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## Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE  
In History (8HI0) Paper 2H

Advanced Subsidiary

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: Questions 1a/2a

**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"><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 if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li></ul>
2	3–5	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis 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 or confirm matters of detail.</li><li>• 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.</li></ul>
3	6–8	<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>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• 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.</li></ul>

## Section A: Questions 1b/2b

**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.
<b>1</b>	<b>1–2</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. Concept of reliability may be addressed, but by making stereotypical judgements.</li></ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis, 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. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li></ul>
<b>3</b>	<b>6–9</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 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.</li></ul>
<b>4</b>	<b>10–12</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.</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 not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</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>1–4</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>5–10</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 question.</li><li>• 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.</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>11–16</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>17–20</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>

## Section A: Indicative content

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

Question	Indicative content
<b>1a</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 the source to consider its value for an enquiry into problems facing workers in the USA in the early 1930s.</p> <ol style="list-style-type: none"><li>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"><li>It provides evidence that agricultural work was immensely hard manual labour, as Thompson picked over five times her body weight in cotton each day</li><li>It suggests that federal government help to displaced or migrant workers was minimal ('I walked from...a Hoover camp... and worked in a diner for 50-cents a day')</li><li>It implies that others' leftovers were more important to survival than paid wages ('I'd carry home two buckets of scraps').</li></ul></li><li>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"><li>A living history website would be keen to pick out the more extreme examples of deprivation from its region and Thompson, as a victim of the Midwest Dust Bowl, is a good example</li><li>Thompson is relating intensely personal experiences of a most harrowing nature about which she is unlikely to be exaggerating, which strengthens the value of her evidence</li><li>The passage of 60 years between the events and Thompson's account does not seem to have dulled her grasp of detail about memories seared into her consciousness.</li></ul></li><li>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"><li>Agricultural prices were rock-bottom and government attempts to aid farmers failed in a Congress dominated by laissez-faire ideals. Cotton prices fell by more than two-thirds between 1929 and 1932</li><li>The Dust Bowl created a whole army of migrant workers, or Okies, illustrated in Steinbeck's novels, for whom the idea of a prosperous new life in California was unrealistic</li><li>The USA lacked a federal welfare system in the period 1929–33, so migrants had to rely on state government help, most of which failed to offer more than short-term help, which led to a rise in homelessness</li><li>Hoover camps became known as Hooverilles. By 1930 many towns had a wasteland shanty settlement to house homeless people, who were dubbed 'hobos'.</li></ul></li></ol>

Question	Indicative content
<b>1b</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> <ol style="list-style-type: none"> <li>1. Candidates must analyse and evaluate the source in relation to an enquiry into white Southern attitudes towards racial integration in the early 1950s. <p>The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences:</p> <ul style="list-style-type: none"> <li>• As a Southern senator Eastland is in a good position to respond to a Supreme Court judgement designed to challenge his state's educational policies</li> <li>• As an icon for Southern segregation Eastland is using his position as a national figure to bolster perceived attitudes about race, which may not be shared by all Southerners</li> <li>• Eastland represents the narrow interests of some Southerners who rely on the inferiority of black Americans' education and labouring status to maintain a successful economy based on low wages.</li> </ul> </li> <li>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"> <li>• It provides evidence that federal government challenges to Southern attitudes towards integration are damaging to black and white communities alike ('supported by the vast majority of the members of both races')</li> <li>• It states that the Supreme Court's judgement ignoring Southern attitudes towards integration is unconstitutional ('These rights are clear in the American system of government, both state and national')</li> <li>• It suggests that people outside the South assume that segregation is racist, whereas Southern whites do not ('Segregation is not discrimination.').</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 the content. Relevant points may include: <ul style="list-style-type: none"> <li>• Ten days before Eastland's speech, in the case of <i>Brown v Topeka</i> (1954), the Supreme Court had ruled that schools must desegregate, challenging the Southern system</li> <li>• The involvement of the Supreme Court in challenging Southern attitudes to integration in education was part of a more general attack by the NAACP whereby other forms of segregation could be challenged</li> <li>• Southern attitudes to court interference on segregation policy meant that ways would be found to circumvent the <i>Brown</i> ruling, e.g. the influence of citizens' councils or the Ku Klux Klan</li> <li>• The 'Atlanta Declaration' by the NAACP a week before Eastland's speech, showed that black Southerners did not share Eastland's views that both races supported segregation.</li> </ul> </li> </ol>



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

Question	Indicative content
<b>2a</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> <ol style="list-style-type: none"><li><p>Candidates must analyse the source to consider its value for an enquiry into the growth of the women's movement in the 1960s.</p><p>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:</p><ul style="list-style-type: none"><li>It provides evidence that women's self-help groups were very successful in challenging gender inequality ('When Moira came home I soon realised that my whole life had been changed')</li><li>It indicates that Betty Friedan's work was a strong influence in forming attitudes underpinning the new women's movement ('Moira read it more than once')</li><li>It suggests that the growth of women's consciousness-raising made little progress in the stated aim to change men's attitudes ('It wasn't just older men that resisted, it was... reformers').</li></ul></li><li><p>The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:</p><ul style="list-style-type: none"><li>As a leading academic, married to a supporter of women's rights, Ambrose is in a good position to analyse issues contributing to the growth of the women's movement both dispassionately and from personal experience</li><li>As a male brought up in a world of gender stereotyping, Ambrose is likely to minimise the supposed effect of the women's movement on home life</li><li>The purpose of the article does not seem to be to advocate strong views about the women's movement, but merely to highlight the growing willingness of women to contribute by exploring issues relating to it.</li></ul></li><li><p>Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:</p><ul style="list-style-type: none"><li>The women's movement challenged the role of females purely as homemakers, as almost 40 per cent of married women with young children held full- or part-time jobs by 1968</li><li>The 1964 Civil Rights Act encouraged women to seek equality with men, raising the profile of women's rights as a movement</li><li>The aims of Friedan and consciousness-raising groups came to fruition in 1966 with the foundation of NOW, which made successful attacks on job discrimination through the Equal Employment Opportunities Committee</li><li>Young female activists known as the Women's Liberation Movement took more radical action to secure rights, earning them a reputation as 'bra burners' and placing women's rights at the centre of national debate.</li></ul></li></ol>

Question	Indicative content
<b>2b</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 extent of racial tolerance in the USA by 1992.</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 giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• As a personal account of his life by a non-white immigrant, experienced perhaps no more than six years previously, this source seems particularly pertinent to the inquiry</li> <li>• This is an account by a member of one small minority group, so it may not be typical of the experiences of all racial groups</li> <li>• The writer is describing racial attitudes in one city. The extent of racial tolerance in Los Angeles may not be typical of the USA as a whole.</li> </ul> </li> <li>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"> <li>• It suggests that the police do not take racial intolerance seriously ('The police arrive late, write a report and leave')</li> <li>• It implies that well-educated ethnic minorities do not have equality of job opportunity ('I have a degree in architecture from Seoul University, but look at me now.')</li> <li>• It states that there is no prospect of an end to racial discrimination ('American-born Koreans will face race discrimination too').</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 the content. Relevant points may include: <ul style="list-style-type: none"> <li>• The Rodney King case (1991–92) indicated the level of police intolerance of ethnic minorities in California. Ten thousand businesses were destroyed in the ensuing riots, several owned by Korean Americans</li> <li>• As a result of race riots in South Central LA in the early 1990s, more than one hundred thousand jobs were lost, mostly those of ethnic minorities</li> <li>• Both Hispanic and Oriental Americans benefited from federal government affirmative action programmes in this period despite Supreme Court decisions ruling against the practice</li> <li>• In politics Oriental-American Congressmen were elected, some in California.</li> </ul> </li> </ol>

## 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 how accurate it is to say that the availability of hire purchase schemes was the main reason for the growth of the American economy in the years 1920–29.</p> <p>Arguments and evidence that hire purchase schemes were the most important factor should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Encouraged by the opportunity to buy goods on hire purchase, consumers bought a wide range of goods, from cars to refrigerators, in order to keep up with their peers, thereby stimulating economic growth by increasing demand</li><li>• The extent of the use of hire purchase enabled producers to invest capital in the economy. Consumer borrowing quadrupled during the period to over \$8 billion. This encouraged further investment by companies</li><li>• Over 75 per cent of cars were bought on hire purchase by 1929; this alone enabled the car industry to be the single most important force in the economy, stimulating associated businesses, e.g. rubber, glass and steel.</li></ul> <p>Arguments and evidence that other factors were more important in the growth of the American economy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The USA had an abundance of raw materials to stimulate manufacturing</li><li>• Government laissez-faire economics helped to create the fiscal prerequisites for a business boom and allowed business to thrive in unregulated conditions</li><li>• Where there was government intervention, it proved positive for economic growth, e.g. curtailing union power and applying tariffs stimulated domestic industry</li><li>• Advertising and marketing, aided by technological advances in radio and cinema, was a powerful influence on consumer choice, fuelling a keep-up-with-your-neighbour mentality that kept the economy booming</li><li>• The stock market boom provided profits that were invested by businesses and used by consumers. They underpinned 'the era of good feelings', maintaining economic growth in most sectors.</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 whether movies, music and the radio had a similar effect on the morale of the American people during the war years (1941–45) as they did during the New Deal years (1933–40).</p> <p>Arguments and evidence that the effect of movies, music and the radio on American morale was similar in these two periods should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Roosevelt showed the power of radio to calm situations during his 'Fireside Chats' in the New Deal; similar use was made of the radio during the war period, e.g. a series of talks on 'Speaking of Liberty'</li> <li>• Movies provided the role of escapism during both periods: in the New Deal years, movies were a therapeutic diversion for millions of poor Americans; war movies offered escapist entertainment, reassurance, and patriotism</li> <li>• Music was targeted by government to raise morale in both periods. The WPA-funded Federal Music Project gave black Americans, women and Hispanics a chance to play music and be paid throughout the two periods</li> <li>• Walt Disney provided important morale-boosting 'happy' productions through both periods, e.g. during the New Deal, <i>Mickey Mouse</i> and <i>Snow White</i> and during the war, <i>Bambi</i>.</li> </ul> <p>Arguments and evidence that the effects on morale were different in the two periods should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Movies took on a more realistic rather than escapist tone during the war and raising morale gave way to support for defensive mobilisation by propagandists and fundraisers, e.g. <i>Divide and Conquer</i> (1943)</li> <li>• Musical entertainment was part of the government's plans to ensure that troops received effective moral support in camps during the war. It had not been used this way in alphabet agency camps during the New Deal period</li> <li>• During the war radio sitcoms were used to deal directly with issues such as petrol rationing, buying war bonds and the domestic war effort; during the New Deal they were mainly morale-boosting slapstick or crime fiction tales.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
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 whether the most important factor in the growth of the American economy, in the years 1945–55, was the increased travel opportunities of the American people.</p> <p>Arguments and evidence that increased travel opportunities in these years was the most important factor should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A boom in highway construction created a new 'sun belt' growth area where inter- and intra-state transport networks transformed the economy</li> <li>• The demand for greater mobility led to a boom in the oil industry. This reliance on oil drove economic transformation, as domestic production could not keep up with demand and America became more reliant on imports</li> <li>• The growth in car production led to greater mobility and the growth of suburbs and of the domestic tourist industry. This improved job opportunities and wages</li> <li>• The ability of Americans to move out of the inner city through improved transport networks led to a demand for new houses and the subsequent growth of Levittown projects fuelled a construction boom.</li> </ul> <p>Arguments and evidence that increased travel opportunities in these years was not the most important factor should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The growth of Levittown projects boosted the economies of numerous previously rural locations. Once people moved in increased ability to travel was not an important issue in this local growth</li> <li>• As middle-class 'white flight' intensified, inner cities fell into economic decline and became associated with crime and poverty, limiting economic development in big cities</li> <li>• The GI Bill meant veterans returning from the war received a range of benefits, from home-buying assistance to education, stimulating economic growth</li> <li>• Federal government funding produced a 'knowledge revolution', which transformed the economy from a mainly industrial base to one driven by science and technology.</li> </ul> <p>Other relevant material must be credited.</p>

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

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 development in teenage culture in the years 1955–63 was the growth of rock 'n' roll.</p> <p>Arguments and evidence that rock 'n' roll was the most significant development in teenage culture should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• As it stood in marked contrast to music before Bill Haley and the Comets, rock 'n' roll is the art form most closely associated with the distinctly changed teenage culture of this period</li><li>• Teenage culture became much more prominent with the development of rock 'n' roll through the dominance of Elvis Presley</li><li>• Rock 'n' roll made a greater impression with teens than television, which mostly ignored youth culture and instead reinforced the image that suburbia and the American way were based on domestic tranquillity and conformity</li><li>• Rock 'n' roll caused important changes in older teenagers. College students found a new musical style to highlight their confrontation with adults who ruled their homes, their schools and their nation.</li></ul> <p>Arguments and evidence that rock 'n' roll was not the most significant development in teenage culture in these years, and that other features were more important, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Rock 'n' roll was a transitory phenomenon and was not an important lasting development. Even by 1963 teenagers were turning to new forms of music to inspire changes in their culture, such as Motown</li><li>• A very important development in teenage culture in this period was the growing disrespect of adults, popularised in the movies, e.g. James Dean in <i>Rebel Without a Cause</i></li><li>• Increased affluence linked to improved access to electronic media was significant in changing teenage culture</li><li>• The 'beatnik' was an alternative icon of teenage culture. The beats influenced the greatest developments through their experiments with drugs and rejection of the affluent society and the arms race.</li></ul> <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 whether the aims of Cesar Chavez in securing civil rights for ethnic minorities were similar to those of Malcolm X.</p> <p>Arguments and evidence that the aims of Cesar Chavez were similar to those of Malcolm X should be analysed and evaluated.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Chavez adopted the name Chicano, a derogatory term for poor Hispanics to make their image radical and militant, along the lines of Malcolm X's vision of Black Power</li> <li>• Both Chavez and Malcolm X sought to challenge the dominance of White Anglo-Saxon Protestants and to fight against social and political discrimination against minorities in American society</li> <li>• Both men saw the central importance of economic opportunity in bringing civil rights: Chavez by improving the working conditions of Hispanic labourers, Malcolm X by creating a black economy for black Americans.</li> </ul> <p>Arguments and evidence that the aims of Cesar Chavez were different from those of Malcolm X should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The aims of Chavez were informed by his belief in non-violence, unlike those of Malcolm X, which were underpinned by his support for violence in self-defence</li> <li>• The aims of Malcolm X were more obvious after his death than Chavez's were in life. Black Power inspired civil rights self-help in the ghetto that was beyond the reach of the equivalent Chicano movement among Hispanics</li> <li>• Chavez's aim to create a United Farmworkers' Union was of more practical value for Hispanic workers than Malcolm X's theoretical calls for black self-esteem, as it achieved the first union agreements for farm workers</li> <li>• Whereas Malcolm X sought separation from white America and a separate religion for his followers, Chavez did not espouse Hispanic nationalism or seek to undermine his followers' Catholicism.</li> </ul> <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 about how far the impact of the Watergate scandal undermined the power of the presidency in the years 1973–80.</p> <p>Arguments and evidence that the Watergate scandal undermined the power of the presidency in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Watergate scandal led to major attempts by Congress to hold the President and his executive advisers more accountable for their executive actions, limiting presidential power</li> <li>• As Watergate was a scandal involving a presidential election campaign, Congress limited individual campaign contributions to a would-be president</li> <li>• The Hughes-Ryan Amendment (1975) required the President to report to Congress on all undercover operations, curtailing powers that had made the Watergate break-in possible</li> <li>• Watergate, the attempted impeachment of the President and his resignation, alerted the public to powers misused by Washington insiders, shown by the election of the untainted establishment outsider, Carter.</li> </ul> <p>Arguments and evidence that the impact of the Watergate scandal did not seriously undermine the power of the presidency in the years 1973–80 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Congressional measures limiting funds to presidents seeking re-election did not undermine their power as the response was the growth of Political Action Committees that circumvented the law</li> <li>• Nixon was neither imprisoned nor impeached, which suggested that the machinery of the Constitution allowed the status of the office of President, if not Nixon's career, to survive the Watergate scandal intact</li> <li>• President Ford's reputation for decency earned during a long political career re-established confidence in the power of the office of President in spite of the Watergate scandal</li> <li>• Carter's presidency indicated that the President still reserved powers for himself and White House staff. Carter had policies about a myriad of issues, but was particularly inclined not to share them with Congress.</li> </ul> <p>Other relevant material must be credited.</p>