterion of previous A Level specifications, not this one. Comparison of value and weight was a strength of many responses. It remains important to realise that Section A and Section B questions may be set from any part of any Key Topic, and, as a result, full coverage of the specification is enormously important. The detailed knowledge base required to add contextual material in order to support inferences was often good, but candidates need to understand that contextual knowledge must be linked to what is in the source and used to confirm or challenge inferences from the source itself, as well as to assess value or weight in the ways described above.

The continuing improvement in essay writing is pleasing. Few candidates produced wholly descriptive essays devoid of analysis. Candidates continue to identify key themes in an introduction and to make a judgement in a conclusion. Structure was often very sound. The most common weakness in Section B essays continues to be the lack of a sharp focus on the precise terms of the question and/or the second order concept that was targeted. There was little evidence on this paper of candidates having insufficient time to answer the question. The ability range was very diverse, but the design of the paper allowed all abilities to be catered for. The candidates' performance on individual questions is considered in the next section.

## Question 1

Strong responses had a clear focus on the value of the sources in terms of the objectives of the Second New Deal towards business. At the highest level, candidates selected key points from the sources and made reasoned inferences about them, supporting each one with their own knowledge of the historical context of, for example, uniform business rates are not in the public interest, hence a Second New Deal objective is to align business taxation with progressive taxes on individuals, as is implied by the sources and that an objective of the Second New Deal's policy towards business was to prevent revolution. The very best candidates were aware of the specific context of the Revenue Act (e.g. its objective was to thwart the political influence of left-wing Democrats, especially the anti-business demagogue, Huey P Long; thus it appeared to be an attack on big business), but responses that took a more general view were able to reach the highest levels.

AO1 skills are not assessed in this Section, only the use of valid contextual knowledge as part of source analysis. Comments about provenance were thoughtful and may have considered that, as a Democrat, Roosevelt seeks to modify the undesirable impact that wealthy businesses hold over the economy as a result of previous Republican policies. Many candidates noted that the author of Source 2, the owner of a newspaper generally friendly to the Roosevelt Administration, still offers criticism, which ascribes value to his points about the nature of New Deal objectives towards business in America. Many also saw that the source 2 author comes from the wealthy business class that stands to lose from the proposed fiscal attack on industry, so he is likely to focus on the blanket assault of New Deal objectives on that sector. Weaker responses simply wrote generally about the Second New Deal, without linkage to the source or considering its value. At this level, candidates often also made stereotypical comments about a newspaper being reliable.

The Second New Deal created a high level of opposition from big business. Whilst the first New Deal had aimed to reverse ~~the~~ industry by putting on hold intense competition, the second New Deal aimed to reform the previous system. In source 1, Roosevelt outlines the reasons for this reform citing "unfairness" - likely in reference to the monopolised and deregulated system of the previous decade. Source 2 comes from journalist Roy W Howard outlines the fears of big business ~~to~~ towards the new reforms. <sup>(\*)</sup> This essay will discuss ~~to~~ the extent to which these sources are ~~useful~~ <sup>useful</sup> <sup>together</sup> in investigating the aims of the Second New Deal towards business.

<sup>(\*)</sup> The sources come from varying perspectives, which can be said to create a firm level of usefulness in assessing the ~~objectives~~ <sup>objectives</sup> of the Second New Deal.

To begin, it is important to discuss the prevalence of the sources. Source 1 comes directly from President Roosevelt and his speech on the new Revenue Act. This is significant in being able to assess the usefulness of the source because the speech is definitively intended to create a positive picture of the ~~the~~ aims towards business. Roosevelt addresses the "ideals of the American people" which demonstrates that his speech is meant to appeal to the wider electorate. This could impede how useful ~~to~~ the source is because it is more ~~like~~ <sup>likely</sup> able to

propaganda than perhaps a clear indicator of Roosevelt's objective. Conversely, source 2 could provide a layer of ~~useful~~ utility due to its respective provenance. The source comes from Roy W Howard, who is stated to ~~be~~ have been 'generally friendly' towards Roosevelt. This makes the criticisms in the piece, such as "attaching business" more useful in investigating the attitude towards business as the usually ~~positive~~ favourable journalist is taking an opposition stance, which ~~shows~~ <sup>could show an</sup> unfavourable aim towards business. <sup>However,</sup> this makes the sources useful together because one presents the idealised picture of the ~~aim~~ objectives whilst the other shows contemporary criticism from a reliable source.

//The context of the sources is also important. Prior to the Roosevelt administration, businesses had been widely deregulated and enjoyed low taxation rates. Whilst the First New Deal had worked to relieve industry overall, the Second New Deal introduced measures such as the Revenue Act, which created the Wealth Tax <sup>and the Public Utility Holding Company Act</sup> so as to create a more just business environment. The wealth tax <sup>taxed</sup> put a higher rate of tax on businesses earning over \$200,000. Source 1 is particularly useful in assessing this aim as it outlines the disadvantages to small businesses who had to pay "the same rate" as corporations "a thousand times bigger". This clearly demonstrates the Second New Deal's aim in trying to create a more level playing field for smaller businesses rather than allowing large business monopolies. Source 2 ~~is~~ can be used alongside this to demonstrate a similar point. The piece reports that many



big businessmen who had given the president "sincere support" were now "frightened" of the "revenge rather than revenue recovery" imposed by Roosevelt's ~~the~~ Revenue Act. This backs up the ideas in source 1 & from a different perspective and thus the sources become useful together since source 1 voices & the aims of the second New Deal clearly and source 2 demonstrates how large corporations were unhappy with losing their monopolies and thus their extensive profits ~~in~~ a fairer system of proportional tax.

⊕ This shows business was only willing to support Roosevelt in his relief and recovery measures, but not reform - which was the main focus of the second New Deal.

Finally, there are limitations to the sources. Source 2 particularly relies on assertions rather than evidence-based statements. It seems to be more of a piece intended to voice the disgruntlement of big business rather than provide solid and supported ~~indications~~ indications of the objectives of the second New Deal towards business. This makes the source limited in ~~its~~ its utility because it only provides sentiments of the time rather than material that can be investigated to draw conclusions of the aim of the second New Deal towards business. Equally, source 1 ~~falls~~ <sup>falls</sup> into issues when ~~its~~ its tone is considered. Roosevelt is speaking to convince Congress to pass the bill, and so he is presenting his aims and objectives in a persuasive way. This limits how the source is used because it could be said to be concealing other objectives for business and thus is not <sup>an</sup> entirely authentic.

picture.

In conclusion, despite limitations in the provenance and tone of source 1 and lack of supported statements in source 2, it should be said the sources are useful in investigating the objectives of the Second New Deal in terms of business in the USA. Together, they provide a wide perspective - that of Roosevelt, who pioneered the policies in the New Deal, and that of a journalist who despite usually approving of Roosevelt, finds issue with his approach to industry in the Second New Deal. Therefore, they can be used to show both sides of the aims for business - to provide a fairer environment on the one end, and to limit corporation revenue on the other.



This is just a Level 5 answer as it scores at that level in drawing out inferences from both sources, developing them and interrogating them using reasonable contextual knowledge. There is a weighing of the content and the purpose of the sources for the enquiry. The answer is aware of the differing audiences and their values. The sources are used in combination.



Try to be aware of the concerns and values of the society within which the sources are set when adding contextual material to inferences.



## **Question 2**

Weaker responses did not have a clear focus on the value of the sources in considering how President Johnson was able to persuade Congress to support his civil rights programme, but rather targeted a more general response on civil rights groups, or the named politicians as characters rather than Congressmen. Such candidates did not understand the need to make inferences from the sources, for example that Johnson believed that bipartisan support was vital in attracting a majority, or that Source 4 implies that a whole new system of politics is necessary to support black Americans, rather than permitting the status quo.

Most candidates perceived that both the sources suggest the importance of obtaining bipartisan support, but fewer saw that the sources contrast in their purpose – Source 3 acknowledges the primacy of the skill of lobbying as a vehicle for reform. Source 4 targets corrupt legislators and uses a display of rhetoric as a means to secure reform. Weaker candidates gave little weight to the source simply because Johnson was making a speech. Others missed out any comment about the provenances, even their timing. However, stronger candidates noted that when Kennedy was assassinated and Johnson became President, he promised to fulfil JFK's hopes of civil rights reform by overcoming the conservative blocking majority of Southern Democrats and Republicans. On the whole, contextual knowledge noted that Martin Luther King had appealed to President Johnson for federal support in the wake of the police riot during the first Selma March earlier in the month.

Sources 3 and 4 both cover the period where Congress was debating passing the Voting Rights Bill in 1965, where President Lyndon B. Johnson ~~was~~ fought for it to become law. The Bill, which became the Voting Rights Act in 1965, would ban obstructions ~~to voting~~ that prevented Black Americans from voting, such as literacy tests, constitutional interpretation tests and taxes. Source 3 covers his private actions to ~~lobby~~ persuade individual senators through "call after call" and holding "meetings long into the night", whereas Source 4 ~~is a~~ <sup>is a</sup> ~~quote~~ copy of his public speech in Congress trying to state that "every American must have an equal right to vote". Both sources are highly useful to investigate Johnson's role in passing the Voting Rights Act because of their authors, however, they are also limited ~~to~~ because they give no ~~insight~~ <sup>insight</sup> into the way Johnson persuaded Congress to pass other civil rights legislation, such as the 1964 Civil Rights Act and the 1968 Fair Housing Act.

Both sources show how opposition to the Voting Rights Bill came from both major US political parties, giving insight into how Johnson ~~utilised~~ <sup>attempted to gain</sup> ~~both~~ bipartisan support in order to get the ~~Bill~~ Bill passed. Source 3 describes Johnson meeting with both "Senate Republican Minority Leader Dirksen".

and "a Democratic Senator", ~~using both~~ whilst "Source 4 Johnson urges Congress to <sup>act</sup> ~~not~~ "not as Republicans or Democrats" when considering the Bill. The fact Johnson targets both groups shows ~~he thought~~ <sup>support</sup> from both parties would be required, ~~and~~ potentially implying his ~~determination~~ <sup>to</sup> "vote-getting determination" helped him ~~was a high~~ to persuade Congress as he was not satisfied with only gaining support from one party that would have seen a more narrow victory for the Bill. ~~Johnson~~ The fact both sources emphasize his desire to gain <sup>cross party</sup> ~~total party~~ support, shows how this technique of appealing to both parties was a key part of Johnson's strategy to get the Bill passed.

Both sources also show ~~the~~ <sup>variation</sup> ~~as~~ <sup>as well as</sup> ~~different~~ <sup>unity in</sup> methods Johnson used to persuade Congress. Source 3 ~~shows his~~ <sup>focus on</sup> ~~working~~ to "secure an uncertain vote" through "meetings", "call after call", lawmakers personal lives and evenings "drinking bourbon". The source therefore ~~show~~ provides information on the scope of Johnson's techniques and how he categorised senators into "yes", "no" and "undecided" so he could target the 'uncertain' voters most likely to change their minds. Source 4 shows a more public <sup>persuasive</sup> ~~technique~~ through speeches on <sup>American</sup> ~~the~~ ideals like "every American must have an equal right to vote". This closely mirrors themes of equality Martin Luther King emphasized in his 1963 "I have a dream" speech ~~later~~ during the March on Washington. The fact ~~that~~ using themes from the Declaration of Independence and the Constitution were <sup>probably</sup> ~~successful~~ in helping the Bill get

through Congress shows that it may not only have been the influence of Johnson who helped the civil rights legislation pass. The campaigns of Martin Luther King to ~~Birmingham~~ and the civil rights groups like the Southern Christian Leadership Conference in Birmingham and Chicago ~~just~~ helped the movement gain media attention so lawmakers and the public could see the extent of segregation and violence towards non-white Americans. Even President John F. Kennedy acknowledged the influence of the media's <sup>coverage</sup> ~~participation~~ of protest in mobilising public awareness when he joked that the public safety commissioner in Birmingham, Alabama, Eugene 'Bull' Connor was a hero of the Civil Rights Movement ~~because~~ <sup>shows</sup> ~~that~~ ~~a~~ ~~spirit~~ The ~~death~~ assassination of Kennedy helped Congress pass the 1964 Civil Rights Act, which ended de jure segregation in the South, and the murder of Martin Luther King led Congress to pass the 1968 Fair Housing Act, which banned ~~segregated~~ <sup>racial</sup> discrimination of the sale or renting of houses. However, as ~~some~~ <sup>4</sup> directly follows from the 'Bloody Sunday' incident in King's Selma campaign to increase the number of black people registered to vote in Selma higher than the 23 that were initially registered. The fact Johnson gave a "special message" after the event and ~~used~~ <sup>used</sup> ~~used~~ <sup>used</sup> language similar to King's 1963 speech suggests that, whilst Johnson did not create the publicity for these events, he ~~used~~ <sup>converted</sup> ~~them~~ <sup>them</sup> into ~~per~~ a persuasive tool to pressure Congress into



action. ~~The fact source 4 shows this technique~~  
~~reduces the~~

The author in source 3 gives the source a significant amount of weight in its usefulness because as Johnson's chief domestic policy advisor he would have been heavily involved in the process where Johnson persuaded Congress because civil rights was a domestic issue. Similarly, source 4 is highly useful because it is a primary source from 1965 and a direct example of Johnson's persuasive techniques. The fact it is a public speech so may involve political propaganda for his cause does not limit its usefulness because ~~it~~ <sup>that</sup> is a persuasive tool in itself. ~~Additionally~~ ~~the~~ and any bias is countered by the private focus of source 3.

The sources ~~are~~ are limited in their scope of civil rights legislation. No mention is made of the Civil Rights Act 1964 or the ~~Fed~~ Fair Housing Act 1968, which source 4 is too early to cover as it is ~~from~~ <sup>from</sup> 1965, even though these Acts were key pillars in Johnson's civil rights programme. However, ~~the fact~~ Johnson did utilize similar techniques to get these Acts passed. He ~~used~~ <sup>utilized</sup> public pressure ~~from~~ from the assassinations of King in ~~1968~~ 1968, which caused riots in 100 cities so ~~was~~ <sup>was</sup> particularly concerning to Congress, and Kennedy in 1963. Johnson ~~was~~ pushed for both Acts, ~~to~~ <sup>with</sup> the argument of ~~just~~ creating a legacy for both men just as he used public pressure <sup>from the Selma campaign</sup> to convince Congress to pass the



1965 ~~the~~ Voting Rights Act.

Both sources have reliable authorship and cover a wide range of techniques that made Johnson able to pass his civil rights programme. The limitations created by each source's focus on the Voting Rights Bill and the lack of acknowledgement of other factors such as protests in getting the programme through Congress, are weakened by the fact Johnson's technique of ~~using~~ using public pressure and media coverage of <sup>such</sup> ~~such~~ events ~~such~~ as acknowledges these events and ~~it~~ remains a constant technique of his for parts of his programme that are not the Voting Rights Act. Therefore, the sources provide a strong overview of Johnson's techniques to ~~to~~ get his domestic programme through Congress, ~~even~~ <sup>though</sup> ~~it~~ ~~to~~ they are slightly limited by their narrow focus.



**ResultsPlus**  
Examiner Comments

This Level 4 answer looks carefully at the evidence of both sources, making some reasoned inferences. Knowledge is sometimes deployed to discuss the limitations of what can be gained from the content of the sources but evaluation tends to rely on what is missing from the source rather than taking into account the weight the evidence will bear as part of coming to a judgement.



Look at the detail of the provenance of the sources to see what might give weight to the source - e.g. in this case the role of the author /speechmaker. Challenge or confirm the veracity of the source by using contextual 'own knowledge' to discuss value or weight, as appropriate, rather than just to confirm content or to say what is missing.

### **Question 3**

Weaker responses indicated a straightforward problem with responses to this question – a lack of appreciation of the influence of jazz beyond Harlem. However, almost everyone saw that jazz was associated with the Great Migration of black Americans who spread their music to new areas and to white Americans. The most successful candidates understood that jazz was associated not just with instrumental music but with a more general cultural revolution encompassing singing and dancing and that, for the first time, black performers such as Louis Armstrong achieved universal popularity. Surprisingly few noted that Jazz was influential enough to give its name to the era of good feelings known as 'The Jazz Age'.

The most surprising weakness of candidates was in the much generalised response to the counter factors. Those who concentrated on the Harlem Renaissance did not see that jazz was only part of the development even of black American culture, where the New Negro Movement encompassed black American achievement in literature, art and drama as well as music, not all of it jazz. There was some detailed knowledge of baseball, with much more vague support for the radio and cinema.

American culture changed significantly during the 1920s, this was largely due to the Laissez-faire policies of the Harding's government allowing for the 'boom' on the stock market. This boom meant that the average American had an increased amount of disposable income so were more likely to go out rather than stay in when not at work. Immigration brought a lot of new things into American culture, ~~and~~ and so did the growth of ethnic minority groups. There were many cultural changes in America such as Jazz music, the growth of cinema and the culture created by prohibition. But in order for it to be the most significant it would've needed to ~~be~~ be long lasting, ~~changing of American culture~~ ~~completely~~ widespread and continuing to the ~~rest~~ ~~of the period~~ changes made for much longer.

Jazz music originated from black Americans and ~~was widely popular~~ became hugely popular amongst most of America. The movement began in a place in America called Harlem and spread quickly, with many black musicians becoming

popular across the whole of America, although not as accepted as much by the white traditionalists from the South. Along with Jazz music came the freedom of going out to clubs in the evenings. Many at the time believed there had been a decline in morals since more women were going out in less clothes and the term 'Flappers' was coined because of this. Jazz music ~~was~~ ~~play~~ originally became popular in the 1920s but ~~stayed~~ remained widely popular for much longer than just this period. Jazz music's popularity allowed for black musicians to gain fame and ~~also~~ although they were still very much discriminated against the acceptance of their music caused more of an acceptance towards the people. This is why the growth of Jazz music can be seen as the most significant ~~change~~ ~~an~~ cultural change in 1920s America because it started to promote the integration of black Americans ~~&~~ into white American society. Life did not improve for black Americans simply because of a musical movement but they were given a platform to perform on for the first time in American history.

It could also be argued that the growth of cinema and Hollywood could be seen as the most significant



Cultural change in America in the 1920s. This is because these films first portrayed the idea of the 'American Dream'. The rise of cinema and its base in Hollywood is what created the celebrity culture in America and the idea that anyone can 'make it big'. Films in the 1920s were silent and in black and white so American films could be watched and enjoyed from all over the world. Celebrity culture increased and became a huge part of American culture, and remains so today, with actors such as Charlie Chaplin becoming instantly recognisable. By 1929 every town in America had a cinema and most people across the country attended regularly. A negative part of the American culture created by the culture of cinema and Hollywood was the rise of the KKK. Most Americans watched the film 'The Birth of a Nation' released in 1915 but as cinema grew in the '20s more people watched and William Simmons used this to promote the KKK.

However, jazz music could still be deemed as ~~more~~ more significant due to its promotion of black Americans and the impact that had later on. Both had longevity as both continued to thrive after the 1920s but due to its

Importance in promoting black American opportunities, jazz music is more significant.

Lastly, the culture created by prohibition could be viewed as the most significant cultural change to America in the 1920s. It could be viewed as this because of the increased crime culture it created. Prohibition of the law preventing the use of grain to be used in alcoholic drinks for the purpose of intoxication was passed due to the 18<sup>th</sup> Amendment. By 1922, alcoholic beverages which caused intoxication were banned across the entirety of America. This created a culture of crime and led to the rise of gangsterism, with its centre being in Chicago by Al Capone. Prohibition was supposed to benefit America but it led to the culture of attending speakeasies or illegal bars and paying off government inspectors. Like the rise of jazz music prohibition is considered to have created a culture where declining morals was increasingly more acceptable. Most middle-class Americans went to speakeasies, regularly breaking the law. This culture of crime continued with gangsters and gang violence becoming more and more a part of the American culture, with robbers such as Bonnie and Clyde or

Machine gun belly become more common and more well known. The culture in America became increasingly more criminal as the attendance in speakeasies was more and more overlooked.

Although gangsterism and the culture of crime did increase during the 1920s jazz music can be viewed as more significant due to its longevity. Prohibition was stopped in 1933 so the problem of criminal gangs associated with it became less common. Gang violence still remained but the attendance at speakeasies was no longer a part of culture because alcohol was legalised. Jazz music, however, remained much more prominent and could therefore be considered more significant because of this.

In conclusion, jazz music was the most significant cultural change in 1920s America because of its longevity and the fact that it gave black Americans a platform for the first time in American history. Although cinema and hollywood had longevity as well it promoted white values, something America had been doing for a long time before then and it did not seem to have any other long lasting

Changes other than celebrity culture, which was also partially made popular by jazz musicians. Prohibition and the culture of criminal behaviour did not have the same longevity or lasting impact as jazz music and is therefore not as significant.



**ResultsPlus**  
Examiner Comments

This response recognises the nature of the debate and responds to it by providing detailed evidence for key features on both sides, backed by sufficient knowledge fully to meet its demands. There is a sustained attempt to explain comparative significance through the essay.



**ResultsPlus**  
Examiner Tip

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



## **Question 4**

The biggest problem for weaker candidates on this response was in identifying what was meant by 'economic progress'. Many wrote in general terms about political issues impacting the status of black Americans. Even then, they did not always identify more than one other ethnic minority. Stronger answers noted several counter arguments, e.g. there were equally important economic opportunities for hundreds of thousands of Mexican Americans allowed to work in the USA under the Bracero Agreement.

It was also noted that Black Americans did not have their livelihoods and businesses taken away from them in the same way that Japanese Americans did; also that poor working conditions among Hispanics led to workers organising strikes, resulting in higher wages in some cases, often achieving greater improvements than black urban factory workers.



While some may argue that Hispanics or Native Americans benefited to a greater degree, it is clear that African Americans ~~prof~~ prospered the most of any of the US's ethnic groups both in terms of greater civil rights and ~~service~~ the <sup>numbers</sup> who served during the Second World War.

It is clear that ~~Black~~ A black American benefited the most ~~from~~ economically from the Second World War due to a ~~swing~~ <sup>swing</sup> in civil rights, particularly in respect to the ~~banning~~ <sup>banning</sup> of discrimination in defence plants. After ~~the~~ receiving the threat of a 200,000 strong civil rights march of Washington from groups such as the NAACP, Roosevelt signed into action Executive Order 8802 which made racial discrimination in ~~the~~ the American defence industry illegal. This succeeded in increasing the economic fortunes of black Americans as barriers to employment were removed with a 49% increase in the African American war-related labour force (a consequence of this piece of civil rights legislation) <sup>which ~~was~~ enjoyed</sup> ~~at~~ a time when wages rose by a staggering 40%. While the motive from the Washington march may have been to avoid ~~a~~ material for Anti-American propaganda, it ultimately

served the interests of America's black community well, as a result they ~~formed~~ benefited the most of any ethnicity during the Second World War.

Equally, the African American community ~~benefited~~ thrived the most of any of America's ethnicities due to the war due to the numbers who served. With assistance from the Selective Service Training Act, the number of black ~~soldiers~~ servicemen in the US military ballooned from 4000 in 1940 to 1.2 million by the end of the war in 1945. The ~~size~~ <sup>sheer</sup> volume of black Americans who served helped to boost the economic fortunes of the ~~of~~ ethnic group as once legislation such as the 1944 GI Bill of Rights came into effect, it meant that they all benefited from its positive effects being <sup>eligible</sup> ~~eligible~~ to <sup>benefits</sup> ~~benefits~~ of \$20 a ~~week~~ <sup>week</sup> to ~~low~~ <sup>generous</sup> ~~generous~~ mortgages which both covered 90% of the initial cost and ~~featured~~ <sup>featured</sup> a low interest rate of 4%. As a result, it is evident that the African American community benefited the most of any ethnicity from the war as the size of its fighting contingent boosted the rewards given by the US government.

On the other hand, some may disagree <sup>with the statement</sup> that ~~the~~ Indian Union that rather than Black Americans & other ethnicities, such as Native Americans, benefited the most. Due to their service during the war (with their fighting contingent of 25,000 men being the highest per capita service rate of any ethnicity) and recognition of their poverty (a 1943 Congressional report finding that in 1939 the ~~the~~ average Native American median income was less than  $\frac{1}{4}$  of the national average at \$500), some would argue the group benefited the most with the founding of the Indian Claims Commission in 1949 which paid Native Americans compensation for lost land in the century or so of colonialization before, ~~the~~ <sup>invaluable</sup> economic ~~worsened~~ <sup>worsened</sup> for what was America's poorest ethnic minority.

Despite the seeming integrity of this view however, Native Americans were only awarded a short-term fix for their economic woes as - what they were paid for lost land - the Indian Claims Commission never returned any of their <sup>they fell</sup> ~~land~~ <sup>territory</sup>, as such ~~falling~~ <sup>falling</sup> quickly back into poverty. As a result, it is clear that ~~rather~~ Black Americans benefited economically the most of any ethnicity from the Second World War.

Additionally, some may ~~also~~ <sup>pose</sup> their opposition to the statement by arguing instead that Hispanics ~~benefited~~ benefited the most economically from the Second World War.

Such an interpretation bases itself on the increased employment of Hispanics in America given the wartime pressure on industrial demand. This can be seen in the numbers of ~~Hispanic~~ ethnic Hispanics working in the LA Shipyard (an important hub for the US Navy's Pacific Fleet in their battle against the Imperial Japanese Navy) which rose from none in 1940 to 17,000 by 1944 whilst the number serving in the US military grew to half a million by 1945. For such a marginalised ethnic group - their image spoiled by the stereotypes espoused by the Wet Coast 'zoo-suitors' - this represents to some that in fact Hispanics benefitted the most economically of any American ethnic group during the Second World War.

This view, however, ignores the fact that most Hispanics within America retained their low pay, agrarian jobs in America from before the war with this persisting in the post-war period as well due to 'Barroso's Glass Ceiling'. As a result, rather than a change in economic fortune, Hispanics in America kept largely the same economic fortune that had begun since before the 1924 Johnson-Reed Act as a rural workforce. As such, it is clear that in reality the statement is true, with black Americans benefiting the most of any ethnicity during the Second World War.



To conclude, it is clear that ~~that~~ <sup>black</sup> Americans thrived the most economically of any ethnicity in the USA as whilst the Native American and Hispanic remained ~~financially stagnant~~ <sup>financially stagnant</sup> (the former as the nation's poorest ethnic group whilst the latter kept their rural working ways) African Americans prospered to far greater ~~degree~~ degree from the Second World War.



**ResultsPlus**  
Examiner Comments

This answer achieved full marks for the sustained analysis of key issues relevant to the question, focusing very tightly on economic considerations, comparison of the experiences of different ethnic groups, and the depth of knowledge applied throughout. It comes to a considered and nuanced judgement.



**ResultsPlus**  
Examiner Tip

A 'Study in Depth' requires detailed knowledge of the Key Themes identified in the specification. Make sure you add precise and detailed knowledge to evidence your answer.



## Question 5

Candidates were asked whether film and television, rather than music, were most significant in creating teenage culture in the years 1955–63. Many responses failed to note that the target focus was a comparison between three given factors, two on one side of the argument. It was not the three given factors against other material, as many postulated.

The best responses were able to assess both sides of the TV argument: that it reinforced conservative stereotypes and was therefore not responsible for inspiring new teenage behaviours, but that TV documentaries often portrayed teenagers as 'juvenile delinquents', roaming inner cities in gangs encouraging violence. This made teenagers resentful and actually encouraged some towards a rebellious culture. In general, candidates paid far more attention to one movie (*Rebel Without a Cause*) and one rock 'n' roll artist (Elvis).

I do not agree with the statement that film and television were more significant in creating a teenage culture than music. Television and film were important and revolutionary media outlets for all age groups in the 1955-63 period. However during this time film and TV were heavily censored and tended to conform to keep sponsors happy and not get a hostile reaction from viewers. ~~Music on the other hand developed~~ This did not give teenagers a unique outlet but they identified with it as cupidity and consumerism were the main topics in TV and film. On the other hand music during (1955-63) ~~became~~ developed to rock a role ~~and~~ from the mainstream slow music teenagers parents had lived for example Frank Sinatra however the new rock and roll had a loud, fast and there was a new pop culture teenagers identified with and a unique teenage culture was created. I believe music was more significant based on my criteria of how much the media outlet ~~had changed~~ ~~changed~~ has differentiated for the teenagers through the period and how teenagers reacted to it. However it could be said neither film, TV and new music were most significant in creating a teenage culture as the new increased automobiles and car culture was unique for teenagers and they spent most days in their cars.

Film and television during (1955-63) period was conforming and played it safe. ~~Film~~ Film portrayed evil villains, submissive women and hero handsome males, movies followed the motion picture code ~~and these and many topics had to be shown in movies, for example~~ for example topics of abortion, homosexuality were very sensitive. blue denim (1959) ~~a movie about a young girl~~ a play originally a play that in which the teenager wanted her child when it had the cinema screen is Hollywood she had kept the baby and the head abortion was not ever mentioned. this portrayed Hollywood's lack of change and the levels it was playing it safe.

Teenage's could not identify with these movies as it had did not represent their true courage of wearing jeans and their desire to conform. Movies and TV shows expected to conform to Society standards,

the next big hit show was cancelled in Nov 1957 as it was too black and due to white reactions they could not resist.

~~This shows how~~ This shows how Film and television were not significant in creating a teenage culture and that other outlets such as music were more significant. Film and television did not portray ~~or show~~ or create a teenage culture though its playing safe movies with conformity and predictability.

On the other hand music may have been more significant in creating a teenage culture during the period (1955-63),

teenagers had spent hundreds of millions on record players and  
albums in the 1950s and the emergence of a new sound (R&B)  
which only they liked and their parents detested made it  
unique and only for them, rock & roll was a phenomenon  
disliked by older generations and described as 'immoral' and  
~~stupid~~ and too brutal music, teenagers would love the  
sound and idolise Elvis Presley who was the first real  
~~mainstream~~ mainstreaming figure of rock & roll, he ~~int~~  
sold millions of copies of his music and was paid for 30,000  
pounds to a record company who made him a phenomenon.  
Gris had seen over him and his dancing and acts  
were criticised by the older generation, they described him as  
'hip-hip with clothes on', in his ed Sullivan appearance  
they had fixed his reputation next up, this shows how  
music had become significant and the main cause of  
a developing teenage culture and may have influenced  
film and television.

However in contrast to the music agreement ~~and the~~  
~~press and TV coverage~~ <sup>criticism</sup> it would be said that film and  
this it could be ~~con~~ agreed that film and television  
were more significant than music in developing the teenage  
culture as music ~~was~~ during that time period had increased  
through a television itself, thus without a television these  
acts would not have been as famous and popular as they  
were. Furthermore film had represented a change in culture

but movies that were increasingly challenging the status quo for example the desegregation (1952) where a black and white man were charged together while men were charged together and had to co-operate to free themselves; furthermore *Crucible of Passion* (1957) a movie seen as a first statement where a wife makes a surprise to get her husband a good job, ~~there are~~ these films challenging the status quo. *Invitation to a Beheading* is a different story characterised by big money, bureaucracy and corruption. *James Dean* the *rebel without a cause* (1955) is which a young actor charismatic James Dean portrayed a teenage character who rejected authority and ~~was~~ felt pressure of society is that he rebelled, this movie brought teenagers together as many of them had felt like they never been character himself. *Group* is the same situation and mood. This film's meaning. *Fun* may have been most important is the development of a teenage culture.

However it could be argued that neither film nor television were the most significant in creating a teenage culture and that it was the increased automation/cars in America. A new or we could argue had developed in USA with increased automation, teenagers with surplus ~~would~~ ~~have~~ through appearance we now have could appeal to the cars, they bought cars which



cheerful her personality, the car with modern looks, customized cabs, turbo and variety of choice reflected a teenage utopia we've never before. Teenagers led a car trend where a busy report had stated teenagers had just as much sex as cabs. Men in their 20s, teenagers ~~and~~ though the use of cabs had expanded the service into cities more theories created, and new methods are expanding across the USA selling hundreds of million handbags yearly; a teenage culture had developed through cabs. These cabs gave teenagers independence and freedom. Therefore in my opinion the car has the most significant in the development of a teenage culture. During the period (1955-63) ~~the number of cars~~, in 1955 there were 7.9 million cabs were manufactured, cabs in 1950 were 39.3 million whereas in 1960, 78.3 million showing the ~~increase~~ heavy increase and teenagers accounted for a percentage of these car accessories.

~~In conclusion~~ In conclusion I believe that music has more significant than film and TV for the development of a teenage culture, because according to the statement however this is because music has a medium in which teenagers felt unique and saw as something only for them, Elvis Presley, the rock n roll idol, has led and teenagers ~~and~~ want

Crazy for him, other musical groups were aimed such as the Beatles (pop band) which were sold mainly to the USA and had transatlantic success in America.

Teenage's developed a culture where music had parents disowned helped them differentiate from their parents and being the main of their time a new culture leader and fashion leader. On the other hand TV and Film at the period were still conservative and pleased with safe, Film and TV were for everyone and not just teenagers in particular. ~~TV~~ TV repeated social values of the time and presented conformity was for example Father Time's Best (1949-56) TV show ~~showing a nuclear family~~ with nuclear ~~showing a nuclear family~~ ~~showing a nuclear family~~, these did not help teenage's develop a culture. However the most significant factor of all ~~of them~~ is developing a teenage culture (my opinion) can be increased. ~~Argument as teenage~~ teenage's had freedom we never before and had to begin as on the road culture ~~characterised~~ <sup>movie</sup> by drive in ~~more~~ theatres and fast food outlets and ~~the~~ ~~to~~ ~~an~~ ~~entire~~.



**ResultsPlus**  
Examiner Comments

This response is clearly structured. The introduction sets out the direction in which the debate will move and argues that film and TV were less significant than music before turning the debate on its head to suggest that, perhaps, there were aspects to the contrary. The insistence that none of the three factors was as important as a further one (cars) is a distraction from the focus of the question, but there is enough detailed material here debated in the first three quarters of the response to award a Level 5 mark overall.



When answering 'stated factor versus stated factor' questions, make sure you also consider the role and strength of the other stated factors in order to give your response balance, range and judgement. There is no need to move beyond the stated factors in this specific question construction, as the argument already has two sides.

## **Question 6**

Many candidates provided some detailed knowledge about the style of leadership of US presidents in the years 1973–80 and it was clear that this was an accessible mainstream part of the specification for candidates. The best responses were able to assess how Nixon's role in the Watergate scandal revealed his leadership style to be 'crooked' and secretive. Such an approach changed after his resignation, as presidential style appeared more honest and open to public scrutiny. There was some very strong material on how Carter's concern for environmental issues was a new style and on how there was a change in style in foreign policy during the 1970s.

Counter factors were less well supported. In particular, few candidates were able to argue that, in many ways, the style did not change significantly. However, some did see that each of the presidents surrounded themselves with seemingly secretive policy advisers associated with failure, from Nixon's 'president's men' and Ford's golfing partners to Carter's 'Georgia mafia'. Many candidates also argued that, in handling Watergate, Ford showed he was little different from his predecessors and that he had secretly stopped investigations into Watergate, as well as pardoning Nixon. The great weakness in many candidates was that they took the opportunity to rehearse the policies of the three presidents without linking these to their 'style'.

A well-constructed and well balanced answer reaching Level 5.

From 1973-80 with this there was a big shift and change in the leadership style of the presidents of the US. This can mainly be attributed to the governmental corruption of Nixon that was exposed in the Watergate scandal, this then has a snowball effect on the style of leadership by Ford as well as Carter and his management of the Iranian Hostage crisis. Overall, in order to reach a clear and reasonable judgement as to whether the leadership style saw a significant change one must consider the differences prior as well as the nature of change as well as public reaction. It is reasonable to believe that growing dissatisfaction indicated and caused a significant change of leadership style.



It is fair to claim that a significant change in leadership was almost directly due to Nixon and the Watergate Scandal. The conviction of two burglars in 1973, for the charge of burglary and bugging the SDIC, saw many call into question how much power the president should have. It was clear that Nixon's attitude that ~~knows~~ 'no one gives a shit' about bugging indicated that Nixon had too much power. This was reflected in his subsequent 18% public approval rating as well as his resignation in ~~the~~ 1974. This Many including Congress showed that leadership had to change in terms of the amount of power the president. This showed through the War Power Act (1973) which limited the president's ability to call for war as well as the Ethics in Government Act (1978) which allowed for special investigators to look into presidential wrongdoings. This is significant as not only does it show a legislative change but also a change socially that

~~lasted~~ This lack of power can be reflected in subsequent presidents.

A more obvious change in leadership style is the change in public perception. Presidents Ford (1974-77) and Carter (1977-81) aimed to stay away from the 'imperial presidency' that Nixon embodied. This is indicated by the fact that Ford called himself as a 'Ford not a Callidicac' and collected his newspaper from the front of the white house in his pyjamas.

This was an attempt to humanise him. ~~However, this did not work with~~ ~~change was argued~~ ~~as this style~~ by Carter who was valued as a 'political outsider' who had not come from the corrupt Washington. His informality in ~~choosing~~ selling the presidential yacht and wearing casual clothes showed what seemed to be a significant change.

However, one could question whether this public perception was truly significant due to the fact that Carter was a micro-manager as it was leaked <sup>in 1979</sup> that for the

first six months of the presidency he reviewed every request for tennis court. This is an example of how although exterior had changed, one could still question whether the over self important leadership style of the president shown by Nixon had been significantly changed, especially as many congressmen claimed that ~~Carter struggled with the process~~ Carter struggled with the congressional process.

It is also fair to claim that the treatment of environmental policy is indicative of a significant change in leadership style. It was said that Nixon was the first successful president in achieving change. First publically by having more people were concerned as 1% of people saw it to be a big issue but by the late 70s this had changed to 75%. Legislatively he was able to get Congress on side to set up a government agency to encourage big co-operations to reduce emissions which saw a 75%



fail in emissions. However, as Carter and Ford were not taken seriously this was more difficult. The Congress rejected Carter's endeavours to reduce Middle Eastern dependancy due to the fact that he had failed to consult anyone when formulating it. This indicates that the more individualistic and less diplomatic leadership was a significant change however it greatly hindered progress for presidents.

To conclude, it is fair to make the judgement that there was a significant change of the leadership of presidents from 1973-80. This can mainly be attributed to the fact that the Watergate scandal had called for a desire in a change of the type of leader that the US citizens wanted. This then resulted in a change of public image of the president. ~~This was~~ However, although many could argue that the mindsets of Carter and Nixon were similar in terms of power. Legislative restriction did not allow for this to happen. This

significant change however was limited by the fact that people lost hope in the leaders as only ~~the~~ just under half of Americans didn't vote in 1980. Dissillusion was also shown by the subsequent election of Regan.



**ResultsPlus**  
Examiner Comments

This answer achieved its marks for the sustained analysis of a sufficient number of key issues relevant to the question, consideration of the relationships between these issues, and the depth of knowledge applied throughout. It comes to a considered and nuanced judgement. Above all, it is able to show that there were examples where presidential style did not substantially change.



**ResultsPlus**  
Examiner Tip

When answering 'stated change' questions, make sure you also consider the role and strength of evidence suggesting little change in order to give your response range and judgement. Make sure you leave sufficient time to write a clear conclusion that sums up the judgements that you have arrived at.



# Paper Summary

Based on their performance on this paper, candidates should:

## Section A Source Question (Q1 or Q2)

- Be more prepared to make valid inferences rather than to paraphrase the source
- Be prepared to back up inferences by adding additional contextual knowledge from beyond the source
- Explore beyond stereotypical reactions to particular types of provenance. Not all old people are blighted by poor memories; look at the specific stance and/or purpose of the writer
- Particularly pertinent this year: 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
- 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 contextual knowledge of the period and being aware of the values of the society within which the source is set
- In coming to a judgement about the provenance, take account of the weight you may be able to give to the author's evidence in the light of his or her stance and/or purpose
- In assessing weight, it is perfectly permissible to assess reliability by considering what has been perhaps deliberately omitted from the source.

## Section B Essay questions

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

## 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>



