

Examiners' Report

June 2016

GCE History 8HI0 2H

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June 2016

Publications Code 8HI0_2H_1606_ER

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Introduction

It was pleasing to see a good standard of response from candidates attempting the new specification with teachers getting to grips with different mark schemes. The 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 performance in Section B was higher than in Section A and it may be that the presence of the structured essay question at GCSE prepared candidates more fully for the AS Level essay than source analysis at GCSE did for AS Section A, with its new emphasis on value and weight being more different than experiences at GCSE. Teachers and candidates need to follow the requirements of the Section A marks scheme more carefully in future series in order to be clearer about what is meant by 'value' and 'weight'. Some candidates wrote too much generalised comment without regard to the source material, or paraphrased the source without considering its value or (Part b) reliability. The major weakness was often on considering the provenance and comments were too often stereotypical.

Although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer both questions. The ability range was very diverse, but the design of the paper allowed all abilities to be catered for.

The strength of essay writing is worth emphasising. Few candidates produced wholly descriptive essays devoid of analysis. The main weakness was a lack of knowledge rather than the lack of ability to identify key themes in an introduction and to make a judgement in a conclusion. Structure was often very sound.

Lack of knowledge was also reflected in the answers of too many candidates on Section A. The detailed knowledge base required to add contextual material in order to support inferences was often absent. It is important to realise that these questions may be set from any part of any Key Topic in the specification, and as these questions are compulsory specification coverage is enormously important. This seemed to be lacking in both Questions 1 and 2, especially in the home front during World War II, the counter-culture and, perhaps more surprisingly, the work of Martin Luther King towards the end of his life.

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

Question 1

Question 1(a)

Strong responses had a clear focus on the value of the source in terms of women's experiences in World War II. At the highest level candidates selected key points from the source and made valid inferences about them, supporting each one with their own knowledge of the historical context. Comments about provenance were thoughtful and may have considered Catherine Ott's unique participation in the war and her purpose in relating it to her focus group audience many years later. Weaker responses contained little knowledge about the home front, or simply wrote generally about the role of women during the war without accessing the source or considering its value. At this level, candidates often also made stereotypical comments about Ott's memory fading.

Question 1(b)

Weaker responses indicated that candidates did not have a sound knowledge of trade unions, particularly in relation to the US position as the supplier of arms and materials for the war. Some candidates were aware of the Wagner Act and used it to question the role of FDR as set out in the source. Weaker candidates gave little weight to the source simply because the writer was a trade unionist, so he was biased. However, stronger candidates linked the tone of the writer towards FDR and class war to the question of reliability. Many candidates failed to make inferences about the power of the unions.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 1** **Question 2**

(This is for part (a)) Source 1 is of great value to the historian for an enquiry into the impact of World War II on women. We can infer from the source that women entered work during World War II because men were called up to the army and so women were needed to fill their old jobs. Catherine Ott ~~was~~ spoke about her job being the result of 'airplane factory needed women to replace called-up men'. We know that during ~~that~~ the time the USA was in World War II, 1942 to 1945, 11.6 million men joined the armed forces, whilst 6 million women entered work in the USA. We can also infer from source 1 that World War II led women to feel more independent, earning their own money and taking care of their own lives. Ott ~~she~~ earned 'around \$40 a week'. Although this seems a lot to her as her father had supported 'a family of seven on just \$25', we know that women were not paid equally to men, with women earning on average

\$31.21 a week in 1945, compared to men's average wage of \$54.64. Nevertheless, the money women earned themselves gave them independence compared to before when they would rely on the fathers or husbands. Another point we can infer from the source was the prejudice and discrimination women faced, especially when wanting to join the army, which was very much male-dominated. Ott's 'parents were against' her joining the army, and the general opinion was that 'A woman's place is at home'. Even though they 'tried to fight it' ~~was~~ women faced great discrimination when wanting to join up and help fight in the war. ~~was~~ This is one reason why so fewer women joined the army than men, a (This is for part (a)) total of 350,000 women were in the armed forces, 100,000 of which were part of the Women's Army Corps like ~~Catherine~~ Catherine Ott. Finally, we can see from the source what a great impact the war had on changing people's opinions of women and their capabilities as Ott states 'The war was a great eye-opener to many men'. However, although it was a 'great eye-opener' at the end of the war women were expected to give up their jobs for the ~~returning~~ ^{returning} men. ~~A~~ From the war. Hence, source 1 is of great value as it gives a great insight into many aspects of women's lives during the war and the ~~significant~~ ~~and~~ significant, yet ~~is~~ limited, impact the war had on changing perceptions of women and on women's want for independence and equality.

Source 1 was ~~spoken~~ ^{spoken} by Catherine Ott, who had first-hand experience of what it was like to be a woman during World War II and the impact it had on women's lives and views of women. Hence, it is reliable in the account it portrays. The source is from the mid-1980s and so is useful

in showing the ~~longer~~ impact the war had, as Ott looks back and recounts her story, and how ~~it~~ the war impacted on hers and others' lives after the war. The purpose of this source is to give reliable and accurate accounts of women's lives during the war as it is for a history project, so Ott would have no ~~egentia~~ reason to exaggerate or give an inaccurate story of events. Therefore, source 1 ~~is~~ ^{is} ~~very~~ ^{is} greatly valuable to the historian for an enquiry into the impact of World War II on women.



ResultsPlus
Examiner Comments

This Level 3 response is fairly knowledgeable, makes supported inferences and considers the nature, origin and purpose of the writer in coming to a judgement about value.



ResultsPlus
Examiner Tip

Make sure you make inferences that you also support with your own contextual knowledge. Use specific detail about the position the writer is taking and/or her purpose in doing so.

(This is for part (b)) The source does add some weight for an enquiry into the power of trade unions. The source refers to Roosevelt's "violent phase of his anti-strike programme." Roosevelt tried to suppress the trade unions in order to allow production to continue during the war. Many people felt that unionists by being unpatriotic by striking at a time when the country needed them most.

The source also shows that the unions did have some power at the Allis-Chalmers coal mine because ~~they~~ the company "agreed to the [...] terms (they) [...] would have settled for at the beginning." This illuminates the fact that the unions were able to make some difference and altered their conditions.

The source would also add some weight because it reflects the view of a union leader. Many unionists would have confided in Art Preis, so he would probably embody the idea of many unionists at the time. He seems to suggest that unions were ~~losing some power because~~ powerful because the only way that

(This is for part (b)) the government could stop them was by using "3500 federal troops," which seems to ~~show~~ show their strength.

// However, this source does not show the whole picture, so it does have some limitations. The source only refers to 2 isolated trade disputes in 1941, so it cannot tell ~~us~~ us everything about trade unions' power during the early 1940s.

Art Preis may be massaging the truth in order to gain sympathy for his cause, as he refers to the government's' action as a "campaign against American workers."

The union leader is highly unlikely to speak out of turn against his unionists, so the historian would have to combine this source with other evidence to form ~~the~~ ^{their} enquiry. The source is from a novel entitled "Labor's Giant Step," so I do not believe that it would portray unionists as weak. Many would argue that it was necessary for Roosevelt to restore peace in the way he did in order

(This is for part (b)) to allow the military-industrial complex to continue, especially when America was described by as the "arsenal of the world". If the strikes had got out of hand, then soldiers may have been left without guns so the trade unions may have been much less powerful than Art Preis claims.

Overall, I believe that the source would add some weight to a historian's enquiry into the power of trade unions during the early 1940s, however it only refers to 2 strikes and neglects to show us the ~~big~~ complete picture.



ResultsPlus Examiner Comments

This low Level 4 response can be well rewarded for making inferences backed by an accurate knowledge of historical context. It scores less well for its appreciation of the stance, tone and purpose of the writer.



ResultsPlus Examiner Tip

To gain high marks on the 'what weight' question you must have sound subject knowledge to support valid inferences. Check the specification for the key topics. You must also choose criteria for judging what weight the evidence will bear. Is the writer objective, experienced, an eye-witness? Does the writer possess a hidden agenda? etc.

Question 2

Question 2(a)

The most successful candidates had a clear knowledge of the SDS and could put its origins into a specific context about previous challenges to cultural conformity and people's concerns about the Cold War, in particular the threat of nuclear war. While some latched on to the Civil Rights movement and saw it purely as a question about that, others paid no attention to the date of the source and offered lengthy responses about student reactions to the Vietnam War, or to Woodstock. Comments about provenance were variable in quality. Most candidates picked up on Hayden as instrumental in forming the SDS, a leading proponent of the counter-culture movement, but the best noted his idealistic, or perhaps sardonic, tone towards the Establishment.

Question 2(b)

Few would disagree that the work of Martin Luther King is in the mainstream of knowledge about the Civil Rights movement, but there was too little focus by candidates on MLK's changing priorities towards the end of his campaigning. Some took the reference about ethnically-mixed schools as a cue to give a narrative about *Brown v. Board of Education*, leading to an account of MLK's achievements in the early 1960s. The best responses made inferences from the source, seeing MLK moving out of the South, reacting to the growing influence of Black Power and speaking out against the Vietnam War in defiance of those inside the movement who were afraid that such a tactic would be seen as counter-productive through its lack of patriotism. The significance of the location of the speech was not picked up by many candidates.

(This is for part (a)) June 3 is valuable for an enquiry into the origins of the counter-culture movement. This is because in the source it clearly states why they got involved "the further Civil Rights struggle compelled most of us from silence to activism". Students were involved in the Civil Rights Movement such groups the SNCC which is the Student Non-violent Co-ordinating Committee. This group involved black and white students and they campaigned for black rights taking part in the March on Washington, 1963 and the Freedom Riders. The source also says "the Cold War" which students were opposed to, whereas the rest of the country was not. This again was the students going against the norm and opposing what most

of the country believed ^{not} which was right. Protest of war also involved other counter-culture groups such as hippies and Beatniks but ~~their origins were~~ they started due to other reasons such as the Beatniks which came about after the ~~book~~ book "On The Road" was released.

This piece ~~is~~ is valuable because it is a speech by the leader of the Students for a Democratic Society (SDS) which was a

(This is for part (a)) big counter-culture group who took part in many protests in this decade. The SDS was a major protest group in the 1960s taking part in protests which helped black people such as trying to stop the rule that black people had to go in through a different door than white people. They also took part in a lot of anti-war protests. As they are one of the main counter-culture groups they have a good authority to tell you why they are doing what they are doing and why they started. It is also their principles and your principles have to be backed up but why you have them.

There are some limitations to the source. One is that ~~on~~ it only accounts for one counter-culture group and excludes the origins of the hippies and the Beatniks. It is also at the beginning of the period so it doesn't account for other groups which started later in this period.



ResultsPlus

Examiner Comments

This mid Level 3 response is aware of the origins of the SDS and the counter-culture and makes valid comments about the value of the provenance as well as supported inferences about opposition to norms. It contains material that takes us beyond the origins, but unrewardable material is not marked negatively.



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Examiner Tip

Cultural conformity and the challenges to it, including the counter-culture and reactions to that movement are all clearly signalled in the specification across two Key Topics. Pay careful attention to qualifying detail within the Key Topics.

(This is for part ~~(a)~~ **B**) This is part **B**.

source 4 hold a ~~good~~ sufficient amount of weight ~~and~~ for a historian into an inquiry about King's promises during 1967, as the source gives King's opinion on what America as a country should uphold through peace in war and peace within civil rights, this shows that King was interested in making 'all men equal' whether it be for civil rights or for peace throughout America regardless of the topic.

The source is a primary source as it is King's speech which could show that it's reliable as it gives his exact views and opinions. The provenance of the source is good due to the fact that it was during the Vietnam war which gives an immense indication to the historian that King was interested with the topic and showed that he prioritised it amongst other situations. However, King did prioritise the war due his strong beliefs but, as this speech was given after the 1964 civil rights Act, which would show King felt that he achieved all that was necessary and felt he had other duties similar to civil rights to uphold.

King prioritised peace more than anything else due to his strong Christian beliefs. King felt that Vietnam opposed everything he beliefs in and what 'America stands for', which all men are created equal; if King

(This is for part (b)) felt like his beliefs were not being upheld he would of promised them. This why the source states 'peace and civil rights don't mix' because that's all King ever wanted was for peaceful but effective civil rights. so King wasn't promising anything, but he was using his beliefs on peace and equality to influence him on what he should focus his time on.

To conclude, source 4 does hold some weight for an historian into the enquiry about Kings priorities, as it states how King felt about the war and what America should do, also the source portrays an immense amount of weight to show why King felt this way about Vietnam and he linked it in with peace which followed on from civil rights. But, the source doesn't portray why King felt like this and doesn't give enough contextual information about Kings other priorities for an historian to understand Kings views or opinions.



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Examiner Comments

The candidate claims that MLK was not prioritising anything and wrongly claims that the source does not give enough information to help to understand his values or opinions. There are some weak inferences about MLK's changed plans, but there is no contextual knowledge about those plans in 1967.



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Examiner Tip

Look at the detail of the provenance of the source to see what might give weight to the source – e.g. in this case the location of the speech.

Question 3

Weaker responses indicated two main problems in responding to this question. First, there was often confusion about what constituted racial intolerance. Some candidates took too narrow a view, usually focusing solely on African Americans, or on the KKK. Secondly, whereas candidates often identified three or four criteria as social issues in the 1920s, they did not always identify why they were a social problem. The most successful candidates understood the need to identify three or four social problems and to reach a judgement about whether or not racial intolerance was the most significant. Surprising numbers of candidates chose social issues from outside the period, such as Levitt towns, or civil rights issues in the 1950s.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4 Question 5
Question 6 Question 7 Question 8

The decade of the 1920's saw severe intolerance in American society, people were afraid after the first world war of immigrants and American people sought to blame someone for their problems. Racial intolerance was perhaps the most significant social problem of the 1920's as immigration appeared to be a ~~size~~ great focus after the war, furthermore the growth of the KKK was a grave social problem, although alcohol and prohibition showed the cracks in American society and the obvious intolerance towards women.

Following the soviet revolution in 1917 there was a widespread fear of communism and that fear ~~it~~ was caused by Americas previous 'open doors' policy which was letting in a number of eastern european immigrants and italians fleeing facism in their own countries. This red scare led the President to pass stricter laws on immigration,

which could be argued to have completely changed the social makeup of America, many of the fighting ^{of the} facts on immigration favoured white anglo saxon protestants (known as WASPs), people scared and blamed whoever they possibly could for issues going on in America. A prime example of racial intolerance which shows the social problems in the 1920's is the Sacco and Vanzetti case. They were two anarchists, both Italian immigrants ~~who~~ who were arrested and sentenced to death without a fair trial for a robbery, the judge working on the case was unneringly keen to see them prosecuted. This form of racial intolerance at the time and the almost corruption in the banking system greatly reinforces the social problems facing the USA in the 1920's.

Moreover the KKK, ~~are~~ the the KlukluxKlan are another direct representation of the racial intolerance in America, they were made up of white anglo saxon protestants and emerged following the abolition of slavery. They became increasingly popular in the Southern states with near to 3 million members. They used intimidation, violence and even murder to frighten black Americans and maintain the old Southern view of white supremacy. The sheer popularity and strength of KKK, when they obtained

such extremist ideas reinforced the deep rooted social problems in America during the 1920s.

Although the KKK did suffer a rapid decline when their leader was sentenced to rape and murder

exposing the realities of the brutality and force the KKK had, shows that the racial intolerance was perhaps not the most significant social problem as such extremist views were mainly centred in the South and could not thrive for long.

Further alcoholism in America in the 1920's was also what led to one of the deepest rooted social problem they faced of gangsterism.

Prohibition was introduced in the hope of making a better America, as many people believe alcohol led to poverty and the breaking up of families. The prohibition officers were too few and very poorly paid so they were susceptible to bribery and did not control prohibition to a high standard. Prohibition was a failure and soon the gangsters began to emerge who directly represent the social problems in America. Gangsters such as Al Capone made millions off speakeasies and the illegal selling of alcohol which was called Bootlegging, this was mainly an issue in Chicago where Al Capone practically ran

and the illegal selling of alcohol which was called Bootlegging, this was mainly an issue in Chicago where Al Capone practically ran everything, police were helpless and often paid to stay silent, showing the corruption and the social problems prohibition caused.

Moreover the monkey trials were another social problem of the 1920's as it showed the intolerance amongst a number of creationists, fundamentalists Christians who directly believed the old testament. Due to this the teaching of evolution was banned in schools, however one biology teacher decided to teach evolution in his biology class and was sentenced to a very ~~signific~~ heavy fine, this showed the social problems of the unacceptance of different ideas in America.

Furthermore, the sexism of the 1920's was still very apparent and was a further social problem America was experiencing. After world war one, along with the development of music a new type of woman emerged, the 'flapper' who was a young woman who was single and enjoyed dancing. However this type of woman was hugely frowned upon by society and seen as an almost outcast, mainly by men and other married women.

This intolerance towards more expressive and liberated women again reinforced the troubling social problem of inequality between men and women and sexist attitudes faced.

To conclude racial intolerance was one of the most significant social problems in the 1920's as it was so deep rooted in society, this widespread fear of communism and the temporary strength of the KKK are so significant as social problems. However gangsterism and prohibition did show the social problems amongst American people as they must have been in a severely problematic state to have somewhere like Chicago completely controlled by gangsters like Al Capone.



ResultsPlus
Examiner Comments

This Level 3 response identifies several key themes. Sometimes it describes the social issues rather than explaining the problem. Also, although the response is well structured, the concluding judgement is weak.



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Examiner Tip

Be sure that you are able to make a logical judgement about the relative significance of the key topic named in the question when set against your other stated key topics.

Question 4

Candidates often found this question relatively accessible, with some excellent knowledge about opposition to FDR and the New Deal. However, many were unclear about how this opposition changed the course of the New Deal through the introduction of new legislation or in the way that FDR had to respond to attacks from Left and Right, including the Supreme Court. Some candidates listed three or four categories of opposition, but argued that they had little or no impact.

④. ~~Some~~ The opponents of President Franklin D. Roosevelt did in some way successfully change the course of the New Deal for American people between 1933-41, for 3 ~~different~~ different views and opinions.

Huey Long also known as the 'King Fisher' was running against Roosevelt in the 1935 election. His views were considered to be quite fascist and racist, criticising Roosevelt's plans and promoting that 'America should share its wealth between each other'.

During the 30's - 40's there was also a growing fear of communism due to the events in Europe at the time, which his views also clashed with. He targeted the more southern, country states as they share his same views although he was assassinated in 1934 before the election. This dangerous man influenced Roosevelt's new deal through alerting the fear of communism, so he implemented ~~the~~ strict immigration acts and legislations to keep America safe.

Another of Roosevelt's opponents was ~~Franklin Townsend~~ ^{Franklin Townsend}, an

political author of the time, & suggested ideas for a new pensions scheme which secured people over the age 60+, the unemployed and widows to gain sufficient pensions, essentially creating a more structured idea than Roosevelt's ~~PNA~~ PNA-pensions administration without cutting loopholes.

To prevent ^{Townsend} ~~approval~~ as a politician ~~he~~ he ~~to~~ adopted ^{Townsend's} ~~approval~~ idea to his own system; which would then be approved by the Supreme Court.

Roosevelt's other main opposition was Revenant, believing in strong Christian views increased his popularity through the advancement of technology - radio and television - being one of the first to broadcast his political Christian views. Due to the increased popularity of radio in the 30's his ideology spread quickly.

It is clear to see although Roosevelt's oppositions had some impact on his own views and changing some pieces of legislation in the New Deal due to these people such as immigration law and the pensions system, these people did ~~change the~~ successfully change the New Deal for the people of America from the years 1933-41 although were not entirely responsible.



ResultsPlus

Examiner Comments

This Level 2 response identifies key opponents of the New Deal, but is inaccurate in its assessment of how FDR changes his policies, contains errors and could be much more fully developed. Above all, it lacks balanced between changing and not changing the New Deal.



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Examiner Tip

When planning your answer to a support / challenge question make sure you have a good balance of key themes on either side of the argument, or be prepared to argue support and challenge within each key theme.

Question 5

A number of responses to this question were very generalised and usually saw the Cold War as the chief or only criterion for McCarthyism. However, there were some very strong responses that made the connection between HUAC and Senator McCarthy, going on to compare this connection with other factors, including the effects of party politics on the development of McCarthyism.

Chosen question number: Question 3 Question 4 Question 5

Question 6 Question 7 Question 8

In the decade that followed world war two, the USA became engulfed in a ~~pro~~ fear-fuelled frenzy known as McCarthyism. This was named after the republican senator who led the 'communist witchhunt' during this period. Whilst the HUAC did contribute to this rise, other factors such as the failures of Truman, spy scandals, mistrust of the state department as well as life in everyday America led to the growing rise of fear of communism. However, the main reason is the failures of Truman's government, as they had the opportunity to reduce the threat of communism, yet their actions increased McCarthyism.

The HUAC was originally formed in 1938 to prevent German subversion, but was used post-WW2 to prevent communist subversion in US society. Its most prominent action was the 1947 investigation into Hollywood - the film industry that produced many of the ^{films} 90 million weekly cinema ~~after~~ viewers watched, so it was highly powerful. The 1947 investigation by the HUAC resulted in the Hollywood Ten case, in which 10 actors and directors were publicly investigated for communist subversion. Whilst the defendants plead the first amendment and were ~~not~~ ~~for~~ could not be prosecuted for being a communist party member, the trial had greater implications. The public trial was seen by millions, and ~~the~~ whilst they ^{only} received a charge of 'contempt of ^{court} Congress' and a \$1,000 fine each, the public were shocked at the possibility of the 'seemingly' ^{influential and} powerful positions in US society. As a result, it can be said that the HUAC's public and scrutinising investigations created a society in which feared infiltration hugely, as if it could happen in Hollywood, it was

possible anywhere. ~~and~~ This fear formed by the basis from which people looked to the extreme solutions of McCarthyism to help.

President Truman aimed to secure a peaceful world following the second world war, and avoid any foreign conflict. When ^{the} Communist party took control of China in 1949, this mentality was seen clearly by the way Truman did not try to prevent this fall into communist hands. A 'China lobby' was created of politicians and businessmen who felt that Truman's inaction would cost America because communism's presence was growing. Furthermore, in order to pass the \$13 billion loan of the Marshall Plan through Congress, Truman tried to appeal to Republicans by saying the loan was necessary to prevent ~~America~~ ^{Europe} from falling into communist control. Whilst this got congressional approval, the threat from Truman created the view that communism is spreading ~~into~~ ^{across} throughout Europe. Both the lack of inaction regards to China, and the threats made around the spread of communism to pass the Marshall Plan contributed the most to McCarthyism because they created the initial fear that the US was facing a global threat: communism. ~~From~~ Truman's failure led to the creation of a 'China lobby', which further exacerbated the fear of communism, so despite them being unintentional, his failures on foreign policy ~~concern~~ ^{concerned} the greatest were the main reason for McCarthyism.

The state department is focused on the task of foreign policy and keeping America safe from external factors. In 1950, the Alger Hiss case involved a state department employee being found guilty of providing a ~~know~~ ^{secret} communist double with ~~the~~ ^{secret} documents in 1938. This shocked the public, as it showed that even the body looking to prevent infiltration, was in fact infiltrated itself, ~~so~~ ^{so} creating the view that America was simply not protected from the threat of communism. As much of the

public lost trust for the use of federal government in protection, they turned to the extreme views of McCarthyism, who shared their view by famously saying that he had knowledge of '205 state department infiltrators'. In evaluation, ~~these~~ the mistrust of the state department can be shown to clearly lead to the public turning to an alternative viewpoint, with this being McCarthyism.

Life in America during this period was one of fear and distrust. Domestic legislation only increased this fear and paranoia - creating a climate from which McCarthyism would thrive. The 1952 Internal Security Act is often called the McCarran Act after its main creator, and this act ensured all communist groups were forced to register a special government subversion agency. This extreme created the view within society that being a communist was simply a crime, therefore the fear and hatred of communism prospered rapidly. A further act was the 1950 Federal Highway and Defence Act, which developed procedures if the US became under attack. The knowledge that the US was having to prepare itself from the threat of communism (made worse by the USSR's successful atomic bomb test of 1949) resulted in a US society that found itself engulfed in fear of communism and a potential atomic war. Such an extreme society naturally resulted in the move towards more radical views against this new 'enemy', with which allowed McCarthyism to develop as a popular political option, shown by the republican mid-term gains in 1950, which coincided with the loss of 2 representatives who were strongly anti-McCarthy.

In conclusion, there are certainly a variety of reasons as to why Senator McCarthy rose to prominence ~~in~~ in the early 1950s. There is a strong theme of fear and mistrust, created by the Alger Hiss case regarding the state department, along with the laws introduced in the early 1950s which ~~the~~ ~~had~~ prepared the USA for a potential war

and made communism the official enemy - thus a society inclined to support McCarthyism was formed. However, the failures of Truman in allowing a large country like China to fall into communist control, as well as his threats regarding communism in Europe before the Marshall Plan are the main reason because it created the other initial view of communism being the enemy, ~~factor~~ which was essential for McCarthyism to rise during the early 1950s.



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Examiner Comments

This Level 4 response sets out a clear plan in the introduction and follows through on each key theme in turn, evaluating the strength of each factor. The conclusion judges HUAC not to be the most significant theme, but giving a reason well backed by the evidence provided.



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Examiner Tip

When answering 'stated factor' questions, make sure you also consider the role and strength of other factors in order to give your response range and judgement.

Question 6

Many candidates provided some detailed knowledge about economic growth in the USA in the stated period, though some forgot that the focus was on poverty. The best were able to show that poverty was less of a problem within the context of an economic boom, supplying some impressive quantitative evidence. There was a clear understanding that African Americans did not share in this growth, but comparatively few candidates mentioned other disadvantaged groups. Some focused only on the social policies of Kennedy and Johnson, which limited their responses, both in terms of period and range. Some were even confused between the 1930s and 1950s, seeing the latter as a period of mass unemployment.

Poverty in America was high especially in highly black populated areas like Harlem in New York City. John F. Kennedy set up the New Frontier Programme in order to deal with the growing problem of poverty as well as to help the civil rights movement.

Although many Americans in 1955-64 experienced a period of affluence through the growth of white collar jobs, the car and the growth of suburbs, black Americans and the working class did not. In 1960, white families had a yearly median income of \$5,835. Non-whites had an income of \$3,233 in this year. This showed that many black families as well as other ethnic minorities did experience poverty with many struggling to afford basic amenities. Due to the Federal Housing Administration (FHA) only offering cheap loans to whites only in Levittowns (middle-class, affordable suburban homes in Pennsylvania and New York), this

Made it expensive for blacks to buy suburban homes which would provide them a greater standard and quality of life away from the cities which were cramped and polluted. Also, the FHA promoted ~~not~~ anti-Jewish and anti-black suburban homes also known as restrictive covenants. This discriminated against black people and meant suburbs were white-dominated and cities became dominated by black Americans. The growth of ghettos such as Harlem meant poverty became a huge problem with increased crime rates in these areas. Also, many remaining blue-collar ~~the~~ jobs were taken by black people and the working class who were uneducated due to segregation of schools. 58 out of 10,000 suburban homes were home to black families which meant poverty was higher for black people in cities.

Black people could not afford the cars produced by car manufacturing companies like General Motors, Ford and Chrysler as ~~this was~~ many were on minimum wage (which Kennedy did increase in 1961 from \$1.70 to \$1.25)

in service sector jobs. It could be said that poverty did improve under Kennedy with the Area Development Act which provided \$394 million over 4 years to ~~the~~ fund ^{poor} areas like Appalachia. However, it was clear Congress didn't view poverty as important as the issue was in reality - a further \$45^{million} was blocked. Although in 1960 75% of Americans owned a car and 15% more than one, those who didn't ~~had~~ couldn't reap the benefits of increased leisure time, commuting to work and other benefits. The issue of poverty remained high with a growing wage gap between the rich and the poor and between whites and non-white Americans.

It could be said that the period was a period of affluence. Due to the second world war, women's employment had significantly rose. In 1960, there was \approx twice the amount of women in work as the figure in 1940 and 40% of over 16's were in work. The rate of female employ-

ment was rising four times the rate of men. This allowed both partners to gain an income which increased their overall income.

There was now a dual-income which allowed the rise of consumerism and more people using the credit card to buy consumer products like labour saving devices and cars. In 1959, the 100th McDonald's restaurant opened and there was a rise in drive-in movie theatres which showed the wealth of America was improving overall and the majority of Americans experienced affluence. However there was still the problem of poverty because ethnic minorities were amongst those who couldn't afford the consumer products. Therefore it is accurate to say poverty was still a key feature of American society.

To conclude, it is accurate to say poverty remained a key feature in American society. Although the majority experienced affluence through the growth of white collar work, rise in female employment, the growth of the car and other consumer goods and the growth of suburbia, black Americans as well as other ethnic

minorities and working class Americans ~~saw~~ faced the hardship of trying to afford basic necessities and a growing wage gap from the middle class and white Americans. John F. Kennedy attempted to resolve the issue of poverty in his New Frontier Programme with the introduction of the minimum wage act and Area Development Act but overall, poverty was still a huge issue for many Americans due to the discrimination many faced which resulted in lower opportunities in all areas.



ResultsPlus

Examiner Comments

This low Level 4 response, although fairly modestly supported, has the virtue of sticking closely to the point on poverty, and where it provides a paragraph of evidence on affluence in order to include balance, it does not deviate from the focus on poverty. The conclusion reflects that balance and puts continuing poverty at the heart of the judgement.



ResultsPlus

Examiner Tip

Use the key phrases from the question throughout the essay. This will help you to write a relevant analytical response. In this case, a focus on **poverty remaining a feature** is important.

Question 7

There were some very full and knowledgeable responses to this question, with a clear focus on presidential style. Many candidates were able to identify key differences in the way that Ford and especially Carter conducted their roles as chief executive from the aura of corruption surrounding Nixon. The best candidates were able to identify and analyse those differences and to what extent they were different, especially in the light of the Ford pardon or Carter's disdain for Congress. There was some detailed knowledge about how new policy formulations represented a change in style, such as Carter's concern for the environment, or how his weaknesses in foreign policy represented a different style from Nixon's strengths. Weaker candidates were too obsessed by a few well-publicised observations about the presidents' demeanours or dress sense. Some tried to compare Ford and Carter with Reagan, rather than looking back to Nixon or before.

Chosen question number: **Question 3** **Question 4** **Question 5**
Question 6 **Question 7** **Question 8**

~~Ford not elected - no support - trusted.~~

~~Voluntary WIA - Not radical enough - FAIL~~

~~Carter - Peanuts - Ordinary guy - No DC politics~~

~~cut taxes cut taxes - Office of Economic Opportunity~~

~~Department of Energy - cut energy 10%~~

~~unemployment down to 5%~~

~~inflation ↑ 5-10% 1977-1988~~

~~26% 1979 lower than Nixon.~~

~~environmentalism love land~~

Presidents Gerald Ford and Jimmy Carter faced a number of problems during their presidencies. For example, high inflation, high unemployment and the humiliation of the fall of Vietnam, Cambodia and Laos to Communist forces, as well as the 1973 OPEC oil crisis. To tackle these problems, Carter and Ford tried new policies and by doing so, created a new style of Presidential leadership.

Gerald Ford became president in 1974, upon Nixon's resignation because of the Watergate scandal. People had lost all trust in the office and Ford worsened the government's reputation further when he pardoned Nixon of 'all and any crimes' to prevent Nixon from going to prison. Ford inherited a bad economy, with high unemployment rates, and ~~was~~ inflation in double figures. Ford tried a policy of voluntary restraint by businesses and individuals called 'Whip Inflation Now' (WIN) and also cut government spending to try to control rising prices. However, because these policies were not compulsory, they were ignored by most people, showing his policies were not radical enough to tackle the economic problems. Ford also did not have the full support of his party, and only barely won the Democratic election for presidential nominee. This made it difficult for him to pass laws. However, ~~Ford~~ during his long political career, Ford had developed a reputation for honesty which helped people to restore their faith in the office.

Overall, I think Gerald Ford did create a new style of Presidential leadership because

he was ~~forced~~ faced with a disastrous economy, which he had to try to overcome, and ~~the~~ his presidency was also overshadowed by the Watergate Scandal and American people's distrust of politicians. He also created a policy of voluntary restraint (WIN) which was unusual for Presidents, and allowed him to create a new style of Presidential leadership. However, in some ways, his policies were similar to previous Presidents, for example cutting government spending.

Jimmy Carter became president in 1976. He was a peanut farmer from Georgia. He was not tainted by any links to Washington politics and was seen as an 'ordinary guy'. However, his lack of experience soon became a liability and his policies were mostly unsuccessful. He introduced a number of policies to tackle the bad economy and by late 1978, unemployment had decreased to 5%. However he failed to combat inflation which doubled in his first year of Presidency from 5% to 10%. In the 1970s, people became increasingly aware of the environment, and our impact upon it, due to the OPEC oil crisis and Rachel Carson's book, 'Silent

Spring. Carter set up a Department of Energy in 1977 to examine issues affecting the environment. In 1977, Love Canal in New York city came to national attention because it was full with ~~indus~~ foul-smelling industrial waste. There was a senate enquiry and \$30 million was spent on cleaning up the canal. Carter also passed the 1976 Toxic Substance Control Act, helping to limit the amount of pollution from cars and factories. ~~However, despite these achievements, in 1979.~~ In 1979, 66 Americans were taken hostage by Islamist extremists in Iran. In 1980, Carter authorised a mission to free the hostages, which ended in disaster. The radicals only agreed to release the hostages ~~at~~ once Ronald Reagan succeeded Carter as president in 1981. This is a clear failure of Carter's presidency and in 1979, he achieved 26% approval rating which was lower than Nixon during the Watergate scandal, showing how unpopular he was. This was mainly due to the huge inflation rate, ~~which had reached~~ and interest rates, which had reached 20% during Carter's presidency. I think Carter created a new style of Presidential leadership because

he was the first president who had to tackle environmentalism and also had to the problem of the American hostages in Iran. For these reasons, Carter was forced to introduce ~~a~~ different types of policies than previous Presidents had attempted, leading to a change in the style of Presidential leadership.

In conclusion, I think ~~the~~ Gerald Ford and Jimmy Carter did create a new style of Presidential leadership, because they were both faced with problems that other Presidents did not have to tackle, including pollution, nuclear power plant accidents, American hostages and helping the American public to restore their faith in government after the Watergate Scandal and Nixon's resignation. These problems lead to ~~new laws~~ ~~new~~ new types of laws being passed, leading to a new style of Presidential leadership covering a wider range of social and economic problems.

However, some people may think they did not create a new style of Presidential leadership because they both faced the same old economic problems such as high inflation and high unemployment. ~~Their policies were also both very unsuccessful~~



ResultsPlus

Examiner Comments

This low Level 4 response follows through on a clear plan which has been mapped out in rough before the candidate begins the formal response. Although it becomes descriptive in places, it tries to indicate key themes by which it is possible to show changes in style. It is stronger on change of style than on continuity.



ResultsPlus

Examiner Tip

Higher level responses are often based on brief plans that offer a logical structure for the analysis. They identify three or four themes and points for and against the proposition. Take a minute or two at the beginning to plan before you start writing your response. That way, you are more likely to produce a relevant, logical and well-structured response.

Question 8

This question was generally well answered because most candidates identified specific Reagan policies that clearly benefited only the rich and those that benefited all. Sometimes the key themes chosen for the latter were rather tenuous. For example, candidates focused on Nancy Reagan's 'Just Say No' campaign on drugs, although this was sometimes made relevant to the question's focus. Weaker candidates did not appreciate the need to focus on Reagan's supply-side economics.

Question 6 ✕

Question 7 ✕

Question 8 ✕

The Reagan presidency during the years 1981-89 was a presidency riddled with debt, unemployment and created a national debt of 2.7 trillion dollars by it's ending in 1989.

It was however, a period of exponential growth amongst the middle classes in which the expansion of real ~~GDP~~ domestic GNP supported and inherently benefitted the rich. The promise of equality in economic and social aspects alike as a result of supply-side economics and republican conservatism was a promise which ^{in fact} created a capitalist utopia, in which the rich were elevated and the poor undermined.

It is however valid that Reagan inherited a stagglated economy from his predecessor Carter; with unemployment at 13% and inflation in double figures, Reagan was faced with an economic challenge of ^{paramount} ~~essential~~ importance. However, his first acts of cutting social programmes initiated the beginning of a landslide for the poor. Despite comprising only 17% of federal ~~social~~ spending, social programmes in place since the great society of Johnson were cut with programmes such as Medicaid and Medicare being hit ~~to~~ hard; consequently, the rich were faced with no major cuts, as reflected and evidenced by acts

Such as the omnibus Reconciliation Act and ^{the} Economic Recovery Tax Act. Despite the deficit rising significantly, the tax cuts enforced by the Reagan presidency allowed the rich within the American society to gain an enhanced disposable income; whilst the poorest within society increased by over 5% due to Reagan's supply-side and capitalist reforms. With Reagan being the first president to advocate supply-side economics ~~with~~ since over ~~20~~ ³⁰ years earlier, this 'Reaganomics' later coined as 'voodoo economics' by Bush senior was a fundamental factor in maintaining the idea that the Reagan presidency benefitted only the rich.

However, many historians have commented that Reagan's policies and his presidency did not solely benefit the rich and did impact extend to the middle classes within American society, as aforementioned, Reagan's tax cuts led to a significant increase in GNP from 1981-84 and would aid in explaining Reagan's landslide election victory in 1984. Reagan's shift towards military spending and ~~education~~ ^{cuts towards} programmes such as AFDC food stamps ~~were not~~ did not impact the middle classes to the controversial extent it did to the poor. There was an undeniable growth within the middle classes as a result of Reagan's proposed 'economic programme for recovery' as well as a beneficial for element for the rich within the American society through the Reagan presidency.

Furthermore, one must concede the fact that it was not only the rich who benefited under the Reagan presidency. There were furthermore poorer sections within society that were arguably better-off and benefited as a result of Reagan; the rapid expansion of military spending, which amassed billions of dollars at the time, created jobs within the military itself, and hence those from all walks of life within the American society benefited from this, not solely the rich. The capitalist style in which Reagan promoted, reflecting that of Margaret Thatcher in the UK, is often attributed by historians due to the presence of the ^{second} cold war influencing a ^{federal} spending ~~equal~~ more than that of Reagan's three predecessors combined. However, it is arguable that tax cuts may have, in a sense, benefited some poorer ~~to~~ areas within America. With a lowered tax provoking an increased work ethic in order to obtain a greater amount of disposable income consequently improving the American economy.

However, this is a fictional prospect in which Reagan hoped to succeed with; the supply-side economic policies did not work to an extent in which the Reagan presidency believed it would and his social cuts diminished the support towards the impoverished in which Johnson, Nixon, Ford and Carter had advocated and upheld. The rich can be evaluated as the only ones who benefited as despite a middle class expansion, there was still a limited economic power of the middle classes and a ~~to~~ unequal societal influence of them, with many middle

classes attempting to distinguish themselves from the poor with spending habits and endeavours, whereas the rich were, for the most part, able to retain their wealth under the Reagan presidency.

To conclude, whilst historians have commented on a ^{significant} 'growth' of the middle classes within the Reagan presidency from 1981-89, the rich were in fact the only societal group at the time which benefitted under the Reagan ~~ed~~ presidency; the reduction of taxes, which was later eliminated through a tax increase by Bush Senior, allowed many of the rich to sustain an income which secured their wealth. The social programme cuts eradicated the lifeline support which aided the impoverished and subsequently resulted in increased homelessness, ~~and~~ ~~a~~ inner cities suffering and riddled with crime. The capitalist agenda of Reagan contradicted his predecessor's policies and undoubtedly benefitted only the rich within the American society.



ResultsPlus Examiner Comments

This strong Level 4 response cites detailed evidence to indicate the extent to which benefits did or did not trickle down from rich to middle class America and then to poorer sections of society. It ends with a strongly evaluative conclusion.



ResultsPlus Examiner Tip

Although there are time constraints, try to write at least three or four sides (depending on handwriting size) to give yourself the best chance to explore range and depth in this 'study in **depth**' paper.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:-

Section A

Value of Source Question (Qa)

- 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

Weight of Source Question (Qb)

In addition to the advice on Qa:

- 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
- Try to distinguish between fact and opinion by using your contextual knowledge of the period
- 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 more effectively before you begin
- Pick out three or four key themes and then provide an analysis of (e.g.) the target significance mentioned in the question, setting its importance against other themes rather than providing a description of each
- Pay more careful attention to key phrases in the question when analysing
- Try to explore links between issues to make the structure flow more logically

Grade Boundaries

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