



# Mark Scheme (Results)

November 2021

Pearson Edexcel GCE  
In History (9HI0)

Paper 2: Depth study

2H.1: The USA, c1920–55: boom, bust and  
recovery

2H.2: The USA, 1955–92: conformity and  
challenge

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Generic Level Descriptors: Section A

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li> </ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
<b>3</b>	<b>8–12</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.</li> </ul>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>

Level	Mark	Descriptor
5	17–20	<ul style="list-style-type: none"> <li>• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li> <li>• Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</li> </ul>

## Section B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>8–12</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>
<b>5</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section A: indicative content

### Option 2H.1: The USA, c1920– 55: boom, bust and recovery

Question	Indicative content
<b>1</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the impact of the Second World War on the status of black American workers.</p> <p><b>Source 1</b></p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"><li>• Randolph, the leader of a movement to achieve civil rights for black Americans, is responding to a lack of progress for his supporters. His role makes him certain that his views speak for most black American workers</li><li>• As a union leader Randolph is well qualified to give a view on the status of black workers impacted by the Second World War's demands on their labour and its influence on their status</li><li>• The tone of the account indicates the loftiness of Randolph's vision. His implication that fighting for social and economic equality at home is more important than fighting against fascism worldwide may be overplayed.</li></ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the Second World War on the status of black Americans:</p> <ul style="list-style-type: none"><li>• It implies that US blacks from a wide spectrum ('church ...barbershop') think the impact of a war against oppression abroad has not yet made inroads against the irony that oppression exists for black workers at home</li><li>• It states that when black American workers join the armed forces it makes no difference to their inferior status in much of America ('Throughout the South, Negroes in uniform are being bullied and sometimes lynched.')</li><li>• It suggests that the war gives an opportunity for black American workers to seize the moral high ground and improve their status by becoming part of a wider struggle against oppression ('Their fight ... war for freedom.')</li></ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Randolph had been instrumental in persuading Roosevelt to issue an executive order banning discrimination in defence industries, but the order had weak enforcement and was largely ignored, especially in the South</li><li>• Black journalists exploited the irony of oppression at home and abroad through the introduction of the 'Double V' campaign to secure victory against discrimination at home and in the war against fascist powers</li></ul>

Question	Indicative content
	<ul style="list-style-type: none"> <li>• The opportunity to work in defence industries gave migrating black Americans new work opportunities away from <i>de jure</i> discrimination that existed in the South and increased the independence of female workers.</li> </ul> <p><b>Source 2</b></p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> <li>• The purpose of the account to Californian academics is to indicate that, in California, EO 8802 was a positive experience for southern black American migrant workers. Lewis may have underplayed any negative experiences</li> <li>• As a black defence industry worker recalling experiences from just a few years previously, Lewis was in a good position to offer an informed view about the impact of the Second World War on the status of black Americans</li> <li>• The balanced tone of the comments, written in a matter-of-fact style, indicating the presence of racist conventions, yet also the mutual benefits to status provided by war work to blacks and whites, suggests accuracy.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the Second World War on the status of black Americans:</p> <ul style="list-style-type: none"> <li>• It suggests that black American workers achieved an improved job status and a much higher standard of living through the ability to work in war industries ('I left my position... I'd never seen that much money before!')</li> <li>• It suggests that southern black and white ethnicities enjoyed very different relationships outside the South, implying that war migration improved the status of black Americans ('For her, ... experienced before.')</li> <li>• It claims that the Second World War was pivotal in changing the status of black Americans ('Had it not been for Executive Order 8802 I don't think blacks would be in the position they are... The war changed my life.').</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Before Executive Order 8802, there was just a handful of black Americans working in jobs vital for war production on the west coast; afterwards there were several thousand doing so</li> <li>• Although war production brought many new opportunities for black Americans, their status was usually still significantly inferior to white operatives in terms of pay and conditions</li> <li>• Many black American workers, impacted by the war and the 'Double V', became civil rights activists, lending powerful voices to organisations such as the NAACP, CORE and the Deacons for Defence and Justice.</li> </ul>



Question	Indicative content
	<p data-bbox="312 185 555 219"><b>Sources 1 and 2</b></p> <p data-bbox="312 250 1262 284">The following points could be made about the sources in combination:</p> <ul data-bbox="360 315 1414 573" style="list-style-type: none"><li data-bbox="360 315 1414 376">• Both sources agree that some progress was made in improving the status of black American workers</li><li data-bbox="360 383 1414 477">• There are contrasting views about the practical impact of Executive Order 8802, with Source 1 implying little progress, and Source 2 emphasising the benefits to black American workers</li><li data-bbox="360 483 1414 573">• There is a clear contrast as Source 1 focuses on discrimination against black American workers, whereas Source 2 emphasises the gains in racial understanding and progress in black Americans' working status.</li></ul>

## Option 2H.2: The USA, 1955–92: conformity and challenge

Question	Indicative content
<b>2</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the situation surrounding the change of presidency in 1974.</p> <p><b>Source 3</b></p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"><li>• The purpose of the nationwide broadcast by the new president was to put a positive spin on the handover of power following the ignominy of Nixon's resignation</li><li>• The purpose of the broadcast was for Ford to position himself as the decent family man who was untainted by the Watergate scandal</li><li>• As an unelected president, Ford was keen to show his loyalty to the US Constitution, despite the people's suspicion of the executive office.</li></ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences on responses to the situation surrounding the change of presidency in 1974:</p> <ul style="list-style-type: none"><li>• It states that the situation surrounding the handover of power is untested and suggests that Ford is therefore required to make a special covenant with his countrymen ('...first duty ...to my countrymen.')</li><li>• It implies that the Constitution has been successfully invoked to confirm the legality of the transfer of power ('...neither have I gained office by any secret promises...' 'Our Constitution works...')</li><li>• It implies that the change of presidency is bringing in a new era of decency as he is distancing himself from Nixon's perceived dishonesty ('...honesty is always the best policy.')</li><li>• It suggests that as president Ford, unlike Nixon, will be subject to the law ('...our great Republic is a government by law and not by unreliable men.').</li></ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Ford was becoming president because of the resignation of Richard Nixon, an action that saved Nixon from impeachment. This indicated that the Constitution was playing some role in the change of presidency</li><li>• Nixon was the first president to resign from office. The transfer of power was further complicated by the fact that Nixon's previous vice-president had resigned</li><li>• Ford's broadcast was initially well received. The American people seemed to respect Ford's decency and were keen to allow him to heal the wounds created by the Watergate scandal.</li></ul>

Question	Indicative content
	<p><b>Source 4</b></p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> <li>• As Ford's press secretary at the time of the handover of power, terHorst was in a good position to gauge the public reaction to these events</li> <li>• The writer of the biography may be giving a partisan account of the negative reaction to Ford's pardon of Nixon as he personally regarded it with such contempt that he felt he must resign as Ford's press secretary</li> <li>• As a former press secretary, terHorst is not seeking to underplay the damage caused to Ford by the presidential pardon as he is not trying to do what incumbent press secretaries would do and defend Ford's position.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the situation surrounding the change of presidency in 1974:</p> <ul style="list-style-type: none"> <li>• It suggests that Ford was naïve in his decision making in trying to draw a line under the Watergate scandal ('Neither Ford nor his advisers were prepared for its fury.')</li> <li>• It states that Ford's attempt to heal the nation had achieved the opposite reaction among the American people than that intended ('Ford... re-opened the Watergate wound and made it bleed.')</li> <li>• It claims that Ford's actions had contributed to the view that the handover of power was itself tainted by scandal ('a betrayal of justice and a 'deal' secretly arranged in advance with Nixon'.).</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The initially positive reaction to Ford's assumption of the presidency was largely reversed within 30 days, as he took the decision to keep Nixon out of jail by granting him a presidential pardon</li> <li>• There was a human element to Ford's decision making. He had made no secret of his sympathy for Nixon, his long-time friend, who was in declining health, by some reports both mentally and physically</li> <li>• An astonishingly large 71 per cent of a large sample polled by <i>Time</i> magazine believed that Ford may not have told the country the whole truth about the circumstances of the pardon.</li> </ul> <p><b>Sources 3 and 4</b></p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• Both sources agree that Ford believed that Nixon deserved clemency</li> <li>• There are contrasting views about the probity of Ford's assumption of office, with Source 3 claiming no secret deals, and Source 4 implying the possibility of a 'deal' secretly arranged in advance with Nixon</li> </ul>

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="363 152 1385 264">• While both sources agree that Watergate was a divisive issue for the US political system, there is a clear contrast in emphasis: Source 4 targets the damage to a greater extent.</li></ul>

## Section B: indicative content

### Option 2H.1: The USA, c1920– 55: boom, bust and recovery

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether organised crime was the most significant challenge to the successful enforcement of prohibition in the years 1920-33.</p> <p>Arguments and evidence that organised crime was the most significant challenge to the successful enforcement of prohibition should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Organised crime made national prohibition virtually unworkable as 'booze' was highly profitable. Gangsters bribed and intimidated prohibition agents. Prohibition failed as more alcohol was being consumed than before the ban</li><li>• Organised rum-running was a significant challenge as the long borders with Canada and Mexico made such organised crime difficult to police</li><li>• Organised crime became significantly involved in politics, so bribery and intimidation moved beyond prohibition agents to police, judges and local politicians. This challenged the enforcement of prohibition</li><li>• Nationally-publicised examples of gang violence, such as the St. Valentine's Day Massacre, were significant in adding impetus to those who realised that the attempt to create a more moral country had actually done the opposite.</li></ul> <p>Arguments and evidence that organised crime was not the most significant challenge and/or there were other more significant features should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The availability of industrial alcohol was significant as it led to a thriving domestic manufacture in illegal distilleries, challenging federal enforcement of a ban on supplying 'speakeasies'</li><li>• Prohibition was not properly enforced because it attempted to force one moral view on all Americans. To many (e.g. immigrant groups) drink was a key part of their culture. Many politicians needed the support of 'wets'</li><li>• Individual presidents challenged the enforcement of prohibition, e.g. Hoover's Wickersham Commission reported that prohibition was impossible to enforce and Roosevelt would use this evidence to end prohibition</li><li>• The downturn in the economy from 1930 was significant. Roosevelt was instrumental in passing the Beer Act in 1933 because it created jobs and helped farmers who produced crops for alcohol manufacture.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far the Second New Deal transformed the lives of the disadvantaged Americans in the years 1935-38.</p> <p>The extent to which the Second New Deal transformed the lives of the disadvantaged Americans in this period should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Wagner Act (1935) is regarded as a milestone for better working conditions for disadvantaged employees through its provisions to widen the right to join trade unions to all classes, including unskilled labourers</li> <li>• A national commission to set minimum wages in the coal industry, the first such comprehensive government intervention, specifically benefited disadvantaged mining communities</li> <li>• The WPA aided the disadvantaged in a more fundamental, less temporary way, than the emergency agencies of the first New Deal, concentrating on the conditions of women</li> <li>• The Social Security Act (1935) was the first US government system for the disadvantaged, unemployed and elderly, a major break with the past as previously only individual states had provided benefits and pensions.</li> </ul> <p>Arguments and evidence that the Second New Deal did not transform the lives of the disadvantaged Americans should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Wagner Act excluded better working conditions for farm, non-inter-state and public employees. Many disadvantaged black, Hispanic and women workers who dominated jobs in these areas were excluded</li> <li>• Industrial unrest by disadvantaged workers grew in 1937-38 as socialist CIO unionists criticised the limited effects of reforms to working conditions and sought to widen federal control of state social security</li> <li>• The Social Security Act was not completely comprehensive, as it excluded the very disadvantaged workers who seemed to need social security benefits most, farm workers and domestic servants</li> <li>• The Second New Deal had nothing to give to black Americans segregated in the CCC, nor to disadvantaged, wandering, homeless hobo communities that were the victims of the Dust Bowl.</li> </ul> <p>Other relevant material must be credited.</p>

**Option 2H.2: The USA, 1955–92: conformity and challenge**

Question	Indicative content
<p><b>5</b></p>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how significant Martin Luther King's non-violent campaigns were in achieving civil rights for black Americans in the years 1955-63.</p> <p>Arguments and evidence that Martin Luther King's non-violent campaigns were significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Montgomery Bus Boycott (1955-56) was headlined by King's oratory and resulted in the desegregation of the city's buses, a success that spread to other Southern cities</li> <li>• The success of King's non-violent tactics led to the creation of the Southern Christian Leadership Conference, which was able to mobilise support against legal segregation across most of the Old South</li> <li>• King's non-violent tactics in Birmingham (1963), including the use of children, so captivated the media that President Kennedy made a nationwide broadcast announcing the introduction of a civil rights bill</li> <li>• King led the March on Washington Movement, culminating in his speech from the Lincoln Memorial which captivated the nation, aiding the development of a comprehensive civil rights measure in Congress.</li> </ul> <p>Arguments and evidence that Martin Luther King's non-violent campaigns were not significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• King's significance at Montgomery was less significant than was apparent; the work of the NAACP and local leaders, like Jo Ann Robinson, culminated in the legal case of Browder v. Gayle, which achieved bus desegregation</li> <li>• King's campaigns were not always successful, e.g. at Albany, SCLC was out-thought by police chief Pritchett and the campaign was marred by disagreements with SNCC</li> <li>• King's campaigning was not always at the forefront of the civil rights struggle, especially as the next major campaigns after Montgomery were led by SNCC's sit-ins and CORE's Freedom Rides</li> <li>• King's significance was exaggerated by the media. His four major campaigns, 1955-63, compared with c900 less-reported campaigns led by others in 1962 alone, illustrate this</li> <li>• Great significance lay with grass roots leadership in Southern churches.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the work of the women's movement improved the quality of life for American women in the years 1963-80.</p> <p>Arguments and evidence that the work of the women's movement improved the quality of women's lives should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Betty Friedan's book <i>The Feminine Mystique</i> formed the basis for a women's movement that sought, and gained, improved lifestyles over the perceived 'comfortable domestic concentration camp' of the suburbs</li> <li>• The National Organisation for Women led a campaign for equal employment opportunities that had successes, e.g. in the airline industry</li> <li>• The women's movement had helped to persuade lawmakers to make major changes to improve women's working lives, e.g. Title VII of the 1964 Civil Rights Act and the Equal Pay Act</li> <li>• Pressure from women's movement campaigns persuaded federal lawmakers to include Title XI in the 1972 Education Act, which denied federal funding to institutions who failed to eliminate sex discrimination</li> <li>• Women's campaigns led to women's greater access to contraception and abortion, by gaining the Supreme Court judgements <i>Griswold v Connecticut</i> and <i>Roe v Wade</i>.</li> </ul> <p>Arguments and evidence that the growth in the women's movement did not improve the quality of women's lives should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• During the 1970s, women's groups failed to overcome barriers within the US Constitution in attempting to achieve an Equal Rights Amendment, which would have offered a fundamental change to all women's lives</li> <li>• The work of radical feminists, e.g. the Women's Liberation Movement, may have damaged progress towards better lives by provoking a negative reaction among those in political and economic power, usually men</li> <li>• The outcome of the campaign for a Pregnancy Discrimination Act to prohibit sex discrimination in employment on the grounds of pregnancy was disappointing, as the 1978 law contained many exemptions</li> <li>• Much of the legislative progress achieved by 1980 was often described as tokenism.</li> </ul> <p>Other relevant material must be credited.</p>



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