

Mark scheme (Results)

Summer 2022

GCE History (8HI0/2H)
Advanced Subsidiary

Paper 2: Depth study

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

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

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Generic Level Descriptors

Section A: Questions 1(a)/2(a)

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

| Level | Mark | Descriptor |
|-------|------|--|
| | 0 | No rewardable material |
| 1 | 1-2 | <ul style="list-style-type: none">• 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.• Some relevant contextual knowledge is included, with limited linkage to the source material.• Evaluation of the source material is assertive with little, if any, substantiation. Concepts of utility may be addressed, but by making stereotypical judgements. |
| 2 | 3-5 | <ul style="list-style-type: none">• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions. |
| 3 | 6-8 | <ul style="list-style-type: none">• 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.• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. |

Section A: Questions 1(b)/2(b)

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

| Level | Mark | Descriptor |
|-------|-------|---|
| | 0 | No rewardable material |
| 1 | 1-2 | <ul style="list-style-type: none">• 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.• Some relevant contextual knowledge is included, with limited linkage to the source material.• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements. |
| 2 | 3-5 | <ul style="list-style-type: none">• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions. |
| 3 | 6-9 | <ul style="list-style-type: none">• 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.• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.• Evaluation of the source material is related to the specified enquiry and explanation of weight 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, with some justification. |
| 4 | 10-12 | <ul style="list-style-type: none">• 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.• 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.• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement. |

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 |
| 1 | 1-4 | <ul style="list-style-type: none">• Simple or generalised statements are made about the topic.• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.• The overall judgement is missing or asserted.• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision. |
| 2 | 5-10 | <ul style="list-style-type: none">• 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 question.• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision. |
| 3 | 11-16 | <ul style="list-style-type: none">• 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.• 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.• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision. |
| 4 | 17-20 | <ul style="list-style-type: none">• 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.• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.• 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.• 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. |

Section A: indicative content

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

| Question | Indicative content |
|----------|--|
| 1(a) | <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 the source to consider its value for an enquiry into the methods of the civil rights movement in the first half of the 1950s.</p> <ol style="list-style-type: none">1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none">• It indicates that the Women's Political Council is highly organised in pursuit of its goals ('already arranging car-pools with neighbours...')• It implies that methods are restrained, with an attempt to make more seating available for black passengers rather than to end segregation of buses ('allowing Negroes to sit ...until all the seats are taken...')• It implies that black passengers have considerable bargaining power in their attempted methods to limit unfair discrimination on buses ('If Negroes did not use them, the bus companies would...business.').2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none">• Jo Ann Robinson was responding in a very considered way to a previous meeting, illustrating the non-confrontational and almost deferential tactics of the civil rights movement at this time• As a chief spokesperson, Robinson was in a good position to reflect the aims and methods of the civil rights movement• This is a detailed snapshot of a wider campaign in the South and, as such, may give us a clear picture of the methods of the civil rights movement.3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none">• The NAACP had brought a number of cases to the courts to test segregation on inter-state transportation• There had been a successful bus boycott in Baton Rouge, Louisiana in 1953, following which the bus company there had limited segregation on its buses• Robinson's negotiations with the Montgomery authorities proved unsuccessful, so the NAACP began to build a court case in favour of bus desegregation around the arrest of 15-year-old Claudette Colvin• The WPC tactic of a bus boycott, supported by car-pools, was adopted by the Montgomery Improvement Association and the NAACP. |

| Question | Indicative content |
|----------|--|
| 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 source in relation to an enquiry into the impact of the Red Scare in the 1920s.</p> <ol style="list-style-type: none"> 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences. <ul style="list-style-type: none"> • As a communist journalist, Lyons may have exaggerated the anti-communist prejudices of the law enforcement authorities • Lyons, as a communist, may wish to emphasise the degree of class conflict in the USA • As a member of the Jewish community, Lyons may have been acutely aware of prejudices displayed by the elite in New England against minorities or outsiders. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> • It suggests that Sacco and Vanzetti were victims of injustice because of what they represented ('... class justice. Every judge, juror... played his appointed role easily to reach the required verdict...') • It implies that the law enforcers were motivated by fear of communism rather than by a sense of fair play ('... Bolshevism gave householders nightmares. Sacco and Vanzetti were ... reddest of the Reds.') • It implies that the Red Scare was an attack by the authorities on the un-American activities carried out by an unfavoured class of outsiders ('... sense of their own patriotism...') • It claims that the whole mechanism of law enforcement was implicated in the Red Scare ('The law enforcers were guided by ... self-interest.') 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 the content. Relevant points may include: <ul style="list-style-type: none"> • A key characteristic of the Red Scare in the 1920s was that it was not tied to communism alone, with hostility towards anarchists and xenophobia being strong influences • Many people felt that the trial had been less than fair and that the defendants had been convicted for their radical anarchist beliefs, rather than for the crime for which they had been tried • Even though new evidence came to light, the Supreme Court refused demands for a re-trial of Sacco and Vanzetti, who were executed |

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| | <ul style="list-style-type: none">• The role of the Red Scare in the Sacco and Vanzetti case profoundly affected many Americans, presenting an image of the US as 'two nations' - one rich and privileged and the other poor and powerless. |
|--|---|

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

| Question | Indicative content |
|----------|---|
| 2(a) | <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 the source to consider its value for an enquiry into progress in gay rights in the United States in the years 1973-80.</p> <ol style="list-style-type: none">1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none">• It states that prejudice about sexual orientation had been a serious barrier to gay candidates being elected to public office ('people could not get past the word 'gay'....')• It provides evidence that progress towards liberalisation of views on homosexuality had been rapid ('...two years ago... up for election to the same post... hardly an issue any more.')• It suggests that electors now subordinated negative views about a candidate's sexual orientation if he was seen as competent on vital economic issues ('struggling financially ...green with two heads.').2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none">• Harvey Milk had run for office as a gay rights protester and as such his opinions may have carried weight with the newspaper• The newspaper appears to be reporting Milk's views without prejudice• The newspaper report is dated at a time of fundamental changes to gay rights, when California was leading the drive for the passage of gay rights laws.3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none">• San Francisco became the so-called 'Gay Capital of America' in the 1970s, with more liberal views than most other cities• Considering the profound stigma still attached to homosexuality, the gay rights movement, although still nascent, saw tremendous gains from 1973• California was among the first states where same-sex sexual activity was legalised. |

| Question | Indicative content |
|----------|--|
| 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 source in relation to an enquiry into the objectives of women's rights groups in the 1960s.</p> <ol style="list-style-type: none"> 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences. <ul style="list-style-type: none"> • The <i>Manifesto</i> is a clear summary set out as a handout for potential new supporters to understand • Redstockings, whose radical views were not typical of the women's movement as a whole, had a left-wing perspective on the general campaign for women's rights • The handout aims to persuade a wide constituency of support of its collective importance, to unite to achieve liberation from men as the agents of oppression. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> • It suggests that there is something fundamentally new about the objectives of women's rights through co-operation ('After centuries of struggle, women are uniting...') • It states that there must be no structural divisions among the female population, but that womanhood is a single class in society ('We reject all ... that divide[s] us from other women.') • It implies that women's society can be re-ordered to suit the feminist cause ('Our chief task at present is to unite all women.'). 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 the content. Relevant points may include: <ul style="list-style-type: none"> • Radical feminists criticised liberal feminist groups such as NOW, which, they claimed, ignored the interpersonal power of men over women • Soon after the Manifesto was published, a number of rallies campaigned for a range of key women's rights issues, e.g. the repeal of the abortion laws • There were many strands to the women's rights movement in the US, e.g. civil rights and anti-war, as well as mass-membership organisations addressing the needs of specific groups of women. |

Section B: indicative content

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

| Question | Indicative content |
|----------|--|
| 3 | <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, following the Wall Street Crash, all of the attempts by the Hoover administration to deal with the economic downturn failed.</p> <p>Arguments and evidence that all of the attempts by the Hoover administration to deal with the economic downturn failed should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">□ The Hoover administration accepted the Smoot-Hawley Tariff. This failed to deal with the downturn as sixty countries passed retaliatory tariffs in response and world trade slumped, damaging the US economy further□□□□The administration's policies in 1931 led to the Federal Reserve raising interest rates – which, it was claimed, led to a reduction in the money supply and caused 'the Fed to put the Great in the Great Depression'□□□□An attempt to balance the budget by cutting government expenditure, and thereby stabilise finances, was a failure as it led to a further contraction in the economy□ The Hoover administration clung to the Gold Standard. This put a limit on the amount of money the government could print. This was a failure as it precluded a demand-led recovery from the effects of the Crash. <p>Arguments and evidence that not all of the attempts by the Hoover administration to deal with the economic downturn failed should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">□ In the immediate aftermath of the Crash, Hoover persuaded Congress to pass a \$160 million tax cut to bolster American incomes, leading many to conclude that the president was doing all he could to stem the tide of panic□ The Hoover Moratorium helped to keep European economies afloat, thereby preventing a further contraction of trans-Atlantic trade, which would have made the economic downturn worse.□ Hoover created the President's Emergency Committee for Employment, which successfully assisted state and private relief agencies, such as the Salvation Army and the YMCA, especially by providing inspiration for philanthropy□ The Reconstruction Finance Corporation, the Agricultural Marketing Act and the Emergency Relief Construction Act provided a boost to ailing industries and agriculture and were precursors to deficit financing under FDR. |

| 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 accurate it is to say that the alphabet agencies improved the lives of American people in the years 1933-35.</p> <p>Arguments and evidence that the alphabet agencies improved the lives of American people in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The CCC had great success in changing lives in rural America. Young men sent their \$30 a month home to their families and left a legacy of outdoor recreation areas. The CCC provided jobs for 2.5 million young men • FERA was both an economic and a social success as it supported millions of livelihoods and funded thousands of work projects for the unemployed. It also provided vaccinations and literacy classes for millions of poor people • Through its sheer scope, the TVA was the most iconic success. It built 20 dams to control flooding, generate HEP and increase farm production, thus improving lives. It provided jobs, low-cost housing and reforestation • Collectively, New Deal agencies touched the lives of ordinary Americans, made them more secure, and formed the outlines of the new welfare state. <p>Arguments and evidence that the alphabet agencies were not successful in improving lives in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The duplication, muddle and confusion generated by the NRA limited its attempt to improve lives • The AAA ultimately failed to make a difference to many people's lives, as many tenants and share-croppers were pushed into the ranks of the unemployed • The CCC was not successful in changing the lives of certain groups of people, e.g. there was considerable discrimination against ethnic minorities, especially with the introduction of segregated camps in 1935 • The Supreme Court had a major impact in 1935 by declaring 11 measures unconstitutional and thereby harming the on-going successes of New Deal agencies in changing millions of lives blighted by depression. |

| Question | Indicative content |
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| 5 | <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 accurate it is to say that the impact of Hollywood on American society during wartime (1941-45) was similar to the impact of Hollywood on American society during the post-war years (1945-55).</p> <p>Arguments and evidence that the impact of Hollywood on American society was similar in both periods should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Both during World War II and during the Cold War period to 1955, Hollywood had a similar impact by co-operating closely with the government to support its war-aims and anti-communism information campaigns • The initially unsophisticated fictional vehicles for xenophobia and jingoism in wartime, e.g. <i>Blondie for Victory</i>, had similar impacts on audiences to the anti-communist fare of the late 1940s onwards, e.g. <i>The Red Menace</i> • Hollywood directors produced wartime documentaries for government and military agencies, e.g. <i>Why We Fight</i> (1942-44); these had a similar impact on patriotism as did later productions, e.g. <i>The Crime of Korea</i> (1950) • Hollywood had a huge impact on family entertainment throughout both periods, with the studios continuing to produce traditional genre movies, such as westerns, musicals and children's cartoons. <p>Arguments and evidence that the impact of Hollywood on American society was different in each period should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There was a greater consensus in Hollywood about the need to achieve patriotic and morale-boosting impacts on society during World War II than there was in the post-war years • Hollywood's financial problems and general post-war disillusionment generated new film types in the late 1940s, e.g. small-scale dramas had less impact on American patriotism than lavish epics • Some of Hollywood's grimmest social consciousness movies were produced post war, attempting to deal realistically with such endemic problems as racism, alcoholism and mental illness – subjects avoided during wartime • The post-war Red Scare brought new impacts on those working in the movie industry. Studios initiated an unofficial policy of blacklisting, refusing to employ any person even suspected of having communist associations. <p>Other relevant material must be credited.</p> |

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

| 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 on how accurate it is to say that, in the years 1955-63, there was a great challenge to cultural conformity in the United States.</p> <p>Arguments and evidence that there was a great challenge to cultural conformity in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• A number of writers of the so-called 'beat generation', e.g. Ginsberg, rebelled against conventional cultural values. The 'beats' went out of their way to challenge patterns of respectability and shock the rest of the culture• Musicians rebelled. Tennessee singer Elvis Presley popularised black music in the form of rock and roll, and shocked more staid Americans with his ducktail haircut and undulating hips, challenging cultural conformity• Artists like Jackson Pollock discarded easels and laid out gigantic canvasses, applying paint, sand and other materials in wild splashes of colour. He and others provided a model for the wider and more deeply-felt social revolution• Teenage rebellion challenged cultural conformity, a feature captured in movies such as <i>Rebel Without a Cause</i>• Student culture failed to conform to established norms. Student movements began to challenge both sexual stereotyping in the curriculum and a culture of Cold War confrontation in a nuclear age. <p>Arguments and evidence that there was not any great challenge to cultural conformity in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Work-life cultural conformity was strong, as young and old alike followed group norms. Men expected to be the breadwinners; women, even when they worked, assumed their proper place was at home• Television contributed to cultural conformity by providing young and old with a shared experience reflecting accepted social patterns, e.g. the <i>Dick Van Dyke Show</i> and <i>I Love Lucy</i>• A large number of Americans continued to conform to US Christian cultural traditions and the US remained the most conformist Christian nation in the western world. <p>Other relevant material must be credited.</p> |

| Question | Indicative content |
|----------|--|
| 7 | <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 accurate it is to say that there was little change in the status of black Americans from the beginning of Johnson's Presidency (1963) to the end of Carter's Presidency (1981).</p> <p>Arguments and evidence that there was little change in the status of Black Americans should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The status of black Americans in the inner city, marred by poor housing and low rates of employment, changed very little by 1981, despite the work of the Great Society programme • The <i>de jure</i> ending of the Jim Crow laws in the South during Johnson's presidency did not lead to widespread real changes in status for many black Americans, as they continued to suffer from <i>de facto</i> segregation • States and municipalities often disenfranchised black Americans and thereby maintained their inferior status throughout the period, despite the NAACP bringing violations of the Voting Rights Act to the notice of the courts • The Bakke case during the Carter presidency negated Johnson's attempt to improve the status of black Americans by the use of quotas. This Supreme Court judgment ruled affirmative action unconstitutional. <p>Arguments and evidence that there was great change in the status of Black Americans in this period should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Johnson administration had been forced to confront housing, transport, education, employment and policing discrimination, with legislation greatly improving the status of urban black Americans in all these areas • Two great Civil Rights Acts in 1964 and 1965 dramatically improved the status of black Americans within the Constitution, significantly bettering their positions in work, ability to integrate, to vote and hold political office • Johnson's and Nixon's insistence that states comply with Supreme Court judgments dramatically improved the status of black Americans in education, as integration in better-equipped institutions rose significantly • Nixon signed the Equal Employment Opportunity Act, improving the status of black workers by giving the Equal Employment Opportunity Commission greater power to enforce against workplace discrimination. <p>Other relevant material must be credited.</p> |

| Question | Indicative content |
|----------|---|
| 8 | <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 the extent to which the influence of the Religious Right changed in the years 1981-92.</p> <p>Arguments and evidence that the influence of the Religious Right changed in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The early 1980s saw significant advancement for the Religious Right as they helped Reagan to win the presidency and, in return, he supported their agenda of traditional family values and traditional gender roles • Televangelists made advances in influence for the Religious Right. The top ten televangelists reached an audience of 25 million Americans, dwarfing the figures for 1970s evangelists • Reagan's appointments to the Supreme Court indicated an advancement for the values of the Religious Right as these choices made the Court less activist, less liberal and more conservative • A treasured value of the Religious Right was the campaign against drug use. This was advanced with the aid of Nancy Reagan's 'Just Say No' campaign, which led to a reduction in drugs use by America's youth. <p>Arguments and evidence that the influence of the Religious Right did <i>not</i> change in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Gay rights made significant progress in the 1980s, becoming a more accepted and permanent feature of American life in most cities, suggesting that the Religious Right made few advances in obstructing sexual liberation • Despite campaign promises, Reagan failed to show sufficient interest to deliver on most of the Religious Right's Moral Majority causes • Key constituencies such as the National Right to Life Committee saw no progress against abortion and Roe v Wade • The Bush administration was more moderate than its predecessor; religious conservatives remained, but made no breakthrough in elections, showing that the influence of the Religious Right had not changed. <p>Other relevant material must be credited.</p> |