



Mark Scheme (Results)

Summer 2025

Pearson Edexcel
In GCE History (8HI0/2H)
Advanced Subsidiary

Paper 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.

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	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
2	3–5	• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand or confirm matters of detail. • 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.
3	6–8	• 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. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • 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.

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	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	3–5	• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • 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.
3	6–9	• 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • 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.
4	10–12	• 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. • 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. • 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.

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
1	1–4	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	• 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. • 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. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.

Section A: indicative content

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

Question	Indicative content
1a	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. Candidates must analyse the source to consider its value for an enquiry into women's roles in the war effort during the Second World War. 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: • It provides evidence of women's central importance – to be available to defend their country with determination ('...would defend her home ... armies will not invade America if women help to build ships...') • It argues that discrimination against women taking certain roles in the workplace had changed with the outbreak of war ('before the war ... 'no women'... now ... being hired as fast as they can be found...expert welders.') • It gives evidence that an important part of the search for women workers in new roles was an appeal to their consciences in performing a patriotic duty ('At this time of national crisis, as a good American... urged to register...'). 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: • It is a direct appeal from the Government, which ascribes value to the source • The date of the source is particularly valuable as it occurs soon after the USA has entered the Second World War • The purpose of the source is to inform women across the USA about their need to engage with an important Federal Government initiative - Woman's Registration Week. 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: • Hitler had declared war on the USA in December 1941 so the need to marshal a greater effort in the arms industry, through the use of women in the workforce, was acute • Women were needed in the workforce to replace male workers, especially in war production, engineering and transportation. Once the USA entered the war, conscription expanded to include all men 18 to 65 years of age. • Many of the housewives who took new roles at this time were mothers. Those women with children at home pooled together in their efforts to raise their families, adding to the success of the government recruitment week.

Question	Indicative content
1b	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. 1. Candidates must analyse and evaluate the source in relation to an enquiry into black America at the time of the Harlem Renaissance. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: • As a leader of the civil rights movement during the 1920s, Randolph adds weight to an enquiry about another prominent activist's part at the centre of the Garvey cultural Movement at that time in Harlem • Randolph is giving his assessment of Garvey nearly half a century after the events – his memory seems sketchy, particularly as he cannot immediately recall the name of so iconic a figure • Randolph eventually recalls his friend with enthusiasm, even though they had differed in approach. His purpose is to show the depth and variety within the Movement during the Harlem Renaissance. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • The source suggests that self-improvement was an important concept for black Americans during the Harlem Renaissance ('the Movement ... stand up for social and racial progress.') • The source suggests that, during the Harlem Renaissance, black American culture was sometimes centred on separation from white America ('built the... Movement on... black nationalism.') • It claims that attempts to entice black Americans back to their cultural roots were not particularly successful ('he never could get many people to go to Africa') • It implies that, in the culture of the Harlem Renaissance, there was an understanding by black Americans that they were part of something much bigger than their individual selves ('mind and spirit of the Black American.'). 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: • Garvey was known as the founder of the Universal Negro Improvement Association (UNIA). Formed in Jamaica, the UNIA aimed to achieve black nationalism through the celebration of African history and culture • There was a period of profound black cultural and economic success during the 1920s, with the New York City neighbourhood of Harlem as the movement's mecca • Black separatist views – sometimes conveniently shared with white racists in advancing their shared goal of racial separatism - caused divisions between black American activists like Garvey and Randolph.

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

Question	Indicative content
2a	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. Candidates must analyse the source to consider its value for an enquiry into reactions to student protests in the years 1963-72. 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: • It suggests that reactions from law enforcement officers to campus protest were disproportionately severe ('guardsmen have acknowledged opening fire ... 61 shots', 'facing 'an increasingly heavy bombardment of rocks''') • It suggests that the Guardsmen's response was unjustified ('Two students were hit while lying face-down. Two were wounded while running away.') • It suggests that protesters regarded the reactions of some law enforcers as illegal ('...called the guardsmen 'murderers'.') • It implies that preparations on the part of the authorities for dealing with student protests were totally inadequate ('We urge state officials to make plans for dealing with campus disorders... more precise guidelines...'). 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: • The Report was prepared by an independent body of experts, which suggests the evidence was reputable • In considering the period of protest from 1963-72, the Report is valuable as it lays down new official guidelines by which the authorities should react to student protests, indicating a turning point reached at Kent State • The tone is neutral and based on reporting fact rather than opinion, adding value to the enquiry. 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: • The protest at Kent State University was particularly violent in the lead-up to this incident, after President Nixon's announcement of the widening of the Vietnam war. Students set ablaze a campus reserve officer training building • President Nixon ordered a presidential inquiry into campus unrest only after the deaths of four students at Kent State. There had been no previous inquiry at this level in the years since 1963 despite numerous protests • Reactions to student protest had often been met with violence by the authorities in these years, e.g. in Chicago in 1968 • Public opinion turned further against the war in southeast Asia as a result of the law enforcers' response to the student protest at Kent State University. Many people in the USA were appalled by the violent reaction.

Question	Indicative content
2b	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. Candidates must analyse and evaluate the source in relation to an enquiry into the impact of Nancy Reagan's 'Just Say No' campaign against drug taking in the 1980s. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - The source is from an exhibit in a Library dedicated to the legacy of Ronald Reagan; the foundation will possess detailed evidence about the impact of Reagan's period in office - Set up as a memorial to the work of the former President, the Library may have wished to promote a partial view of the effectiveness of Nancy Reagan's 'Just Say No' campaign against substance abuse - The aim of the exhibit is to advertise the successes of the 'Just Say No' campaign and, especially, to publicise the legacy of Ronald and Nancy Reagan. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It gives evidence of the success of the 'Just Say No' campaign ('cocaine use by high-school pupils dropped by one-third, the lowest rate in a decade.') - It provides evidence of the sheer passion and hard work with which Nancy Reagan led the campaign against school-age drug abuse ('110 appearances and fourteen anti-drug speeches in 1984 alone.') - It claims that Nancy Reagan was keen to use her persona to advantage ("She took advantage of the media's attention ... one she could do something about.") - It suggests that Nancy Reagan had a shrewd awareness of the importance of a catchphrase in winning a battle against substance abuse ('...you just say no.' And there the campaign slogan was born.'). - 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: - With the media attention that a First Lady receives, Nancy Reagan appeared on numerous talk shows, including a two-hour documentary on drug abuse, as well as exploiting her husband's Hollywood connections - Reagan's efforts increased public awareness of drug use, but research has not established a direct relationship between the campaign, a prolonged reduction in drug use and alcohol abuse, despite extravagant claims - The campaign drew significant criticism, e.g. that inflamed fears from 'Just Say No' led to mass incarceration and it also prevented youths receiving key information about dealing with drug abuse and responsible drug use.

Section B: indicative content

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

Question	Indicative content
3	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. Candidates are expected to reach a judgement about how accurate it is to say that the automobile industry was the most significant factor in the economic boom during the 1920s. Arguments and evidence that the automobile industry was the most significant factor in the economic boom in these years should be analysed and evaluated. Relevant points may include: • Over 75 per cent of cars were bought on hire purchase by 1929; this enabled the automobile industry to be the single most important force in the demand-led economic boom, with 30 million vehicles sold in the decade • The automobile industry stimulated associated businesses, which led rubber, glass and steel industries to contribute to the economic boom • The growing popularity of 'Taylorism' or 'scientific management', originating in the automobile industry, encouraged large-scale enterprise and the development of business management elsewhere, stimulating a boom • The Ford Motor Company convinced corporations to discount purchasing and introduce dedicated research and development departments, leading to cheaper and better products of all kinds, contributing to the boom. Arguments and evidence that challenge the judgement that the automobile industry was the most significant factor in the economic boom in these years should be analysed and evaluated. Relevant points may include: • Government laissez-faire economics helped to create the fiscal prerequisites for a business boom, allowing business to thrive in unregulated conditions • The spread of electrification (to 70 per cent of US homes) created a growing demand for power, expanded the electricity industry and stimulated the demand for home appliances, facilitating a boom in manufacture and supply • Advertising and marketing, aided by technological advances in radio and cinema, was a powerful influence on consumer choice, fuelling a keep-up-with-your-neighbour mentality that kept the economy booming • Encouraged by the opportunity of hire purchase, consumers bought a wide range of goods, from radios to refrigerators, in order to keep up with their peers, thereby stimulating an economic boom by increasing demand. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on how accurate it is to say that the Second New Deal changed the lives of disadvantaged Americans in the years 1935-38. Arguments and evidence that the Second New Deal changed the lives of disadvantaged Americans in these years should be analysed and evaluated. Relevant points may include: • The Wagner Act (1935) is regarded as a milestone for better working conditions for disadvantaged employees through its provisions to widen the right to join trade unions to all classes, including unskilled labourers • The WPA aided the disadvantaged in a more fundamental, less temporary way, than the emergency agencies of the First New Deal, concentrating on the conditions of women • Second New Deal agricultural legislation changed the lives of disadvantaged black Americans decisively for the worse, e.g. subsidies to white farmers drove black sharecroppers from the land • The Social Security Act (1935) was the first US government system for the disadvantaged, unemployed and elderly, a major break with the past as previously only individual states had provided benefits and pensions. Arguments and evidence that challenge the judgement that the Second New Deal changed the lives of disadvantaged Americans in these years should be analysed and evaluated. Relevant points may include: • The Social Security Act failed to provide old-age pensions for farm and domestic workers, which automatically excluded substantial numbers of senior disadvantaged Americans from life-changing relief in old age • State governors in the South ensured that Second New Deal relief programmes were implemented by them, discriminating against ethnic minorities as to how relief was distributed – their lives were unchanged • NIRA failed to deal with farm and domestic labour, two sectors where disadvantaged Americans were well represented • The Roosevelt Administration failed to do more to address black grievances because it needed the support of white Southerners, many of whom regarded themselves as superior to black people. Other relevant material must be credited.

Question	Indicative content
5	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. Candidates are expected to reach a judgement on how accurate it is to say that, in the years 1945-55, television failed to encourage cultural change. Arguments and evidence that in the years 1945-55, film and television failed to encourage cultural change should be analysed and evaluated. Relevant points may include: • Television tended to reinforce stereotypes rather than challenge popular conformity. There was an abundance of comedies like <i>I Love Lucy</i> (from 1951) that reinforced traditional cultural attitudes and nuclear families • Much of what was on TV was bland. It was designed to sell products; it homogenised existing cultural tastes in its blandness and it created insipidly conformist happy characters seen on (e.g.) <i>I Married Joan</i> (1952-55) • In the period following the Second World War, most programmes idealised conventional portrayals of men and women in a democratic society or with comforting conventions, e.g. the ever-popular <i>Leave It to Beaver</i> • During most of these years, by technical necessity, most programming was local, and cooking shows, wrestling and cartoons took up most of the broadcast day, none of which had much of an influence on cultural change. Arguments and evidence that film and television encouraged cultural change in these years should be analysed and evaluated. Relevant points may include: • In 1952, for the first time, television was able to broadcast the Republican and Democratic conventions live to the nation. Its importance was in challenging existing cultural and political values, especially in rural America • The characters and community in television's <i>Gunsmoke</i> (1955) challenged the cultural status quo, e.g. the meaning of family, the legitimacy of violence and the strength of religious belief • Towards the end of these years, television news was becoming increasingly aware of, and sympathetic to, ethnic minorities, in some ways leading the national mood developing in response to a renewed civil rights movement • Not all TV documentaries in the 1950s were afraid to tackle cultural conformity. In 1954, on his show <i>See It Now</i>, journalist Ed Murrow broadcast an unflattering portrait of Joseph McCarthy's anti-communism. Other relevant material must be credited.

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

Question	Indicative content
6	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. Candidates are expected to reach a judgement about whether it was music that was the most significant feature of teenage culture in the years 1955-63. Arguments and evidence that music was the most significant feature of teenage culture in these years should be analysed and evaluated. Relevant points may include: • Music has a claim to the invention of a new teenage culture in these years. The musical <i>West Side Story</i> (1957) had a great influence on teenage gang culture • It was the music in <i>The Blackboard Jungle</i> that really captured the phenomenon of teenage rebellion and encouraged a cultural following for rock'n'roll • Teenage culture was most associated with rock'n'roll music, especially in the guise of (e.g.) Bill Haley, Jerry Lee Lewis, Little Richard, Buddy Holly and Elvis Presley • Adults went to great extremes reacting to music, trying to ban rock'n'roll music from radio stations because they were frightened of their children acting and dressing as those musicians, indicating the central role of music. Arguments and evidence that challenge the view that music was the most significant feature of teenage culture in these years should be analysed and evaluated. Relevant points may include: • Many young people in the late 1950s did not derive a nonconformist culture from music. The Beats were the main channel, challenging the affluent society's claims that its social arrangements supported the human spirit • Through meditation and drugs, the Beats were adept at turning established values against the society that enshrined them. Kerouac paved the way for a new teenage culture of rebellion in <i>On the Road</i> (1955) • Global issues, like the shadow of The Bomb, were the first defining challenge for the post-war younger generation that developed an anti-nuclear culture among America's teenagers • What sounded appalling to mainstream reviewers about Allen Ginsberg's <i>Howl</i> against affluent complacency made him sound appealing to rebellious youngsters, paving the way for unconventional ecological and spiritual ideas. Other relevant material must be credited.

Question	Indicative content
7	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. Candidates are expected to reach a judgement on how accurate it is to say that President Johnson's Great Society programme (1964-68) improved the quality of life for poor people in America. Arguments and evidence that President Johnson's Great Society programme improved the quality of life for poor people in America should be analysed and evaluated. Relevant points may include: • The Economic Opportunity Act (1964) created programmes to combat poverty, like voluntary service (VISTA), Head Start, the Jobs Corps and Community Action Programmes (CAP) • The Appalachian Regional Development Act of 1965, Medicare and Medicaid were long-term solutions in the attack on poverty. The Appalachian Regional Commission had a lasting legacy as a federal-state partnership • The number of families in poverty dropped from 40 million to 28 million between 1959 and 1968 (Census). For black people, there was a disproportionate decrease. Food stamps and urban renewal contributed • Perhaps the most important contribution to the care of the poor was Medicare, the first federally-funded healthcare system: Medicare for the elderly and Medicaid for welfare recipients, aid previously denied to the poor Arguments and evidence that challenge the statement that President Johnson's Great Society programme improved the quality of life for poor people in America should be analysed and evaluated. Relevant points may include: • The Great Society missed those poor who could not take up the opportunities offered by federal initiatives, e.g. the old, the disabled and single mothers • Critics of Medicaid pointed out that the poor had access to healthcare before through charity. All the Act did was to end up paying doctors for services that they had previously given for free • Head Start and CAP became enmeshed in local politics and ethnic conflicts. LBJ was not prepared to tackle this. Local boards decided where money was to be allocated – not necessarily to the poor • Some of the poorest parts of the US were rural and largely unaffected by the Great Society. In Appalachia, most schemes were short-term and given to outsiders. Other relevant material must be credited.

Question	Indicative content
8	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. Candidates are expected to reach a judgement on how accurate it is to say that the Iran hostage crisis was the main reason for Jimmy Carter losing support during his presidency. Arguments and evidence that the Iran hostage crisis was the main reason for Jimmy Carter losing support during his presidency should be analysed and evaluated. Relevant points may include: • The failed military attempt to rescue the hostages in April 1980 marked a crucial turning point in public opinion against Carter during his re-election campaign • Carter tried to use the issue of hostages as a vote winner by announcing that the hostages might be freed soon, so when that did not happen voters were suspicious that Carter was ineffective and support for him declined • Carter's handling of the Iranian hostage situation, especially the loss of the US helicopters in the desert, was seen as a foreign policy disaster, signalling his declining authority, with Republicans promising a revival of US power • Carter's own party was not fully behind him even in a re-election year, especially following the resignation of Cyrus Vance as Secretary of State, when Carter failed to consult him over the hostage rescue mission. Arguments and evidence that challenge the statement that the Iran hostage crisis was the main reason for Jimmy Carter losing support during his presidency should be analysed and evaluated. Relevant points may include: • Carter lost support after Reagan won the 1980 election debate, asking 'Are you better off than you were four years ago?' Carter had been unable to do anything to improve the economic problems of stagflation and a weak dollar • Carter lost support during his presidency when a number of scandals came to light, e.g. 'Billygate', which marred his image as the moral alternative to Watergate sleaze • Carter alienated natural supporters, e.g. liberal Democrat voters, through his perceived pious Bible Belt views, and also blue-collar supporters, who resented positive discrimination in favour of black Americans • Middle America envisaged a return to traditional values. The Religious Right courted evangelical Christians and many of this group ended their support for Carter in order to back the Republican appeal to the Moral Majority. Other relevant material must be credited.