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Introduction

This paper was divided into two sections: Section A was aimed at the in-depth evaluation and analysis of source material and Section B focused on the evaluation of key features in depth, exploring cause, consequence, change/continuity, similarity/difference and significance.

It was clear that standards in Section 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 more carefully in future series in order to be clearer about what is meant by 'value' and 'weight'. As in last year's AS examination, some candidates wrote too much generalised comment without regard to the source material, or paraphrased the source without considering its value or reliability. The major weakness was often in considering the provenance and comments were too often stereotypical, or too often missing entirely. It is 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 carried less weight. Credit is given to comments about what is not in the source only if it is possible to show that this material is missing for a reason, for example because the source is a deliberate piece of propaganda, or, for example, the author is not in a position to comment about key issues and that for this reason the source is unrepresentative.

In Section A the question requires the use of sources together. There was little evidence on this paper of candidates failing to use the sources together in some way, although it is worth pointing out that this does not mean that responses should cross-refer between the two sources for comparison and contrast of content. This was an assessment criterion of previous A Level examinations, not this one. Comparison of value and weight was a strength of many responses.

It remains important to realise that Section A and Section B questions may be set from any part of any Key Topic, and, as a result, full coverage of the specification is enormously important. There was little evidence on this paper of candidates having insufficient time to answer the question. The ability range was very diverse, but the design of the paper allowed all abilities to be catered for.

The continuing improvement in essay writing is pleasing. Few candidates produced wholly descriptive essays devoid of analysis. Candidates continue to identify key themes in an introduction and to make a judgement in a conclusion. Structure was often very sound. The most common weakness in Section B essays was the lack of a sharp focus on the precise terms of the question and/or the second order concept that was targeted.

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

Strong responses had a clear focus on the value of the sources in terms of the changing position of women in society in the United States in the 1920s. At the highest level, candidates selected key points from the sources and made reasoned inferences about them, supporting each one with their own knowledge of the historical context of, for example, the WCTU and the Methodist Church, who were managing to uphold their stance against new social forces - the Prohibition Amendment was seen as a victory for them. Or that despite the advent of the 'new woman' shown in the sources and the 19th Amendment (the vote) being passed, a distinctive women's movement did not materialise. Comments about provenance were thoughtful and may have considered that in Source 1 the *New York Times* is even-handed to the extent that it uses sources for its article which are both welcoming of the habits of new womanhood and opposed to them (the tobacconist versus the Methodist Church). Many candidates noted that in Source 2 Barnard reveals her feminist credentials in regarding male conservatives as 'like a king ordering back the rising tide', which may have demonstrated her partiality. Weaker responses simply wrote generally about cigarette smoking or the 'flapper' generation without linkage to the source or considering its value. At this level, candidates often also made stereotypical comments about a famous newspaper being reliable.

A response at Level 3 with supported inferences and some evaluation based on the purpose of the writers of the source.

This essay will focus on the topic of the changing position of women in society in the United States in the 1920s. Sources 1 and 2 will be analysed and evaluated in terms of their usefulness together as well as their limitations they present in order to discuss whether or not they are valuable when investigating said topic. Source 1 presents the ways in which women became more like men through smoking and Source 2 discusses the idea that women contributed to the great bull market of the 1920s just as much as men. It will be concluded overall that the sources, although each have their limitations, can be used together and be seen as useful.

The smoking revolution of the 1920s that source 1 refers to makes reference to the emergence of the flapper, a more carefree woman who didn't worry about finding a husband as much, they smoke and drink huge amounts more than they had previously. However, this revolution took place in the north, in the south it was much different. This is reflected in. However, not all women took part in this

sexual revolution. This is reflected in the source as it says "in spite of disapproving church sermons, in spite of campaigns waged by the Women's Christian Temperance Union, in spite of warnings from the Peace Societies". While smoking became very popular among the majority of women in the North, religious groups struggled to accept the change. They saw the sexual revolution of the 20s as a period of hedonism, not freedom, but as the source also states there was little they could do to stop it from happening. This makes the source useful as it shows the accurate criticism levelled at the flappers in North America, but also it accurately represents the resistance to criticism. This reveals something about the changing position of women in society as it shows they are no longer concerned about how they are perceived or being obedient as they used to be, therefore this makes the source useful.

However, Source 1 also has several limitations to it. For example, there is no mention of the South of America. South America was appalled by those who participated in the sexual revolution in the North, while they became flappers in the South they were Southern Belles, obedient women who still aimed to find a husband. Therefore when the source discusses opposers to the women's smoking revolution and doesn't mention the South, it limits the source.

The 1920s saw a boom in prosperity among most social groups, even women. Maintaining jobs such as secretaries, waitresses and telephone, many entered the work force for the first time. This is accurately reflected in the source 2 as it says "One thing necessary to a woman's participation in the market was of course money of her own to invest". Thanks to women now finding employment this was possible, they now had their own disposable income and could do with it what they liked, some choosing to invest it in stock market trading. This means

the source is useful for revealing changing positions for women in society as it accurately reflects the movements women were making towards equality in work and control over their income.

However, the source is also limited as although it accurately reflects the move towards equality in work and economy, the situation for both was still very unequal, something not mentioned in the source. Some women received employment but the majority were still required to be housewives. Also when they did get work, women were paid less than men meaning they wouldn't have been able to invest as much or as frequently. The source does not acknowledge this however, therefore limiting its usefulness.

When put in its context, source 1 can be limited as it was published on 'Leap Day', when women traditionally challenged male-dominated conventions. This could impact the source as it may mean that more women are reported to be smoking because of this reason. It is stated in the source that 50% of patients were women on that day but this could have been the case because women were challenging male conventions, one of which is smoking. Therefore this limits the source as it means that the smoking revolution of the 1970s, may not ~~be~~ have been as big as the content of the source would have you believe. Also when source 2 is put into its context it can be limited. The source was written by a woman which may have caused her to overemphasise the role women ~~only~~ played in the bull market. Due to a form of feminism, the journalist may have made the role of women bigger than it really was, therefore limiting the source's usefulness as a factual account of events.

In conclusion, while each source does have their limits, when used together the sources can be seen to be useful. ~~When put in context, each source while one~~ may argue that source 1 only covers the smoking revolution and source 2 only covers the stock market, when used together the sources reveal information about the changing position of women in two key areas in the 1920s. While the sources may not be useful as a factual account, when used together they are useful as a representation of the media at the time and the type of articles published at about these topics as both are from an area of public expression, source 1 from a newspaper and source 2 a magazine. Therefore, when used together the sources are useful as they reveal changing position of women in two key ways in the 20s and they are also both reflective of the media of that time.



ResultsPlus Examiner Comments

The response makes a supported inference on page 1, that not all women supported the emergence of modern 'flapper' girls, and uses contextual knowledge to confirm that view. To go further it would need to do this more often through the response and interrogate the sources, perhaps to distinguish between claim and fact, rather than just to confirm an inference. Further contextual support for quotation occurs from Source 2 on page two, but there is no valid inference derived from that quotation. Evaluation is best seen on page 3, in the paragraph before the conclusion, where comments are made about the purpose of both sources, but with limited justification. Credit can also be given for the idea that Source 1 is unrepresentative of all women (those of the South are not considered), but the answer doesn't show this to be a clear reason why little weight can be applied to the source, merely mentioning that this limits it. If this had been developed a little, evaluation would have advanced to Level 4. With only one clearly supported inference the response is unbalanced in its consideration of both sources.



ResultsPlus Examiner Tip

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

Question 2

Weaker responses did not have a clear focus on the value of the sources in considering the impact of the Reagan Presidency on the size of the federal government budget deficit. Such candidates did not understand the need to make inferences from the sources, for example about the fact that Reagan was not always successful in reducing congressional influence and by implication the size of the federal government budget deficit, even within his own party. Most candidates perceived that both sources saw defence budget as a stumbling block to deficit reduction. Many candidates failed to make inferences and simply supported quotations with their wider knowledge about the Reagan presidency. Weaker candidates gave little weight to the source simply because one writer was a political journalist. Others missed out any comment about the provenances, even their timing. However, stronger candidates noted that Hagstrom (Source 3) is assessing Reagan's contribution to the size of federal government deficits even before he has left office, so it is not possible to judge whether there will be a lasting impact. And we might expect a free market economist (Source 4) to write in praise of the President, but the writer does not take a sycophantic view of Reaganomics - there is clear disappointment that the reforms have not gone far enough. On the whole, contextual knowledge was strong in the use of the 1981 Omnibus Reconciliation Act and Economic Recovery Act and the Job Training and Partnership Act (1982), but less was mentioned about the principle of the 'New Federalism' to transfer federal government spending to the states, or the failed aim of the Gramm-Rudman Act (1985) to reduce the federal budget deficit to zero.

This Level 5 response makes sustained use of interrogation of both sources through contextual 'own knowledge' to support and challenge what weight the evidence will bear.

Both Source 3 and Source 4 come from the end of Reagan's second term as President when the big picture of Reaganomics was able to be viewed with some hindsight. The sources agree that Reagan failed to follow through on his promises of cutting the deficit and conservative rhetoric but where source three focusses on how Reagan used defence spending to stimulate the economy, source four looks at the massive deficits in his budgets. Both sources also mention that Reagan's public speeches weren't in line with his actions in government.

The first common theme between sources three

and four is that Reagan failed to deliver the economic conservatism that he promised when he was elected in 1981. Whereas Source three focuses on defence spending as the "blemish" upon Reagan's otherwise free-market economics, Source four looks to the massive deficits in Reagan's budgets to evidence his failure to deliver successful supply side economics. Ronald Reagan won the 1980 Presidential election by a landslide after the Democrat failures of the 1970s, indeed despite his perceived advantage as the incumbent President Jimmy Carter, Reagan's opponent, won only 4 or 5 available states. Reagan promised cuts to government spending as 85% of Americans at the time of his election felt too much welfare was being handed out and economic hardship was depriving them of the consumer status they'd enjoyed in the 50's and 60's, a problem Reagan suggested tax cuts would fix. Source three agrees that Reagan did follow through on what he promised to do in carrying out "tax cuts, tax reform and a defence build up," this simply had the opposite effect on the budget than he had suggested it would. The source four suggests this was a more deliberate move away from his election promises, recalling how the "Reaganites completely changed their tune" once elected.

Another commonality between the sources is their belief that Reagan spent too much. Not only do the sources both suggest Reagan didn't follow through on his promises to tax the wealthy but they also seem to agree that this was economically unwise. Source three talks of Reagan's "historic" defence spending, especially considering the peace time nature of the build up. By the end of Reagan's first term he had increased defence spending to over 23% of all government expenditure, despite cutting welfare programmes such as Aid to Dependent Families and making government assistance dependent on community service as it was felt helping single mothers especially encouraged promiscuity and the break down of the traditional family.

Source four states that Congress Republicans although initially experiencing a "terrible shock" quickly adjusted "rather easily" to Reagan's massive budget deficits. It is true that each of Reagan's budgets had a huge deficit and this, as explored in source 3, was strongly linked to massive defence spending. However, the 1981 budget which Reagan's landslide victory had given him a very strong mandate for was the only one

Congress didn't temper somewhat, a chair that required both Democrat and Republican cooperation.

Finally, both sources suggest that Reagan knew he was deceiving the electorate on the issue of his economic conservatism and particularly the budget deficit. Source three says that "whether they admitted it or not" Reagan's government were actually using defence spending as stimulus spending the way Democrat Presidents such as FDR and his 'New Deal' have sought to spend their way out of economic downturn. This suggests Reagan's government were well aware of what they were doing but choosing to use conservative economic rhetoric after the success it'd brought them in 1980, particularly given the association of moderate Republicans with the infamous Richard Nixon. Economics wasn't the only area in which Reagan was known to be deceptive, he is believed to have postponed a conclusion to the Iranian hostage crisis that President Jimmy Carter was negotiating, promising a better deal if the Iranians waited until after the election so Reagan could take the credit. Source four accurately states that his words to the public in regards to the deficit were

"precisely the opposite" of his actions. Reagan became known as the "great communicator" after his 1980 election campaign, helped by his past as a Hollywood actor he used catchy sound bites that appealed to the electorate but contained very little substance, contrasting with Carter who offered plenty of policy but little charisma when seeking re-election.

In some ways, the provenance of sources 3 and 4 is quite similar. Both sources come from a similar time period at the end of Reagan's second term where they could assess Reaganomics' impact on the budget deficit with some hindsight. The author of source 4, Rothbard, is known to be a proponent of free market economics and wrote the source for his students which explains why, as a ~~conservative~~ fiscal conservative, he is so damning of Reagan's growing deficit. The writer of source three is order expert although this time a political journalist and the title of his book suggests he is looking forwards to the long term impact Reagan will have had on American politics and coming to a similarly negative conclusion as

Rothbard does.

In conclusion, both sources would be significantly useful to a historian investigating the impact of the Reagan presidency on the size of the federal government budget deficit. Source 3 has a slightly more balanced outlook on Reagan and uses less emotive language suggestive of bias, than source 4 does. However, source four is ultimately slightly more useful in regards to the deficit as it focuses on the impact of his spending as a whole instead of just on defence. In combination the sources are a very useful historical resource as they assess both the overall toll of the deficit Reagan accumulated and explore some of the reasons why it grew so rapidly.



ResultsPlus Examiner Comments

Both sources are mined for inferences and the candidate shows a shrewd knowledge of the matters being discussed and illuminates them with judicious use of contextual knowledge of the concerns of the 1980s economic and defence policies. Evaluation of weight debates both provenance and challenge/support for what the writers say. The conclusion debates the relative weight of both sources.



ResultsPlus Examiner Tip

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

Question 3

Weaker responses indicated two main problems in answering this question. First, the word 'only' in the question was not appreciated, with some candidates offering much general support for the whole New Deal programme, noting that there was much expenditure on alphabet agencies and other projects. They failed to see how this did not involve great expenditure, so the answer to the question was obvious. Others took the question to mean that despite appearances, there wasn't a willingness to increase government and spend more money, which is a misreading of the New Deal even in the hands of its greatest detractors. Some candidates took too narrow a view, usually focusing solely on the alphabet agencies. Elsewhere, whereas candidates often identified three criteria showing what the New Deal attempted to achieve, they did not always identify the focus of the question, on big government and increasing expenditure. The most successful candidates understood the need to balance big government and high spending against other aims and achievements of the New Deal. Some noted that the New Deal did not result in much change in difficulties experienced by ethnic minorities or women; creating new government departments for these did not bring about huge social changes. Many noted that some alphabet agencies left a lasting legacy of reform and renewal; the TVA represented more than just big government or reviving public confidence. Others noted banking reform, but few appreciated that the Social Security Act was a truly radical intervention in the lives of the people of America.

A logically presented Level 4 essay, which recognises the nature of the debate and responds to it by providing evidence for key features on both sides, backed by sufficient knowledge to meet most of its demands.

Following the onset of the Great Depression and the Wall Street Crash, American Society was in disorder as unemployment rose sharply and GDP fell substantially. To try and counter and alleviate this, Roosevelt introduced in his first 100 days in office a New Deal which was to bring relief, recovery and reform to the US economy. In the following, I will evaluate the idea that the New Deal only resulted in bigger federal government spending through looking at the alphabet agencies which were to bring relief to the US economy and set it against other factors the New Deal set out to do, including dealing with overproduction, regulating the stock exchange and alleviating unemployment and conclude that the New Deal didn't only result in bigger federal government spending.

Indeed, one factor which suggests that the New Deal did only result in bigger federal government spending is the use of Alphabet agencies who sought to

provide relief to the most vulnerable. The House, the Government proposed large amounts of money into relief relief through legislative agencies to try to combat the utter poverty. The Federal Emergency Relief Act for example, passed over Hoover into Wilson ^{States} that was to be divided between the states to help provide relief for the unemployed and impoverished. Likewise, the Emergency Relief Appropriation Act resulted in the largest amount of Government spending ever, over \$456 was invested into this scheme to try and help combat the utter poverty and unemployment, it created the Works Progress Administration which provided employment opportunities for over 40 million people in work schemes such as building schools at Fort Knox. Likewise, the Social Security Act 1936 led to large Government spending as it was the first measure to provide direct Government relief to the individual by applying them with benefits to help cope with unemployment. This resulted in large Government spending and was the first measure which aimed to provide direct relief to the individual, therefore signifying the Government was now committed to providing money of relief for the unemployed. Therefore, it can be argued that the New Deal only resulted in bigger Federal Government spending. However, there are other factors such as the regulation of the banking system which suggests the New Deal didn't only result in bigger Federal Government spending.

Indeed, one factor which suggests the New Deal didn't only result in bigger Federal Government spending is the regulation of the banking system. The House, the Government were a number of legislative agencies which aimed to regulate and centralise the banking system. The Emergency Banking and Relief Act 1933, for example, sought to restore confidence in the American banking system. President Roosevelt's approach in providing checks on the nation's economy

people to inject their money into banks and not under their mattresses. It would
of our \$18 worth of currency was returned to bank reserves. In addition,
the Securities Act 1934 established the SEC to look into fraudulent insider
trading on the stock market and the Truth in Securities Act 1933 made
it illegal for stockbrokers to give untruthful advice to their customers
the purchasing public. It therefore shows that the New Deal did
result in bigger government regulation in terms of the banking system
as they had to restore confidence in it, and the Banking Act 1935
which centralised the banking system and the Public Utility Holding Company
Act 1935 which broke up holding companies and re-nationalised them. Therefore,
the factor suggests that it didn't only result in bigger federal government
spending.

Another factor, which suggests the New Deal didn't only result in
bigger federal government spending is how it dealt with overproduction.
This is Jerome Roosevelt establishing the Agricultural Adjustment Act which set
up the Agricultural Administration which sought to deal with the crisis of
overproduction. It succeeded in reducing the amount of cotton produced in
forms and the price for cotton increased from 10c per pound to 16c
a pound. Therefore showing it dealt with the crisis of overproduction. It
also paid farmers to reduce their livestock which resulted in the number
of livestock reducing by over 80%. Therefore another factor which
the New Deal resulted in was dealing with the crisis of overproduction
in farms and improving the livelihood of farmers. Therefore the New
Deal didn't only result in bigger federal government spending.

Another factor, which suggests the New Deal didn't only result in bigger

Federal Government Spending was how it was provided job security in employment and attempted to combat and alleviate unemployment. This is because the Wagner-Connery Labour Relations Act gave workers the right to collective bargaining to ensure they had the right to challenge and negotiate for better at future wages. Likewise, the Civilian Conservation Corps was established to help deal with youth unemployment by providing work schemes to the unemployed youth which resulted in over 20% of youth being part of the work schemes which resulted in over 65,000 miles of telephone lines being built and a large proportion of schools. It also established the public works administration which also provided employment in work schemes for the unemployed paying them a decent wage of \$5 a day and resulting in over 30,000 schools and hospitals being built. Therefore, the New Deal didn't only result in bigger Federal Government Spending as it was sought to provide job security and employment for the unemployed and more large public work schemes led to a dramatic improvement in infrastructure across the United States. Therefore another factor which suggests the New Deal didn't only result in bigger Federal Government Spending is how it provided job security and employment opportunities for the unemployed.

In conclusion, the New Deal did result in large Federal Government Spending as the policies of the Great Depression and the extent of poverty and unemployment did indicate that the Federal Government did have to play a more significant role in providing relief for the more impoverished which did result in large Government Spending. However, the New Deal also resulted in accompanying in dealing with the crisis of overproduction, centralisation and reorganising the banking system and stock exchange and helping

provide job security in employment and improving American infrastructure through large public works schemes. However, the New Deal didn't only result in a bigger Federal Government which was willing to spend more money.



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Examiner Comments

The response deals with big government and spending before offering 'other' issues that characterised the New Deal and does this in a systematic, well paragraphed way, covering some relevant aspects. However, it does not really attempt to analyse and judge the relative significance of aspects of the New Deal.



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Examiner Tip

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

Question 4

Candidates sometimes found this question relatively accessible, with some excellent knowledge about the NAACP's direct intervention through the courts in several important cases. However, many wrote in general terms about the organisation, often taking material from earlier in the century, and could only identify Brown v. Topeka as a significant intervention. There were two clear problems overall. Firstly, candidates did not know in detail what the NAACP did in the period, and secondly they did not perceive that what was presented as 'other' factors was usually the work of the NAACP. Few associated Rosa Parks with the NAACP, or noted that Marshall was an NAACP lawyer. Many even saw 'little or no influence' by the NAACP in the Brown case. Some candidates listed three or four alternative issues but were unconvincing about why they had greater impact on the status of Black Americans than the NAACP. The Montgomery Bus Boycott was often cited as an alternative issue, where the central role of the NAACP was not perceived. The best responses noted that in addition to other issues, the NAACP's campaign was limited in its ability to change status, citing states' rights, or they noted the tokenism of several major court cases brought by the NAACP. Most candidates did, however, note the limitations of what was achieved by the Brown case. There was also some excellent material on alternative issues such as Truman's role through 'To Secure These Rights', union activity and the work of other organisations, such as CORE and the ACLU.

This Level 2 response has limited analysis of some key features, but lacks range and depth on both the stated NAACP aspect and 'other' issues.

Before 1944, black Americans openly suffered from widespread discrimination, that saw many lose their lives. With groups, such as the KKK, targeting churches, schools and people, the majority of black Americans lived in fear. The NAACP provided black Americans with a voice and an opportunity to fight for their rights. The ^{Brown vs Board case} also gave black Americans the chance to ^{change} their position. However, it was Truman that founded this organisation and called for legislative change. This essay will look at ^{each of the} both factors before coming to a reasoned conclusion as to why ^{the Brown vs Board case} ~~the NAACP~~ was primarily responsible for the changing status of black Americans.

The founding of the NAACP provided black Americans, across the country, with a way for them to voice their grievances. They actively worked to gain more civil rights for black Americans in the 40s and 50s. With campaigns to prevent the use of lynching and encourage the end of segregation, the NAACP quickly gained support. However, the majority of white Americans still had a negative public perception

of black Americans. This is due to the stories of violence in Harlem and Africa, as a result many were scared of black Americans. Due to this, the NAACP was unable to advance the position of black Americans, especially after Eisenhower won the Presidential election. He required the support of white southern democrats which meant he refused to support anti-discrimination policies and organisations. Therefore it cannot be said that the NAACP was responsible for changing the status of black Americans, as its impact was highly limited. Instead, a more plausible argument is that the Brown vs Board case was responsible as it resulted in the end of segregation!

The Brown vs Board case was instrumental in changing the status of black Americans,

especially children. This is due to the fact it challenged the segregation of schools which meant black children would have to travel for prolonged periods of time, despite there being a school in their district. Many parents signed onto this case as plaintiffs, something which many found themselves being attacked for. However, shockingly at the time, this case received much support from the authorities in charge of it. As a result, segregation in schools was declared unlawful in schools, as it was seen detrimental towards children. This allowed black American children more opportunities as they would be subjected to the same level of education as their white peers. The case also allowed for other forms of segregation to be challenged, which gave black Americans more equality. Therefore, it can be seen that the Brown vs Board case was responsible for the changing status of black Americans as it led to widespread integration.

Truman:

- anti-lynching bills
- 'to serve these rights'

- US couldn't be a great country when there was still widespread discrimination

In conclusion, the NAACP was not responsible for the advancement of black Americans. This is due to the fact it had a limited impact upon society, as it failed to gain support from Eisenhower's government. It also failed to reduce the sense of fear amongst the majority of white Americans. Instead, the Brown vs ~~Board~~ Board case was vital in changing the position of black Americans in the years 1944-45. Due to the large amount of support it ~~receiv~~ received from the authorities, it quickly gained a lot of attention. This meant its outcome of desegregating schools allowed other forms of segregation to be challenged.



ResultsPlus Examiner Comments

Material on the NAACP is very generalised and the most obvious claimed alternative aspect is the Brown case, which ought to be part of the evidence for the stated 'aspect'. Hence the judgement does not stand up to scrutiny and although there is a clear attempt at organisation, the argument lacks coherence. These are all qualities at Level 2.



ResultsPlus Examiner Tip

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

Question 5

This question seemed to attract very weak and very strong answers in relatively equal measure. The biggest problem for weaker candidates was in identifying what was meant by 'Beatnik'. This is a term mentioned in the specification, but at worst candidates were defining the Beatniks in the context of the 1970s and even the 2000s, despite the question focus, and many identified Beatniks as some unspecified term to include every rebellious streak in the 1960s. Better candidates had some specific subject knowledge and noted that the Beats were adept at turning established values against the society that enshrined them through meditation and drugs. The best saw that Kerouac paved the way for the Sixties' rebellious Hippie movement in 'On the Road' (1955) and that Ginsberg's 'Howl' against affluent complacency made him sound appealing to the young, paving the way for ecology and spirituality in the Sixties attitudes. They also noted that rebellious groups such as the SDS were led by a disciple of Kerouac's, Tom Hayden. There was some good material on alternative issues, such as the impact civil rights had on Sixties rebellions. Many saw that Rock and Roll, James Dean and Norman Mailer's existentialism were all more influential in influencing youth attitudes in the end. Most successfully argued that once Presley came along it was rock 'n' roll rather than the Beats that named a generation. The majority of responses noted that atrocities committed by Americans in Vietnam held great sway in the rebellious attitudes of youth in the 1960s, but sometimes they forgot to point out that this owed little to the Beats.

This Level 4 response discusses the stated factor and sets it against a number of alternative factors.

It can be argued that 'It was mainly the influence of the "beatnik" generation that shaped the rebellious attitudes of young people in the 1960s. However, the extent to which this statement is true can be debated.

The 1960s whereas the 1950s was a period of great affluence and conformity, contrarily, the 1960s represented a rise of political and social unrest - reflected by the attitudes within teenage rebellion. Some people argue that the 'beatnik' generation which emerged in the 1950s with well-known

individuals such as Jack Kerouac becoming representatives, shaped the rebellious attitudes of the young. It cannot be denied that the beatnik culture, which derived its name from the USSR launch of 'Sputnik', gave rise to rebellious ideals and behaviour. ~~Beatnik~~ Members of the Beatnik movement were known for their drug use and liberal values, which shocked many of the older generations who abided by strict traditional values of post-war society. ~~The fact that~~ It is known that the Beatniks influenced a ^{social} revolt amongst the young, against the USA involvement in ~~war~~ international wars and eventually the Vietnam war in which caused major political unrest. The Beatnik generation ~~and~~ of whom, the majority held communist values, were to make up the counterculture which rose to prevalence in the 1960s. It is accurate to say that the Beatnik generation influenced a political and social movements which engrossed the youth of the 1960s. The counter-culture which existed in the 1960s reflected the ideals of the young who were frustrated of the Christian, traditional and conservative ideals which ~~restricted~~ ~~many of~~ placed many restrictions on every-day living. As a result of their disillusionment, in the 1960s

alone there were 271 demonstrations, led by those who ~~mainly~~^{as} were largely influenced by the liberal ideals of the Beatnik generation. Therefore it is incredibly accurate to deem the 'Beatnik' generation as not entirely responsible but as one which played a major role in the y rebellion of the young in the 1960s.

However, others may argue that there were many other aspects which influenced the rebellious youth of the 1960s. For example, it is said that the rise of liberalism ~~to~~ and the emergence of a liberal society demonstrated to the youth, how an ideal society ^{of liberal values} could eventually become a reality. A large aspect of liberalisation was the emergence of more sexual freedom, especially in the 1960s. Betty Friedan Author Betty Friedan published her book 'The Feminine Mystique', which focused upon the ideals of the youth and how their sexual behaviour had changed enormously since the 1950s age of conformity. This along with other literature which showed how ~~only~~ only 80% of 3rd year college students had had sex, is suggestive of the rapid emergence of liberal values, which evidently influenced rebellion and a continuation

of more freedom. It is plausible to say that the rise of liberalism, along with the influence of the ~~past~~ civil rights movement which showed the youth how to obtain things that are sought after with activism, fuelled the rebellious attitudes of the young who used ~~new~~ deviance to get what they wanted. ~~and~~ This could perhaps be as a result of belonging to a society whereby the youth were once wrongly branded as 'juvenile delinquents'. Therefore, ~~it is~~ it is accurate to say that the rise of liberalism and a more permissive society ~~emerged~~ influenced the rebellious attitudes of the youth in the 1960s. However, this was just a small factor and thus not the most significant.

Similarly, another confounding factor ~~in~~ which can be said to have influenced the youth is was the rise of consumerism along with the media. Throughout the ~~year~~ towards the end of the 1950s, the teenager had more established freedom than ever before. The growth of the ~~car~~ motor industry gave way to a ~~rise in~~ development of teenage culture, which would eventually rebel against the silent majority whom they thought they withheld too much freedom.

There became a new pass time for teenage men who would 'hot rod' cars and modify them. This was enabled by with the 7 million cars which were discarded each year. The new found freedom of young people who could now have almost anything readily

available, meant that the 1960s would be an era of self-righteous teens demanding the freedom they knew was available.

The rise of credit and increase in available goods meant that the youth could buy more with their disposable income or pocket money from their parents in the 1950s. However, in the 1960s the economy wasn't as strong.

However, it wasn't just the rise of consumerism which led to the changing attitudes of the young. The media was an equally influential tool which engrossed many teens. Films such as 'The rebel without a cause' starring James Dean, had the ability to inspire the young to copy the actions behaviours that they had seen on screen. The television along with the music industry who promoted the rebellion with stars such as Elvis Presley going against traditional values, meant that

teens were influenced by the change in pop culture. Despite this not being the most significant ~~even~~ influence, it ~~definitely~~ evidently meant that the youth ~~no~~ imitated their idols who they saw as defying traditional cultural traditions.

To conclude, it is accurate to say that the Beatnik generation was the most influential in ~~it~~ shaping the attitudes of young people in the 1960s. The defiance towards a country who ~~was~~ still remained blinded by traditional values meant that the youth were deemed as rebels by the silent majority. Society was evidently changing and it is clear that the Beatnik generation epitomised this change.

Despite the other confounding aspects which also heavily contributed.



ResultsPlus Examiner Comments

Rather like the response on the New Deal (Question 3), this essay has a systematic approach to considering the stated factor ('Beatniks') and three or four relevant alternatives. This candidate hints that he/she will weigh relative significance, but never quite manages it, especially not in the conclusion, where this would have been most appropriate. Another reason why this response might not be considered at Level 5 is that evidence on the stated factor is not particularly deep.



ResultsPlus Examiner Tip

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

Question 6

Many candidates provided some detailed knowledge about Johnson's domestic policies. The best responses were able to assess to what extent President Johnson's Great Society programme improved the quality of life for poor people by weighing the significance of legislation against the funding available in the context of the Vietnam War and also the obstructionism that Johnson's policies faced in Congress, after the return of a conservative Congress after 1966 and in the face of the 'long, hot summers' of inner city protest. There was some very strong material on the legislative programme, for example the Economic Opportunity Act (1964) which created a range of poverty programmes 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 recognised by many candidates as long-term solutions in the attack on poverty. Only the best responses provided balance by pointing out that Head Start and CAP became enmeshed in local politics and ethnic conflicts and that LBJ was not prepared to tackle this problem. Many candidates knew, however, that local boards decided where money was to be allocated - not necessarily to the poor - and that some of the poorest parts of the US were rural and largely unaffected by the Great Society. These responses cited the main industries of the 'rust belt' as in long-term decline. Weaker candidates simply rehearsed a potted history of The Great Society, forgetting that the focus needed to be on poverty.

A well constructed low Level 4 essay lacking in depth and balance.

Johnson's Great Society Programme took place between 1964 and 1968.

In his programme Johnson aimed to ~~and took approaches to many target~~ many aspects in society which would help to improve the quality of life for poor people in America. These aspects include healthcare, education, ~~and~~ poverty and unemployment.

A huge problem during this period was the rising level of poverty.

A total of 20% of the population were unable to pay for food. ~~As~~ As a result, Johnson began his

attempts to tackle it. He set up programmes in which the more wealthy people, including the middle class were able to donate and help the poor. An example of this were his introduction of community Action zones, in which led to a collective effort to help the poor by aiming to provide them with necessities in which they were deprived of.

He also worked to tackle the issue of unemployment, in which he created the job corps to be able to train young people to be ready and fit for work. There were issues to this approach because the unemployment camps were seen as very strict. Despite this, he was able to create a total of 10,000 jobs for the poor. Which helped them transform into a more productive workforce.

He also took steps within his

programme to improve the quality of life for poor people in aspects such as education. For example, he created Head Start which aimed at reversing the cultural deficit that many children had experienced in their deprived areas. He also introduced the Higher Education Act in 1968 which was aimed for students aiming to go to university, helping to ~~man~~ manage their budgets and financing.

One large approach in which Johnson took to in hopes of improving the lives of the poor was the introduction of the Housing Act in 1968. This aimed to build a large variety of new houses for individuals to live in. However, despite the initial aims of the act the houses were built poorly due to restrictions which were put forward by Congress. As a result, housing for the poor was still not up to the standard in which President Johnson had hoped.

Another major target for Johnson was healthcare. Many of the poor suffered due to no health insurance which worsened their quality of life. As a result, Johnson introduced two things in which helped to transform the healthcare of the poor people within America. This included both Medicare and Medicaid. One was introduced for those over 65 with no health insurance. It was funded by both the government and recipients, with a total of 19 million recipients being registered. The other was introduced for the poor individuals who also had no health insurance. However, it was funded by both the government and the state. This meant that some state funds were less beneficial, leading to less adequate healthcare for some of the poorer population.

Johnson's influence also led to the introduction of the Civil

Rights Act in 1964, with main contribution from Martin Luther King, the unofficial leader of the black civil rights movement.

This act gained equal rights for the lives of the black Americans, including the poor, giving them more opportunities and not being discriminated by the rest of society.

In conclusion, it is clear that Johnson's Great Society programme helped to improve the quality of life for poor people in America to a large extent.

Ultimately, Johnson succeeded where in many places Kennedy couldn't as he continued to be thwarted by Congress. There were some places which were not so successful such as the poorly ~~contras~~ constructed houses and the failure for Johnson in putting a stop to the inner city decline during this period. Despite this, there were many successful aspects in his programme such as Medicare

and Medicaid, tackling poverty, increasing jobs for the poor and increasing their education opportunities. This made a lasting impact and overall improved their quality of life to a large extent.



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Examiner Comments

The response takes on the debate, but limiting factors in LBJ's programme are not at all well developed. Evidence for the Great Society legislation in favour of the poor is fairly general throughout. The judgement shows more balance than the body of the essay would suggest, but it does not attempt to assess comparative significance. These features suggest high Level 3, but with BP3 (judgement) in Level 4.



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.

Paper Summary

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

Section A

Source Question (Q1 or Q2)

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

Section B

Essay questions

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

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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