



Examiners' Report

June 2022

GCE History 9HI0 2H

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Introduction

After all the damage to learning wrought by the Covid pandemic, particularly on this year's cohort, which had no opportunity to sit GCSE examinations, it was pleasing to see candidates able to engage effectively across the ability range with the A Level paper 2H, which deals with 2H.1: The USA, c1920 – 55: boom, bust and recovery and 2H.2: The USA, 1955 – 92: conformity and challenge.

This paper was divided into two sections: Section A was aimed at the in-depth evaluation and analysis of source material and Section B focused on the evaluation of key features in depth, exploring cause, consequence, change/continuity, similarity/difference and significance. It was clear that standards in Section A are now in line with those in Section B and clearly advice about source analysis, with its emphasis on value and weight, is familiar to candidates. Nevertheless, some teachers and candidates need to follow the requirements of the Section A mark scheme more carefully in future series in order to be clearer about what is meant by 'value' and 'weight'. As in previous series, some candidates wrote too much generalised comment without regard to the source material, or paraphrased the source without considering its value or reliability. The major weakness was often in considering the provenance, and comments were too often stereotypical, or too often missing entirely. It is imperative that centres teach candidates to assess 'weight' by using contextual knowledge to challenge or confirm what is in the source, or to discuss the values of its audience, rather than just claiming that the source discusses an aspect of the topic, so it must have weight. It is also necessary to analyse the nature, origin and purpose of the source through its provenance in order to assess weight. It continues to be the case that many responses are largely made up of comments about what was not in the source, suggesting that this makes it less valuable, or carries less weight. Credit is given to comments about what is not in the source only if it is possible to show that this material is missing for a reason, for example because the source is a deliberate piece of propaganda, or, for example, the author is not in a position to comment about key issues and that for this reason the source is unrepresentative. In Section A the question requires the use of sources together. There was little evidence on this paper of candidates failing to use the sources together in some way, although it is worth pointing out that this does not mean that responses should cross-refer between the two sources for comparison and contrast of content. The question requires candidates to use the sources 'together', but it is not a requirement to use them 'together' throughout the response. There was some evidence of some candidates attempting to do this. Depending on the sources, it was not always possible to do this convincingly, and some candidates engaged in some superficial argument and analysis as a result. Comparison of value and weight was a strength of many responses. It remains important to realise that Section A and Section B questions may be set from any part of any Key Topic named in the Advance Information and, as a result, full coverage of the topic is enormously important. The detailed knowledge base required to add contextual material in order to support inferences was often good, but candidates need to understand that contextual knowledge must be linked to what is in the source and used to confirm or challenge inferences from the source itself, as well as to assess value or weight in the ways described above.

The continuing improvement in essay writing is pleasing. Few candidates produced wholly descriptive essays devoid of analysis. Candidates continue to identify key themes in an introduction and to make a judgement in a conclusion. Structure was often very sound. The most common weakness in Section B essays continues to be the lack of a sharp focus on the precise terms of the question and/or the second order concept that was targeted. Some candidates note in the introduction to the essay that they are naming the criteria that they plan to use, when in actual fact they are referring to the issues or the factors that will be discussed in the response. 'Criteria' in bullet point 3 of the mark scheme refers to the basis on which candidates reach their judgement, not the issues that are discussed in the process of reaching that judgement. There was little evidence on this paper of candidates having insufficient time to answer the question. The ability range was very diverse, but the design of the paper allowed all abilities to be catered for.

The candidates' performance on individual questions is considered in the next section.

Question 1

Strong responses had a clear focus on the value of the sources in terms of the impact of the Levittown projects on urban communities. At the highest level, candidates selected key points from the sources and made reasoned inferences about them, supporting each one with their own knowledge of the historical context of, for example, the slow development of nationwide racial integration that followed Supreme Court cases in the 1950s hardly touched Levittown because of covenants that restricted any minorities from buying in, as is implied by the sources and that, 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 Levittown and more generally. The very best candidates were aware of the specific context of Levittown (i.e. Levittown in Long Island, New York, is widely recognised as the first modern American suburb, as a prototypical post-war planned community), but responses that took a more general view were able to reach the highest levels. AO1 skills are not assessed in this Section, only the use of valid contextual knowledge as part of source analysis. Comments about provenance were thoughtful and may have considered that, in Source 1, 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. Many candidates noted that the tone of the author of Source 2 is essentially hostile towards Levitt's impact on the racial make-up of Levittown. The writer seeks to portray Levitt as brazen on matters of discrimination. Many also saw that Source 2, as a local newspaper reviewing the first ten years' experience of a Levittown project in action, is probably offering an informed and objective view about the impact of racism on a familiar community. Weaker responses simply wrote generally about Levittown, without linkage to the source or considering its value. At this level, candidates often also made stereotypical comments about a newspaper being reliable.

This response shows examples of best practice.

The Levittown project was run by William Levitt, who wanted to develop housing after the war; ~~and even~~ this created the emergence of suburban living and the ribbon development aided by increased mobility. In this essay I will use sources 1 and 2 together to investigate the impact of Levittowns; source 1 outlines that "Levittown as a community was a major attraction", yet highlights that "its history contains mistakes", suggesting this impact was not equally prosperous for all people. whereas source 2, highlights how "the racial issue in Levittown was out in the open". Together, allowing a historian to see how socially unequal the prosperity of Levittowns was and how this ^{history} divided urban communities in America in the 1950's.

In source 1, Hales initially highlights the successes of Levittowns, since "he built it as a new form of community: an extended cluster of neighbourhoods", this can be supported by the evidence that William Levitt built ~~the~~ 10,600 homes on 1200 acres in order to build up these communities. Hales further highlights how the impact of the Levittowns was to create community and togetherness in urban communities as it "is a testimony

to the resilience of the community, and to a time of American optimism, expansiveness and prosperity." Suggesting that the impact of Levittowns was partly looking back on the success they had achieved. William Levitt's 'communities' were made attractive and appealing through pools, gardens and good schools and the major impact of them was bringing together a close-knit community. However, Hakes does objectively highlight how "his history contains mistakes such as the racial covenants," which can be evidenced by the fact that Black Americans were not able to buy or rent Levittown houses due to Levitt's racist attitude. Overall, this shows that the source 1 highlights the impact of Levittowns to have largely been a success as it demonstrates Levitt's success in uniting urban communities. However, ~~that~~ only for white members, as it widened racial divisions in urban communities since very few people stood up against Levitt's injustice, which implies that Levittowns impacted on the lack of changing values post-1960 as it perpetuated the same racist values.

In source 2, from the 'Newsday' newspaper, the author highlights how "Levitt" had no hesitation in stating that he would not rent or sell directly to Black people; Levitt sold his houses for 6990 dollars which was cheap and accessible for the majority of average Americans, yet he still dismissed Black people and created further tension.

and injustice. Newsday continues, highlighting how "the racial issue in Levittown was out in the open. [...] the district court held up the landlord's ~~right~~ right to rent to whom he pleased; this shows how Levittown's impact further divided urban communities as America as a whole faced racial discrimination and injustice daily; with segregation in major public areas, lynchings not being criminalised and the colour bar, which meant white people were confident to hit for jobs.

Overall, ~~the~~ source 2 highlights how Levittown further perpetuated and worsened the racial tension and division with their separation and hurt the greater community of urban areas in order to 'help the inner community of Levittown', as according to Levitt, ^{white} people did not want to live around black people.

Together, source 1 and source 2 are useful to a historian when investigating the impact of Levittown on urban communities, since ~~all~~ together they highlight how they did create cohesive communities, as mainly shown by Haks, yet ~~that~~ the Levittown's impact on racial tension, injustice and separation is unavoidable, as ~~the~~ the division between races in urban communities deepened due to the lack of support from people within the community and ~~help from~~ little help from the Government; Levittown added to an already racist America and perpetuated ^{extreme} white ideas of separation.

Source 1 was written by Peter Bacon Hales in 2001, as part of a book focusing on suburbs. Hales was brought up in a Levittown in New York, so often a first hand experience of what it felt like to live there and also how he felt they impacted his life due to the change in community living. However, one may argue that his view may be subjective as he may exaggerate the positive impact of the community due to his emotional long-term connection to his experience of his early years in a Levittown. However, Hales still does recognise the racial injustice and harmful impact that ~~they~~ the Levittown's caused, since he outlines "these errors remind us of Levittown's dependence on the roots of American culture, both decent and shameful." Therefore, one may argue that although his personal connection may have ordinarily swayed his viewpoint, Hales is mainly objective and therefore useful. Whereas, Source 2 from 'Newday' a New York City newspaper was published in 1957, meaning it may be an ~~other~~ ~~report~~ ~~the~~ account of events as they happened. Despite this, newspapers are often written to shock or inform, ~~as~~ in order to grasp the readers attention and perhaps make social change if they are angry. ~~Therefore~~ the newspaper may be somewhat exaggerated ^{and subjective} as a way of creating shock value for the readers. However, one may argue that you cannot create shock value in ~~the~~ ^{terms} of Levittown's impact on urban communities and how

This led to a deeper ingrained sense of racist values, since the undeniably negative impact on racial tension and division of urban communities because of the impact of Levittown cannot be ignored.

To conclude, using sources 1 and 2 together in order to investigate the impact of Levittown on urban communities provides some use as it opens up the historians knowledge to the ~~unforgettable~~ positive impact and the close knit communities they created, ~~yet~~ ^{yet} together they both also illustrate how undeniably unequal this was and the impact of the unforgettable racism seen in urban communities due to Levittown, ~~as~~ ^{as} Levitt perpetuated racist values in and throughout his community and had ~~no~~ no positive impact on bringing people together as a nation. Both sources initially appear to be subjective, or exaggerated, yet source 1 balances his first hand account by recognising the racial discrimination and source 2 can be supported by the continued racial hate and killings that occurred; racism to that extreme cannot be exaggerated. Therefore, together they create a balanced view to highlight the positive and negative impacts ~~of~~ ^{of} Levittown on urban communities; thus meaning that they are of use to the historian together.



This response draws inferences from both sources, often using them together, developing them and interrogating them by increasing use of accurate contextual knowledge. In the second half of the response there is a weighing of the content and the purpose of the sources for the enquiry. The sources are used in combination.



Try to be aware of the concerns and values of the society within which the sources are set when adding contextual material to inferences.

Question 2

Weaker responses did not have a clear focus on the value of the sources in considering the reasons behind the development of the space programme in the United States, but rather targeted a more general response on the effects of the space race. Such candidates did not understand the need to make inferences from the sources, for example that space exploration is a noble cause for which God will bless America, or that Source 4 implies 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. Most candidates perceived that both sources suggest that both sources emphasise that the space programme exploited patriotism. Weaker candidates gave little weight to the source simply because Kennedy was making a speech. Others missed out any comment about the provenances, even their timing. However, stronger candidates noted that, as an eminent professor specialising in the motivations behind policy-making, Etzioni was in a good position to gauge the publicly-unstated reasons behind the development of the space programme. On the whole, contextual knowledge noted that 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.

This Level 4 response makes sustained use of interrogation of both sources by using a thematic approach and by noting carefully the differing tones of the sources.

Both sources are useful to a historian for investigating the reasons behind the development of the space programme in the United States during the presidency of JFK when considering their provenance. ~~Source~~

Both sources are contemporary to the time, although source 4 is 2 years later and is written after JFK's presidency ended (in 1963), and thus of slightly more use to a historian as it can give an insight into the effects of the space programme. Nevertheless, when assessing the reasons for the development of the space programme, source 3, written in 1962, provides a more useful insight as it is a speech by Kennedy himself, outlining his ideas for the programme, increasing both its reliability and utility, as it is not furnished by an outside view but gives a direct insight. Source 4, written by Amitai Etzioni, is useful in the sense it was written from a professional perspective supposedly to factually inform yet also provide an opinion, its reliability and accuracy heightened by the fact Etzioni was a respected professor. Thus, used together, the sources are both useful to a historian as they provide two differing views from the president himself and ~~are~~ a social and political commentator over the span of two years, allowing a historian to assess change and continuity.

Another way in which the sources are useful to a historian when considering the reasons for the development of the space programme is by investigating their common theme of science and how each views the space ~~case~~

programme in relation to it. The sources seemingly contrast in their purpose, with source 3's tone more positive, and the tone of source 4 more skeptical. Indeed, Kennedy, in source 3, essentially presents the space race as a patriotic 'challenge', using inclusive language such as 'we choose to go to the moon' to perhaps persuade his intended audience by appealing to their sense of patriotism, stating 'a nation expecting to be the leader of nations cannot stay behind in the space race'. In addition, Kennedy speaks of the 'new problems, dangers, ~~the~~ costs and hardships' presented by advancements in science, perhaps referring to the cold war tensions that arguably led to this entire space programme. Indeed, Kennedy aimed to get a man on the moon before the end of the decade, eventually succeeding in 1969 when the US landed the first man on the moon, considered a great Cold War Triumph, ~~the~~ supporting Kennedy's assertion 'we intend to win'. Prior to this, the US had fallen behind the USSR in the 'space race' after ~~the~~ the Soviets sent the first satellite into space in 1957 (Sputnik), and the same year a US satellite launch failure led to embarrassment such as one British newspaper's headline 'Oh, what a Flapnik'. Hence, Kennedy's pairing of science innovations with a patriotic tone and language, such as 'most hazardous adventure on which man has ever embarked', suggest his reason for developing the space programme was in fact ^{the desire for} a Cold War Triumph, as expressed by JFK himself in private. Source 4 deals with the theme of science slightly differently, contradicting Kennedy's positive claims by asserting 'many scientists oppose 'the space', viewing it as a 'mere vanity project not in national interest'. This contrast stands to

Kennedy's inclusive language in source 3 in which he emphasises the benefits for all people. This difference can in the sources viewpoint being useful to a historian as it provides multiple interpretations contemporary to the time. Etzioni's tone certainly becomes more scathing, deeming the space programme as being 'cleverly disguised as patriotism', thus concurring with the view the main reason for Kennedy's interest in space was 'competing with Russia', not furthering the country's scientific advancements.

Another way in which the sources are of use to a historian is by analysing them from a socio-economic perspective. Certainly source 4's main focus is ~~on~~ on the political, social and economic implications of the space programme, whereas source 3 focuses on the social impact of landing a man on the moon. Kennedy perhaps hinting it would be good for the country's prestige. Source 4 references the 'cost' of the space race, arguing it is 'absorbing... available dollars' and thus suggesting too much money is ^{being} spent on it whilst Kennedy neglects other ^{scientific} fields of interest. Source 3 agrees slightly with this, with Kennedy admitting 'this costs us all an enormous sum', yet trying to relativise the economic impact (unlike Etzioni) by claiming 'though somewhat less than we pay as a nation for cigarettes'. Indeed, Kennedy spent much time trying to justify the \$40 billion ~~the~~ cost of the moon landing, showing the extent to which he valued it as 'the most important (decision) of my presidency'. Where source 3 attempts to highlight the benefits of the space programme and the positive impact on other people, with Kennedy pointing out 'the

great number of new companies and thousands of new, skilled jobs', source 4 deals with this aspect differently. Etzioni acknowledges the area of success in the space programme, the political impact, drawing attention to how 'congress blocked (Kennedy)' and this was a way to 'help the poor and underprivileged'. ~~Therefore~~ This claim is supported by fact, thus adding weight to the value of the source's evidence as congress certainly did block much of Kennedy's proposed legislations, such as tax reforms ^{and} senior citizen healthcare ~~and~~ this was partly due to Kennedy's lacking skills with persuading congress (unlike LBJ), and partly due to the fact congress was dominated by southern Democrats and Republicans. However, Etzioni claims that although Kennedy intended to 'boost the economy and ^{to} provide a higher income for us all including the poor', ultimately it didn't work and 'the effect on the underprivileged is minimal'. Though this is an opinion and thus lacks a certain degree of objectivity, Etzioni's claim is backed up by the fact that Kennedy's anti-poverty reforms, such as raising the minimum wage from by \$0.25 to \$1.25, and Food Stamp programme that fed 270,000 people a year, as part of his 'New Frontier' didn't actually have much of an impact on poverty. This adding weight and accuracy ^{to the claims of source 4}. (Considering their differing purposes, source 3 to persuade and source 4 to (arguably) factually inform, source 3 overall lacks more objectivity, yet this doesn't diminish its utility, as it shows that together, both sources are useful in considering the reasons for and impact of the space programme.

To conclude, both sources when used together are undeniably important to a historian when investigating the reasons for the development of the space programme, as their contrasting viewpoints and purposes, (over a 2 year timescale) provide ample evidence for Kennedy's reasons for engaging in the Space Race. I think the most important aspect of the sources is however their content, because the differing times and way they present the programme - as patriotic or essentially harmful to both science in general and the poor - are extremely useful.



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Examiner Comments

Both sources are mined for inferences and the candidate shows a shrewd knowledge of the matters being discussed and illuminates them with judicious use of contextual knowledge of the concerns of the 1960s economic, science and defence policies. Evaluation of weight debates both provenance and challenge/support for what the writers say. The conclusion debates the relative weight of both sources.



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Examiner Tip

Look at the detail of the provenance of the sources to see what might give weight to the source - eg in this case the role of the authors. Challenge or confirm the veracity of the source by using contextual 'own knowledge' to discuss value or weight, as appropriate, rather than just to confirm content or to say what is missing.

Question 3

Weaker responses indicated a straightforward problem with responses to this question – a lack of appreciation of the influence of racial intolerance beyond the lens of the Ku Klux Klan. However, almost everyone saw that its aim was to maintain white Protestant supremacy – its victims in the twenties were often blacks, ethnic immigrants and Jews. The most successful candidates understood that widespread ‘muckraking’ in news reports convinced US Attorney General, Mitchell Palmer, of the need to purge the land of ‘foreign-born ethnic subversives and agitators’ – the Red Scare. Surprisingly few noted that there was substantial intolerance of Native Americans, evidenced by the need for the Meriam Report (1928) and the work of John Collier. The most surprising weakness of candidates was in the very generalised response to the counter factors. Those who concentrated on gender inequality did not see that Prohibition also spawned political and social divisions. There was widespread intolerance of Prohibition and Jazz Age excesses and of the growing influence of women. Temperance became a major issue during elections. There was some detailed knowledge of economic challenges in areas of high deprivation, such as the agricultural South and old staple manufacturing regions, leading to social problems of unemployment and poverty that caused divisions in society.

A logically presented Level 5 essay.

Racial intolerance was a significant reason for divisions within American society during the 1920s. The explosion of KKK membership and ~~some~~ legislation intended to curb levels of immigration are indicative of this intolerance. ^{In addition to the 1918 Crow Law} However, there were other causes of division such as the First Red Scare and lack of gender equality.

The rapid rise of the KKK, which was revived during 1915, clearly illustrated the more widespread racist attitudes of a segment of the American population. The KKK peaked at 4 million members in 1924, demonstrating its far-reaching influence on American society and its support. However, following the rapid rise of the KKK it experienced an equally rapid decline. Following the conviction of Grand Dragon Stephenson for the rape and murder of a young woman, the organization's reputation was destroyed. Membership collapsed to a mere 200,000 by 1929, making it far less relevant and influential in American society. Ultimately, the rapid rise of the KKK clearly indicates that racial intolerance was ~~present~~ present among a substantial part of the population. Clearly the racist views of the KKK received significant support, garnering over 4 million active and participating members. The collapse of the KKK may be attributed to the destruction of its reputation, rather than there being a decline in the support for the ideas and

ideas which it advanced.

Furthermore, legislation aimed at curtailing levels of immigration may be based in racial intolerance, to an extent. The 1921^{Emergency} Immigration Act which introduced the first limits, based upon a percentage of an ethnic group from a 1910 census, may suggest concern or intolerance towards the influx of ethnic minorities. Moreover, the 1924 Johnson-Reed Act made these changes permanent, using an older census and reducing the percentage of an ethnic group which would be allowed entry. This may be indicative of fears over a declining 'WASP' population and an intolerance towards other races. However, these pieces of legislation may have no basis in racist attitudes or intolerance, rather aim to control population growth. Moreover, the 1921 Emergency Immigration Act may have been encouraged by the Red Scare, with widespread concerns over Eastern Europeans who were believed to be more vulnerable to communist ideology. Immigration legislation may be rooted in the racial intolerance which was so widespread across the U.S.

In addition to this, the Jim Crow laws were the cornerstone of racism in American society. In the southern states the ~~populations~~ ~~ideology~~ of doctrine of 'separate but equal' reigned supreme. These laws and segregation were the most visible illustration of divisions within society, with the white and black populations being physically divided. Moreover, these laws fostered notions of white supremacy and encouraged racist attitudes to grow. However, the Jim Crow laws were restricted to the southern states, therefore impacted only part of society rather than the whole of society. The Jim Crow laws were the embodiment of racist attitudes and racial intolerance. The laws

physically divided black and white people, giving rise to white supremacy and racism.

Another cause for division may be the Red Scare, which sparked a brief period of hostility towards those on the left of the political spectrum. The scare sowed feelings of fear and suspicion among the population, with neighbours, friends and family suspecting one another of being communists. Tension erupted during the ~~1919 and 1920~~ Palmer raids, initiated by Attorney General Palmer and targeting those on the left. However, the Red Scare only encompassed the first years of the 1920s before fading. Therefore the Red Scare was not as significant in creating division in society as racial intolerance.

Another cause for divisions within society may be the lack of gender equality. Women were expected to leave employment when they married and did not gain equal rights. Moreover, the flapper was a more urban development among the younger generation of women, with most rural women still conforming to gender stereotypes and traditional roles. However, great progress was made, with equal rights being granted ~~and the creation~~ through the 19th Amendment and job opportunities which ~~arose~~ arose out of the economic boom. Therefore the lack of gender equality was not as significant as great advances were made.

Ultimately, racial intolerance was the primary cause of division within society. The Jim Crow laws were the embodiment of racist attitudes and reinforced white supremacy across the southern states. Segregation physically divided the white and black populations and furthered ideas of black people being inferior. Moreover, the rapid rise of the KKK clearly demonstrates the the racist ideas it advocated had

significant support. Moreover, the collapse of the KKK can be attributed to the destruction of its reputation rather than a fall in the support of these racist ideas. In addition to this, anti-immigration legislation may have been influenced by racist sentiments and intolerance. Racial intolerance prevailed during the entirety of the 1920s and into the future, dividing the nation.



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Examiner Comments

A logically presented Level 5 essay, which recognises the nature of the debate and responds to it by providing detailed evidence for key features, crucially weighing their relative significance, backed by sufficient knowledge fully to meet the question's demands. There is a sustained attempt to explain comparative significance through the essay.

The response deals with racial intolerance before offering 'other' issues that characterised divisions in society and does this in a systematic, well paragraphed way, covering some relevant aspects. Within each paragraph there is a clear discussion of the issue and the response reaches clearly substantiated judgements.



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Examiner Tip

Judgement at the highest level involves analysing the relative significance, importance (as directed by the question) of factors or aspects chosen by the candidate, both against each other and against the stated aspect in the question.

Question 4

The biggest problem for weaker candidates on this response was in identifying detailed evidence, eg Disney produced 32 short propaganda films commissioned by the US government, many of which raised public morale by parodying the Axis powers, eg *der Fuehrer's Face* and *Commando Duck*. Many wrote in general terms about Disney raising morale. Even then, they did not always identify the use of Disney's characters in war-related work. Stronger answers noted several counter arguments, eg 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, eg *Scrap Happy Daffy*. The biggest problem was a mis-reading of the question. Many candidates offered counter arguments that concentrated on material not derived from Hollywood.

A response at L2.

Hollywood provided many different aspects that impacted American lives during World War 2, Disney was one. Disney provided each viewer with entertainment through the use of movies and TV shows. Disney brought families together and boosted the morale of individuals during the second world war as it gave laughter and enjoyment to all ages and types of viewer.

One reason as to why Disney was arguably the most significant Hollywood influence on the morale of the American people during the second world war as it acted as a distraction for families - Disney's main target audience were children and mainly families. Disney boosted the morale of Americans as it gave laughter and allowed individuals to take their minds off of the catastrophic events occurring. Disney focused on animation and mainly fictional characters who could relate to some people you could say. Movies and television as a whole was extremely popular during the second world war as those who were ~~scared~~ ~~at~~ to leave their

home or were frightened to could use Disney as a way to enjoy themselves during this period. Disney brought together families and soon allowed people to have some enjoyment as all of their content they provided was suitable for all ages, therefore meaning no individuals who left out.

I do agree with the fact that Disney did boost the morale of many American lives during the second world war as it distracted people from the ongoing war briefly and filled them with entertainment through the use of their movies.

However I believe there is ^{arguably} stronger Hollywood creations that could boost the morale of American lives during world war 2. One of those being Musicals. Musicals brought together two of the largest forms of entertainment together, those being movies and music. Musicals aimed toward all types of audience, men, women, children, those of all ages, religion etc. Musicals meant that viewers could listen to some of their favourite songs whilst being able to watch a movie at the same time. Both movies and music being arguably the two most enjoyed methods of entertainment allowed the viewers to gain maximum enjoyment from the viewing. Although some of Disney

were major in bringing together ~~family's~~ family's and providing entertainment, at this given time the choices were limited. Whereas with a musical there were many choices of movie that had different ~~types~~ genres of music, musicians and allowed any viewer to have at least some choice in what they wanted to enjoy.

Comedy films also provided great entertainment through the use of laughter. Comedy involved actors and actresses' telling jokes and performing funny stunts in order to provide entertainment. An example of this was Laurel and Hardy who were two actors who performed in 'silent movies'. A silent movie was where a story would be told with the use of actions and not words. Comedy boosted morale through laughter and made jokes of all sorts such as the war to go in a way ease the pain of the actual chaos/happenings. Disney did also provide forms of comedy so they did take credit in showing this side of movie to the audience. Comedy was a huge aspect of enjoyment as it targeted different audience groups and allowed viewers to take the comedic side out of events.

In order to make men more
beatable.

Altogether there were different Hollywood creators
that did boost the morale of
Americans during the second world war.

Mainly provided through television and movies.

Those came in all different ~~sorts~~ genres, which
meant no individual was left out or
went without entertainment. Although I think Disney
was the biggest and most successful
in doing so, Disney had the best actors
and actresses in the industry, provided the highest
quality service and had accessible creations.
I believe Disney allowed any and all
to have some distraction from the war
and allowed everyone of all sorts of
class, background, etc etc, and also themselves,
looking naive.



This Level 2 response has limited analysis of some key features, but lacks range and depth on both the stated Disney aspect and 'other' issues. Although substantial in length, many of the comments made about various genres could almost have been made about any time period within the specification.



Be sure that you are able to choose suitable 'other' issues when making a judgement about the relative significance of the key topic named in the question. It is not possible to make this judgement when set against other stated key topics of dubious validity. Try to offer detailed evidence for each issue, too. Remember that this is a depth study.

A 'Study in Depth' requires detailed knowledge of the Key Themes identified in the specification. Make sure you add precise and detailed knowledge to evidence your answer.

Question 5

Candidates were asked to what extent, in considering the work of individuals, it was President Johnson who was mainly responsible for achieving a change in status for black Americans in the years 1963-72. Many responses failed to note that the target focus was about individuals. The best responses were able to assess Johnson's contribution in quite a detailed manner: that 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; that Johnson's Civil Rights Act ended discrimination in employment, making a very practical difference to the civil rights of black Americans; that 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; that Johnson's Great Society programme increased black American access to equal civil rights in education and housing. In general, candidates paid far more attention to Johnson than any other individual. Martin Luther King was often cited as a second individual, some also mentioned Malcolm X, but candidates often found it hard to focus on how they and others changed the status of black Americans.

A well-argued response reaching Level 5.

The points great debate surrounding the most significant individual in improving civil rights for black Americans, with many historians stating President Johnson to be the most significant. In order to gauge an individual's significance, a criteria for judgement must be established. In this instance, it is fair to suggest the criteria for evaluation can be the extent to which the situation of black Americans improved thanks to Johnson (with their previous situation being that of legal segregation in the deep south, Jim Crow laws, discrimination in employment & housing, poor educational attainment and so forth). Furthermore another piece of criteria that shall be utilised is contrasting Johnson's significance to the likes of different civil rights groups & leaders, with significant focus being placed on Martin Luther King, as well as the ~~black power movement~~ ^{Black Panther Movement}. Under such criteria, it becomes evident that whilst Martin Luther King was the most significant in creating the impetus for change, it is in fact Johnson who improved civil rights the most (1963-72), making the statement agreeable.

Finally, before comparing Johnson to other significant figures in depth, it is crucial to first evaluate his significance on his own merit. President Johnson, following the assassination of John F. Kennedy, took the mantle and managed to amass a breadth of significant legislation that aided civil rights for

black Americans. The passage of the 1964 Civil Rights Act transformed civil rights, federally ensuring the end of de jure segregation, removing previously restrictive "Jim Crow" laws. However, whilst this was undeniably significant, there were key limitations. De facto segregation was still a major issue in southern America, with enforcement constantly proving to be a challenge. Furthermore, the Act did not ensure voting rights for black Americans, which were being hampered by white supervisors that utilized literacy tests & constitutional interpretation quises. In this sense Johnson would've been limited, but just a year later he passed the 1965 Voting Rights Act (due to a push from MLK which shall be evaluated shortly) ensuring these civil rights, removing previous limitations, and solidifying Johnson as significant. However, despite such de jure successes, Johnson both failed to address specific issues, and the reasons behind his legislative successes cannot be fully attributed to him.

The 1964 CRA was passed for a variety of reasons, not just Johnson. In fact, it was mainly the support of Northern whites, the activism of civil rights leaders such as MLK, and most crucially - the death of Kennedy. Put simply, Johnson was the final step, with conditions for change being brought about by others. Johnson also failed to achieve economic & housing equality for black Americans. Despite his attempts to crack ghetto issues using the Omnibus Housing Act &

Reconstruction cities Act respectively (which gave federal funds on urban renewal projects), most of the funds were used by private contractors, with 33% of African Americans remaining in poverty. Thereby, while Johnson improved rights through a desire change, and can be argued to be most responsible in enacting change, he failed to solve economic inequality, conditions for change were created by others such as MLK, and his involvement which shall be discussed now.

Another highly responsible figure which helped improve the civil rights of black Americans was Martin Luther King, who shall be regarded as MLK for short-hand. MLK, the leader of the SCLC, was arguably the most responsible individual in creating the atmosphere / impetus for change. For instance, following the passage of the civil rights Act, King recognised the issues of low voter registration, organising the March 1965 Selma Campaign, eventually leading to 'Bloody Sunday' whereby black world-wide voters were terrorised by white police officers. Such an event made international news, putting immense pressure on Congress to pass the aforementioned Voting Rights Act, giving King's high responsibility, allowing black Americans to be electorally represented for the future. Initially, King also attempted to address ghetto issues & housing inequalities, while his efforts in Chicago were arguably futile (the Mayor disregarded King's deal & white tax payers feared collapse of property values) his eventual

assassination and again showed Congress, leading to the act again
re-mentioned Fair Housing, a significant improvement in
the civil rights of ~~African~~ black Americans in the purchase &
rentals of property. Despite all this, MLK had no real legislative
power, meaning all his work amounted to very indeed the political
gesture, whilst he was more significant here, and again only
Johnson was capable of literally enacting federal change,
limiting MLK's overall significance.

Finally, another influential civil ~~rights~~ rights advocate who must
be evaluated is Malcolm X, a member of the Nation of
Islam, and one of their most prominent speakers. Unlike MLK
& Johnson, Malcolm X favoured separatist ideology, believing
white men to be evil & thereby stating black people should
have complete & utter economic, social & political independence.
His extremist rhetoric was highly significant in winning black pride
& morale - with subsequent movements such as black power
calling themselves 'the heirs of Malcolm'. His actions inspired
classes on black history & culture, taught black rights
groups to fend for themselves and to fight. Moreover, all of
these are attributed changes; it can be argued Malcolm X
did almost nothing in actually improving civil rights
politically. In fact, his rhetoric only alienated whites, and
groups inspired by him (such as the black panthers) attracted
the attention of federal agencies such as the FBI & Nixon. All
these separate statements also led to contemporary condemnations.

with the New York Times calling him a racist hound, and SNCC leadership vociferously expressed the notion he adhered nothing. Theology, despite his public influence on black pride & culture, Malcolm X adhered little in actually improving civil rights, making the statement that Johnson was the most insignificant individual ever agreeable.

Ultimately, to make a final judgement & conclusion, it is indeed agreeable that Johnson was the most insignificant in improving black civil rights 1963-72. While it is undeniable almost all injustices and atrocities that occurred thanks to the vital work of King & sympathetic whites, Johnson's aggressive ~~but~~ ^{harsh} handling (some would say bullying) in Congress cannot be understated. The ~~trinity~~ ^{triple} of acts (civil rights, voting rights and housing rights) were all partially inspired by King, but Johnson's approval was the legislative root in the action, dismantling segregation, Jim Crow laws, rental & housing purchases discrimination and enabling black Americans to have a voice in politics. Whilst he did not succeed in ensuring economic equality, it is agreed this was historically impossible for any president due to large numbers of republicans in the senate, unwilling tax payers and the costs of the Vietnam War. Therefore, in its totality, the statement that President Johnson was the most insignificant individual in improving civil rights of black Americans 1963-72 is agreeable to a massive extent.



This response is clearly structured. The introduction sets out the direction in which the debate will move and lays down the criteria for the judgement of LBJ in his own right, and the degree of involvement he had with other individuals under consideration. The essay then follows this pattern to a nuanced concluding judgement.



Try to write in sufficient detail on the stated factor to show sufficient knowledge by which to weigh it against other factors.

Question 6

Some candidates provided some detailed knowledge about whether the most significant impact of the AIDS crisis in the United States, in the years 1981-92, was an increase in discrimination against the gay community. The best responses noted that, in the case of AIDS, some adherents of Christianity, especially the Religious Right, linked early church traditions that saw plague as a divine punishment for sinfulness with the single sin of male homosexuality. Some noted the scale of the impact 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 – indicating the impact of discrimination. Counter factors were less well supported. In particular, a very large proportion of candidates either misread the question and wrote about factors other than AIDS that had an impact on the gay community, or simply could not offer any other impact that AIDS had on US society. However, some did see that when famous individuals in movies and sport revealed their HIV status, it put a human face on the disease and alleviated some discrimination. It was not just a 'gay disease' anymore. Many candidates who were able to focus on the impact of AIDS also argued that the steady shift of the epidemic from the gay community to intravenous drug users and their sexual partners had a profound effect on poorer urban communities. The great weakness in many candidates was that they took the opportunity to rehearse the work of campaigns for LGBTQ+ rights, without any linkage to the focus of the question.

Two introductions by candidates, indicating the weakness of some responses to this question.

The discovery of AIDS was in 1981 and was impacting the gay community as well as the youth. President Reagan was criticised for not ordering an investigation of the disease until his friend Rock Hudson had died. In this essay I will be comparing different factors as well as AIDS in which increased discrimination for the gay community.



These introductions clearly shows where a number of candidates went 'off track'. The introduction in each case is somewhat of a giveaway. The question asked candidates to assess the relative importance of the varying impacts that AIDS had on US society, but these responses read it either as: The importance that AIDS had on the gay community compared with other impacts on the gay community, or: the relative importance of AIDS among various other (mainly media) impacts on US society.



When answering 'impact' questions, make sure you also consider the role and strength of the target focus, as well as other issues that have impact, in order to give your response range and judgement. Read the question carefully and underline key words to help you to understand what is having an impact on what.

Make sure you leave sufficient time to write a clear conclusion that sums up the judgements that you have arrived at.

Note the candidate's introductory paragraph.

Chosen question number: Question 3 Question 4

US Supreme Court on many of sex

Question 5 Question 6

MTV controversial movies.
1985 Games etc. Abba
Cable TV ph. 11155
1983-1984

1981 - AIDS identified sexual contact/contaminated needles.
No known treatment - virtual death sentence

1990 - Centre of Disease Control 80,000 cases, 45,000 deaths.
Reagan 1st term - provided no research - Did not make high priority of prevention until film Star 80 and Rock Hudson died.
2nd term - provided more resources and Everett Kop said by '91' 80,000 people would die - sex education.
many of many users were gay/drug users

The AIDS crisis significantly impacted US Society through the way the gay community was treated however this essay will argue how technological development, controversial issues in TV and movies and Cable TV/MTV also significantly impacted US society.



ResultsPlus
Examiner Comments

The focus of the question on the different impacts of AIDS has been mis-read.



ResultsPlus
Examiner Tip

Use a marker pen when reading the question to tease out the key words, including the target focus of the question.

Paper Summary

Based on their performance on this paper, candidates are referred to the advice offered in the previous two sessions. Many candidates this year have not heeded some of this advice in the light of their predecessors' performance. This advice was: –

Section A Source Question (Q1 or Q2)

- Candidates must be more prepared to make valid inferences rather than to paraphrase the source
- Be prepared to back up inferences by adding additional contextual knowledge from beyond the source
- Explore beyond stereotypical reactions to particular types of provenance. Not all old people are blighted by poor memories; look at the specific stance and/or purpose of the writer
- Avoid discussions about what is missing from the source when assessing its value to the enquiry unless there is a clear reason for the author missing such points
- Candidates should be prepared to assess the strength of the source for an enquiry by being aware that the author is writing for a specific audience. Be aware of the values and concerns of that audience
- Candidates should try to distinguish between fact and opinion by using contextual knowledge of the period and being aware of the values of the society within which the source is set
- In coming to a judgement about the provenance, take account of the weight you may be able to give to the author's evidence in the light of his or her stance and/or purpose
- In assessing weight, it is perfectly permissible to assess reliability by considering what has been perhaps deliberately omitted from the source.

Section B Essay questions

- Candidates must provide more factual details as evidence. Weaker responses lacked depth and sometimes range
- Plan your answer effectively before you begin
- Pick out three or four key themes and then provide an analysis of (eg) the target significance mentioned in the question, setting its importance against other themes rather than providing a description of each
- Candidates should avoid a narrative/descriptive approach; this undermines the analysis that is required for the higher levels
- Pay particular attention to bullet point 3 of the mark scheme. Try to justify why one content area is more significant than another – the basis of that judgement is that one aspect is more important, influential or significant
- Pay more careful attention to key phrases in the question when analysing

- Be aware of key dates as identified in the specification so that they can address the questions with chronological precision
- Try to explore links between issues to make the structure flow more logically.

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Grade boundaries

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