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Introduction

It was pleasing to see candidates' improving responses, with teachers passing on advice offered in the examiners' report last year on the new specification and its markedly different mark scheme. 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 standards in Section B continue to be higher than those in Section A and it may be that advice about source analysis, with its new emphasis on value and weight, is not fully appreciated by candidates. Teachers and candidates need to follow the requirements of the Section A mark scheme carefully in order to be clear about what is meant by 'value' and 'weight'. As in last session, 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 in considering the provenance and comments were too often stereotypical, or too often missing entirely. It is worth reminding centres that candidates should 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. Many responses were largely made up of comments about what is missing from the source, suggesting that this made it less valuable, or carry 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. More often than not a candidate scored better in Question 1/2(a) than in (b), perhaps because 'weight' is not yet fully understood.

There was little evidence on this paper of candidates having insufficient time to answer both questions, although many wrote longer answers to (a) than the higher tariff (b). The ability range was very diverse, but the design of the paper allowed all abilities to be catered for.

The continuing improvement in essay writing is pleasing. Few candidates produced wholly descriptive essays devoid of analysis. Last year's main weakness was a lack of knowledge and it is clear that this has been addressed by teachers. Candidates continue to identify key themes in an introduction and to make a judgement in a conclusion. Structure was often very sound.

It was also noted that lack of knowledge had also been addressed in teaching Section A. 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 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 the impact of the New Deal in the South, as opposed to more generally. 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 of, for example, the TVA, the WPA and social security legislation. Comments about provenance were thoughtful and may have considered that the NEC might be expected to put a more positive spin on the practical effects made by the New Deal over five years, as it was set up by the President, but because it doesn't, it increases the likelihood of its veracity. Weaker responses simply wrote generally about the New Deal without accessing the source or considering its value. At this level, candidates often also made stereotypical comments about a government agency being reliable.

Question 1(b)

Weaker responses indicated that candidates did not understand the need to make inferences from the source, for example about the level of fabrication of evidence about suspected communist sympathisers, or about the deliberate avoidance of evidence in the defendant's favour. Many candidates failed to make inferences and simply supported quotations with their wider knowledge about McCarthyism. Weaker candidates gave little weight to the source simply because the writer was a supporter of the values of Joseph McCarthy. This was a misunderstanding of the provenance. Others missed out any comment about the provenance, even its timing. However, stronger candidates linked the tone of the writer towards government investigations to the question of reliability, especially in the light of the values of a 1955 audience.

(This is for part (a)) Source 1 is valuable to historians investigating the New Deal in the South as it explains how working age middle-class people left the South in the search for employment. ~~It also argues~~ ~~arguing~~ the New Deal wasn't effective enough in these areas. It ~~the~~ ~~argues~~ ^{says} ~~the~~ ~~bottom~~ ~~Bob~~ ~~NA~~ ~~relevant~~ "outward migration reflects the failures of the federal agencies in the South". This is valuable as the New Deal was more focussed on providing employment relief in industrial sectors, most of which were in the North of the country. As a result the South suffered, causing people to emigrate as the source describes.

Another way the source is valuable is how it tells us the New Deal did ~~not~~ mean employers paid adequate wages, so ~~poor~~ in a family where traditionally only the man worked, women and children were forced to work too. This is from where the source tells us "low industrial wages force wives and children to take a large part of the burden of family support". This is supported by the fact that ~~many~~ ^{uch} of the advice put out by New Deal alphabet agencies like the WPA was not obligatory; if companies didn't want to follow regulations they didn't have to. Most famously Ford, the largest car manufacturer and maker of the popular T-model, didn't follow regulations set by the WPA.

(This is for part (a)) The provenance of the source also makes it valuable to historians, as this can weigh up the importance and legitimacy of the source. It was written in 1938, so has the benefit of being from the time, but a few years after the first new deal so the effectiveness of it can be ~~gaged~~ gauged. ~~gaged~~ It came from the NEC, which was set up by Roosevelt himself so is likely to give an honest account of the effectiveness of the New Deal, as Roosevelt would have wanted to improve it in areas it was less effective. The source is fairly valuable in weighing up the effectiveness of the New Deal as it was from the time and ~~was~~ originates in a government agency, so it can be trusted.



ResultsPlus Examiner Comments

In this response from Q1a the candidate makes inferences and supports them by quotation and paraphrase from the text. Contextual knowledge is then added, particularly in the second paragraph, to confirm the inference and add explanation.



ResultsPlus Examiner Tip

Try to integrate contextual knowledge with a supported inference. In this way a valid inference is explained by confirming matters of detail in the source or expanding them. This will enable you to reach Level 3 in both bullet points 1 and 2 of the mark scheme.

(This is for part (b)) How much weight do you give the evidence of Source 2 for an enquiry into the impact of federal government investigations into the loyalty of its employees in the early 1950s?

Federal government investigations into the loyalty of its employees in the early 1950s were stimulated by the second Red Scare - fear of communists. Most of these were led by HUAC, an anti-communist group who claimed they were protecting the nation. Source 2 is an account of one man who has been accused of communism, the weight given to this evidence of government investigations will be discussed in this essay.

Source 2 was published by The Washington D.C. Bureau of National Affairs which indicates ~~the~~ ^{the} evidence is reliable since it was published by the authorities. Moreover, the source was published in the year 1955, ~~which~~ ^{which} after a couple of months after the case. This suggests the evidence given is accurate due to the short time between the event and its publication. The tone of ~~the~~ ^{Source} is very professional, with the ~~author~~ not taking any ~~sides~~ and documenting the case as

(This is for part (b)) accusations clearly indicate how far they were willing to go to investigate its employees.

Source 2 is a case study, ~~which~~ giving an insight into the federal government's investigations in the 1950s, during the 'McCarthyism' years. The evidence given is ~~not~~ useful because it shows the measures taken by the government. For instance, "the charge is that he had been a Communist Party member from 1943-46," ~~yet~~ yet the government "produced no witnesses" and would not put on record any evidence. This implies that the federal government has gone through many cases like these and has been mostly unsuccessful and lost many. The ~~witness~~ ^{employed} has many witnesses and thus if not stated in the source had a big chance of winning the case. Therefore, Source 2 gives reliable and useful evidence into an enquiry into the impact of federal government's investigation into the loyalty of its employees as this example shows the measures that the government was willing to take to fire its employees due to communist ~~is~~ support.

On the other hand, Source 2 is ~~only~~ an account of only one man, who was a "negro," hence would be targeted for his ~~ethnicity~~ race.

(This is for part (b)) either way. During the 1950s, as many as 1000 had lost their jobs working for the government, which the source doesn't talk about. The source is biased as it shows one case of a man who most likely won the case, thus the real impact of the government's investigations into the loyalty of its employees is not seen through this case study due to the little evidence given, only showing a small picture of a much bigger problem, ^{such as} excluding the activity of the HUAC and its witch-hunts which had a huge impact on many government's employees.

Overall, the evidence provided by the source is accurate as it was published during the year when government investigations took place and useful in the sense that we can ~~see~~ get a flavour of what ~~the~~ ~~side~~ the government did. ~~Now~~ However, the evidence given is limited to only one accused. During the 1950s, HUAC was the main ~~and~~ authority in investigating the loyalty of its employees which is not mentioned in the source, hence the evidence is not as ~~overall~~ useful to a historian with its missing information. Moreover, it could be argued that the editor Adam Yarmolinsky could be associated with communists due to his surname,

(This is for part (b)) altering some of the evidence. The fact that the ~~69~~ employee was black also ~~be~~ could have had something to do with being attacked by the government due to the discrimination that existed at the time. So the evidence in source 2 is very limiting and not broad^{enough} to show the impact of the federal government investigating the loyalty of its employees.



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Examiner Comments

In this response from Q1b the candidate evaluates the source by making relevant comments about the nature and purpose of the source (best in the second paragraph, as later comments about the author's name would be regarded as a questionable assumption). As the response also shows a range of ways in which the supported inferences can be confirmed through contextual knowledge and it also has a clear knowledge of the values and concerns of the McCarthy era, this allows the candidate to reach Level 4 in all three bullet points, although with slightly less assurance in bullet point 3.



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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 role of the author. Challenge or confirm the veracity of the source by using contextual 'own knowledge' to discuss value or weight, as appropriate.

Question 2

Question 2(a)

The most successful candidates had a clear knowledge of the Nixon White House and could put the source's origins into a specific context about Nixon's feelings of insecurity and his need to discredit opposition. While some latched on to Watergate and saw it purely as a question about that, others paid no attention to the position of the writer of the source and offered lengthy responses about CREEP. Comments about provenance were variable in quality. Most candidates picked up on Haldeman as a White House insider, but the best responses noted that Haldeman's purpose may have been to deflect blame for wrong-doing elsewhere, or that because of his intimate working relationship with Colson, Haldeman was able to supply insights that had not been made public, even though Colson had hired a CIA man to maintain the secrecy of his schemes.

Question 2(b)

The most striking weakness of candidates was in the tendency to pick out a familiar phrase, usually about Kent State, in order to demonstrate a wide knowledge about the events of May 1970 without linking them to the source material. The best responses made inferences from the source, for example that the assaults by building workers were as much about an attack on privilege or status as about patriotism. The suggestion that the pro-war protesters believed that all students were disloyal was not picked up by many candidates. There were many stereotypical comments about provenance, especially that autobiographies written years after the events are always dulled by loss of memory. A better response to the publishing date was suggested by a tiny minority of candidates, that it allowed Butt to select material for his autobiography which may be more likely to discredit support for the Vietnam War, as by 2014 the US role in the war was widely criticised.

Question 3

Weaker responses indicated two main problems in this question. First, there was often confusion about what constituted the Red Scare, with some candidates offering much support for the argument by rehearsing their knowledge of the 1950s. Some candidates took too narrow a view, usually focusing solely on the Palmer Raids. Elsewhere, whereas candidates often identified three or four criteria as issues in restricting immigration, they did not always identify the focus of the question, on the Red Scare. The most successful candidates understood the need to identify three or four issues and to reach a judgement about whether or not racial intolerance was the most significant. While most candidates identified the Saccho and Vanzetti case as relevant, only the best linked it to specific controls on immigration, such as the fact that anti-immigrant attitudes were fuelled by the 1927 judgement and contributed to new controls in the National Origins Act, 1929. Very few candidates picked up on 'other' factors such as WASP fears that mass immigration would be resumed after the First World War and the USA would be 'swamped' by immigrants from southern and eastern Europe led to calls for controls, or that the conflict between the values of traditional rural/small town white Protestant America and the more 'modern' outlook of the new urban industrial centres containing various immigrant groups also figured in immigration restrictions. A surprising number of candidates thought that the main focus of controls was to restrict immigration only of black people, in order to respond to the KKK's fears, a far too narrow approach to the Klan.

This is an example of a response just reaching Level 3, where there is some analysis of relevant key features that are set out in the introduction, with mostly accurate material to support these features, which nevertheless lack range and especially depth. The debate is joined at a simple level and a judgement is made. The general trend of the argument is clear.

The red scare led to many restrictions on immigration during this time period as many believed America was allowing in Communists with un-American ideals into the country and threatening America politically and socially. It is accurate to a strong extent to say the Red scare was the key factor in the US decision to restrict immigration as it ~~was~~ had the biggest impact on America due to the hysteria that surrounded it. The criteria used to judge how accurate it is to say this is the impact that the factor causing a restriction to immigration had on America and how many people it affected. Racism in America may have also been a reason to restrict immigration as well as the lack of jobs.

Communism threatened traditional American views of Capitalism and ~~individualism~~ individualism to make an earning and live a successful life. Therefore, Americans saw Communism as a threat that needed to be stopped as if it entered ~~the~~ America, it could de-value everything the country stands for. America only allowed 120,000 immigrants

into the country during this time period per year as they believed this would reduce the chance of a communist entering America. Furthermore, they favoured white British immigrants over other immigrants as they felt they could be trusted more. This therefore shows that it is accurate to state the Red Scare was a key factor in the US decision to restrict immigration as the Red Scare directly caused a reduction in the amount of immigrants allowed into the country per year and the ethnicity that was favoured because they were less likely to be a communist.

However, the Red Scare may have just been a scapegoat for America to use in order to reduce the amount of black and other immigrants that aren't white from entering America, as during this time racial discrimination was widely accepted and many Americans believed that black immigrants were entering America and stealing women and jobs. These ideas cause racist groups such as the KKK to be formed, as they wanted to eliminate black people and rid them from the country. Therefore US immigrant laws may have been made in order to seem as if restrictions on entering the country were due to protection against potential communists, but it was instead because of the Americans wanted to lessen the amount of black

Americans. However the Red Scare was still the key factor as black Americans were still allowed into the country, and there was more of a hysteria in the media and amongst people of the us that America could become a Communist Country.

Therefore, it is accurate to say that the Red Scare was the key factor in the US decision to restrict immigration in 1920-29 as it was feared by all Americans and the government as it had the potential to take over America and black people didn't



ResultsPlus

Examiner Comments

The most successful candidates understood the need to identify three or four issues and to reach a judgement about whether or not racial intolerance was the most significant. Here the candidate really only provides two in any depth at all.



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Examiner Tip

Be sure that you are able to choose suitable 'other' factors 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.

Question 4

Candidates often found this question relatively accessible, with some excellent knowledge about motor manufacturing. However, many saw mass production techniques as an 'other' factor, without seeing the contribution of Ford and Taylor to them. Some candidates listed three or four alternative factors but were unconvincing about why they had greater impact on the boom than motor manufacturing, especially when such factors were predominantly social issues about the cinema or music. The best candidates linked other factors, such as hire purchase schemes, back to manufacturing of goods such as motors, enhancing the importance of the targeted factor, while also identifying key opposing factors. Many identified the impact of government philosophy, e.g. Republican support for laissez faire economics allowing the market to flourish free from costly restrictions and high corporate taxation and some responses offered reduced FTC regulation, which favoured business and the impact of the government tariff policies protecting US industry from foreign competition and ensuring the growth of new industries.

This Level 3 response identifies several key features with an understanding of the debate. It is backed up by evidence that lacks some depth. There is an attempt to make a clear judgement, but this is weakly substantiated. The general trend of the argument is clear.

Within the 1920s it is clear to see that America went through an economic boom, how accurate is it to say it was motor manufacturing. It is debatable that other factors such as land speculation and Bull Markets contributed to the economic boom. These will be discussed throughout.

It is evident that in the 1920s motor manufacturing increased dramatically. American citizens went from 2~~3~~ million cars to 8 million due to the mass production. This can be seen as the successful business of Henry Ford who created an assembly-line technique. This meant that cars were produced in 1913 for 12.5 hours. However Ford's assembly-line technique meant that cars could now be made in 2 hours 40 minutes. This increased

ownership throughout the USA. 62% of manufacturing rose within the USA due to motors. Another aspect as to why cars was a key factor in the economic boom was that they were able to travel wherever they wanted to. With the 1921 Federal Highways Act it meant that new roads were built to travel on. And after the war

many places were attractive. Therefore car manufacturing is considered to be the key factor into why Americans had an economic boom.

Additionally, land speculation could be considered another key factor into why the economic boom occurred. ~~The~~ After world war one moving away was attractive to many people. Maimis population within the ~~1930s~~¹⁹²⁰ went from 30,000 early ~~1930s~~^{1920s} to 130,000 late 19~~30~~^{30s}. Many travelled to Florida where new houses were seen to be taken quick. However swindlers gave it a bad name and there was a hurricane that hit Florida making 50,000 people homeless which made land speculation drop within the 1930s. Again this is another reason as to why there may have been an economic boom.

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Technological advances can be considered to have a vital role in the 1920 economic boom. The first radio station KDKA in Pennsylvania looked attractive to people as it brought entertainment into the house for families to watch, it also blurred class divisions as everyone was able to access it. As real wage rose by 15% in 1929 75% of households owned a radio, by 1929. There was also 619 radio stations that people were able to listen to as well by 1929. Another technological advancement was cinema. By 1929 every town had its own picture house. Many films before 1927 were

Silent, meaning Hollywood became the Centre of the film industry as they became Universal films. Many screen stars such as Charlie Chaplin presented the American dream for American citizens. However, some people did not agree with all films such as 'birth of nation' which helped revive the Klu Klux Klan in 1915, therefore a Code of Censorship was put in place to stop films from being violent and going against Christian views. Despite this film industry carried on later opening the Oscars. This may be considered another reason as to why there was an economic boom.

The Bull Market in the 1920s continued to rise which is why it may be a key factor into the economic boom. American had seen some Bear markets prior the economic boom where share prices had declined, however in the 1920s they experienced a Bull Market where

Share prices continued to rise. Economists believed it would never stop and it would be never-ending. From the early 1920s share prices were at ~~\$34~~ \$34 billion and doubled to \$64 billion in late 1920s showing how businesses flourished.

Another aspect considered to be apart of the economic boom is the auto-mobile and Hire Purchase. The automobile steadily increased from 8 million registration plates in 1920 to 26 million in 1926. Many manufacturing companies took on board many employees. It is known that within the motor industry 375,000 people were employed. 75,000 of these employees worked at Ford. Increasing mass production on ~~gas~~ cars. Hire purchase was also an important aspect as ~~75% of~~ hire purchase was on cars as 75% of car manufacturers were brought from Hire purchase schemes and in 1920 ~~it~~ it was worth

\$2 billion ~~to~~^{of} borrowing, this increased to \$8 billion by 1929. Furthermore a great reason as to why Hire purchase and the automobile were reasons to effect the economic boom.

Overall, motor manufacturing is the key factor into why there was an economic boom as the mass production of cars meant that people were able to travel exactly where they wanted to. And business thrived ~~for~~ from big businesses like Ford. On the other hand it may be considered technological advances was the main reason for the economic boom. This is because radio was revolutionised and cinema created a thriving culture with many people going to see films as real wages rose by 13%. Despite this motor manufacturing is still the key factor as to why there was an economic boom as it was the best in the world compared to other nations.



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Examiner Comments

Although there is a clear attempt to weigh factors, the stated factor is not particularly well supported. There is a certain amount of drift when considering 'other' factors. These are best represented by support on the stock market and hire purchase.



ResultsPlus
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 5

A number of responses to this question were very generalised and usually saw war industries and the armed forces as the only criteria for the improvement of black American lives, without focusing specifically on the economy. However, there were a very few strong responses that made detailed points, such as the fact that a war economy stimulated African American trade union membership, meaning that members were able to fight for improved working conditions and wages, thus linking economy to lives.

This low Level 4 response contains some factual errors, but nevertheless sufficient knowledge is shown to demonstrate the arguments about the impact of the wartime economy. Links are clearly made between the key features, which are used to debate for and against the proposition. The response is generally well organised, and the argument logical.

The wartime economy was a time for drastic change upon the lives of African Americans. In the war, the demands for manufacturing industries grew at a fast rate. This came with the growing need for labour. These industries were concentrated in the North in areas such as Detroit and California. Over 1 million African Americans migrated North to work in the war industries and by 1940, 25% of African Americans were living in the North. The majority had lived in the South previously because the slave trade concentrated farming here so the African-American population remained for years to come often doing poorly paid, unskilled labour such as picking cotton. The

new war industries in the ~~south~~ north allowed African Americans to gain a new skill and earn more money there - fore improving the quality of life.

Also, as the economic ~~factor~~ of the war brought the African Americans north, their quality of life increased because there was less racial discrimination than in the south. Rather than being affected by *de jure* (in law) segregation, it was more *de facto* (not in law) factors they were affected by in the north which was seen as just a part of life, mainly economic factors such as blacks living poorer neighbourhoods.

Over the war period, wages grew due to demand and rationing actually improved the health of many African Americans because they were getting their fair share which was less limited to how rich they were. This also caused the life expectancy of African Americans to rise in excess of nine years.

There were over 100 000 African American men

in the armed forces during the war. When they went to Europe where racism wasn't as extreme as in the USA, the African-American soldiers felt equal although they were still held down by white officers keeping the black GI's away from the white European women. When they went home, one GI said 'I was a nigger again'. This highlighted the vast difference in the world's view on race in comparison to the USA. This started the double V campaign; victory over the Nazis abroad and victory over race at home. The economic factors of the war such as a lower unemployment rate for black people than in previous years, allowed them to feel some empowerment. Groups such as the NAACP started in 1945, grown from the patriotic racial identity of the war. During the majority of the war, all army units were segregated but in 1945 came the first desegregated unit, this was the pioneer leader of several desegregation cases over

the next few decades. This was a chance for the African-American community to gain respect among the whites yet it took several decades of hardship to really make a wider influence. ★

During the war, more people were earning good money however there was little to spend it on. In wartime, this led the way to a consumer boom after the war which saw convenience goods like washing machines on the market and a growth of car ownership by over 1 million.

★ Roosevelt declared the executive order 8802 in 1945 making it illegal to discriminate in any war industry. This gave the opportunity for thousands of African Americans to gain employment where they hadn't previously and felt less discriminated against. There fore increasing quality of life. This also helped the overall operation of the war because more labour was available especially for war manufacturing in

the north from migrating southern African Americans.

On the other hand, there was still heavy discrimination such as the Jim Crow Laws in the south. These included separate education, transport and other facilities. Plessy vs Ferguson's 'separate but equal' was still in place and this allowed black children to get a poorer education and the African American community with worse facilities and more limited choice than whites.

The war economy didn't bring jobs for all as the unemployment rate for African Americans often remained double that of whites as Jim Crow Laws allowed many businesses to discriminate ~~and~~ on terms of race.

It was not directly in the middle of the war that the NAACP was founded showing ~~that~~ evidence that it wasn't mainly the wartime economy that employed African Americans and improved their overall quality of life. Yes, many more African Americans

were employed during the war but it didn't necessarily mean that after the war, their quality of life remained. Cases such as the murder of black teenager Emmett Till in the 1950's and also the Montgomery bus boycott shows that there were still substantial issues with regards to the quality of life for African Americans that the war economy failed to influence.

In conclusion, I do believe that the wartime economy improved the lives of African Americans between 1939-45. This is because of the mass migration of African Americans to the north, increase in their employment and increase in their life expectancy. Also the war directly influenced the lives of African Americans through the beginning of desegregation in the forces yet this only happened as late as 1965. I do not agree to a definite extent because of the Jim Crow laws

still occurring in the South and also African-Americans were the less skilled workers earning less money. However in comparison to previous changes in the quality of life for African Americans the wartime economy had a substantial impact and led the way for further change.



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Examiner Comments

This response tries to show the value of the wartime economy in improving black American lives and does this well in places. However, it shows some drifting away from a focus on the economy and such other factors are not clearly identified as opposing factors in the debate. Nevertheless, there is a strong conclusion evaluating the role of the wartime economy in the improvement of lives and, above all, the arguments for and against the proposition are well balanced and sustained. At Level 4 treatment of the key issues may still be uneven.

The candidate has wavered over his/her choice of question. It would have helped to form a plan before beginning the response, which would have avoided the use of the star to insert extra work in the answer.



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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, the introduction can be crafted and you are more likely to produce a relevant, logical and well-structured response.

Question 6

Many candidates provided some detailed knowledge about Kennedy's domestic policies. The best responses were able to weigh the significance of both social and employment policies by considering the extent of their success in solving America's problems and also the extent to which Kennedy's policies were blocked by Congress. Some candidates thoughtfully weighed the significance of the chosen issues against that of other domestic policies. Weaker responses focused mainly on the social policies of Johnson, using those to show up why Kennedy had not achieved significant progress in these areas; they may have had a point, but candidates are reminded not to stray outside the period parameters set by the question.

This strong response identifies relevant key features to weigh both social and employment programmes. A clear judgement is made in the conclusion.

It is accurate to say that John F. Kennedy's (JFK's) social welfare and employment programmes in his domestic policy as a president were significant in affecting society, to an extent. John F. Kennedy put a big emphasis on improving American society by social welfare improvements and employment programmes. His 'New Frontier' programme consisted of an abundance of both ideas and actions that he believed would return America to its former post-war glory, with all families being better off due to better welfare and an overall more enjoyable quality of life due to the federal government. JFK's New Frontier programmes impacted on millions of Americans during his presidency of the early 1960s, and also had a considerable longevity, which will both be the criteria as to which the success of JFK's social welfare and employment programmes will be assessed. A way in which JFK sought to improve social welfare was through his introduction of a new minimum wage in

1961. The minimum wage was increased from a low \$1 to \$1.25^{per hour}. Under every president before him, JFK was the first in 30 years to make adjustments to the minimum wage. This increase was done to allow those in low levels of

employment, such as those in farm reservations, to receive an increased hourly pay in hopes of tackling poverty and allowing Americans to buy more goods for their hard work. It was thought that this minimum wage increase would, in the long term, boost the economy and thus reduce poverty rates. However, the success of this action/policy by JFK was limited; the increase of \$0.25 per hour was regarded by many Americans to be too low for them to sustain themselves, particularly with the current inflation rate that was present at the time. Furthermore, this wage increase wasn't enforced throughout the whole of America, in fact the majority of the Old South ~~was~~ was excluded from this increase as state law forbade it. By 1962, 370,000 Americans in the old South couldn't take advantage of this improvement to their social welfare, and 95% of people that were ~~missed out~~ were missed out were non-white. This reduces the significance of JFK's wage increase through the New Frontier significantly; millions of Americans had enjoyed the raise, but inherent discrimination occurred in the southern states that meant that no one at the most, such as ethnic

minutes ~~working~~ working on farm reservations, couldn't benefit, and ~~were~~ ^{were} left to fend for themselves yet again as they continued back-breaking work for just \$1 per hour, meaning that this policy by JFK was significantly flawed because those who needed it didn't get it.

A significant change to social welfare that occurred under JFK was in 1963, in regards to children attending schools all across America. Prior to 1963, all children attending school had to pay for their meals, no matter what ^{social} class they came from or however unfortunate their background. In 1960, it was discovered that the average family who sent 2 children to school couldn't afford to keep paying for their children's food or need to make sacrifices in other areas of life, such as buying less food for the whole family for dinner. As a result of this inherent divide between the poor and rich classes in society, JFK passed an executive order to give 700,000 children free school meals and free milk everyday. This reduced the disparity in society between rich children and poor children, as now every child could study at school without an empty stomach, significantly boosting social welfare. Furthermore, following this executive order JFK passed the School Assistance Act. This act enabled a massive fund of \$2 billion ~~to be~~ to be spent on

building new schools ~~and~~ and furnishing teachers. This meant that ~~of~~ schoolchildren could ~~now~~ now get a better quality of education and more space was available for children to attend school, showing an inherent boost to social welfare as millions of children were positively impacted.

Employment programmes were also on the agenda of the New Frontier programme/policies, and that ~~it~~ ~~was~~ ~~named~~ ~~that~~ and impacted on the domestic policy of JFK just like social welfare policies did. JFK started a ~~new~~ policy of affirmative action in 1962. This was the requirement of all organisations, particularly those of federally owned corporations such as the Highway Corp. to legally take a set amount of black people in their employment. This meant that a corporation couldn't just employ white people - they had to employ ~~black~~ ethnic minorities as well, as part of a quota. This was a significant improvement to domestic policy for JFK, as it meant that he not only gained the support of millions of black people who could now find work, but he allowed blacks/ethnic minorities to finally have a chance at employment and a much better quality of life, thus being ~~a~~ a significant policy in domestic policy due to his affirmative action employment programme first started by Eisenhower but improved by JFK. To conclude, both social welfare and employment

Programmes were significant in addition to JFK's domestic policy from the start of his presidency to his assassination in 1963; social welfare interestingly impacted positively on many millions of Americans such as those who had no choice but to work for the lowest wage possible, as wages increased from the prior minimum

and ~~helped~~ helped families sustain themselves at a higher level. However, Americans, particularly in the Old South, were still excluded and ~~were~~ ^{were} forced to work for a meagre minimum wage, hindering the significance of this minimum wage policy in his domestic policy through social welfare. However, African and ethnic minorities both gained an ~~that~~ improvement in welfare, as they had a higher quality of life due to both getting aid in their subsistence through free meals in school, and also finally gaining employment, making JFK's domestic policy consisting of social welfare and employment programmes through affirmative action ~~to succeed~~ more of a success than a failure overall, due to the millions of Americans, both white or minorities, that were affected positively. ~~success is a~~



ResultsPlus Examiner Comments

There is an attempt to weigh the significance of both social and employment policies by considering the extent of their success in solving America's problems. The evidence is detailed and accurate. The answer is beautifully constructed and logically argued throughout.



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.

Question 7

There were some very full and knowledgeable responses to this question, with a clear focus on Black Power. Many candidates were able to identify key features that led, for example, to the loss of white liberal support for civil rights after 1965, or features that led Black Panthers to offer real help in black communities, giving a balance to the debate. However, many responses did not appreciate the phenomenon of Black Power, assuming that all successes achieved by Black Americans represented 'Black Power'. Such responses rehearsed knowledge about the civil rights movement from Albany to Chicago and beyond, often focusing on the work of Martin Luther King.

This Level 4 response shows a well balanced argument which maintains a sustained relevance to the focus of the question.

From 1963-72, the Black Power movement grew to become an alternative option to the peaceful protest strategy of Martin Luther King and the Southern Christian Leadership Conference (SCLC). There is much debate as to whether they greatly assisted the cause; they reinforced the negative stereotype whites had of African Americans, but also encouraged the government legislation ~~by~~ due to a preference of King's tactics. Overall I think it pushed the movement as necessary but hindered it more due to the violent nature some protestors took.

Malcolm X was a key figure in the Black Power movement. He insisted that Black Americans use violence to defend themselves against racism. ~~Living~~ Living in Harlem, this was much easier to say than for the likes of Martin Luther King living in the drastically more dangerous Alabama - where ~~racism~~ violence was perceived not to be an option. The violent alternative provided an option for more African Americans, attracting wide support to the movement. Although the aim was to fight back over racism, Malcolm X's actions were viewed as brutal by white Americans, and

reinforced the negative stereotype many white people had of the blacks, and seemed to give an excuse for racist behaviour. In this way, the black power movement was a hindrance from the beginning as it was seen as an animalistic, violent option, proving what white people already thought of the black community.

However, Malcolm X argued that his movement showed there were actually far ~~greater~~ worse options than dealing with King and his peaceful protests. The Black Power movement can be seen to have pushed forward favour of Martin Luther King, leading to government legislation with President Johnson passing the Civil Rights Act of 1964, which outlawed all public discrimination in jobs, schools, restaurants etc. Regardless, I believe the Black Power movement tainted the work of Civil Rights, because it may have encouraged legislation, but the violence of Black Power did not change attitudes towards African Americans and racism remained at large.

The Nation of Islam's involvement in the Black Power movement (a branch of Islam focusing on black Americans providing an alternative religion to "white" christianity) created further divisions in society. Black

Americans converted from Christianity, leaving white dominance in the Christian community. Not only did this create an ethnic split via religion, some ideals of the NOI included black people (created by Muhammad) rising up and overthrowing white people (believed to be created by the devil). This was not the aim of the Civil Rights movement - the aim was equality, not replacing white people and treating them as poorly. The hypocrisy of the NOI's ideas hindered the movement, as it gave connotations to Black Power of hostility and violence, making it hard for white people to accept equality.

Moreover, the Black Panther's rose through the 1960s to become a vital group in the Black Power movement. They wore black berets and leather jackets as a "uniform." The Black ~~Panther's~~ Panther's could've done a world of good for the civil rights movement. Working in the South, they aimed to help poor black Americans, ~~being~~ ^{creating} the "Free Breakfast Program" giving free meals to thousands of African Americans all up until the 1970s. They also caught police in acts of racism and showed them into behaving better on the streets. This was beneficial to the movement, and they could've grown if it were not for the crime linked to the Black Panthers. They were often imprisoned

in robberies and car thefts, and were subsequently shut down by infiltration of the FBI. If it were not for their ~~connections~~ links to violent crimes, they could've been a much greater help to the movement.

Overall, I believe ~~the~~ Black Power was more of a hindrance than a help to the rights of African Americans, particularly because of the confusion it caused between the activists. The peaceful protests of the SCLC were shadowed by the violence of Black Power protestors, and when Martin Luther King was assassinated in the late 60s, ~~the~~ riots lasted for a week, blurring the lines between the two 'alternatives'. After King's death, there was no clear direction, and Black Power remained to be representative of the 'violent' African Americans as to be judged by the whites. This meant that any legislation regarding their rights was likely to be ignored by the public, as attitudes remained negative due to the Black Power movement. ~~Had~~ Had they been more constructive ~~with~~ ^{with} their approach - like the kindness shown by the Black Panthers - they could've been more effective, but the violence showed the African Americans to be ~~as~~ ~~if~~ similar to the white racists, therefore adding little sympathy to their cause.



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Examiner Comments

The strength of the response is that the candidate identifies some of the most important elements of Black Power and debates the degree to which they hindered civil rights by balancing hampering versus helping. The trend of the argument is set out in the introduction and there is a judicious conclusion. While some other answers may have offered more detailed evidence of (say) the creed and actions of the Black Panthers for Self Defence, even at Level 4 it is acceptable for 'treatment of issues [to be] uneven'. This response would score better in the first, third and fourth bullet points.



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Examiner Tip

Allow enough time and space in the essay to write a substantial and well-considered conclusion that judges the extent to which the argument suggested by the question is confirmed or challenged. The basis of the judgement is that one aspect is more important, influential or significant. The best candidates will be able to compare the relative importance (etc) of all the key features they have outlined.

Question 8

This question was generally well answered because most candidates identified specific evidence that indicated both progress and setbacks in achieving the aims of both feminism and gay rights throughout the period. The best answers attempted to show that gay rights achieved more than feminism, or vice-versa, giving a plausible judgement for that argument. Weaker responses concentrated almost exclusively on only one of the two groups, usually feminism to the exclusion of gay rights.

This Level 4 response is well balanced in its consideration of feminism and gay rights. It also tries to maintain a well-judged balance between progress and lack of progress made by supporters of both groups.

In the USA womens rights and gay rights were ~~two~~ massively controversial, with several pieces of legislation failing to pass and protests were often met with huge opposition. However supporters of both feminism and gay rights did make huge progress in achieving their aims between 1966-~~71~~ and 1992, although womens rights had massive opposition

Feminism massively changed from 1966 and they aimed for social, economic and political equality of the genders. They achieved this to a large extent. Feminists did many radical protests including the Miss America pageant where they crowned a sheep Miss America, this was the work of the feminist group NOW. Other go. feminist groups like the Red Stockings and NOW burnt bras to protest against men and the control of men over women. This wasn't that successful as men just thought this

was silly. Women got more representation in politics when Sandra Day O'Connor got appointed to supreme court as well as a presidential candidate naming a woman as their running mate. ~~However~~ This shows feminism progressing as they got more representation to further their campaigns into equality. In 1971, women tried to get an Equal Rights amendment, but it ~~just~~ passed congress but failed to gain the support of $\frac{3}{4}$ of the states. Women's equality to men in jobs slightly improved as the amount of women lawyers rose from 2% to 15%. However still in 2002 women were earning 77% of a man's wage for the same job. This shows that equality ^{in jobs} can't have massively increased during 1966 to 1992 as ~~in~~ in 2002 there is still inequality. The passing of Roe vs Wade ^{in 1973} which gave women rights to abortion shows women gaining more rights. However the 1992 Planned Parenthood vs Casey shows it didn't really progress ~~or~~ because it was made significantly hard for women to get abortions therefore don't have a right to get rid of an unwanted baby. Women did get more ~~or~~ socially equal as there was female role models like ~~OPA~~ Oprah Winfrey on television, however in 1990~~*~~

Gay rights had progressed massively between the years 1966 and 1992. They got ~~so~~ more representation in politics and got increased support. Their aim was to stop discrimination against the homosexuals. Gay people gained more representation in politics with the election of Harvey Milk as ~~may~~ mayor. This could show that people are seeing them as equal and not refusing to elect him due to him being gay. However Harvey Milk being shot showed that there was little progress towards their aim as ~~to~~ him being assassinated ~~so~~ showed that people didn't accept him as being gay. The fact that homosexuality was removed from illnesses shows that progress ~~is~~ has been made as it wasn't thought of to be a 'disease' anymore if they were gay. This shows this because ~~if~~ homosexuals were not discriminated as a disease. However this didn't change people's opinions, there was a de jure change but ~~no~~ ^{little} de facto change. The Stonewall ~~and~~ riots could show there was little progress towards gay rights as people were shot and killed just for being homosexual. However, the Stonewall riots led to greater

publicity for the gay rights campaign, which was a stepping stone towards gaining more rights. The influence of the Religious Right could have hindered the progress of gay rights towards achieving their aim. This is because they see it as 'gay plague' due to them believing in traditional values.

* The Religious Right also influenced Reagan to not talk about homosexuality. However after 1985 ^{and his friend dying of AIDS} Reagan spoke about homosexuality and AIDS which prompted research into AIDS. This shows ~~the~~ gay rights progressing as from the research it found that AIDS ~~was~~ couldn't just affect gay people. This means that there was less discrimination towards gay people after finding out it could affect anyone. The fact that being gay was never illegal showed that the Religious Right weren't ~~affect~~ effective in convincing people that ~~g~~ being gay was a sin and gay rights progressed between the years 1966 and 1992.

In conclusion, ~~women's~~ feminism progressed very little towards achieving their aims as there was still inequality in wages in 2002 showing that there mustn't have been

any better at the end of 1992. Supporters towards gay rights made large progress as there was less homophobia towards ~~and~~ 1992 as AIDs had been shown to not only affect gay people so people were less likely to discriminate. It would be accurate to say they made progress, but women only made slight progress not substantial progress.

* This led to an increase in homophobia

* 42% of women were still unemployed. This therefore shows that supporters of feminism did achieve their aims to a small extent as some women's lives improved, but there was ~~was~~ large inequality between genders ~~in~~ in 1992 ~~is~~ and still large inequality in 2002, ~~so~~ therefore they made little progress in achieving their aims.



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Examiner Comments

This response has identified specific evidence that indicated both progress and setbacks in achieving the aims of both feminism and gay rights throughout the period. While some strong answers further attempted to show that gay rights achieved more than feminism, or vice-versa, giving a plausible judgement for that argument, this one shows another perfectly acceptable way of reaching Level 4: identifying key features, analysing them and coming to a very well balanced judgement based on valid criteria, coming to a logical conclusion.

The overall judgement here is better communicated on gay rights than it is on feminism.

The asterisked material adds to 'sufficient knowledge', making a difference to the quality of this response.



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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 **the supporters of feminism** and **gay rights**, as well as **progress**, is important.

Paper Summary

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

Section A

Value of Source Question (Qa)

- Be 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

Weight of Source Question (Qb)

In addition to the advice on Qa:

- 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

- You must provide 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
- Pay 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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