

# Mark Scheme

Summer 2017

Pearson Edexcel  
GCE In History (8HI02) Paper 2H

Advanced Subsidiary

Unit 2: Depth study

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

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

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Generic Level Descriptors

### Section A: Questions 1a/2a

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li></ul>
2	3–5	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.</li></ul>
3	6–8	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li><li>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</li></ul>

## Section A: Questions 1b/2b

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.</li></ul>
2	3–5	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li></ul>
3	6–9	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li><li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.</li></ul>
4	10–12	<ul style="list-style-type: none"><li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li><li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li><li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li></ul>

## Section B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Section A: indicative content

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

Question	Indicative content
<b>1a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the effectiveness of the New Deal in the South.</p> <ol style="list-style-type: none"><li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>• It provides evidence that the New Deal did not provide answers to unemployment in the region ('productive middle-aged groups leave in the greatest numbers')</li><li>• It provides evidence that the New Deal did not solve the problem of an imbalance between workers and dependents ('a land of the very old and the very young')</li><li>• It provides evidence that the New Deal actually led to disproportionately high numbers of children and women in employment ('Child labour is more common ... the largest proportion of their women in employment.')</li><li>• It provides evidence of a lack of social welfare enforcement in the New Deal as women are exploited by employers and the state ('no laws whatever to fix maximum hours for women').</li></ul></li><li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>• The report, by a government agency set up to investigate problems in the South rather than to suggest solutions, may be considered to be relatively impartial, when writing about the practical effects of the New Deal</li><li>• The NEC might be expected to put a more positive spin on the practical effects made by the New Deal over 5 years, as it was set up by the President. Because it doesn't, it increases the likelihood of its veracity</li><li>• The NEC may wish to promote the idea of unfinished business to increase the role of federal agencies and perhaps its own importance.</li></ul></li><li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>• Much of the New Deal's relief spending was funneled through liberal and Democratic political machines in the nation's large cities, meaning that the South was disadvantaged. This supports the accuracy of the source</li><li>• The work of the TVA suggests that the report may be too pessimistic about the practical effects of the New Deal on many southern communities</li><li>• Domestic workers and agricultural labourers, some of the leading employment sectors, were excluded from many of the benefits of labour legislation and social security. This confirms the accuracy of the Report</li><li>• Roosevelt's disagreements with southern politicians often complicated the implementation of his programmes. Southern relief administrators didn't want to give aid to black people. So workers had to leave to seek work.</li></ul></li></ol>

Question	Indicative content
<b>1b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the impact of federal government investigations into the loyalty of its employees in the early 1950s.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• Yarmolinsky, as an editor, may have chosen this case to highlight the more extreme excesses of the government rather than just to chronicle cases</li> <li>• The language used by the Bureau is careful to record faithfully the process of the investigation, which revealed its strengths and weaknesses</li> <li>• The selection of the material in this extract suggests the purpose is primarily to record the arbitrary nature of the work of the federal government.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides evidence that a lifetime of loyal service ('inspector for 38 years') and the strong defence case ('always spoken ill of communism') counted for nothing before the hounding of suspected communists</li> <li>• It suggests that even as late as 1954 anti-communist hysteria was still an issue in federal employment; even though the employee had 'had no access to sensitive documents' he was condemned</li> <li>• It suggests the government makes a link between Black Americans and communism ('communist...NAACP'), indicating a disproportionate impact in that racism singles out this employee.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• Truman had set up the Federal Loyalty Program in March 1947 to counter some of the criticism that his administration was "soft" on communism. A political element is clear in this case, with very sketchy evidence</li> <li>• The main thrust of the programme was to root out 'reds' within the Administration. Easy targets would raise statistics to counter the charges of McCarthy that little was being done to counter the communist threat</li> <li>• Eisenhower had extended the FLP to all federal employees in 1953, so even meat checkers were checked out. The case here is in the context of Eisenhower's reluctant political need to 'get into the gutter' with McCarthy</li> <li>• A fierce campaign by Republicans and Southern Democrats 1954 against the NAACP associated its court successes with 'communism'. The defence emphasis on the employee's attack on the NAACP carries weight.</li> </ul> </li> </ol>

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

Question	Indicative content
<p><b>2a</b></p>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the nature of Richard Nixon's presidential leadership.</p> <ol style="list-style-type: none"> <li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: <ul style="list-style-type: none"> <li>• It suggests that dirty tricks ('Senator in bed with...') were a key element of the Nixon Administration and that Nixon's leadership style favoured these methods of discrediting opposition ('Nixon was behind him all the way')</li> <li>• It indicates that Watergate was not a unique experience. There were other similar schemes apparently approved by the administration's leadership ('the offices of a newspapermen were broken into')</li> <li>• It provides evidence of a degree of paranoia as a key feature of Nixon's leadership ('encouraged the dark impulses' and 'documents that revealed certain secrets').</li> </ul> </li> <li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: <ul style="list-style-type: none"> <li>• Haldeman was a White House insider who would be in a good position to have knowledge of secretive schemes and manipulation of the press</li> <li>• 'All the President's Men' were implicated in the Watergate scandal. Here Haldeman's purpose may be to deflect blame for wrong-doing elsewhere</li> <li>• Because of his intimate working relationship with Colson, Haldeman is 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.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: <ul style="list-style-type: none"> <li>• Paranoia drove the leadership. Nixon and his advisers had become victims of their preconceptions. A hostile media was distorting their message</li> <li>• One of the schemes attributed to Colson led to the greatest crisis of leadership in American political history: the break-in at the Democratic Party headquarters in the Watergate Hotel and the subsequent cover-up</li> <li>• The crisis at the heart of the White House led to accusations of a secretive clique of 'All the President's Men' who did not consult Congress, a leadership termed by Schlesinger as 'The Imperial Presidency'.</li> </ul> </li> </ol>

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

Question	Indicative content
<p><b>2b</b></p>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the attitudes of people in the USA towards the Vietnam War</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• Butt is in a good position to record events accurately as he is an eye-witness. The detailed descriptions of timing suggests he carefully reported the demonstration, having no apparent reason to twist the facts</li> <li>• As a Kenyan newly immigrated to the US, we can expect Butt to take a relatively dispassionate approach to the incidents he witnesses</li> <li>• The publishing date (2014), long after the events, allows Butt to select material for his autobiography which may be more likely to discredit support for the Vietnam War, as by then the US role in the war was widely criticised.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides evidence that there was still significant unquestioning support among Americans for the war in Vietnam, in the name of patriotism ('All the way, USA')</li> <li>• It suggests that the assaults by building workers were as much about an attack on privilege or status as about patriotism ('favourite targets were students with a hippie appearance')</li> <li>• It suggests that the pro-war protesters believed that students were all disloyal. The attack on the university building was a symbol for this view ('Some of them invaded nearby Pace University').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• By May 1970 many Americans had turned significantly against the Vietnam War, particularly after the Tet Offensive of 1968 had shown that the US was not winning easily and that peace was still far off</li> <li>• Opinion polls at the time of the Kent State deaths were fairly evenly divided, with 60% of respondents blaming students and 50% that week supporting Nixon's widening of the conflict to Cambodia</li> <li>• Most demonstrations, both pro- and anti-war, were peaceful. On 20 May 100,000 construction workers, tradesmen, and office workers marched peacefully through New York City in support of the president's policies</li> <li>• There was significant evidence that students were unified in anti-war protest. National Guard units were mobilized on 21 campuses in 16 states. The student strike spread nationwide, involving four million students.</li> </ul> </li> </ol>

**Section B: indicative content**

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

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how accurate it is to say that Red Scare was the key factor in the US restriction of immigration in the years 1920–29.</p> <p>Arguments and evidence that the Red Scare was the key factor in the US decision to restrict immigration in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Red Scare that communist ideas would spread to the USA led to growing resistance to mass immigration from communist-influenced areas of Europe and culminated in controls in the Acts of 1921 and 1924</li><li>• The bitter industrial disputes typical of the Red Scare of the early 1920s fuelled concerns that these were prompted by radical 'foreigners', giving further impetus to immigration controls</li><li>• Race riots and anarchist bombings in eight cities provided the context for the Palmer Raids, the mass arrests and deportation of radicals at the height of the Red Scare, adding impetus for restrictions on immigration.</li></ul> <p>Arguments and evidence that other factors were more important in the US decision to restrict immigration should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• 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</li><li>• Fears over the loyalty of new immigrants from Germany and Austria-Hungary during the First World War added to the post war xenophobia</li><li>• 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</li><li>• The influence of 'scientific racists' (e.g. Madison Grant), eugenics, and the KKK convinced many that non-white immigrants were inferior and their numbers should be controlled</li><li>• Anti-immigrant attitudes were fuelled by the Sacco and Vanzetti case (1920-27) and contributed to new controls in the National Origins Act, 1929.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how accurate is it to say that the motor manufacturing industry was the key factor in the economic boom of the 1920s.</p> <p>Arguments and evidence that the growth of the motor manufacturing industry was the key factor in the economic boom should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The impact of the 'Ford revolution' in car manufacture for the mass market. Frederick W. Taylor's mass production and conveyor belt technology spread to other industries, driving down costs and raising production levels</li> <li>• The strategic importance of the car industry for the US economy (7 per cent of all US industrial workers and 9 per cent of industrial wages) contributed significantly to the boom</li> <li>• Indirectly automobile production created thousands of jobs in the steel, rubber, paint, lumber, oil, electrical and tourism industries. They themselves stimulated more employment as demand for their goods rose.</li> </ul> <p>Arguments and evidence that other factors were the key factor in the economic boom should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The impact of government philosophy, e.g. Republican support for laissez-faire economics allowed the market to flourish free from costly restrictions and high corporate taxation; reduced FTC regulation favoured business</li> <li>• The impact of the government tariff policies, e.g. the Fordney-McCumber Tariff Act (1922) which protected US industry from foreign competition and ensured the growth of new industries</li> <li>• The importance of Mellon's fiscal policy, which favoured big business and gave consumers more disposable income, e.g. revenue acts (1921-26) which cut surtax from over 50 per cent to 20 per cent</li> <li>• The economic impact of the First World War created a boom, as more manufacturing for the Allies aided the development of key industries after the war, e.g. chemicals</li> <li>• The availability of easy credit and hire purchase stimulated consumer demand.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>How far did the wartime economy improve the lives of African Americans in the years 1939-45</p> <p>Candidates are expected to reach a judgement on how far the wartime economy improved the lives of African Americans for the better in the years 1939-45.</p> <p>Arguments and evidence that the war economy did improve the lives of African Americans should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The migration from the South to work in the war industries of the industrial NE and Midwest liberated African Americans from Jim Crow segregation and KKK intimidation</li> <li>• African Americans achieved better job opportunities as a result of Executive Orders 8802 and 9346, creating and improving the FEPC, an attempt by Roosevelt to decrease employment discrimination in the defence industries.</li> <li>• Black African women gained many new job opportunities in the war industries, giving them more independence alongside 'Rosie the Riveter', their white counterpart. Those in domestic service fell from 75% to 45%</li> <li>• The war economy stimulated African American trade union membership. Members were able to fight for improved working conditions and wages</li> <li>• The valuable contribution of African Americans to the war economy helped to stimulate the Double V Campaign, which raised the profile of civil rights.</li> </ul> <p>Arguments and evidence that the war economy did not improve the lives of African Americans should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The vast majority of African Americans employed in the war economy held low-paid, menial jobs, earning less than half of white counterparts. The early boom (pre-FEPC) decreased unemployment only among whites</li> <li>• The FEPC was not effective in the South, owing to lack of co-operation from employers. The Commission lacked enforcement provisions</li> <li>• Increased racial tension in manufacturing areas resulted from pressure on infrastructure. In Detroit most African American housing was substandard. Riots erupted there and in several cities, damaging lives and homes.</li> </ul> <p>Other relevant material must be credited.</p>

## Option 2H.1: The USA, 1955– 92: conformity and challenge

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how significant social welfare and employment programmes were in the domestic policy of President John F. Kennedy. Arguments and evidence that social welfare and employment programmes were a significant feature should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Social welfare was promoted in the Rust Belt with programmes such as the Area Redevelopment Act which gave financial assistance to Appalachia's structurally unemployed</li><li>• Social welfare was encouraged by Kennedy's Keynesian programmes: food stamps for low-income Americans; social security benefits and food distribution to the poor increased; free school lunches</li><li>• In employment, Executive Order 10925 required affirmative action by government contractors for applicants and employees and established the President's Committee on Equal Employment Opportunity</li><li>• The Presidential Commission on the Status of Women investigated education, income and workplace issues of women. The Equal Pay Act partly closed the wage gap based on sex. This supported women's employment.</li></ul> <p>Arguments and evidence that social welfare and employment in Kennedy's domestic policy was not especially significant/other programmes were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Kennedy had a pro-business reputation and sponsored policies such as tax cuts and low inflation that hindered social welfare and employment programmes</li><li>• The Area Redevelopment Act was disappointing in outcome, with many miners reluctant to move to new locations to work in modern light industries</li><li>• Congress was controlled by a conservative coalition of Republicans and southern Democrats. Kennedy saw his limitations and compromised on the extent of social welfare spending</li><li>• Other programmes in JFK's 'New Frontier' domestic programme were more significant, such as the Peace Corps, environmentalism and eventually civil rights.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that Black Power in the USA in the period 1963-72 did more to hinder than to help the rights of African Americans.</p> <p>Arguments and evidence that Black Power hindered more than helped the civil rights of African Americans should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The radicalisation of SNCC and CORE, with the rise of Stokely Carmichael, Rab Brown and Floyd McKissick, increased the divisions between Black Power and more moderate groups such as the NAACP and SCLC</li> <li>• Black Power contributed to a decline in support for civil rights in the late 1960s as poor decision-making and extreme rhetoric led to the loss of white financial support</li> <li>• Black Power was not essentially a civil rights group in the sense that it sought separation from rather than integration and equality within the US Constitution. Its inspiration, Malcolm X, denied that civil rights was an aim</li> <li>• Black Power's association with events like the demonstration at the Mexico Olympics and carrying guns into the California legislature turned moderate supporters away from the civil rights cause.</li> </ul> <p>Arguments and evidence that Black Power helped more than hindered the civil rights of African Americans should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The radical Black Panthers flourished in the late 1960s. Although a small organisation, they did have some impact on promoting the rights of African Americans, deterring police harassment, and organising voter registration</li> <li>• The Panthers also worked to improve social and economic civil rights, setting up free nurseries, free health clinics to test for sickle cell anaemia and 'liberation schools' which promoted racial pride and self-confidence</li> <li>• Black Power raised black pride, taking inspiration from Malcolm X's legacy. 'Black is Beautiful' and economic independence were issues that tempted Martin Luther King to reduce his opposition and recognise its strengths.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how accurate is it to say that supporters, in the USA, of both feminism and gay rights made progress in achieving their aims in the years 1966–1992.</p> <p>Arguments and evidence that both feminism and gay rights made progress in achieving their aims should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The National Organisation of Women was founded in 1966. Under Betty Friedan, it promoted the Equal Rights Amendment of 1972. A major success for feminists was the decision in Roe v Wade of 1972, which legalised abortion</li> <li>• Gay Power was rooted in the Stonewall riots of 1969. Partly in consequence, in 1973 homosexuality was no longer classed as a psychiatric disorder, and in 1980 the Democrats gave their official support to gay rights</li> <li>• During the 1970s women gained financial rights, including the ability to secure credit independently of their husbands. Forceful feminism died away in the 1980s since it seemed that their important goals had been met.</li> </ul> <p>Arguments and evidence that feminism and gay rights made little progress in achieving their aims should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Equal Rights Amendment of 1972 had not been ratified by a majority of states by 1992. Therefore it remained a merely theoretical advance supported by 35 states. Progress was held up by the Constitution</li> <li>• Some traditional attitudes concerning women remained strong, notably in the South, with women believing that a 'glass ceiling' existed in many occupations preventing them from gaining promotion to the highest levels</li> <li>• The murder of notable victims such as Harvey Milk and Matthew Shepard, suggested that attitudes towards gay people had not changed completely and thus questioned genuine progress towards equality</li> <li>• The disproportionate impact of AIDS on the gay community led to an increase in homophobia and negative attitudes towards gays on the Christian Right and especially in 'Bible Belt' states.</li> </ul> <p>Other relevant material must be credited.</p>

