



Pearson

## **Mark scheme**

GCE History (9HI0/2H)  
Advanced

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

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2018

Publications Code 9HI0\_2H\_1806\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2018

## 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>
<b>5</b>	<b>17–20</b>	<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
<p><b>1</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. 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 Ku Klux Klan influence on American society in the 1920s.</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>• The writer is a Democrat from the liberal north of the US. He is likely to see the Klan in a poor light, thereby emphasising factors which suggest malign influences ('It brings back the old, cruel, religious hatreds')</li> <li>• As a former legislator, in an appeal to law-abiding citizens, the writer wishes to expose the undesirable impact the Klan holds over society's constitutional process ('threatening and secret influence on legislators, judges and other officials')</li> <li>• The article is looking for a provocative approach, as the stated aim of <i>The Forum</i> magazine was to publish controversial articles. This may have the effect of exaggerating the darker side of Klan influence.</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 influence of the Ku Klux Klan:</p> <ul style="list-style-type: none"> <li>• It suggests that the Klan captures the support of white, Anglo-Saxon Protestants by its attack on others ('no Catholic or Jew can be a good American'; 'discriminate because of colour')</li> <li>• It indicates that the Klan shamelessly seeks to influence prominent politicians as a way of securing support ('it tries constantly for control of elections, legislatures and government. And...to advertise all this as a great principle.')</li> <li>• It provides evidence that the Klan's influence is undemocratic ('abandoning...the American principle of rule by and for all.')</li> <li>• It suggests that the Klan's hold on legislators and law enforcers is so strong and wide that it is able to carry out its policies effectively ('It uses that hold to enforce its own demands... It acts secretly in both political parties').</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>• In the mid-1920s, the Klan captured elements of the Maine Republican Party, even helping to elect a governor, Owen Brewster, damaging the Democrats</li> <li>• Support for the Klan in Maine was skewed by the charismatic leadership of Eugene Farnsworth and his WASP friends, who specifically attacked the presence of Irish and Canadian Catholics and Jews on public school boards</li> <li>• The influence of the Klan was not as wide, particularly in the north, as is implied by this article. By 1925 it was declining as immigration became less of an issue, through the federal government's quota laws</li> </ul>

Question	Indicative content
	<ul style="list-style-type: none"> <li>• Maine was targeted by the national Klan organisation precisely because it was considered a bellwether state in national elections (as Maine goes, so goes the nation'). Not all states were milked for support in this way.</li> </ul> <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>• As a Klan newspaper, the <i>Gratiot County Night Hawk</i> is likely to be an organ of propaganda for the organisation's positive influence on society – it implies as much: 'hearing the other side'</li> <li>• The purpose of the newspaper is to discredit those who suggest that its influences are malign ('Enemies have tried every conceivable method to suppress the activities and growth of the Klan')</li> <li>• The presidential election campaign provides added purpose for the newspaper to seek to recapture lost influence for the Klan ('Wild efforts by powerful interests have been made to discredit the organisation'.)</li> <li>• The tone used by the newspaper is almost messianic: ('Surely the hand of God is leading this great movement'), appealing to the religious fervour of the Protestant community in its support for the organisation's influence.</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 influences of the Ku Klux Klan: <ul style="list-style-type: none"> <li>• It provides evidence that opponents of the Klan are mendacious 'unfounded charges of crime and violence') and that thereby they have been successful in reducing the Klan's influence ('trying ordeals')</li> <li>• It implies that opponents were successful in convincing law makers and enforcers ('lawyers, judges and governors') to harm the organisation ('hell-born efforts to check its growth'), thereby limiting its influence</li> <li>• It suggests that adversity has made the Klan's influence stronger amongst its core religious support ('marches steadily onward and upward toward the successful defeat of wrong... the hand of God is leading').</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>• The election campaign was dominated by the issues of Al Smith's Catholicism and prohibition (supported by Hoover), both were vigorous campaigning positions beloved of the Klan and likely to influence attitudes</li> <li>• Klansmen and other religious bigots swayed voters to their organisation. Catholic Smith, 'Al-coholic Smith', having supposedly sworn fealty to the pope, would turn the United States over to 'Romanism and Ruin'</li> <li>• Reference to 'mob violence, frame-ups, wine, women' is a response to the loose morals of the Jazz Age, despised by Klan supporters and likely to harden their position in favour of the organisation</li> <li>• The article does not indicate that 'charges of crime and violence' included the D C Stephenson case, which did most to damage the influence of the Klan by revealing its infiltration of the political and legal process.</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="320 163 1401 226">• There is evidence of widespread recognition that religion was a key issue in driving Klan influence</li><li data-bbox="320 275 1331 369">• Both sources indicate that law making and enforcement was being infiltrated in order to influence attitudes. Opponents (Source 1) and supporters (Source 2) accuse the other side of such underhand tactics</li><li data-bbox="320 418 1374 512">• Both sources make it clear that Klan influence was widespread outside its traditional Southern base in the 1920s and that Democrat-Republican rivalries did much to influence attitudes towards it.</li></ul>



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

Question	Indicative content
2	<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 Black Power on the struggle for black American civil rights in the years 1966–72.</p> <p><b>Source 3</b></p> <ol style="list-style-type: none"><li>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>As the organiser of the Washington March, Bayard Rustin is in a good position to know about the impact of different groups on the civil rights movement. He is a contemporary civil rights leader</li><li>The American Jewish monthly magazine, with a non-African American readership, is likely to regard the Black Power movement with suspicion</li><li>Rustin is assessing Black Power's likely contribution to the civil rights movement even before it has formed into a political party, so it is not possible to judge whether there will be a lasting impact</li><li>Rustin, deploring the move away from non-violence, fails to write a balanced assessment and ignores any impact by Black Power on social conditions in black communities, concentrating narrowly on its effect on the black vote.</li></ul></li><li>The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of Black Power on the struggle for black American civil rights:<ul style="list-style-type: none"><li>It indicates that Black Power threatens to remove the chief weapon of the movement, which is by voting for the Democrats ('such a party would remove Negroes from the main area of political struggle in this country.')</li><li>It provides evidence that Black Power is frightening away an important source of support for the civil rights movement ('Many whites seeing it as the expression of a new racism')</li><li>It suggests that Black Power will provoke a backlash among white conservatives that will be counter-productive to the success of the civil rights movement ('encourages the growth of anti-Negro forces.')</li><li>It provides evidence that material gains for black Americans can only come by maintaining open access to allies in the Washington federal establishment ('the party of progress, the New Frontier and the Great Society.').</li></ul></li><li>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>Black Power provided an atmosphere which provoked a political backlash eventually contributing to the election of Nixon, who appealed to the silent majority of Americans who were frustrated by black militancy</li><li>Black Power's concern with separation and violence rather than integration and non-violence made white liberals less likely to support civil rights causes, especially in the riot atmosphere of the 'long hot summers'</li></ul></li></ol>

Question	Indicative content
	<ul style="list-style-type: none"> <li>• Stokely Carmichael’s Black Panther Party achieved local successes in the South in counties where African Americans were in the majority. This paved the way for the election of African American officials</li> <li>• The Black Panthers were derided by whites as the ‘lunatic fringe’, but their concern for local communities achieved some striking successes in social welfare in the big cities.</li> </ul> <p><b>Source 4</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 tone of the statement reveals a very negative view of the ability of white America to solve the problems of African Americans. In this way, it clearly emphasises the separatist nature of the Black Power creed</li> <li>• As a mission statement the declaration is part of the political creed of the Black Power movement, so it is a good guide to the true aims of the movement</li> <li>• As the name suggests, this is the first time that Black Power as a whole movement has come together to strive for a national campaign. This is a very important call, an important contribution, but has taken six years to achieve.</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 Black Power on the struggle for African American civil rights: <ul style="list-style-type: none"> <li>• The article suggests that non-violence has never been successful in bringing about civil rights (‘always betrayed us...whenever our forces were unorganised and compliant.’). It implies Black Power will not be so passive</li> <li>• It provides evidence that Democrat reform programmes had not solved African American problems and implies that integrationists were wrong to put their faith in them (‘If white “liberalism” could have solved our problems’)</li> <li>• It implies that in Nixon the combination of white capitalism and militarism has been disastrous. He has failed to help the black man, so he must look to his own (‘then Nixon would have the answer.’)</li> <li>• It suggests that a whole new system of politics is necessary for the African Americans rather than cooperation with the status quo (‘most deeply ravaged by the present systems.’)</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>• The achievements won by the integrationists in the Civil Rights and Voting Rights Acts of the 1960s failed to deal with the everyday problems of life in the ghetto most acknowledged by the Black Power movement</li> <li>• Federal government had become side-tracked by the Vietnam War and liberal reform programmes were starved of money</li> <li>• The more strident approach of the Black Power movement contributed to its own failures as it was associated in the public mind with violence on the streets. This led to the election of anti-liberal Republicans</li> <li>• White supporters of the civil rights movement were side-lined by Black Power sympathisers in SNCC and CORE.</li> </ul> </li> </ol>

Question	Indicative content
	<p data-bbox="304 170 549 203"><b>Sources 3 and 4</b></p> <p data-bbox="304 226 1214 259">The following points could be made about sources in combination:</p> <ul data-bbox="304 264 1401 568" style="list-style-type: none"><li data-bbox="304 264 1401 331">• Whereas Source 4 sees Black Power as a unifying movement for radical change, Source 3 regards it as divisive</li><li data-bbox="304 349 1401 450">• Both sources suggest that significant action is needed by the movement to improve the lives of black Americans, but while Source 3 wishes to work through the existing constitutional process, Source 4 would overturn it</li><li data-bbox="304 468 1401 568">• The sources contrast in their purpose – Source 3 acknowledges the primacy of the Democrat party as a vehicle for reform, Source 4 targets it as unhelpful.</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 the Smoot-Hawley Tariff was the most damaging of the attempts to deal with the economic downturn during the Presidency of Hoover.</p> <p>Arguments and evidence that the Smoot-Hawley Tariff <i>was</i> the most damaging should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• In 1930, fearing for the US economy, the Hoover administration accepted the Smoot-Hawley Tariff. Sixty countries passed retaliatory tariffs in response and world trade slumped</li><li>• The farm sector was damaged as cotton, pork, lard and wheat were sold in the world market and the price of imported farm equipment rose</li><li>• The tariff raised the cost of living by compelling the consumer to subsidise waste and inefficiency in protected domestic industries</li><li>• More than one thousand economists signed a petition urging Hoover to veto the Tariff. This emphasised the damage that experts worried the measure would cause to the economy</li><li>• Americans with investments abroad suffered since the Tariff made it more difficult for their foreign debtors to pay interest due to them.</li></ul> <p>Arguments and evidence that the Smoot-Hawley Tariff <i>was not</i> the most damaging of the attempts to deal with the economic downturn during the Presidency of Hoover should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Both monetarist and Keynesian economists agreed that the Smoot-Hawley Tariff had little causal relevance to the severity of the Great Depression, the former blaming high interest rates and the latter a decline in spending</li><li>• Hoover's <i>laissez-faire</i> belief that the economy would eventually right itself of its own accord failed to address the dramatic loss of confidence throughout the economy</li><li>• The administration's policies in 1931 led to the Federal Reserve raising interest rates – which, Milton Friedman claimed, led to a reduction in the money supply and caused 'the Fed to put the Great in the Great Depression'</li><li>• The Hoover administration clung to the Gold Standard. This put a limit on the amount of money the government could print. This was damaging as it precluded a demand-led recovery from the effects of the Crash.</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 about how significant was the role of television in transforming popular culture in the years 1945–55. Arguments and evidence supporting the significance of the role of television should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Television allowed millions, including people on low incomes, to view major sporting events and popular entertainment that had previously been experienced through other media mainly by the middle class and the rich</li> <li>• New 'low-brow' shows were blamed for transforming popular culture in a negative way, contributing to lower educational attainment as students spent too much time watching television rather than doing schoolwork</li> <li>• <i>The Toast of the Town</i> (1948), later <i>The Ed Sullivan Show</i>, brought black Americans on to national television, which helped to undermine the presence of racism in popular culture, particularly among the young</li> <li>• Television had a major impact on other forms of popular culture. Average weekly attendance at the movies fell by nearly 50 per cent in this period.</li> </ul> <p>Arguments and evidence that other features were more significant in transforming popular culture in the years 1945–55, or that the significance of television was limited, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Television tended to reinforce stereotypes rather than transform popular culture. There was an abundance of programming such as sitcoms that barely raised the cultural bar beyond what radio had already achieved</li> <li>• Other forms of popular entertainment had a huge impact on teenage culture, especially music genres such as rock 'n' roll, popularised by Bill Haley and the Comets, then Elvis Presley</li> <li>• Films helped to develop the idea of a new social group leading popular culture. <i>Rebel Without a Cause</i> dealt with teenage alienation from old forms of culture. Comic books and popular magazines reinforced this view</li> <li>• The consumer society acquired the means to access new cultures through new cars (e.g. drive-in movies) and electrical goods other than television (e.g. gramophones).</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 whether the Peace Corps was the only major achievement of Kennedy's New Frontier programme.</p> <p>Arguments and evidence that the Peace Corps <i>was</i> a major achievement or that there were <i>no</i> other major achievements, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Supporters of the Peace Corps saw it as a great and lasting achievement, altruistically reaching out to the developing world, raising living standards and the quality of agricultural production</li> <li>• Area development in Appalachia was not a great achievement. Workers in the declining rust-belt industries were reluctant to move to the new light industrial estates set up for the purpose of regeneration</li> <li>• Much of Kennedy's legislative programme, such as tax reform, federal aid to education and health insurance never made it beyond congressional committees</li> <li>• Kennedy's record in civil rights was modest. He proceeded slowly in the face of the growing civil rights movement and no major act became law despite the perception that this was an area he wished to support</li> <li>• Kennedy's attempt to increase the minimum wage or grant equal pay was severely curtailed by Southern Democrats, who ensured that many groups were excluded, including a high proportion of black Americans and women.</li> </ul> <p>Arguments and evidence that the Peace Corps was <i>not</i> a major achievement, or that there <i>were</i> other major achievements, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Critics saw the Peace Corps as an extension of 'Yankee imperialism' or a secret tool of the CIA</li> <li>• Ex-Peace Corps volunteers spoke out about having survived rape and other forms of sexual assault while assigned overseas. They said the agency ignored their concerns for safety or requests for relocation</li> <li>• About 26,000 new jobs were created by the Area Development Act 1961 so it was a success in tackling economic downturn in one of the most deprived parts of the country</li> <li>• Kennedy achieved success with the Manpower Development and Training Act 1962 and the Housing Act 1961 supporting poorer workers and families</li> <li>• Kennedy used executive orders to circumvent opposition to his programme in Congress. These gave support to education at all levels and to equal opportunities in employment</li> <li>• Kennedy's programme included significant developments in supporting the environment, e.g. the Clean Air Act 1963</li> <li>• The Equal Pay Act 1963 was a significant contribution to women's rights, despite its lack of enforcement powers.</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 on the extent to which traditional values were most responsible for political divisions in the USA in the years 1981–92.</p> <p>Arguments and evidence that traditional values <i>were</i> most responsible for political divisions in these the years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Religious Right influenced the Reagan administration, persuading him to appoint conservative justices to the Supreme Court. This raised political divisions, as liberals found their causes on gender equality blocked</li> <li>• Phyllis Schlafly led a Catholic campaign against the pro-abortion decision <i>Roe v Wade</i> which developed through the National Right to Life Committee and amplified the political split with the pro-choice liberals</li> <li>• Conservative Protestants led a campaign against moves to secure the Equal Rights Amendment, ensuring continued political division as its supporters were accused of being against traditional family life</li> <li>• The Religious Right's opposition to homosexuality limited Reagan's reaction to the spread of AIDS, infuriating gay rights organisations. On Columbus Day 1987 half a million demonstrators in New York demanded better funding.</li> </ul> <p>Arguments and evidence that traditional values were <i>not</i> most responsible for significant political divisions, or that other issues were more important, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Despite election campaign promises, Reagan failed to deliver very much on the Moral Majority's agenda, minimising political divisions</li> <li>• Major political divisions during the Republican years were caused by economic changes which Democrat majorities in Congress opposed on the grounds that they widened the gap between rich and poor</li> <li>• Many political divisions concerned Reagan's attempt to redefine the relationship between federal government and the states, to cut federal spending. This policy was rejected by Democrats in Congress</li> <li>• In 1992 Bush Sr raised income tax and cut federal spending, alienating Republicans and Democrats respectively. The political divisions were so great that he was not elected for a second term.</li> </ul> <p>Other relevant material must be credited.</p>