



Examiners' Report **June 2024**

GCE History 9HI0 1F

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Introduction

It was pleasing to see candidates able to engage effectively across the ability range in this, Advanced Level, paper 1F.

The paper is divided into three sections. Section A comprises a choice of essays that assess understanding of the period in depth (AO1). Section B offers a further choice of essays, typically covering a longer time span. Both Sections A and B target 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 a few 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, although there seemed to be fewer instances of this than has been seen in some previous years. The responses that managed time most effectively planned time accordingly in the first place and offered more direct responses. Where responses indulged in lengthier contextual description or explanations of, say, the American experience of leisure and travel, rather than analysis of the changes within these (for Question 4), or descriptions of the extracts and policies Reagan enacted, rather than an analysis and evaluation of the views in relation the proposition that Reagan's presidency brought significant improvements (Question 5), they were both less likely to produce responses at the highest level, but also experience time pressure issues. Those who produced responses that focused sharply on arguing and analysing the given issue in the question, and on Question 5 the given views, were more likely to produce an effective response.

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 offered substantial knowledge but did not effectively direct this towards the conceptual demands of the question. In the main though, candidates 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 a broader timespan. One of the central features of responses attaining the highest marks was an ability to consider and evaluate in relation to the specific demands of a particular question. For example, some candidates offered detailed explanation of changes, but the strongest responses tended to offer more consideration of the extent of change.

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 also need to be aware of key dates, as identified in the specification, and ensure that responses sufficiently cover the given period, and do not spend time detailing issues that are outside the timeframe of that particular question.

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. Such responses tended to avoid attempts to examine the extracts in a manner more suited to AO2, assertions of the inferiority of an extract on the basis of it offering less factual evidence, or a drift away from the specific demands of the question to the wider taught topic. A small minority did approach the question in a manner which would be more suited to an AO1 (ie Section A/B) response, engaging with the issue in the question and showing understanding, but tending to neglect the extracts, or treat them more as sources of information, rather than interpretations.

Question 1

Question 1 was the less popular choice with candidates in Section A of the paper. The vast majority of candidates were able to engage with the conceptual demands of the question to enable some analysis and apply appropriate knowledge in order to allow them to access levels three and above. What distinguished within these tended to be down to the extent to which they focused material on an exploration of the relative significance of the different factors, and/or a precise focus on 'changing the presidency'. With regards to the latter, some responses tended to explain in more general terms how various factors brought political changes. Those who were best able to relate these to the presidency were more successful in their use of material. For a minority though, this was a question which presented some difficulty, at times seemingly borne out of misunderstanding of the notion of the presidency. Such responses tended to offer a description, explanation or even analysis of the issues such as the New Deal, but with limited focus on the precise demands of the question. In contrast, higher-performing candidates were able to focus carefully on the presidency.

Most candidates grasped the conceptual focus of the question in the broader sense and were able to consider Roosevelt's influence set against other factors, in particular the experience of the Great Depression, both World Wars, and other presidents from Wilson through to Hoover. Most responses demonstrated understanding of the move from a laissez faire to interventionist presidency, and many were able to frame this in terms of there having developed a perceived need for a more interventionist approach. A few went further and questioned the extent of the change, citing how aspects of the legislation introduced by Roosevelt were challenged. Some responses tended to focus primarily on the Roosevelt era, but most responses offered a broader chronological range, discussing ideas such as laissez faire, rugged individualism and intervention, with the strongest exploring the extent to which changes to place as a result of ideas, circumstance or individuals. When dealing with Roosevelt, fewer responses gave significant coverage to the expansion of executive powers, or his powers as Commander-in-Chief during the Second World War, with most focusing on his response to the Great Depression.

While there were other significant influences to the changing presidency in the years 1917-45, the most significant factor was undoubtedly the influence of Roosevelt (FDR), through extensive changes to the scale, nature and expectations of the President. Other significant factors included commitment to individualism and the impact of wars, though these factors were less significant.

The influence of FDR on the presidency was massively significant, and felt for decades later. This can be seen through the implementation of the New Deal just 100 days into his presidency, with agencies like the AAA, giving subsidies to farmers to grow less to ~~reduce~~ improve food prices; the FERA, which supported government funded soup kitchens as a short term support for the poorest, and the NRA, which provided thousands of jobs. These programmes moved the American presidency into a much more interventionist one, and set

high expectations of a President. Moreover, the Second New Deal in 1935 continued to give ~~supp~~ support to the American public with the Social Security Act setting up state pensions and unemployment schemes, and the Works Progress Administration giving out yet more jobs. While these programmes did not reach all communities and races equally, Eleanor Roosevelt's implementation of 35 camps for 5,000 women a year to learn vital work skills supported women in overcoming the Great Depression, and vastly improved the responsibility and expectations of the President and 1st Lady in helping the poor. Moreover, Roosevelt's fireside chats and hospital visits connected to the American public, with thousands tuning in on their new radios to listen, setting a precedent for future ~~for~~ Presidents to continue the open ~~the~~ line of communication with the people. Moreover, FDR's relationship with the media - often giving them information of upcoming news beforehand - led to ^{the media's} high expectations ~~of~~ of the Presidents to follow. ~~Therefore~~, These actions of FDR

contributed to the most significant change in the presidency, as the public and media were positioned to expect a lot from the President who was charismatic, effective and supportive in their time of need.

The presidency in this period was also greatly impacted by the idea of rugged individualism, championed by Harding, Cooridge and Hoover, successive Republican Presidents from 1921 to 1933. For Harding, the impact of this was most significant because of World War One just a few years prior. The small post-war depression - which the laissez-faire government policy mostly combated against - was succeeded by the 'Roaring 20s', a time of social, political and economic prosperity, which Harding used to his advantage. His presidency was, however, damaged by the Teapot Dome Scandal in 1924, where a close aide was found to have been taking bribes. Though perhaps not as impactful as other political scandals across the 20th century,

this event did cause a lack of trust in the presidency and his administration. Moreover, Hoover's impact on individualism was perhaps the most profound, with Republicans scolding him for taking too much action against the Great Depression, and Democrats arguing he wasn't doing enough. The creation of slum housing (known as Hoovervilles) during this period shows public attitude to President Hoover, as he was clearly seen as not doing enough to support the poor. This was worsened by the Bonus Army scandal, wherein WWI veterans wanted their promised bonus, resulting in protests that damaged the reputation of Hoover, for sticking to the policy of Rugged Individualism. This was, however, not as significant an impact on the presidency as that of FDR, as it was not as transformative over every sector and branch as FDR: wide scale intervention such as the Aid for Families with Dependent Children, not dismantled until Bush's presidency. ~~FDR~~ was more impactful on the presidency.

Another significant factor in the changing

presidency in the years 1917-45 was that of wars, which contributed to the changing nature of America, as well as changes to the role and scale of the presidency. The First World War was seen by many Americans as unnecessary, with America only joining at the end to support Britain: this created a level of apathy for politics in post-war America, especially for President Wilson. The war not only forced America onto the world stage, but moved it out of their traditionally isolationist stance, which Wilson was both praised and disliked for. Wilson's attempt to enter America into the League of Nations was seen by many as a step too far, perhaps contributing to the move to ~~the~~ three successive Republican Presidents. This mostly stemmed from a demand for a 'return to normalcy' by many, which future President Harding would have to confront. Moreover, the impact of the Second World War on the presidency was also great, as America emerged economically benefiting from the lend-lease and destroyers-for-bases scheme with Britain and the USSR, making the

presidency of FDR yet more popular. The war also increased the power of the President as commander-in-chief, as FDR increasingly took actions in war without the permission of Congress. Moreover, presenting a 'united front' was important to FDR, boosting morale at home and abroad with patriotic films and music, while personally presenting himself as a strong leader despite his disability. War, therefore, was a significant factor in the changing presidency. However, the 2nd World War's impact was mostly that of FDR himself on the presidency, strengthening the argument supporting FDR as the most significant factor in the changing presidency.

In the years 1917-45, the most significant factor in changes to the presidency was absolutely the influence of FDR, rather than war or a commitment to individualism, as ~~the~~ his influence was widespread, constant and the most impactful, especially in terms of changes to the role and expectation of the President.



This response demonstrates many of the qualities of a level 5 response. There is a clear and effectively sustained focus on the question. One of the strengths of this response is the quality of specific exemplification, and the deployment of this – the response offers a range of detailed examples which are used to examine the significance of the factors bringing about changes to the presidency, demonstrating knowledge and understanding of issues. Argument is logical and well organised.

Question 2

This was the less popular choice of question within Section A, and produced a range of answers, the bulk of which were within levels three and above. Most responses displayed a sound grasp of key issues concerning the campaigns for Black American civil rights and minority civil rights, and in the main were able to focus this material to offer some degree of analysis of the similarities between the two campaigns.

In general, candidates were able to offer more depth on Black American civil rights than minority rights, but this was less so than previous occasions when these topics have featured, and was as may be expected, a feature of less successful responses. The most obvious distinction between less and more successful responses was their focus on the second-order concept. Some responses tended to describe the different campaigns. Some were able to identify similarities, and to a lesser extent differences, but tended to state these, without a fuller analysis. The strongest responses were able to explore the similarities and differences and evaluate the extent of these.

Responses seemed somewhat fairly balanced across Native American, Hispanic Americans and the gay rights movement. Whilst stronger responses were more likely to offer fuller detail on these, a key feature of success was often candidate's ability to select and deploy appropriate examples to explore particular issues, offering overall breadth and balance within a focused response. Most responses focused on key issues such as the methods used, leadership, and aims, and to a lesser extent other features of the campaigns, such as use of legal redress, exploitation of the media and political support.

Plan

- Leaders, MLK, Cesar Chavez, Harvey Milk CORE
- Grassroots groups - NAACP, ~~UNIA~~, AINA, UFW, Gay Liberation Front
- Legal legislation - 1964, 65, Native American old treaties.

2.

In the period 1960-80, there was significant improvement in the rights ~~of~~ ^{of} minority groups like the Hispanics, Native Americans and gay people, as well as major advancement of the rights of black Americans from 1955-80. By comparing the methods of campaigning, civil rights leaders ~~legislation~~ and the grassroots groups that assisted each respective movement, the similarities and differences of each movement can be gauged. This essay will argue that, on the whole, the campaigns for minority rights and black civil rights was similar.

Both minority rights groups and the black American civil rights movement possessed ~~a~~ ^{significant} ~~figures~~ ^{figures} that helped spur progress. Martin Luther King is widely regarded as the leader of the black civil rights movement, although it can be argued that the movement made

civil rights movement. Instead there were many tribal leaders who worked together. Nevertheless, it is clear to see that there are similar figures in the respective movements.

Both ~~types of~~ types of campaigns for civil rights also had multiple grassroots groups that ~~can~~ advanced their movements. Thousands of Hispanics were a part of the UFW, ~~and~~ while many young Hispanics identified themselves as Chicano, ~~who took~~ a Chicano took less of an activism approach and started celebrating their Hispanic identity and tradition instead. The Native American movement had the American Indian Movement (AIM) ~~which~~ who famously captured the Alcatraz island in 1967 and held it for 18 months with 52 separate tribes. Similarly, the gays had the Gay Liberation Front, which gained more and more membership after the Stonewall riots of 1968. ~~As~~ Furthermore, by 1972, there were over 800 gay civil rights groups. ~~Similar~~ Similar groups can be found in the black American civil rights movement. The NAACP was the largest civil rights group, and it combined with other groups such as ~~CORE~~ the Congress of Racial Equality (CORE) and the Southern Christian Leadership Conference (SCLC) to organize protests and boycotts. There were also groups that provided black people with a sense of pride and

identity, like the Nation of Islam (NoI). This group numbered at 40,000 at its peak and was known for its police violence and local community help like soup kitchens. Consequently, it is clear to see that both minority rights and black civil rights had grassroots groups that helped their movements.

However, there is an argument to be had that each of the campaigns used different forms of activism. The AIM and the Arctic Association found great success in legal legislation, using old treaties in court to win back millions of acres in Alaska. In contrast, the black civil rights movement found its success in its non-violent mass direct action from 1955-80, and ~~not~~ ~~these~~ with the Civil Rights bill of 1964, and Voting Rights Act of 1965 coming as a result. ~~Gay people~~ ~~similarly~~ ~~took~~ ~~action~~ at the Stonewall Riots, on the other hand, found success in violence at the Stonewall riots of 1969. In this way, it is clear to see that different methods of activism had different success for each group.

In conclusion, the campaigns for minority rights from 1960-80, and the campaigns for black American civil rights from 1955-80 were very similar. All

Campaigns follow the same process of forming groups, who have emerging leaders then protest in various different ways. This is what sets different movements apart - where they find success. Black civil rights made major advancement with legal legislation in 1964 and 1965, but gay people needed to use direct action because of the societal hate of them. This is seen as homosexuality only became legal in all states in 2003. In this way, it is clear that the campaigns for minority civil rights and black American civil rights were very similar.



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Examiner Comments

This response shows most of the qualities of level 4. There is an overall analytical focus, and issues are explored to some degree. Argument is organised and largely clear. 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 more popular choice with candidates in Section B of the paper. The vast majority of candidates were able to engage with the conceptual demands of the question sufficiently and apply appropriate knowledge in order to allow them to access the higher levels. The main discriminator in the quality of responses was the knowledge offered, particularly on the given issue.

Candidates were mainly able to offer at least a fair degree of material to support and examine the proposed issue of economic factors. Many focused largely on women in work, giving examples such as women's work in the Second World War and the adjustment to a peacetime economy. Others though took the opportunity to examine the impact the economic context of post-war prosperity had on the position of women, or related economic factors to attempts to legislate over the position of women, such as the Equal Pay Act of 1963. Other issues which featured regularly were the actions of government, the women's liberation movement, wider social changes, or developments such as the introduction of the contraceptive pill. A small minority did attempt to include material from outside the given time period, eg the 19th Amendment, or the impact of the New Deal. A number also explore variation amongst women, eg arguments concerning the particular plight of Black American women, and whilst some became sidetracked in this, for others this served as well-developed critical analysis.

Those who were able to precisely examine and substantiate arguments as to the extent to which the movement, or other factors, did actually contribute to an improvement in the position of women, were best placed to reach the highest levels. Many were able to give detailed knowledge on these issues; stronger responses were clearer in shaping this material towards changes in the position of women. The strongest offered convincing attempts to ascertain the way in which such reasons contributed and their relative importance, eg exploring the relationship between the problems of suburban living and how this was articulated by the women's liberation movement. Such responses tended to show clear critical reasoning.

In the years 1941-80, women experienced ~~exposed~~ experienced changes to their position due to \rightarrow economic and (changing) social factors. Whilst these changes did cause an increased position of women overall with more working and more rights and freedoms for women ~~at~~ in ~~the~~ 1980 compared with 1941, these were not mainly due to economic factors as this would suggest the economic change for women was more significant than the social change. Overall, the position of women was changed for the better by the end of the period, mostly due to social factors.

Changes in the position of women because of economic factors were somewhat important. The drive for selective training in fields of ship building and the air industry in the second world war was motivated by a desire for full employment in the US as men ~~who~~ left jobs vacant to

fight. Campaigns like Rosie the Riveter and We Can Do It were driven by a desire for women to work and boost the economy, which improved their position as by 1943, there were 3 million women working in agriculture. After the war, the number of married women aged 45-54 increased from 10% in 1945 to 22% in 1950, driven by economic desire to keep successful women working. The economic position of women stalled, though, as the baby boom of the 1950s pushed women out of work. By the end of the period, there was still a glass ceiling on what women could achieve economically as women were often in similar jobs like administration and nursing across the period. Therefore, changes in the position of women in the years 1941-80 were not mainly due to economic factors as the economic position of women hadn't improved to the same extent as the social position by 1980 and change was limited to 1941-1950.

Changes in the positions of women were more driven by social factors. With the rise of suburban living in the 1950s as Levitt houses became affordable for white families at \$7,000, the social role of women changed from working to being the mother caring for children at home. This changing social ~~factor~~ norm did improve the position of women somewhat as labour saving devices such as washing machines created a lifestyle of luxury that many aspired. The position of women changed greatly as 19 million more people lived in the suburbs in 1960 compared with 1950 so the social position was somewhat improved. However, social attitudes held women back in careers as campaigns such as 'Better Dead than Co-Ed' at Yale and Brown Universities banned female entry onto prestigious courses like law, dentistry and architecture. As this persisted across the period, social factors were more important than economic factors, but changes to the position of women was not consistent.

Social factors pushed change the most in the latter part of the period. ~~Journalism~~ Feminist journalism sought to improve the social position of women through magazines like the Women's Liberation Movement, which increased sales from 200 to 2,000 copies in its first month. Gloria Steinem's 'Ms' magazine, first published in 1968, catered to the needs of modern, professional women with a social purpose to improve their position. Social processes also caused changes such as the 1970 National Organisation for Women Strike, which increased its membership by 50%. However, social factors did sometimes limit change such as the conservative New Right thinking of the 1970s which fostered Phyllis Schlafly's campaign to stop the Equal Rights Amendment in 1972, which was successful as the ERA was never ratified. Nevertheless, a social desire to improve women's habeas corpus rights and freedoms led to monumental changes in the 1970s. The 1972 *Eisenstadt v Baird*

ruling granted guaranteed contraception for unmarried women at a federal level while 1973 Roe v Wade granted the same access to abortion for women nationwide. Overall, as social factors caused more positive change than economic factors by 1980, they mainly caused change in the position of women.

In conclusion, economic factors motivated positive change for women during World War Two as more were working as their equal capabilities to men in the workplace were shown.

However, economic factors stalled change after the war as social factors like suburban living, ~~and~~ journalism and habeus corpus improved the social position of women more by 1980. Despite setbacks in education and socially, changes in the position of women in the years 1941-80 were mainly due to social factors as the social position of women had improved more than the economic position by 1980.



This response demonstrates many of the qualities of a level 5 response. There is a clear and effectively sustained focus on the question. One of the strengths of this response is the quality of specific exemplification, and the deployment of this – the response offers a range of detailed examples which are used to examine the reasons for changes in the position of women across the period, demonstrating knowledge and understanding of a range of issues. Argument is logical and well organised, and there is a well-substantiated overall evaluation.

Question 4

This was the slightly less popular choice of question in Section B and produced a range of answers. Whilst one perennial discriminating factor in the success of responses was the quality and deployment of knowledge, the key factor in determining the quality of response was the degree to which responses were focused on the conceptual demands of the question. Those candidates shaped the material they had to offer towards an analysis of change and continuity were most successful, particularly when sharply focused on what constituted a transformation in terms of leisure and travel.

Candidates who responded to this question were able to offer a broad range of knowledge, and responses were typically organised around different issues, eg car and air travel, or cinema and television. Common issues included the development of new technologies, cinema, radio, television, sports, aspects of consumerism, the impact of the mass production of affordable cars, with relevant contextual consideration given to issues such as the impact of the economic situation, socio-economic groupings, rural/urban divisions and the development of electricity. Most responses offered some analysis of a range of these issues in relation to the demands of the question. Less successful responses tended to explain changes, but with limited exploration of the extent of this, drift to focusing more on the reasons for changes, or offer knowledge of some relevance, but without the necessary precision to clearly explore change across the period of time. Some responses were fairly well focused on change but gave limited consideration to elements of continuity.

Stronger responses demonstrated a wealth of knowledge, and clearly shaped this towards an exploration of change, with some exploring the relationship between different developments across the period. Whilst there is no ideal formula for such essays, stronger responses tended to ensure the essay was driven by argument over the extent of change, with detail selected to support an exploration of this, rather than the other way round, risking lapsing into description. Candidates should also be minded to address the full question, in terms of both the given date range, and the extent of change – in some otherwise well-argued responses, areas of continuity were at times given limited treatment, making it difficult to address the extent of change.

The growing prominence of leisure and Travel led to transformative change on US society, however it is often debated whether this positive experience, ~~was~~ created by Travel and leisure was experienced by all. The question can be centred around the roaring twenties, post-war economic boom countered with the lack of opportunity for minorities or lower-income families.

Within the roaring twenties, the economic deregulation and 'buy-American' policies led to greater leisure and leisure experience. Tariffs like 1924 Fordney-McCumber and 1930 Smoot-Hawley made foreign alternatives more expensive. Cars were to be produced in America and by 1929, 18 million cars had been produced and registered. This allowed 1 million to go camping in 1920.

and visit areas of the US that had not been enjoyed, allowing for greater experiences. 1/500 households had a radio in 1920 compared to 1/2 by 1930. 80 million were able to listen to the Dempsey-Turney 1927 Boxing Match. Through the radio introduction, there was greater political and sporting engagement, and people's leisure experience was undeniably transformed. Through the Works Progress administration, 500 000 miles of road were built and 100 000 bridges. Roosevelt's policies further intensified the leisure and travel experience, allowing for all Americans to enjoy the ~~the~~ 'american dream'. The boom of the car and radio, intertwined with rising ~~It can also~~ jazz stars like Duke Ellington provided a new transformative and beneficial experience to Americans, through the Travel and Leisure industry.

The US post-war acted as another indication of rising and greater travel experience. By 1959, there was \$1.5M teenage car owners and \$75M was spent on music records. 1/3 of people lived in suburban towns like Levitt-town ~~in~~ on Long Island, which could house 82000 people with 17000 homes. The rising consumer society enjoyed by Americans, led to greater travel and leisure experiences. National Parks were established like in 1947 Philadelphia, the ~~rising~~ 7.5M new cars produced every year in the 1950's allowed for national park experiences. People found experiences through travel and leisure undeniably more accessible and people felt as if they were enjoying the 'american dream'. The economic prosperity felt by Americans only fuelled greater demand for further travel

and leisure experiences. The rising prominence of jazz-inspired Rock'n'Roll performers like Elvis Presley and his hit 1957 Heartbreak Hotel, which sold over 81 Bn copies north before 1970, provided further escape and greater leisure alternatives, starkly contrasting with the segregated Harlem clubs where jazz was played but no African Americans were able to enjoy. Planes began to become a significant part of US society, ~~as~~ as in 1958, a TSM subsidy was gifted to the airline industry. Although 363 died in crashes, a journey from New York - LA only took 12 hours. Americans were now able to travel or stay at home with rising living standards and greater leisure opportunities through National Parks and Music. Therefore, it is undeniable to suggest that the experiences of the leisure and travel was ultimately transformed.

However, it can also be argued that there were limitations to this success. It can be suggested that these experiences could only be enjoyed by the wealthy, disregarding those of low-income and minority rights. The growing prominence of the car in the 1950's and establishment of National Parks led to greater travel experiences. However, 2 million cars each year throughout the 1950's would pass through Cherokee land, a protected area for the Native American tribe, indicating that this change in travel was not positive for all Americans. It can also be argued that the deregulation of Planes, led to expansion and proliferation of new airlines. The 1978 deregulation initially lowered costs but as the industry began to expand, prices would rise, making it less affordable for those of low-income. Although enjoying legislative

equality, African American earned on average \$7-73% of white Americans by 1980 for every \$1. As prices began to rise and by 1980, \$ million Americans went abroad. The vast majority were poor white middle class Americans, therefore implying that there was minimal change in the leisure and travel experience for minority groups and low-income families. This suggests that rising consumerism and economic prosperity did not mean that travel and leisure experienced improvement or changed at all.

To conclude, it is a strong argument to suggest that those travel and leisure experiences were not felt by all, due to their negative impacts and lack of finance in order to engage in these experiences. Although this is true, it is undeniable that for

the majority of citizens, Travel and leisure experiences were transformed. This is highlighted by the roaring twenties and economic boom post-WW2, giving American newly-founded opportunities to live the 'american dream' and enjoy travel the transformative travel and leisure industries.



This response demonstrates many of the qualities of level 5. There is a sustained focus on the demands of the question, with sufficient knowledge to explore these. Judgements are reasoned and substantiated, evaluating the extent of change. Arguments are well organised and coherent.

Question 5

Most candidates were able to access the higher two levels, generally by recognising and explaining the arguments in the two extracts and building on this with own knowledge. The strongest responses tended to offer a comparative analysis of the views, discussing and evaluating these in the light of contextual knowledge. Most candidates were able to identify the differences between Extract 1 and Extract 2, eg how Extract 1 offers argument to support the contention that Reagan's policies brought about sustained economic expansion from which ordinary Americans benefitted, as and how he restored America's confidence in itself, whereas Extract 2 emphasises that the policies of Reagan's government did much to damage its capacity to deal with the issues it faced, and did little for ordinary Americans.

The more successful responses tended to be those whose careful reading of the extracts meant they identified the clear differences between the two views, recognising that whilst there was some common ground in terms of material, the two interpretations ultimately saw the response of Reagan's government differently. Where candidates were less successful, this tended to select detail from the extracts, but were less clear in the differences between them as interpretations. Such responses tended to describe and explain the extracts and see them more as sources of information, rather than attempt to discuss and assess the arguments they offered. Thankfully very few responses became side-tracked in an attempted analysis of the provenance of the extracts. Fewer candidates seemed intent on a 'takedown' of Reagan's policies without a proper analysis of the views and evidence than has sometimes been seen on previous occasions.

Candidates' knowledge and understanding of issues was varied, but in the main this was good, particularly on the economic aspects of Reagan's impact. A discriminating factor in success was the deployment of knowledge offered, ie the difference between referencing an issue with contextual knowledge linked to the extract, and, at the higher levels, exploring this in relation to the precise focus of the question, and assessing the validity of argument. With regards to judgement, it was pleasing to see a substantial number of candidates offer reasoned and considered assessments of the merits of both arguments, regardless of their ultimate decision. Overall, Question 5 produced a strong response from a good number of candidates.

5 In the light of differing interpretations, how convincing do you find the view that the Reagan presidency brought significant improvements to America?

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

(20)

Plan:

Ex 1: Restored self confidence of American people via economic & govt revitalisation. → short term

more conv

Ex 2: Shift focus of govt to biz, negatively impacting US as a whole. Undermined govt as an institution. → long term

Extracts 1 and 2 both have differing interpretations on the impact of Reagan on America. Extract 1 argues Reagan restored the self confidence of the American people via economic policy, and increasing confidence in government, post the context of decreased morale in the late 60s and the 70s. ~~Extract 2 however, argues that Reagan~~ This brought significant improvement to America. Extract 2 however, argues that Reagan shifted the focus of government towards business, negatively impacting the US as a whole, and undermining govt.

ment as an institution. Extract 1 considers Reagan's short term impact mostly, whilst Extract 2 considers the long term issues of Reaganism. Extract 2 is the convincing - meaning Reagan didn't bring significant improvements to America.

Extract 1 states that Reagan's "successes acted as a powerful stimulant to business". It mentions such changes to be his "promise to cut taxes". This is accurate. The Economic Recovery Tax Act was passed in 1981, it reduced marginal income tax by 23%. ~~And the tax rate of the~~ It also provided tax breaks for small businesses. This makes extract 2 convincing as it argues for such legislation aiding business which it did by freeing up capital for them to use to expand, which was part of Reagan's supply side economic theory. Additionally, the extract notes the growth going "well into the 1990s". This too is accurate as George Bush oversaw a long period of economic growth due to his use of the New Democrat ideology, which stemmed directly as a result of Reagan's ^{favorable} economic policy forcing the Democrats to change tact. This demonstrates Reagan's positive

Economic legacy - showing the real and significant improvements brought to the USA as a result of his economic policy. Additionally, the extract states that 'interest rates were down'. This is accurate, as the Federal Reserve Board had tight control of the money supply via interest rates. This was mostly overseen by the head of the FRB - Paul Volker. However, the extract is partially inaccurate in attributing this success to Reagan, as Volker was a Carter appointee - limiting Reagan's responsibility in this significant improvement to the USA. Furthermore Reagan's economic policies did fail in like ERTA, did fail in achieving significant longevity, with the Tax Reform Act of 1986 ^{simplifying} ~~closing~~ tax brackets in order to stop the exploitation of loopholes. Although the extract notes Reagan "simplified the entire tax structure" by doing this it fails to note the partial reversal of Reagan's problematic ^{initial} tax reform, adding to the reasons why it's not as convincing. The extract also states that Reagan aimed to "restore the confidence of ordinary Americans in themselves and their country". This is accurate as Reagan ~~the~~ made people believe in government as a sound institution that only

needed the right people to manage it. This makes the extract partially convincing, however, his approach to government didn't restore faith in government for all. Reagan only got 9% of the black vote due to his failure to enhance their position - showing a lack of ~~real~~ ^{significant} improvement for all Americans as a result of Reagan. Therefore, extract 1 is not as convincing for failing to examine Reagan's long term impact and his impact on different sectors of Americans.

Extract 2 states that Reagan's "cutting taxes" and "deregulating business" and "delegating power to the states" didn't mean the nation would flourish again" as he claimed. ~~But~~ Reagan believed in ideas of New Federalism, which advocated for reducing big government in favour of self determination by the states. This resulted in legislation like the Consolidated Omnibus Reconciliation Act of 1986 (COBRA), which passed healthcare payments onto private businesses and local/state government. This makes the extract convincing as this didn't cause the nation to flourish and instead burdened local government with exceedingly high costs. Additionally the extract states that "Government has

the wealthiest citizens and major corporations had replaced government for ordinary citizens⁵. This is accurate due to legislation like ERTA offering tax breaks ~~and~~ ~~for~~ for businesses and further deregulation of business leading to them cutting safety standards for workers and reducing services to places like rural areas. These things negatively impacted ordinary citizens trying to work and purchase goods and services, by reducing their safety and choice. This was a direct result of government policy and influenced by Reagan's ^{fundamental} economic approach to putting money in the hands of the wealthy, hoping it would trickle down. This makes the ~~extract~~ convincing in its interpretation of Reagan's ^{negative} impact on the US, as it shows the shifting focus of government towards business as opposed to people. The extract also notes the long term effect of Reagan's government, highlighting that "the harm inflicted by Reaganism... undermined the US political system". This is accurate and convincing as Reagan's cutting down of government involved cutting staff (ie sacking White House staff in his first days in office and reducing the Department of Education's staff by 25%). This demoralised

the federal workforce, and impacted the quality of public facilities - showing ~~the~~ a reduction in the effectiveness of government - such demonstration a long term lack of significant improvement in America. This makes the interpretation convincing in ~~and~~ discussing the lack of significant long-term improvement on America.

In conclusion, Extract 1 is partially convincing in its interpretation of Reagan's impact. It analyses the short term economic 'Reagan Revolution' of the 1980s as well as the impact of his legacy on the economic boom of the 1990s. It is convincing in showing ~~the~~ Reagan's achievements as a president in restoring some confidence in government. However, it lacks a long term analysis of his impact and the reversal of some of his changes. ~~It also~~ This makes it less convincing than the argument of Extract 2. Extract 2 is the more convincing due to its focus on Reagan's long term impact on government and by extension his lack of ^{significant} improvement of America. ~~Reagan~~ The extract focuses on the issues of Reagan's economic ideology and ~~its~~ the ^{problems} ~~issues~~ which it resulted in for the ordinary American. This economic ideology formed the

basis of his legacy, leading to ~~longer term~~ ^{improvement} ~~data~~
~~lack~~ not being significant ~~throughout~~ ~~his~~ in
America was a result of Reagan.



ResultsPlus
Examiner Comments

This response demonstrates many of the qualities of a level 5 response. There is a clear grasp of the demands of the question, and a secure understanding of the views in the two given extracts. Arguments and issues raised are analysed, and contextual knowledge is clearly used to discuss the views. The response clearly discusses the interpretations and reaches substantiated judgements.

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 (eg main factor), as well as some other factors
- Explaining 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
- Focusing carefully on the second-order concept targeted in the question
- Giving consideration to timing, to enable themselves to complete all three questions 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 – eg a realistic amount to enable a balanced and rounded answer on breadth questions

Common issues which hindered performance were:

- Answers which pay little heed to the precise demands of the question, eg 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
- Where a response does not give sufficient consideration to the given issue/proposition in the question (eg looking at other causes, consequences, etc, with only limited reference to that given in the question)
- Answers which only gave a partial response, eg 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 or 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, eg consideration of their differences, attempts to compare their arguments, or evaluate their relative merits
- Careful use of own knowledge, eg 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, eg 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, eg 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, eg 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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