



## Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE  
In History (9HI0/02)

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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## 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 data-bbox="392 165 1412 264">• 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 data-bbox="392 271 1412 412">• 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 data-bbox="392 418 1412 537">• 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.
1	1-3	<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>
2	4-7	<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>
3	8-12	<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>
4	13-16	<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>
5	17-20	<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> </ul>

Level	Mark	Descriptor
		<ul style="list-style-type: none"><li data-bbox="395 159 1406 264">• 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 data-bbox="395 271 1406 340">• 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
1	<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 Levittown projects on urban communities in America in the 1950s.</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>• As someone brought up in Levittown during its early years of development, Hales is well qualified to give a view on the impact of the New York Levittown project</li><li>• Hales is exemplifying just one of the Levittown projects, bringing the advantages of specialisation, although other projects may have varied in their impacts</li><li>• The tone is scholarly; Hales has shown a close interest in the impact on a community of which he was a part but has been able to step back and be objective on the positives and negatives of a Levittown project.</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 Levittown projects on urban communities in America in the 1950s:</p> <ul style="list-style-type: none"><li>• It implies a positive and refreshing impact on residents as they responded resourcefully by recreating their former lives in new settings ('developed... together by individuals who remembered ... themselves had come.')</li><li>• It suggests that self-help was at the heart of the positive impact that Levittown residents had on their communities ('they were influenced by the home improvement projects ... of other Levittown residents.')</li><li>• It states that the impact of the projects on some people's lives was not positive and also mistaken, suggesting negative impacts on racial minorities ('racial covenants ... shameful.').</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>• Levittown, on Long Island, New York, is widely recognised as the first modern American suburb, as a prototypical post-war planned community</li><li>• Levitt left the war behind with an idea: every young veteran returning to the United States would need a home. The mass-production strategies he had learned putting up military housing would have a great impact</li><li>• The Supreme Court challenged racial segregation in housing, but Levittown projects avoided its rulings, employing devious restrictive covenants preventing black American from purchasing or renting property.</li></ul>



Question	Indicative content
	<p><b>Source 2</b></p> <ol style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>• The purpose of the account is to indicate that, in Levittown, New York, racist policies persisted. The article does not attempt to detail positive impacts on communities</li> <li>• As a local newspaper reviewing the first ten years' experience of a Levittown project in action, it is probably offering an informed view about the impact of racism on a familiar community</li> <li>• The tone of the comments is essentially hostile towards Levitt's impact on the racial make-up of Levittown. The writer seeks to portray Levitt as at least equivocal and probably negative on matters of discrimination.</li> </ul> </li>   <li>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 Levittown projects on urban communities in America in the 1950s: <ul style="list-style-type: none"> <li>• It implies that the impact of Levittown was to cement existing models of de facto segregation. It suggests that black Americans were not welcome in Levittown and this was typical nationally ('preferred not... as a whole.')</li> <li>• It suggests that tokenism was present in discrimination policies in the Levittown community. The word 'actually' suggests black ownership was highly unusual ('Actually, a black family bought a Levitt house...')</li> <li>• It states that criticism of Levitt's impact on the community was sometimes politically motivated and therefore implies criticism was exaggerated ('some of the attacks on Levitt ... agitation stirred up by left-wing groups').</li> </ul> </li>   <li>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: <ul style="list-style-type: none"> <li>• During the 1950s, there was a general movement of white Americans out of inner-city areas, where there were large ethnic populations, to new suburbs dominated by whites, reinforcing de facto segregation</li> <li>• The Supreme Court ruled that restrictive covenants preventing anyone from renting or buying on grounds of race, were contrary to the 14<sup>th</sup> Amendment to the Constitution and this ruling applied in the 1950s</li> <li>• During the 1950s, the Federal Housing Association ignored its own Federal Court's ruling and continued to encourage the construction of segregated housing, both in Levittowns and more generally.</li> </ul> </li> </ol> <p><b>Sources 1 and 2</b></p> <p>The following points could be made about the sources in combination:</p>

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="363 163 1422 230">• Both sources agree that racial covenants were negative by-products of Levittown communities</li><li data-bbox="363 237 1422 338">• Both sources agree that Levittowns, although new communities, had impacts founded on existing patterns. Source 1 mentions remembered neighbourhoods; Source 2 outlines existing characteristics of segregation</li><li data-bbox="363 344 1422 448">• There is a clear contrast, as Source 2 focuses on a single issue, of discrimination against black Americans, whereas Source 1 emphasises multiple gains in community spirit in Levittown.</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 reasons behind the development of the space programme in the United States during the presidency of John F Kennedy.</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 speech by the President is to rally the American people behind a quest to confirm the USA as the leading nation in the world, as well as providing a pitch intended to generate excitement among youth</li><li>• The purpose of the speech was to announce a policy that he hoped would grow new technologies and stimulate the economy</li><li>• Kennedy probably chose to announce his quest for a man on the moon to a university audience in order to seek a rapport with US youth, cementing his popularity as a young and dynamic leader, the 'space president'.</li></ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences on the reasons behind the development of the space programme in the United States during the presidency of John F Kennedy:</p> <ul style="list-style-type: none"><li>• It states that the USA must stay ahead in the space race in order to remain a superpower ('A nation expecting to be the leader of nations cannot stay behind in the space race.')</li><li>• It implies that the space programme is worthwhile for its own sake, in order to test the nation's vigour and scientific competence ('...that goal will measure the best of our energies and skills.')</li><li>• It suggests that Kennedy believed that the space programme was bringing in a new era of technology, creating new industries that would stimulate the economy ('...new companies and thousands of new, skilled jobs.')</li><li>• It states that space exploration is a noble cause for which God will bless America ('...God's blessing on the most hazardous adventure on which man has ever embarked.').</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 USSR had stolen a march on the USA in the Cold War by launching satellites and putting the first man in space. Thus, the Cold War is the primary contextual lens through which many viewed Kennedy's speech</li></ul>

Question	Indicative content
	<ul style="list-style-type: none"> <li>• On 25 May 1961, President Kennedy had announced before a special joint session of Congress the dramatic and ambitious goal of sending an American safely to the moon before the end of the decade</li> <li>• The speech came ahead of the midterm elections the following November, during a time when the USA was celebrating major space feats; Kennedy came to the home of space missions to 'join the party' and campaign</li> <li>• In a speech to the U.N. General Assembly in September 1963, Kennedy suggested that the USA and USSR could work together to reach the moon.</li> </ul> <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 a professor specialising in political decision making, Etzioni was in a good position to gauge the publicly-unstated reasons behind the development of the space programme</li> <li>• The writer is suspicious about the motives behind the space programme, so his assessment of the reasons for it is partial, finding them either wholly unconvincing or not fit for their intended purpose</li> <li>• The tone of the source is hostile, aiming to put a negative spin on reasons for the space programme. The references to 'vanity project' and 'pretty lousy' suggest the author's critical stance.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about reasons behind the development of the space programme in the United States during the presidency of John F Kennedy:</p> <ul style="list-style-type: none"> <li>• It suggests that the reason for the development of the space programme was to massage the collective ego of the nation ('vanity project...', 'status symbol...')</li> <li>• It suggests that Kennedy's stated reasons for the space programme were essentially dishonest as the real reason was to introduce 'patriotism' as a way to find an answer to Congress thwarting his policies in other areas</li> <li>• It claims that Kennedy had ulterior motives: to use the space programme as a cover for a wider stimulus to the economy in order to help the underprivileged ('...spending a few billion dollars... including the poor.').</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>• Partly as a result of efforts to pump money into domestic and military spending, the recession had faded by the end of Kennedy's first year in office. He thought the space programme could build on this success</li> </ul>

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="363 163 1394 264">• Lacking congressional support, even in his own party, JFK's liberal programmes for the poor met resistance that he needed to find ways to circumvent, e.g. federal spending to provide jobs on space exploration</li><li data-bbox="363 349 1426 450">• Kennedy came to have second thoughts on the Apollo Moon programme as costs rose, budgets exploded and the scientific value of a moon mission came into question.</li></ul> <p data-bbox="312 555 523 584"><b>Sources 3 and 4</b></p> <p data-bbox="312 629 1193 658">The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"><li data-bbox="363 703 1251 732">• Both sources agree that the space programme exploited patriotism</li><li data-bbox="363 741 1426 842">• There are contrasting views about the motives behind the space programme, with Source 3 claiming a noble vision, and Source 4 emphasising the possibility of hidden motives to help the poor</li><li data-bbox="363 851 1410 952">• While both sources agree that the space programme was a divisive issue for the US political system, there is a clear contrast in emphasis: Source 4 targets damage inherent in Kennedy's reasons for it 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 the extent to which it was racial intolerance that was mainly responsible for divisions in American society in the 1920s. Arguments and evidence that racial intolerance was mainly responsible for divisions in American society in the 1920s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Violence against black Americans divided society, as mobs of white residents, many given weapons by city officials, attacked black residents and businesses of the Greenwood District in Tulsa, Oklahoma in 1921</li><li>• The Mexican Revolution increased the flow of Hispanics to the USA to escape violence. The sudden influx led to instability in rural areas of south west USA and competition for jobs divided society along racial lines</li><li>• In the South and Midwest, the reappearance of the Ku Klux Klan was significant. Lynching to maintain white Protestant supremacy was common. Klan victims were black people, Hispanic immigrants and Jews</li><li>• The Meriam Report, published in 1928, was the first government study to demonstrate with extensive data that federal Indian policy had resulted in divisions in society through a lack of social justice to Native Americans.</li></ul> <p>Arguments and evidence that racial intolerance was not responsible and/or other features were more responsible for divisions in American society should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Prohibition spawned political and social divisions. There was widespread intolerance of Prohibition and Jazz Age excesses. Temperance became a major issue, partly driven by women's groups, increasing gender divisions</li><li>• There was a division in society between Roman Catholics and Protestants that was exacerbated by Prohibition. It had an impact on politics, e.g. in the presidential election of 1928</li></ul>

	<ul style="list-style-type: none"> <li>• Economic challenges in areas of high deprivation, such as the agricultural South and old staple manufacturing regions, led to social problems of unemployment and poverty that caused divisions in society</li> <li>• Specific examples of racial intolerance were often temporary, e.g. the Ku Klux Klan faded after the D.C. Stephenson case.</li> </ul> <p>Other relevant material must be credited.</p>
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Question	Indicative content
<b>4</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 whether Disney was the most significant Hollywood influence on the morale of the American people during the Second World War.</p> <p>Arguments and evidence that the significance of Disney's Hollywood influence on morale during the Second World War was extensive should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The use of Disney's characters in war-related work, including character merchandise being produced with military insignia and free of charge to servicemen, helped to strengthen public morale</li> <li>• Disney partnered with several government programmes to educate citizens and encourage them to do their part for the war effort. This, in turn, raised morale as people felt they were making a difference</li> <li>• From Donald Duck to Mickey Mouse, Disney led 'The Golden Age of Animation' during the Second World War, a time when studios were tasked to muster the morale and bring the USA together in support</li> <li>• Disney produced 32 short propaganda films commissioned by the US government, many of which raised public morale by parodying the Axis powers, e.g. <i>der Fuehrer's Face</i> and <i>Commando Duck</i></li> <li>• Disney productions were an extensive part of the scale of Hollywood's influence in boosting morale. During the War, Hollywood recorded its highest audience figures (except 1930) in history, with Disney to the fore.</li> </ul> <p>Arguments and evidence that other Hollywood features were more significant should be analysed and evaluated. Relevant points may include:</p>

	<ul style="list-style-type: none"> <li>• There were far more Warner Brothers animations produced, 262 during the war years, many of which had similar significant effects on American morale at home to Disney cartoons, e.g. <i>Scrap Happy Daffy</i></li> <li>• The Hollywood Victory Committee was founded during the Second World War to provide a means for performers not in military service to contribute to the war effort through bond drives and improving morale for troops</li> <li>• Theodor Geisel (Dr Seuss) received the Legion of Merit award for 'exceptionally meritorious service in planning and producing films', and 'for enhancing morale'</li> <li>• Many Hollywood blockbuster war movies were produced with the purpose of raising the morale, e.g. among women, by indicating the importance of their wartime contribution.</li> </ul> <p>Other relevant material must be credited.</p>
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**Option 2H.2: The USA, 1955–92: conformity and challenge**

Question	Indicative content
<b>5</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, in the years 1963-72, President Johnson was the most significant individual in improving civil rights for black Americans.</p> <p>Arguments and evidence that President Johnson was the most significant individual in improving civil rights for black Americans in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• President Johnson took over the fight for a comprehensive civil rights act from his predecessor, John F. Kennedy and, through careful management of Congress, steered the bill into law, abolishing Jim Crow segregation</li> <li>• Johnson's Civil Rights Act ended discrimination in employment, making a very practical difference to the civil rights of black Americans</li> <li>• Johnson ensured the passage of the Voting Rights Act in 1965, transforming the ability of black Americans to make a difference to American democracy and leading to the election of many black politicians</li> </ul>



	<ul style="list-style-type: none"> <li>Johnson's Great Society programme increased black American access to equal civil rights in education and housing and led to some achievements as a result of the Civil Rights and Fair Housing Acts in 1968.</li> </ul> <p>Arguments and evidence that challenge the statement that President Johnson was the most significant individual in improving civil rights for black Americans in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>Johnson's fight for civil rights lost momentum after right-wing Republicans returned in numbers to Congress in 1966. His housing programme and the 1968 Civil Rights Act were both significantly compromised by amendments</li> <li>Martin Luther King led the March on Washington movement, culminating in his speech from the Lincoln Memorial, which captivated the nation, aiding the development of the Civil Rights bill in Congress</li> <li>Malcolm X was an iconic figure in the fight for the rights of black Americans, especially in the northern cities. His fight for a separate black state and subsequent assassination led to new directions in the movement</li> <li>Stokely Carmichael was responsible for invigorating the civil rights movement by putting black Americans at the forefront of a new political party, calling for 'Black Power' during a march through Mississippi in 1966</li> <li>Huey Newton and Bobby Seale led the Black Panther Party towards achieving civil rights through self-help, setting up revolutionary socialist community programmes in western and northern cities.</li> </ul> <p>Other relevant material must be credited.</p>
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Question	Indicative content
<b>6</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 the most significant impact of the AIDS crisis on US society, in the years 1981-92, was an increase in discrimination against the gay community.</p> <p>Arguments and evidence that the most significant impact of the AIDS crisis on US society in these years was an increase in discrimination against the gay community should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>The official report, 'The Social Impact of AIDS in the United States' (1993), indicated a constant theme: the stigma, discrimination, and inequalities of the AIDS epidemic towards gay communities</li> </ul>

- The expense incurred in treating the disease caused insurance firms to use all available discriminatory arguments, including stigmatising gay culture, to avoid enrolling AIDS patients, the majority of whom were gay
- AIDS impacted Christians, especially the Religious Right, whose discrimination linked early church pronouncements on plague as God's punishment for sinfulness with the sins of male homosexual cultural norms
- The sheer scale of the 1987 National March on Washington for Lesbian and Gay Rights, calling for an end to discrimination against AIDS sufferers – it was attended by 200,000 people - indicated the impact of discrimination.

Arguments and evidence that other features were the most significant impact of the AIDS crisis on US society / discrimination against the gay community was not significant in these years should be analysed and evaluated. Relevant points may include:

- The greatest impact of the disease on society was in the huge loss life and permanent trauma to all those who remained to live with the disease
- The steady shift of AIDS from the gay community to intravenous drug users and their sexual partners, especially in poorer urban communities, impacted on the cultural norms of a chastened wider society
- Many churches fought discrimination against gay communities and engaged in extensive programmes for the care and support of persons with AIDS, becoming non-discriminatory educators about prevention
- When sports icon, Magic Johnson, revealed his HIV status in 1991, it put a human face on the disease and alleviated some discrimination. It was not just a 'gay disease' anymore. Johnson was not gay or a drug user
- Knowledge that AIDS had been contracted by recipients of blood transfusions lessened the stigma of AIDS as 'the gay disease'.

Other relevant material must be credited.