



Examiners' Report

June 2023

GCE History 9HI0 1F

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Introduction

The paper is divided into three sections. Section A comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting any of the second order concepts of cause, consequence, change and continuity, similarity and difference, and significance. Section B offers a further choice of essays, targeting any of the second order concepts of cause, consequence, change and continuity, similarity and difference, and significance. Section C contains a compulsory question which is based on two given extracts. It assesses analysis and evaluation of historical interpretations in context (AO3). Candidates in the main appeared to organise their time effectively, although there were some cases of candidates not completing one of the three responses within the time allocated. This was most evident on Section C, as would be expected. Whilst the impact of this cannot be fully mitigated against, and the best advice is thus to plan time accordingly in the first place, the responses that appeared to experience such timing issues yet overcame them to some degree were those who offered more direct responses. Those who wrote abbreviated question 5 responses that focused sharply on arguing and analysing the given views, rather than offering extensive explanations and quotes, were more likely to still produce a reasonably effective response, than those failing to reach any comparative analysis and evaluation. Finally, examiners did note a number of scripts that posed some problems with the legibility of handwriting. Examiners can only give credit for what they can read.

Of the three sections of Paper 1, candidates are generally more familiar with the essay sections, and in sections A and B most candidates were well prepared to write, or to attempt, an analytical response. Stronger answers clearly understood the importance of identifying the appropriate second order concept that was being targeted by the question. A minority of candidates, often otherwise knowledgeable, wanted to focus on causes and engage in a main factor/other factors approach, even where this did not necessarily address the demands of the conceptual focus. Candidates in the main were able to apply their knowledge and understanding in a manner suited to the different demands of questions in these two sections in terms of the greater depth of knowledge required where section A questions targeted a shorter-period, as compared to the more careful selection generally required for the section B questions covering broader timespan.

Candidates do need to formulate their planning so that there is an argument and a counter argument within their answer; some candidates lacked sufficient treatment of these. The generic mark scheme clearly indicates the four bullet-pointed strands which are the focus for awarding marks and centres should note how these strands progress through the levels. Candidates do need to be aware of key dates, as identified in the specification, and ensure that they draw their evidence in responses from the appropriate time period.

In Section C, the strongest answers demonstrated a clear focus on the need to discuss different arguments given within the two extracts, clearly recognising these as historical interpretations. Such responses tended to offer comparative analysis of the merits of the different views, exploring the validity of the arguments offered by the two historians in the light of the evidence, both from within the extracts, and candidates' own contextual knowledge.

Question 1

Question 1 was the less popular of the two questions in Section A, and produced a range of responses, the majority of which were able to reach the middle and higher levels. Stronger responses focused carefully on the conceptual demands of the question, clearly considering the consequences of television in the given period. As well as the given issue of the cultural impact, a range of issues were examined, including political consequences such as presidential elections, civil rights campaigns and the impact of the coverage of the Vietnam War, as well as consumerism, the impact of television on other leisure activities, such as on people attending sports fixtures or the cinema, and the impacts on health e.g. TV dinners and advertising.

With regards to the given issue, candidates tended to explore the type of programmes that were watched, with reference to a range of shows to examine shared cultural experiences, notions of popular culture and changing cultural tastes, with reference to a range of programmes, including *The Beverly Hillbillies*, *I Dream of Jeannie*, *The Addams Family* and *Sesame Street*. Within this, candidates explored the impact developments in television had on issues such as popular culture, education and cultural identity. Some candidates were at times uncertain over where to place issues, e.g. whether to place the development of consumerism as a result of television as a 'cultural' or 'other' consequence, but where candidates kept a clear focus on the second-order concept in analysing how such consequences resulted from the development of television, this did not tend to detract from the quality of responses.

Where students were less successful, it tended to be as a result of a lack of, or inconsistent focus on the demands of the question, e.g. comparing the impact of television to other issues such as the car or growth of the suburbs, or other forms of media, or focusing almost exclusively on whether television was an improvement.

During the period 1950-80 Americans greatly enjoyed television which promoted a huge increase in involvement to popular culture. There is a debate to be had however as to whether the main consequence of television was an improvement in cultural experiences.

The factors which must be evaluated are the impact of television on anti-war sentiment, consumerism and ~~general~~ cultural acceptance. The criteria by which the factors must be evaluated are to how far Americans became more receptive to culture. Overall, it will be argued that it is very possibly accurate to argue that television's main consequence was an improvement in the cultural experiences of Americans.

A factor which must be evaluated is the impact of television on anti-

(Section A continued) War sentiment within America for example, during the Korean war Truman sent 200 reporters to Korea in 1950. Despite this Truman could not gain support for the war and found it difficult for Americans to be proud of the war, especially as 3000 Americans died. Furthermore, during the Vietnam war there were a great many anti-war protests and President Johnson called the reporters 'sour' and 'poisonous'. The impact of television was greatly consequential of America's perception of the war as the most trusted reporter at the time was Walter Cronkite. Moreover, as Americans watched communists storm the Vietnamese capital on late TV, Walter Cronkite told the nation 'What the hell is going on? I thought we were winning'. This greatly persuaded Americans to disown the Vietnam war, therefore, by using the criteria to evaluate his factors it can be seen that TV allowed Americans to be much more receptive to anti-war sentiment,

(Section A continued) which is also a move away from what the government was trying to persuade Americans to believe. As a result of Cronkite's actions, it can be seen that (LBJ) reported 'if I've lost Cronkite, I've lost America'. Overall, therefore, TV's main consequence was that Americans became increasingly aware of the culture around the world and politics.

A further factor which must be evaluated is the impact of TV on increasing consumerism. For example, due to the popularisation of certain shows such as Davy Crockett (1955) Americans became obsessed with consumer culture and materialistic sentiment spread throughout the country. After Davy Crockett (1955) was aired, Americans spent \$300 million on ties, dolls, caps and t-shirts based off of the show. This shows that materialism was becoming integral to American life. Moreover, in 1955, Disney opened its

(Section A continued)

not meme park in America and had over 1 million viewers in the first 10 weeks. This shows that more and more Americans were taking part in consumer culture, which as directly came from TV's influence. In addition, many Americans wanted to own TVs, with 90% owning a TV set by 1960, also in 1958 1 million teenagers bought TV sets. Therefore it can be argued that a greater number of Americans were beginning to follow TV culture. Nevertheless, TVs did have a negative impact on American life as in the 1973 oil crisis, the price of oil increased by 387%. This was detrimental to American life as ~~many~~ there was an over consumption of oil leading to a 1978 poll showing that 63% of Americans saw inflation as their biggest concern. However, despite the negative aspect of consumer culture, consumerism became a staple in American life and therefore the main consequence of TV was to create an American culture of

(Section A continued) Materialism

A final factor that must also be evaluated is TV's impact on cultural acceptance. For example, in the 70s TV rarely focused on controversy, it however 'Laughin' (1968-73) showed irreverence as it said 'don't complain about dishonesty, bigotry, greed; don't you have any respect for tradition'. This showed that America was beginning to move toward an era of addressing social issues, it toward the end of the time period. Furthermore, ABC cancelled many of its programmes and replaced them with 'social consciousness'. As an example, 'The Beverly Hillsbillies' was replaced with 'All in the family' which ^{discussed} ~~discussed~~ social issues such as woman's liberation, racism and the Vietnam war. Altogether this highlights the growth of cultural experiences that Americans were having via TV as they saw social dilemmas displayed on the screen.

(Section A continued) Moreover, 'The Mary Tyler Moore Show' in the 70s was highly influential as it depicted a working woman, in her 30s, who was smarter than her male co-workers. In addition 'Roots' (1977) showed the journey of African American enslavement and 60 million African Americans watched the last episode. Nevertheless, many Black Americans loathed the so-called 'blaxploitation' films that were released 1968-73. Despite this the impact of TV on America was that it was creating greater social acceptance that was received by countless Americans from many different backgrounds. Overall, therefore, it can be argued that the main consequence of TV was that it hugely improved the cultural experience of Americans.

In conclusion, it would be most accurate to say that largely the main consequence of television in the years 1950-80 was that it greatly

(Section A continued) improved American's ~~own~~ experience of culture. Furthermore, Americans were able to gain great awareness of war and decide on their own viewpoints of conflict; Americans were able to build their own culture of consumerism, despite its negative impact during the 70's oil crisis; and Americans were able to gain greater so become more socially aware and therefore accepting. Over ultimately it must be argued that it's very allowable to say that the main consequence of TV was an improvement to cultural experiences.



ResultsPlus
Examiner Comments

This response demonstrates some of the qualities of level 5. There is a sustained focus on the demands of the question, with good knowledge to explore these. Judgements are reasoned and substantiated, with confident and substantiated judgement being offered as to the extent of change. Arguments are well organised and coherent.

Question 2

This was the more popular question within Section A, and it produced a range of responses which were usually well-informed, and in the main offered some degree of analysis. Most candidates were able to consider the role war played, and commented on a range of issues, such as the criticism of President Johnson's handling of the war, the unpopularity of the draft, the growing death toll, the significance of the age and racial balance of those drafted, the revulsion of methods such as the use of Agent Orange, student and veteran protest and the spiralling cost. Fewer candidates considered later issues, such as President Nixon's escalation of the war, or the shambolic fall of Saigon.

Many stronger responses explored the relationship between reasons, in particular the role of the media in exposing the difficulties in Vietnam, through events such as the Tet Offensive and Mai Lai Massacre, and LBJ's comments about losing Walter Cronkite was cited by several, as well as the economic consequences of the war. With regards to other factors beyond Vietnam and the role of the media, popular examples included scandal, primarily Watergate, economic issues, and the personality and suitability of individual presidents, notably Nixon and Carter in their different ways, although many candidates also pointed to the role of President Ford in pardoning Nixon, whilst others made good capital out of the interconnection between the media and the portrayal of presidents and their actions.

A small minority demonstrated chronological confusion in discussing earlier presidents, such as Kennedy or even Roosevelt, but in the main, knowledge was secure. Where candidates were more successful, material was specific, and their ability to securely relate this wealth of material to the decline of the presidency was often a significant discriminating factor.

Over the period of 1968-80 ^{decline in the} confidence in the presidency was certainly in part due to the impact of war. However, other factors also contributed to the decline in confidence, namely ~~social factors~~, presidency scandals, the influence of media snatching opinions and the administration of presidents themselves. Overall, by 1970 confidence in the presidency reduced 40%.

Firstly, war certainly had an impact in the decline in confidence. The Vietnam war was hugely unpopular amongst US citizens, who resented the draft (when people could be charged \$10,000 for dodging) and the horror of war. What made the war even more unpopular with the citizens concerning the presidency was the fact that LB Johnson had sent troops into Vietnam without congress' approval because of the influence of economists

(Section A continued)

presidents were seen as directly responsible for the governments unpopular policies.

Protesters protesting the war marched the streets with chants like 'Hey, hey LBJ, how many kids did you kill today?'

reflecting how they placed the blame for the war directly on the shoulders of the presidency. The impact of Vietnam

also succeeded in driving successive presidents into unpopular policies, eroding confidence in the presidency even

further. Moreover, following LBJ's Nixon's involvement in ~~the~~ Vietnam further damaged confidence in the presidency

as it was discovered that he had

plans to secretly bomb Cambodia -

extending the war instead of reducing

it. This therefore caused more

disillusionment with the presidency. Moreover,

the Arab-Israeli war in 1973 also contributed

to declining confidence in the presidency, as

citizens blamed the presidency for its

inability to resolve the fuel crisis that occurred

as a result.

(Section A continued)

However, other factors such as media also played a part in increasing disillusionment with the presidency. Media increasingly saw it as their job to uncover government fraud and highlight presidency failings. ~~There~~ Bickering between congress and the presidency was now carried out in the glare of media publicity, furthering USA decline in confidence. Moreover, media also shaped opinions. Walter Cronkite gave a report of the Tet offensive in Vietnam in 1968 highlighting all the problems of the war and condemning it. ~~Cronkite~~ CBS was later said to have remarked 'if I've lost Cronkite I've lost middle America' - highlighting the power that media had to influence people's opinions on the presidency. Moreover, Carter's ~~administration~~ was also targeted by the media after they realised him collapsing in the 1979 marathon. Americans didn't want a president who was 'weak'; and a public opinion turned further against him, highlighting the power of media to shape opinions.

(Section A continued)

moreover scandal also played a part in reducing confidence in the presidency.

In 1972-74 the Watergate scandal caused uproar in America. Nixon was discovered to be spying ~~on~~ illegally on his opponent. The tapes of evidence presented Nixon in a terrible light -

sweating, smacking and being entirely disrespectful, shocking American people. The American people could not forgive Gerald Ford either who took over from ~~Reagan~~ Nixon, as he

pardoned him instead of making him stand trial. Therefore confidence was further decreased, as presidency seemed corrupt.

moreover ^{the administration of presidents themselves,} ~~each~~ played a part in the declining confidence of presidency. Each president contributed to this decline. LBJ was unpopular or corrupt because of his conduct of ~~war~~ Vietnam. Nixon was viewed as shady and suspicious even before the Watergate scandal as he had terrible public management. Moreover Carter who was

(Section A continued)

elected following the Nixon administration was quite literally inept as he had the least experience out of all US Presidents. He failed to resolve the economic crisis of the 1970s - attempting to replicate Roosevelt's Presidential inaugural address with his speech stating that the American people were facing a crisis in confidence not an economic one. ^{however, US citizens were not encouraged by him.} Therefore all Presidents during this period contributed to the confidence decline through their administration.

overall, war did indeed have a large impact on the confidence of the American people in the presidency. However, the ^{part} ~~part~~ that the media played in exacerbating the effects of the war on the American people and how they portrayed the presidency should not be overlooked, as they were essential in shaping opinion of the people against the presidency.



This response shows most of the qualities of level 4. There is an overall analytical focus, and issues are explored to some degree. Sufficient knowledge is offered to develop arguments, although some areas could be developed further. Judgements show some reasoning, and the overall judgement is substantiated.

Question 3

Question 3 was the marginally more popular question in section B, and the majority of candidates demonstrated both knowledge of relevant issues and understanding of the analytical demands of the question, and so were able to reach the middle and higher levels. The main discriminating factors in performance tended to be (i) the quality of relevant knowledge on the given issue, and in particular the given factor of northern migration, (ii) focusing of said knowledge towards a logical argument relating to the question, and (iii) careful attention to the given time period as demanded by the question. On the former two of these points, many candidates had sufficient knowledge of northern migration to formulate some arguments, typically relating to the number of migrants, the economic opportunities it provided, and the relative treatment of black Americans in the North. However, some responses lacked real depth on the given issue, whereas stronger responses were able to explore the contribution made by northern migration, at times examining its significance across the given time period.

In terms of other factors, candidates most typically examined the role played by campaigning groups such as the NAACP and CORE, federal intervention and decisions made by the courts, the impact of the New Deal, and war. With regards to point (iii), a number of candidates wrote about civil rights in the later period, and offered material that could not be credited. Those candidates who were able to exemplify argument across the period 1917 to 1955 were best placed to attain the higher levels, and some demonstrated a secure grasp of the chronological as part of their critical assessment, e.g. emphasising that the impact of developments in the latter part of the period, such as the decision in *Brown v Topeka*, had not had time to fully play out and bring improvements within the time frame of the question.

It is accurate to say that, in the years 1917-55, northern migration was the most significant factor bringing improvements to the position of black Americans. ~~These "improvements" can be argued as a increase~~ The "position of black Americans" can refer to their position socially, economically and legally. Although, the northern migration ~~did~~ impact was a significant factor that brought improvement, there were also other factors such as the New Deal and the help of the NAACP that could have also ~~imp~~ brought significant improvement to the position of black Americans in the years 1917-55.

Northern migration was a significant factor that brought improvement to the position of black Americans. In the South life was hard for black Americans that had to deal with racial discrimination and intensive segregation. All aspects of living were segregated for black Americans, after the Plessy v Ferguson case that deemed Black Americans as "separate but equal". However it soon became clear that ~~these~~ these restrictions were ~~both~~ not equal as black Americans lived in horrible conditions and had zero to none financial stability. Not only did they have issues with living conditions but there were also extremist groups such as the KKK that was revitalised in 1915 and had 8 million

(Section B continued) membership by 1925. Many of black Americans were lynched and tortured in the South, so when the north started advertising for factory workers, many black Americans saw this as a better ~~chance~~ chance to live. In the year 1920 1.5 million black Americans moved to Northern cities of Chicago, Detroit and Houston, in 1930 it was up to 6 million. ~~The~~ The northern migration acquired the name 'The Great Migration' and many black Americans gained new jobs with free housing and transport. Life was considerably better in the North as it there was a majority black community. Because of their large numbers black people ~~to~~ developed ~~a~~ some power over politics as their votes could change the tides in favour of a party. ~~Although there~~ However there were still some issues in the North relating social issues and black Americans still suffered from racial discrimination. Also the living conditions in the North were terrible and those poorer neighbourhoods ^{were called} ~~got the name~~ "ghettos". Although there were now some economic and political improvement, there were still some social issues that prevented improvements to the position of black Americans as equal to whites, therefore it cannot be called the most significant factor.

Although another factor that, in the years 1917-55, was ~~as~~ significant in bringing improvement to the position of black Americans was Roosevelt's presidency and his 'New Deal' ~~rep~~ policies. Roosevelt's 'New Deal' policies ^{in 1930s} ~~consisted~~ consisted of welfare aid and contributions to help the people. ~~As to~~ New Deal

(Section B continued) policies weren't aimed at Black Americans, but because they were naturally the poorest groups in society, so they benefited immensely from the New Deal. Although, northern migration gave economic financial stability to Black Americans, under the New Deal 1 million jobs were given to Black Americans and even some were ~~given~~ awarded positions in nearby governments. However, some of the Social Security provisions of the New Deal ~~was not~~ did not include agriculture and farmers, and majority of farmers in the South were Black Americans so there was little Aid given to those. During WW2, Roosevelt sent out Executive Order 8802 that desegregated the military temporarily. Although it was temporary, black American inclusion in the war effort gained positions as military officers and it proved to the white Americans that Black Americans were just as committed and prepared as they were. The New Deal improved the position of Black Americans in the years 1917-55 because it gave economic aid and also helped improve social issues concerning racial discrimination. However these effects were only temporary as after WW2, some white supremacists started race riots and campaigns against desegregation. Therefore the New Deal only provided limited support to ~~the position of~~ improving the position of black Americans because it was a short-term factor ~~with~~ with limited help in the years 1917-55.

A final factor that in the years 1917-55, was significant in bringing improvement to the position of black Americans was the legal aid of the NAACP. The NAACP stands for the National

(Section B continued) Association for Coloured people and it was founded after WW2 by Walter White. The NAACP was a group of lawyers that provided support and aid to black people in the justice system. Some notable figures were Thurgood Marshall who won 28 out of 30 cases for the NAACP. ~~So~~ The NAACP wanted to challenge the results of the Plessy v Ferguson case in 1897, ~~that~~ ^{as they} argued 'separate but equal' was not true because the position of black and white Americans were considerably not equal. The NAACP won some cases such as in 1953 the Smith v Allwright case that made voting easier for black Americans in the South, and one of their most famous cases being Brown v Board of Education in 1955. This case desegregated schools across America and allowed black children to be taught in the same classrooms as white children. However the opinions on whether this case was a success are varied, as some historians argue that black children were already living in poor and black communities so it didn't have a major effect on the vast majority. Also some schools in the South, such as Prince Edward County in Virginia prefer to close down their public school in 1959 and opened an all white private school instead. Although the work of the NAACP was limited they still made huge progress and significant improvements to the position of black Americans, as it was the first time black Americans had support legally and in politics.

In conclusion, ~~although~~ it would not be accurate to say that,

(Section B continued) in the years 1917-55, northern migration was the most ~~most~~ significant factor bringing improvements to the position of black Americans, because the 'position' of black Americans did not improve socially, politically and to some extent it can be argued that the ~~social~~ economic improvements are heavily limited. This is also the case with Roosevelt as the New Deal, as the 'position' of black Americans as equal to white Americans did not improve. However it ~~was the legal effort of the NAACP~~ ~~that~~ would be accurate to say that it was the actions and legal effort of the NAACP that was the most significant factor in bringing improvements to the position of black Americans socially, and politically, although there was limited economic improvement, the financial instability does not outweigh the social and political ones that not only started the quest for civil rights but also ~~improved the~~ impacted + significantly the civil rights movement, that eventually ~~but~~ improved the position of black Americans.



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Examiner Comments

This response demonstrates many of the qualities of a level 5 response. There is a clear and effectively sustained focus on the question. The response offers a range of detailed examples which are used to demonstrate the extent to which northern migration was/was not the most significant factor. Argument is logical and well organised, and there is well reasoned judgement, weighing the relative importance of the various causes.

Question 4

This was a popular option in Section B, and it produced a range of responses, with the vast majority being able to access the middle and higher levels. Where responses were less successful, they tended to lack clear focus on – and in some cases understanding of – the key issues in the question, with respect to ‘most significant economic influence’, or by lapsing into description of events.

Most responses demonstrated at least a sound understanding of the Great Depression, and typically offered two other economic influences in order to form the basis of a comparison, most notably the Second World War and the New Deal, although others explored the First World War and the 1920s boom, the period of affluence after the war, and LBJ’s Great Society programme. A minority took a thematic rather than periodic approach, with equal potential for success, and discussed issues such as mass production and technological advances, government intervention, or war. There was some astute analysis which considered economic influence in relation to different sub-sections of US society, e.g. marginalised groups, teenagers and women, although some responses did stray from the analytical demands of the question concerning issues such as civil rights or the status of women.

Those that were most successful with these had a clear focus, well selected examples, and went some way to comparing and evaluating their significance relative to the impact of the Great Depression. A good number of candidates were able to offer argument, which was clear and critical, considering issues such as the depth, duration and scale of the different influences.

In the years 1917-1969, there were various significant economic influences in the USA. The most significant include the great depression, economic boom of the 1920s, the great depression and the second world war. However, these influences would be considered the most significant if they are both long lasting, and provide a dramatic change in economic circumstances. Therefore, the second world war is the most significant economic influence in the USA between the years 1917-69.

Most historians agree that the second world war was responsible for lifting the USA out of the great depression. This was made possible, as once the war broke out, Roosevelt signed the lend-lease act. This was an agreement by which the US would supply the allied powers with munitions, vehicles and weapons manufactured in the US. This provided many Americans with employment and the federal government with money that was still being paid up until the 2010s. This provided an economic stimulus which got the ball rolling for the post war boom. This period saw high employment and production of goods due to the spike in consumerism after the war ended. This spike

(Section B continued) in consumerism was due to soldiers returning home from war and wanting to enjoy the goods they had been deprived during their service, as well as the baby boom, a period in which birth rates were at an all time high (in 1951 there were 3.1 million births). This made consumer goods such as toys in high demand, which led to factories employing more workers. Government policy also was responsible for the boom. For example Truman's GI bill allowed soldiers returning from war with a free education and affordable loans to start companies with 12 million soldiers cashed out on this. This is the most significant economic influence as it led to a sustained growth, often dubbed 'the long boom' which benefited many Americans, and marked a stark contrast to the great depression that had preceded it.

The great depression was also a substantial influence on the USA's economy. It also marked a stark contrast to the two periods before and after it. It was characterised by high unemployment, demonstrated by an unemployment rate of 25% in 1933, an exponential increase from 3% in 1929. It also, more significantly, marked a significant shift in government policy. Unlike the laissez-faire style of government of the 1920s, the 1930s saw the rise of President Roosevelt who practiced the use of a much larger state

(Section B continued)

and for stricter ~~economic~~ economic management. This is best demonstrated by his Emergency Banking Act in which he forcibly shut banks who were ~~running~~ giving out risky loans which ~~could~~ could deepen the recession. This makes the Great Depression a very significant economic influence, as the modern liberal style of government that we know from it by Roosevelt, stood as the paradigm for all future governments to follow until the 1980s, despite being so contradictory to the laissez-faire policies of the 1920s that were so dominant. However, the period itself was not as sustained as the effects of the Second World War, and therefore, it is not as significant an influence.

Finally, the economic boom of the 1920s also had considerable influence on the USA. The new concepts such as the development of new management techniques and hire purchase loans, were both largely responsible for the boom of the 1920s and had a long lived influence on the US. The management techniques developed by Henry Ford in the 1920s allowed for mass production of the Ford model T to happen, but also accelerated production of many other industries. This served as a precursor to the mass production and consumption of the 1950s and in many ways allowed it to happen in the first place. This demon

(Section B continued) Hire purchase loans also contributed to this because it allowed people to purchase goods such as cars which they could not have been able to pay for out of their own pocket. This was a new concept at the time and it increased the spending power of the people and which further boosted the economy. However, ~~by the 1920s~~ this became dangerous as people began investing in the stock market, 'on the margin' meaning using money they had taken out on loan. Buying on the margin eventually led to the 1929 stock market crash and the collapse of many banks. This further led to scepticism of many banks later on which compelled Roosevelt to severely ~~close~~ ^{restrict} money during the great depression. This demonstrates the brevity of many features of the 1920s economy, not to mention the sudden death of republican ideas ^{giving} ~~giving~~ the crash. Therefore, it is not the most significant influence as the effects of the 1920s were mostly confined to that decade, and did not endure the ~~great depression~~ ^{changing} circumstances such as the great depression.

In conclusion, the most significant economic influence on the USA in the years 1945 & 1917-69 was the second world war. This is because it marked a complete U-turn in the direction of the economy and began a period of sustained economic growth, which had a myriad of new

(Section B continued) effects on the USA. The 1920s had a number of effects and influences on the USA, but these are not as extensive and most of 1920s America's prosperity perished after the Wall Street crash. The great depression, however, did have a considerable impact, but not to the extent or the longevity of that of the second world war.



This response demonstrates most of the qualities of level 4. There is a clear awareness of the demands of the question. Sufficient material is used to examine a range of relevant issues, and in doing so, the response explores various economic influences, although this could be developed further. The response is effectively organised, with logical argument.

Question 5

On Question 5, stronger responses developed a clear extract-based analysis of the extent to which Reagan's government carried out a programme of policies that had a negative impact on US society. Such responses explored most of the arguments raised within the extracts, e.g. most candidates were able to identify some of the main differences between Extract 1 and Extract 2, such as how Extract 1 emphasises Reagan's attacks on welfare use, detailing problems in cities and the plight of those who did not share, whereas Extract 2 highlights the optimism and tackling of economic problems such as inflation, whilst also emphasising that Reagan did not carry out much of a programme of removing 'big government' that his opponents feared would harm US society.

Contextual knowledge was also used effectively to examine the merits/validity of the views put forward in the extracts. As in previous years, it tended to be those who were most able to relate to their contextual knowledge to the specific demands of the question which were more successful, i.e. how well candidates could develop material about inflation, unemployment, in relation to arguments in the extracts. For example, candidates who could relate contextual material about the nature and type of jobs that were created under the Reagan boom to Extract 1's arguments concerning the loss of manufacturing jobs, using the former to discuss the merits of Martin's arguments, or to place this in the context of related points and/or aspects of Extract 2 were able to score highly. Thus, knowledge was most effective when firmly linked to the analytical demands of the question and the extracts.

Less successful responses showed some understanding of the extracts but tended to select quotations, paraphrase or describe, without proper reasoning. At this level, material from the extracts were used simply to illustrate. Such responses often revealed limited recognition of the differences between the two extracts and sometimes drifted from the specific question. Responses in the lower levels were more likely to rely heavily on the extracts as sources of information and engage less with these as interpretations. Alternatively, some made limited use of the extracts, attempting instead to answer the question relying almost exclusively on their own knowledge. Some did offer valid and at times specific contextual knowledge, but which was not convincingly linked to the views in the extracts.

In summary, stronger responses were more effective in deploying contextual knowledge to clearly discuss the arguments and issues arising from the given interpretations, typically reaching confident and developed judgements on the merits of these.

SECTION C

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

9:16

- 5 In the light of differing interpretations, how convincing do you find the view that Reagan's government carried out a programme of policies that had a negative impact on US society?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

9:10

(20)

Extract 1 dictates that Reagan's political ~~and~~ and legislative programme had an overarching negative impact on US society because of his dismantling of the welfare state and ultimately ineffectual economic policy that he pursued. Alternatively, Extract 2 states that overall Reagan had a positive impact on US society through his extension of the welfare state and the ~~the~~ influence of his ~~his~~ political ideology. Ultimately the view that Reagan's government carried out a programme that had a negative impact on US society is somewhat ~~convincing~~ ^{unconvincing} through his extension of aspects of the welfare state, yet it is also somewhat convincing due ~~to~~ to the negative perception of welfare his political ideology fostered.

Extract 1 recognises that the welfare state was - to quite a significant extent - dismantled by Reagan, explaining that he ~~was~~ 'exacerbated problems in American cities' by ~~the~~ ~~the~~ Reagan's presidency.

the inner - cities & within the US had significant socioeconomic issues; however, ~~the~~ Reagan's political agenda only worsened this. It is ~~the~~ estimated that during his presidency the number of the homeless doubled from 200,000 to 400,000. ~~the~~ Further examples of this can be seen through his attempts to dismantle the ~~the~~ Aid to Families with Dependent Children - which had been in place since the Social Security Act of 1935. Thus, Reagan was actively attempting to dismantle the ~~the~~ political legacy of FDR's welfare state that had continued in some manner since the New Deal. Nonetheless, Extract 2 explains that no 'major welfare programmes [...] were dismantled or overhauled'. This is evident in his refusal to abolish social security provisions or ~~the~~ Medicare ~~as~~ for fear of alienation of much of the elderly - who were a significant voting bloc. In fact the federal spending deficit increased from \$700 billion in 1980 to ~~the~~ almost \$900 billion by 1987, which, while a significant portion ~~of~~ ~~the~~ was spent on the defence industry, is evidence ~~of~~ that the welfare state cannot have been fully dismantled. Therefore, Reagan's administration had a negative ~~effect~~ legislative impact to an extent but it is not convincing that this influence

was holistic.

Extract 1 moreover maintains that Reagan's political and economic - especially his Reaganomics - ~~political~~ ideology had an overall negative impact on the US society, stating that "the promise of Reaganomics [...] stalled." The Economic Recovery Tax Act of 1981 reduced the highest tax bracket from 70% to 50% ~~under the~~ ~~act~~ due to the belief - amongst the followers of supply-side economics (which Reagan was) - that it would encourage greater investment into the economy as a whole. This, even in the short term, proved to be incorrect, and the tax revenue of the government had reduced ~~by~~ by 13% by 1982, ~~as~~; as Extract 1 states, most [were] still waiting for wealth to trickle down. Extract 2 denies this claim stating that his 'philosophy of free enterprise and limited government [stimulated] the longest sustained period of peacetime prosperity in history'. This is true to an extent as inflation was reduced from the 13.5% levels of Carter to just 4.7% over the course of the Reagan ~~post~~ presidency. However firstly, this was not just due to Reaganomics, as after 1983 new oil reserves were found, which partially negated the influence of the oil crisis

of 1973 and 1979; and, his ~~political~~ political agenda in the longer term was primarily beneficial for the richest in society - for example, over the course of his presidency, the proportion of the country's wealth owned by the richest 1% increased from 8% to 15%. Therefore, while in appearance, it may seem that his ~~economic~~ political and economic agenda had a positive impact on ~~the~~ US society, as Extract 2 states, this view is ultimately unwavering.

~~Expanding~~ Expanding on this, Extract 1 explains that 'a 'lack of empathy [...] increasingly shaped public discussion of welfare', thereby stating that the Reagan administration's ~~political~~ socio-political agenda had a negative impact on society because of its manipulation of the perception of welfare both in the short and longer term. In the long term, Reagan's ~~social~~ socio-political agenda influenced the presidencies that succeeded his. The social perception of welfare had evidently shifted as exhibited by Clinton running for President as a 'New Democrat' which had ~~to leave society~~ ~~to~~ a conservative social agenda. Despite his veto of the Welfare Reform Act of 1996, it was ultimately passed and

~~He~~ had a socially conservative influence, such as the denial of welfare to ~~the~~ new immigrants. Extract 2 agrees that the Reagan administration had an influence ^{on social perception of welfare}, but denies it was negative, & stating ⁹ he 'did accomplish [...] to refine the national political agenda. His insistence on ~~the~~ supporting the working poor meant that he could reduce the government deficit while still helping those who needed it the most. This agenda was both maintained in the longer term and could be seen to have a positive impact. ~~His~~ ~~Only~~ Only 3 years after the Welfare reform act, the ~~the~~ employment rate amongst the poorest increased from 35% to 55% and after 5 years, the number of children living with single parents had reduced by 8%. Therefore, his socio-political agenda ^{helped} had a long-term shift in political ideology that ultimately meant his ~~the~~ programme of policies had a positive impact on US society. Without his early welfare policies, ~~society~~ US society may not have had this shift. Although overall, this shift can be perceived as negative as illustrated by Clinton's wife and staff objecting to the welfare reforms when it was estimated 1 million children could be left without food or shelter. Therefore,

there was certainly a shift in the perception of welfare, but the ~~statement~~ ^{view} is still convincing as this was not statistically positive.

Ultimately, Reagan's ~~attempt~~ ^{programme of policies attempting} to dismantle big government and welfare ~~was~~ ^{as}, as exhibited by Extract 1, often had a negative impact on US society; however it cannot be ignored that much of this perception of Reaganomics did not reflect the reality that he certainly did not dismantle the welfare state. Nonetheless, his ^{government's} programme of policies in the short term led to a longer term shift in socio-political attitude which can be seen to have negatively impacted the poorest of society. Therefore, overall his government's programme of policies, ~~while~~ ^{having an} often indifferent or even positive influence on society, ~~ultimately had a~~ this does not negate that the view that his programme of policies had some negative impact on US society in the short term, and certainly in the longer term.



This Question 5, Level 5 response possesses several obvious strengths:

- It offers a clear understanding of the extracts and uses this to develop an analysis based on the two competing views.
- It uses own knowledge effectively to examine the merits of these views.
- It is focused on the precise issue (whether Reagan's programmes had a negative impact on US society) rather than the general controversy.
- It offers a reasoned judgement on the given issue, which references the views given in the extracts.

Paper Summary

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

Section A/B responses:

Features commonly found in responses which were successful within the higher levels:

- ◆ Candidates paying close attention to the date ranges in the question
- ◆ Sufficient consideration given to the issue in the question (e.g. main factor), as well as some other factors
- ◆ Explain their judgement fully – this need not be in an artificial or abstract way, but demonstrate their reasoning in relation to the concepts and topic they are writing about in order to justify their judgements
- ◆ Focus carefully on the second-order concept targeted in the question
- ◆ Give consideration to timing, to enable themselves to complete all three question with approximately the same time given over to each one
- ◆ An appropriate level, in terms of depth of detail and analysis, as required by the question – e.g. a realistic amount to enable a balanced and rounded answer on breadth questions.

Common issues which hindered performance:

- ◆ Pay little heed to the precise demands of the question, e.g. write about the topic without focusing on the question, or attempt to give an answer to a question that hasn't been asked – most frequently, this meant treating questions which targeted other second-order concepts as causation questions
- ◆ Answer a question without giving sufficient consideration to the given issue in the question (e.g. looking at other causes, consequences, etc, with only limited reference to that given in the question)
- ◆ Answers which only gave a partial response, e.g. a very limited span of the date range, or covered the stated cause/consequence, with no real consideration of other issues
- ◆ Assertion of change, causation, sometimes with formulaic repetition of the words of the question, with limited explanation or analysis of how exactly this was a change, cause, of the issue within the question.
- ◆ Judgement is not reached, or not explained
- ◆ A lack of detail.

Section C responses:

Features commonly found in responses which were successful within the higher levels:

- ◆ Candidates paying close attention to the precise demands of the question, as opposed to seemingly pre-prepared material covering the more general controversy as outlined in the specification
- ◆ Thorough use of the extracts; this need not mean using every point they raise, but a strong focus on these as views on the question
- ◆ A confident attempt to use the two extracts together, e.g. consideration of their differences, attempts to compare their arguments, or evaluate their relative merits
- ◆ Careful use of own knowledge, e.g. clearly selected to relate to the issues raised within the sources, confidently using this to examine the arguments made, and reason through these in relation to the given question; at times, this meant selection over sheer amount of knowledge
- ◆ Careful reading of the extracts, to ensure the meaning of individual statements and evidence within these were used in the context of the broader arguments made by the authors
- ◆ Attempts to see beyond the stark differences between sources, e.g. consideration of the extent to which they disagreed, or attempts to reconcile their arguments.

Common issues which hindered performance:

- ◆ Limited use of the extracts, or an imbalance in this, e.g. extensive use of one, with limited consideration of the other
- ◆ Limited comparison or consideration of the differences between the given interpretations
- ◆ Using the extracts merely as sources of support
- ◆ Arguing one extract is superior to the other on the basis that it offers more factual evidence to back up the claims made, without genuinely analysing the arguments offered
- ◆ Heavy use of own knowledge, or even seemingly pre-prepared arguments, without real consideration of these related to the arguments in the sources
- ◆ Statements or evidence from the source being used in a manner contrary to that given in the sources, e.g. through misinterpretation of the meaning of the arguments, or lifting of detail without thought to the context of how it was applied within the extract
- ◆ A tendency to see the extracts as being polar opposites, again seemingly through expectation of this, without thought to where there may be degrees of difference, or even common ground.

Grade boundaries

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