

Examiners' Report

June 2025

GCE History 9HI0 2H

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Introduction

It was pleasing to see candidates able to engage effectively across the ability range with the A Level paper 2H, which deals with 2H.1: The USA, c1920–55: boom, bust and recovery and 2H.2: The USA, 1955–92: conformity and challenge.

This paper was divided into two sections: Section A was aimed at the in-depth evaluation and analysis of source material and Section B focused on the evaluation of key features in depth, exploring cause, consequence, change/continuity, similarity/difference and significance. It was clear that standards in Section A are now in line with those in Section B and clearly advice about source analysis, with its emphasis on value and weight, is familiar to candidates. Nevertheless, some teachers and candidates need to follow the requirements of the Section A mark scheme more carefully in future series in order to be clearer about what is meant by 'value' and 'weight'. As in previous series, some candidates wrote too much generalised comment without regard to the source material, or paraphrased the source without considering its value or reliability. The major weakness was often in considering the provenance and comments were too often stereotypical, or too often missing entirely. It is imperative that centres teach candidates to assess 'weight' by using contextual knowledge to challenge or confirm what is in the source, or to discuss the values of its audience, rather than just claiming that the source discusses an aspect of the topic, so it must have weight. It is also necessary to analyse the nature, origin and purpose of the source through its provenance in order to assess weight. It continues to be the case that many responses are largely made up of comments about what was not in the source, suggesting that this makes it less valuable, or carries less weight. Credit is given to comments about what is not in the source only if it is possible to show that this material is missing for a reason, for example because the source is a deliberate piece of propaganda, or, for example, the author is not in a position to comment about key issues and that for this reason the source is unrepresentative. In Section A the question requires the use of sources together. There was little evidence on this paper of candidates failing to use the sources together in some way, although it is worth pointing out that this does not mean that responses should cross-refer between the two sources for comparison and contrast of content. The question requires candidates to use the sources 'together', but it is not a requirement to use them 'together' throughout the response. There was some evidence of some candidates attempting to do this. Depending on the sources, it was not always possible to do this convincingly, and some candidates engaged in some superficial argument and comparisons as a result. Comparison of value and weight was a strength of many responses. It remains important to realise that Section A and Section B questions may be set from any part of any Key Topic named in the Advance Information and, as a result, full coverage of the topic is enormously important. The detailed knowledge base required to add contextual material in order to support inferences was often good, but candidates need to understand that contextual knowledge must be linked to what is in the source and used to confirm or challenge inferences from the source itself, as well as to assess value or weight in the ways described above. The continuing improvement in essay writing is pleasing. Few candidates produced wholly descriptive essays devoid of analysis. Candidates continue to identify key themes in an introduction and to make a judgement in a conclusion. Structure was often very sound. The most common weakness in Section B essays continues to be the lack of a sharp focus on the precise terms of the question and/or the second order concept that was targeted.

Some candidates note in the introduction to the essay that they are naming the criteria that they

plan to use, when in actual fact they are referring to the issues or the factors that will be discussed in the response. 'Criteria' in bullet point 3 of the mark scheme refers to the basis on which candidates reach their judgement, not the issues that are discussed in the process of reaching that judgement.

There was little evidence on this paper of candidates having insufficient time to answer the question. The ability range was very diverse, but the design of the paper allowed all abilities to be catered for. The candidates' performance on individual questions is considered in the next section.

Question 1

Strong responses had a clear focus on the value of the sources in terms of the impact of the ruling in the case of *Brown v Board of Education*. At the highest level, candidates selected key points from the sources and made reasoned inferences about them, supporting each one with their own knowledge of the historical context, for example claims that the people of Georgia will not comply with the Supreme Court's judgement to integrate schools, as is implied by Source 1, and claims in Source 2 that devices used by Southern governments to maintain segregation were nefarious and would be defeated by a fair interpretation of the Constitution.

The very best candidates were aware of the specific context of the Supreme Court's implementation judgement, known as *Brown II*, that was handed down in 1955 and, mindful of Southern opposition to integration, advised proceeding 'with all deliberate speed', an ambiguous oxymoron, but responses that took a more general view were able to reach the highest levels. Strong candidates also commented on State governments in the South showing a deep reluctance to implement the judgement and using their power to thwart it. AO1 skills are not assessed in this Section, only the use of valid contextual knowledge as part of source analysis. Comments about provenance were thoughtful and may have considered that, in Source 1, the reaction of the governor of a Deep South state, where Jim Crow laws existed, to the Supreme Court ruling may not be typical of that of most state governors in the USA on issues of race. Many candidates perceived that, as the leader of the NAACP, Wilkins may have been too optimistic in his assessment of the impact of the Court decision on Southern states. Weaker responses simply wrote that the source was not valuable as he was a black leader.

A response at Level 5 showing model skills.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 1 ☒ Question 2 ☐

Both sources used in conjunction reflect the resistance and struggle people felt due to the 1954 Brown case and attempts to desegregate facilities as a whole. Source 1 is very bitter and angry in tone, reflecting how governors in the South felt that 'separate but equal' facilities were the way forward, ultimately showing resistance to change. Source 2, however, is confident in its progressive nature, Wilkins sees desegregation as inevitable and a fundamental change that Southern governors are unable to resist.

Source 1 reflects the immediate anger individuals on a federal level felt following the Supreme Court ruling. Talmadge states that the US constitution has been reduced to a 'mere scrap of paper.' From this, I can infer that Talmadge feels that both himself and his values are under attack in response to the ruling. This is particularly representative in the divide between the North and the Southern slave states, as represented in the divided opinion of the two sources. Talmadge implies that his freedom is

under attack, particularly his ability to 'manage [his] own affairs.' This is an example of the laissez faire attitude that people in the south cling onto; Talmadge wants his own freedom of leadership ~~that~~ that is not impacted by the Supreme Court of federal government. This suggests that Talmadge is most outraged ~~the~~ by the power the Supreme Court has over him and his state, instead of the racial content of the ruling itself. Talmadge also states that Georgians will continue to 'live their lives in separate ways and in the traditional manner.' From this, I can infer that Talmadge feels able to disregard the Supreme Court ruling and believes that he can govern the state in a better manner without federal intervention. The 'traditional manner' suggests that Talmadge wants to retain the racial hierarchy within the state, similar to when the use of slaves was protected by law. Talmadge sees the Jim Crow laws as politically correct and sets out to continue relying on them despite the court ruling. The provenance of the source also gives it value. The statement was given the day after the ruling, suggesting that it is more emotionally unfiltered as Talmadge still feels angry following the Supreme Court judgement. This ~~is~~

The immediate tone of the response suggests that Talmadge might be responding to the fear of people in his state - he is reassuring them that 'tradition' will be maintained. Therefore, the source represents the immediate outrage governors in southern states following the ruling on the Brown Case as they felt that their civil rights were under attack.

Source 2, however, represents the poised nature of people in support of the ruling as they are resolutely making efforts for change. The Wilkins states that 'despite the frantic attempts' of the southern states. From this, I can infer that Wilkins feels contempt and disregard for the resistance of the southern states and that desegregation is inevitable. While the desegregation of schools was inevitable, it took a long time to happen. In 1950, two years after the initial Brown ruling, no schools in the south were desegregated. While Wilkins tone is optimistic, it is also a bit hollow as he seemingly underestimates their resistance as 'frantic.' Although it was 'frantic', it was effective in slowing the rate of change.

Wilkins also states that the 'NAACP is confident that desegregation will advance.' From this, I can infer that Wilkins is attempting to appear self-assured in order to bring confidence to the readers of his article. Despite Brown in 1954 and Brown II in 1955, which intended to ~~desegregate~~ accelerate desegregation, opponents remained stubborn and unmoving. This shows how Wilkins perhaps overestimates the power of the Supreme Court; even if they decide on the 'procedure' Southern states will still be able to resist, just as they had done before. The provenance of the source also gives it value. As the article was written a year after the initial Supreme Court ruling, it has the benefit of hindsight and is able to reflect on the limited change that has been made. Therefore, Wilkins' perspective is useful in reflecting the optimism of civil rights' groups in pushing back against desegregation, even after a year where limited change was made.

Both sources in conjunction provide a well-rounded picture of the views for and against the Supreme Court ruling. Talmadge is

representative of the federal response in the Southern states - as the Governor, Talmadge is representative of the ideas of the majority of the people. It is therefore likely that many people in Georgia felt the same way about the ruling. However, Wilkins represents the thoughts of the Northern individual as the leader of the NAACP, which was responsible for getting the case in front of the Supreme Court in the first place - Wilkins is somewhat responsible for this widespread dissent. Like Talmadge, Wilkins also has widespread support as there were 450,000 members of the NAACP at its peak 1945-1953. Therefore, both sources provide a well-rounded picture of the discourse after the Brown ruling - both immediately and a year after but both representing one ~~the~~ viewpoint of a majority of people.

In conclusion, both sources used in conjunction provide a well-rounded picture of the supporting and opposing views of the Brown case in 1954 when segregated schools were deemed unconstitutional. Talmadge represents the outrage

Southern governors experienced, feeling that the ruling went against their right to govern themselves). Tammidge's tone also shows how stubborn the opposition would come to be as limited change was made in terms of desegregation by 1936. Wilkins, however, shows the pride and self-worth of the NAACP (centered in New York) in making significant change, even if there hadn't been much prior to Wilkins' article. Both sources show the disagreement and discourse around desegregation between the Northern and Southern states.



This response begins by picking up the tone of the authors of the sources in the introduction before drawing inferences from both sources, developing them and interrogating them by increasing use of accurate contextual knowledge. Notice how tone is used to extract meaning. The sources are treated separately at first and in the second half of each analysis there is a weighing of the provenance to indicate what weight it bears in the light of the biography of the authors. Finally, the sources are used in combination to tease out what the candidate calls the disagreements and discourse surrounding the case.



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

Question 2

Weaker responses did not have a clear focus on the value of the sources in the political impact of environmental issues during the Carter Presidency but rather targeted a more general response on some environmental issues going back to the 1960s but mainly other policy issues during the Carter Administration, or even on Watergate. Such candidates did not understand the need to make inferences from the sources, for example that Source 3 gives evidence that barriers to environmentalism were not due to a lack of legislation but to a lack of enforcement or that Source 4 implies that overcoming industrial interests proved to be a stumbling block to political action on environmental issues. Most candidates perceived that both sources agree that dealing with toxic waste was an important issue, but that Source 3 is much more optimistic about change through action by the nation's leadership, while Source 4's writer offers little hope. Weaker candidates gave little weight to Source 3 simply because Carter was a weak President. Others missed out any comment about the provenances, even their timing. However, stronger candidates noted that the purpose of the article (Source 4) is to bring an environmental disaster to the notice of politicians and the general public beyond the immediate region. Most said it was not valuable because it was only one example from one locality. On the whole, contextual knowledge noted that, by the end of his term in office, Carter had advanced the cause of environmental protection.

This Level 4/5 response makes sustained use of interrogation of both sources by using a thematic approach and by noting carefully the differing tones of the sources.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 1 ☒ Question 2 ☒

A historian could make great use of both source 3 and 4 together when investigating the political impact of environmental issues during the Carter presidency - As source 3 was direct from President Carter, ~~it is~~ and source 4 was from a newspaper article they are useful when used together as ~~one is a direct source 3 is a direct~~ a full picture can be gathered by a historian. As source 3 is direct from President Carter himself it suggests that his goals will be ~~concerned~~ focused with ~~env~~ environmental issues, and how greatly he perceived environmental issues to be a threat. As source 4 is from a ^{magazine} ~~newspaper~~ article it suggests that some level of neutrality will be given to the issue of the political impact of environmental issues. Therefore when used together they are very valuable to a historian.

Firstly source 3 is useful to a historian investigating the political impacts of environmental issues during the Carter presidency as it was a message that Carter gave to congress in 1977. Carter would have been sworn into office

earlier in the year making this source valuable as it shows Carver's initial aims at dealing with the environment. The fact that Carver is outlining his proposals to deal with the environment suggests that it was of high importance and therefore had a impact on politics. The source states that 'the presence of toxic chemicals in our environment is one of the grimmest discoveries of the industrial ~~times~~ era'. This shows Carver's apparent disgust in the environmental issues as he portrays the finding of toxic chemicals in a negative and disgusting light. The source also goes on to mention how 'after the introduction last year of the toxic substance control act, no further comprehensive federal legislation should be necessary'. This suggests that Carver believed previous legislation would be effective at dealing with the environment and he therefore would not need to spend a lot of time dealing with such issues. The source also states 'to implement this important act, I have provided the Environmental Protection Agency with a budget that is three times greater than the previous Republican budget'. The implementation of such an agency suggests that environmental

issues did impact upon politics and Carter especially as he had to increase the budget so substantially. However, the tone of Carter's message to congress suggests that he believed he would effectively be able to deal with environmental issues and that he had everything under control. Source 3 is therefore useful to a historian ~~source~~ investigating the political impact of environmental issues during the Carter presidency as it provides an outline for what Carter hoped to achieve regarding the environment as is therefore useful as it will provide insight into the political impact of environmental issues.

Source 4 is also useful to a historian investigating the political impact of environmental issues during the Carter presidency as it was an article published in December 1979. As it was published 2 years after Carter's message to congress it will arguably provide insight into exactly what Carter's legislation had and how big of an impact environmental issues had upon politics. ~~For~~ The source

states that 'the federal government ~~to~~ remained almost inactive'. This suggests that Carter didn't want to pay attention to environmental issues. The source also states that 'the US Environmental protection agency conducted tests but made no public announcement of the hazard'. ~~It~~ This suggests that environmental issues did impact policies during the Carter presidency as ~~by~~ the agency that Carter set up explicitly did nothing in response to environmental issues. This suggests that Carter did not pay attention to environmental issues or if he did he tried to hide the true extent of the impact that this was having in fear of damaging his credibility. The source also tells how 'the Carter government was clearly not planning to come to their rescue'. This further emphasises the lack of regard that Carter had for environmental issues as he didn't react to any such disasters that occurred. ~~The~~ Source 4 is very valuable to a historian investigating the political impact of environmental issues during the Carter presidency as it ~~clearly~~ ~~outlines~~ ~~the~~ ~~case~~.

shows the impact actions of the Carter Presidency towards environmental issues after he had passed legislation and implemented agencies. The fact meaning that the impact of these agencies can be obtained.

The use of sources 3 and 4 ~~together~~ together is useful to a historian investigating the political impact of environmental issues during the Carter Presidency as a full picture can be gained. Source 3 outlines the objectives of Carter and ~~the~~ what he thought regarding he thought environmental issues were important whilst source 4 examines the impact of such objectives and what role the government had in enforcing such plans. When used together with source 1 a picture can be established of ~~the~~ to what extent environmental issues impacted politically upon Carter.

Overall, the use of source 3 and 4 together is very valuable to a historian investigating the political impact of

environmental issues during his earlier presidency. His source 4 was published in a magazine it suggests a level of authority and objectivity would be given to the issue ~~of the~~ of using this along with source 3 which is a direct message from Carter is very useful to a historian. As source 2 is a personal message to Conger from Carter it suggests what opinion he placed on the issue of the environment's whether or not he believed it is to be of great importance. The outlining of objective suggestions that Carter placed some importance upon the environment. The use of source 4 along with source 3 is useful in this regard as it shows how important the presidency Carter seemed to disregard the environment even after persisting issues suggesting the that environmental issue only had a political impact at the time of the Carter presidency rather than all the way through. Overall suggesting that ~~that~~ environmental issues did not have a massive political impact during Carter's presidency.



Both sources are mined for inferences and the candidate shows a shrewd knowledge of the matters being discussed and illuminates them with judicious use of contextual knowledge of the political impact of environmentalism. Evaluation of weight is often subtle, eg the candidate debates the tones of both sources to assess value. The conclusion debates the relative weight of both sources. There could have been a greater awareness of the political context in the time period between the publication of each source, but the candidate does find value in using the sources in combination to show that Carter's aims and the impact of the Love Canal disaster seem to be at odds.



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

Question 3

Weaker responses indicated a straightforward problem with responses to this question – a lack of appreciation of what constituted ‘technology’ beyond Ford cars. However, almost everyone saw that the ‘Ford revolution’ in car manufacture had a direct and indirect impact on the mass market. Car sales, component supply, road building and demand for hydrocarbons contributed to the boom. The most successful candidates understood that, encouraged by the opportunity to buy goods on hire purchase, consumers bought a wide range of goods, from cars to refrigerators, in order to keep up with their peers, thereby stimulating economic growth by increasing demand, and that the extent of the use of hire purchase enabled producers to invest capital in the economy.

A L5 response that considers relative significance

The economic boom of the 1920s was a period ~~result of~~ of financial stability and prosperity in the US, with the majority of the country benefitting. Technological advancements of the period were crucial in driving the economic boom, with the process of mass production and the assembly line resulting in the rising popularity of radios, television and cars. The extent to which the technological advancements ~~should be assessed on the basis of~~ were the most significant cause of the economic boom should be assessed on the

basis of which development was the catalytic factor, as well as if it benefitted the majority of the population. Therefore, although hire-purchase was a crucial credit scheme in allowing financial freedom, ~~its~~ ~~the~~ technological ~~advancements~~ the economic boom of the 1920s is owed more to the technological advancements of the decade, given they created the foundations for a changing consumer society and economic prosperity.

Arguably one of the most influential technological advancements of the 1920s was the introduction of mass production into industries, particularly car and electrical goods. Henry Ford was a key figure in the involvements with the assembly line, starting in 1911, which only further developed post-war. From 1920 to 1925, the company managed to decrease the rate of car manufacture to just one per 10 seconds, and slashed costs from \$950 to \$350 in ten years. This was particularly significant as it not only provided jobs directly in car manufacture, but also stimulated sectors such as road building, oil and tyre manufacture. Alongside the Federal Highway Act which proposed the building

of 10,000 miles of road, thousands of jobs were created, and the number of truck drivers dramatically rose. Therefore, in terms of benefitting a large proportion of the country, the technological advancements of the assembly line was extremely significant. ~~After~~ Although it did later lead to some problems of mass production ~~to~~ in the late 1920s, overall the ~~adv~~ development in technology was a great success, and so a main driver for the economic boom of the 1920s.

Another significant technological advancement in the period was the mass production of radios and television in the US. By 1929, over 90 per cent of the population had a radio, and the usage of television became ~~extremely~~ increasingly high. As a consequence of the electrification of the country, access to technology like this dramatically increased, also contributing to the boom of the farming sector. With radio and television becoming more accessible, companies sought to advertising as a key method to drive sales, and this only further drove the economic boom. ~~By~~ In a period of mass consumerism, home appliances

like fridges, irons, washing machines were more popular and became ~~a~~ common items in a typical US household. Therefore, technological advancements stimulated the economic boom of the 1920s as it was a catalyst for the culture of mass consumensm in the period. Despite this, not all areas of the country became electrified, so felt the impact of the boom much less dramatically. Therefore in terms of the criteria of benefitting the whole population, mass consumensm did have some limitations. Overall however, the advancements were a major success.

However, the availability of hire purchase indeniably contributed to the boom. This was a credit scheme, where people were able to purchase consumer goods by paying in increments and so made technological equipment much more accessible. This in turn allowed lower income families who previously wouldn't have had the facilities to buy popular consumer goods to do so. As a result, over 75 per cent of cars were bought under this scheme, leading to the ownership of 8 million cars by 1929 in the US. Additionally, 50 per cent of general home

goods, such as fridges, irons, vacuum cleaners were also purchased through this scheme. This is therefore significant as it allowed for the financial freedoms of the US citizens, and as more consumer purchases were made, companies ~~began to~~ began to make astonishing profits. However, its overall success had some limitations, given not all companies were able to share in the prosperity of the period, especially where financial confidence decreased in the recessive latter period of the 1920s. As a result, many were unable to complete their payments to these companies, leading to bankruptcy. Furthermore, the technological advancements of the 1920s were more influential, as without the mass production of consumer goods resulting in an overall consumer society, the hire purchase scheme would not have been used. ~~At this ease therefore, the hire purchase was not the catalytic factor, and so was a lesser reason for the 1920s' economic boom.~~ However, it is also true to argue without the use of hire purchase, the ~~To conclude, it is more reasonable to state~~ agree that the economic boom of the 1920s was due more to the ~~technological~~ effects of mass production would be less impactful, so in terms

of which one was the 'catalytic factor', they were both interdependent on each other's success

To conclude it is more reasonable ^{overall} to agree that the economic boom of the 1920s was due more to technological advancements than to the availability of hire purchase. This is because the introduction of the assembly line for mass production indeniably stimulated the consumer society of the 1920s, ~~as it~~ and impacted the majority of the American population. Although there was a point of reliance between the technological advancement and hire purchase in order for it to galvanise the success it did, hire purchase failed to have the impact technology did on the majority of the US.



We can see where the candidate is going with this response as a result of the clear plan. The candidate considers the relative significance (strengths and weaknesses) of both stated features and also considers links between them in coming to a sound judgement. Anachronistic mention of televisions may be forgiven here as the link between electronic technology, consumerism (and therefore hire purchase) and the boom is well established.



Judgement at the highest level involves analysing the relative significance, importance, etc. (as directed by the question) of factors or aspects chosen by the candidate, both against each other and against the stated aspect in the question. Here it is important to judge the importance of the target focus against that of other features.

Question 4

The stated factor, that the position of ethnic minorities improved markedly in the years 1933-45, was sometimes well supported. The biggest problem for weaker candidates on this response was in identifying material throughout the period. Some focused only on the early New Deal, more only considered the Second World War. Many candidates saw that ethnic minority workers achieved an improved job status and a higher standard of living through the ability to work in war industries but failed to note that Executive Order 8802, designed to improve the position of ethnic minorities in wartime employment, was largely circumvented by Southern employers and politicians and many black Americans were kept in menial jobs. Surprisingly few mentioned the position of Japanese Americans worsening during the war, eg relocation to internment camps and loss of businesses.

A L3 response, lacking breadth

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 3 ☒

Question 4 ☒

Question 5 ☒

Question 6 ☒

In the years 1933 to 1945, ethnic minorities in America faced a significant ~~different~~ discrimination, both socially and economically, including work place. However, their position failed to improve markedly due to persistent racist values ~~and law~~, as well as very little support. Yet it could be argued that there were some improvements in the position of ethnic minorities in the years 1933-45, specifically because of Mary McLeod Bethune and her ability to provide black Americans with job and educational opportunities, which acted as a catalyst for this slight improvement, yet ~~Mexican Americans~~ a ~~for~~ significant proportion of Mexican Americans came across ~~a~~ loss of their jobs, which encouraged rise of Zoot Suit Riots, as well as Detroit Riots, but also the injustice towards Japanese Americans as they were forced into internment camps. Overall, there was very little improvement in the position of ethnic minorities in the years 1933 to 1945.

It could be argued that there was slight improvement in the years 1933 to 1945 ~~due to~~

~~black America~~ and it is evident through Mary McLeod Bethune's ability to provide black Americans with education. WPA attempted to tackle this racial segregation, indicating that there were clear attempts to tackle this racial discrimination and markedly improve the position of ethnic minorities in the USA. As a result, over ~~30,000 black Americans~~ 200,000 black Americans received education because of McLeod Bethune, with over 30,000 black American artists being employed. This is ^{arguably} significant as it shows that ~~position of ethnic minorities improved markedly, but only to some extent~~; a stark contrast to KKK's targeting of black Americans in the 1920s, further emphasising the evident improvement in the position of black Americans. Overall, this shows that there were significant improvements in the position of ethnic minorities in the years 1933 to 1945.

However, others may argue that there was not only very little improvement, but also worsening of the position of ethnic minorities in the years 1933 to 1945, which is evident through lens of Hispanic Americans. The Act of 1934 failed to reduce racial discrimination, meaning that the

position of Hispanic Americans in the years 1933 to 1945. As a result, the number of Hispanic Americans in the workplace dropped from 600,000 to 400,000 by 1940. The ~~drop~~ statistical drop is noteworthy as it challenges the view that the position of ethnic minorities ~~indeed~~ improved markedly due to clear societal degradation of Mexican/Hispanic Americans. This sharply contrasts the improvement of black Americans and shows that improvement is ~~selective within~~ was ~~select~~ firmly selective within different ethnic minorities. Overall, this shows limited improvement in the position of ethnic minorities in the years 1933-45.



This answer confined itself to a consideration of black Americans and Hispanic Americans, without consideration of Japanese Americans and Native Americans. It missed the opportunity to discuss the very significant changes that occurred as a result of the USA becoming the 'arsenal of democracy' and subsequently going to war in 1941.



A 'Study in Depth' requires detailed knowledge of the Key Themes identified in the specification. Make sure you add precise and detailed knowledge to evidence your answer.

Question 5

There were many excellent responses to this question. Candidates had a wide and deep knowledge of several elements of the New Frontier. Where a few candidates failed to reach the higher levels, it was in identifying what constituted the New Frontier, straying into narratives about the Cold War, for example. Most candidates identified the varying successes of legislative measures, executive orders, civil rights, the Peace Corps, the space programme, etc. Not many candidates got beyond the Civil Rights bill on that aspect; few noted Kennedy's other interventions in 1961-62.

An answer reaching L5

propaganda. With a 22% failure rate in the harsh training, the Peace Corps was a massive success - evidenced in the 71% app public approval rating and the funding given to maintain the programme ~~by~~ by successive Republican and Democrat governments. The same can be said about the space programme which - whilst JFK spent time arguing the cost to send a shuttle into space (\$225 d for every American) - had a 58% approval rating in 1965 and put the first man on the moon, Neil Armstrong, in 1969, ~~and Congress~~ winning the space race and predominating the USA over the Soviets - a great American success. Therefore in terms of the technological advancements JFK promised in his new frontier, he was incredibly successful and fulfilled his vision of beating the Soviets.

An area where JFK didn't meet his New Frontier was within Civil Rights - attempting to get the Omnibus Housing Act (1961) ~~and~~ to ~~also~~ improve housing in the ghettos and then his Civil Rights Act being stuck in Congress at his time of death in 1963. Despite the Omnibus Housing Act having a budget of \$4.8 billion, ~~and~~ its main incentive by Congress was to get America out of a recession, causing the money to go towards housing developers and officials - not the Black

Americans who desperately needed it. In addition, despite JFK attempting to refurbish some ghetto areas, many Black Americans pointed out that "urban renewal equals Negro ~~Removal~~ Removal", for example in Chicago, where ghettos were ripped out and replaced with housing for White Americans, far out of a Black American's economic reach. In addition, despite JFK consistently lobbying for his 1963 Civil Rights Act it never went through and was absorbed by LBJ's Great Society, which, although LBJ put ~~the~~ successful put through Congress, JFK didn't fulfill himself as a main goal of his New Frontier programme - therefore making him unsuccessful on furthering civil rights as focused upon within his New Frontier.

JFK wanted to focus upon developing the economic aid to impoverished Americans, as demonstrated through the ~~Area Redevelopment Act~~, increasing the minimum wage and extension of Eisenhower's milk programme for school ~~start~~ children. Within the ~~Area Redevelopment Act~~ 1961, Congress authorised \$344 million to go to 40 states to implement training programmes - which created 16000 jobs and ~~he~~ trained 15000 people. Despite being limited due to underfunding. JFK increased the minimum wage ~~be~~ from \$1 to \$1.25, and encompassed a further 3.6 million Americans under the minimum wage

programme. Despite 500 000 of the poorest Americans still not covered by the minimum wage programme (including 150 000 Black laundry workers), this was a massive increase in the wages of many Americans in the poorest parts of America. This success was exemplified for families when JFK used his executive powers to extend Eisenhower's school milk programme to 700 000 more children, and ~~increased~~ included free hot school meals to 85 000 schools - providing kids with fresh milk and free school meals. This was a massive boost for some of America's poorest, increasing the federal welfare system to help cover struggling families, and helping families economically, ~~successfully implementing~~ causing a lessening hardship in many American's lives.

Despite the improvement in federal welfare for children and the improvement in the economic stability of 3.6 million American lives through adding them to the minimum wage, JFK struggled to improve the economic welfare of many industrial Americans, due to battling with both Republicans and Democrats within Congress. For example, JFK attempted to ~~introduce~~ introduce an extension in Medicare for the poor, over 65 and disabled by increasing the medicare tax by 0.25%, however this was blocked in its introduction into Congress by The

House of Ways and Means Committee - never allowing for JFK to argue its case within Congress. Another way that Congress inhibited JFK's New Frontier programme is through the Area Redevelopment Act, 1961. Despite initially granting \$394 million to fund training programmes in 40 states - which ~~JFK boasted~~ caused 16000 jobs ~~and~~ and trained 15000 people - was underfunded and despite initial success Congress blocked the furthering of the Act in 1963, asking for \$455 million; ~~and still~~ This failure was exacerbated by ~~the~~ leaving 5 million Americans still unemployed, completely undermining the ~~train~~ 15000 trained and 16000 jobs created - and therefore suggesting that JFK did not have the wide economic prosperity impact he wanted in his New Frontier speech, May 1960. Despite attempting, following JFK's death there was still no ~~final~~ solution to poor Americans struggling with healthcare, and 5 million remained unemployed, suggesting that JFK did not have a large economic impact.

Therefore overall, despite JFK's attempts at increasing welfare, economic prosperity and civil rights for US citizens, he only achieved limited success in welfare and great success in technological advancements - primarily as both JFK and the Republican controlled Congress agreed on the expenditure to maintain the US as a ^{power} superpower over the USSR nation.

Despite JFK attempting many economic acts, he inadvertently removed housing options in already limited inner cities for Black Americans, and was unable to remove 5 million Americans from unemployment - and so the economic programmes and aim JFK pitched in his New Frontier programme ~~came~~ to null.



This response clearly shows considerable knowledge of the key features of the New Frontier. It satisfies the L5 criteria in producing width and depth of evidence with logical organisation. Notice it assesses relative success in most paragraphs as well as providing a relative overall judgement in the conclusion.



When answering 'impact' questions, make sure you also consider the role and strength of the target focus, as well as other issues that have impact, in order to give your response range and judgement. Read the question carefully and underline key words to help you to understand what is having an impact on what. Make sure you leave sufficient time to write a clear conclusion that sums up the relative judgements that you have arrived at.

Question 6

This question produced a disappointing number of very generalised responses, perhaps based on the candidates' own knowledge of certain TV programmes, not always within the period. However, some candidates scored very high marks because they knew about detailed counter material specific to the stated chronology, eg that new cinematic special effects reinvigorated youth turnout at the movies, as their use in (eg) the Star Wars films: *The Empire Strikes Back* and *Return of the Jedi*, set the scene for cult following of space films; or that the period saw the high school film cementing itself in youth culture, often embedding ideas about skipping school, dating 'wrong' kinds of people, or highlighting that every young person is different, eg *The Breakfast Club*. These stronger candidates were also more aware of relevant TV, eg cable and satellite television became more accessible and therefore, more popular, leading to a revolution in the young consumer's choice of programming; MTV, the world's first TV video channel, completely revolutionised pop culture. An artist's appearance, visual storytelling ability, dance skills and fashion sense became more immediately important than his or her vocals, or VCRs and camcorders, linked to a TV, became affordable. Youths could watch recently-released films, sports events and concerts, as well as making home movies more easily – significantly changing viewing habits.

A L5 response with considerable detail in providing width and breadth

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 3 ☒

Question 4 ☐

Question 5 ☐

Question 6 ☒

It could be argued that, between 1980-92, it was the role of television which brought about the most significant changes in youth culture; developments in TV in this period contributed to a 'fragmentation' in culture and the development of 'culture wars' between the older, conservative right, and increasingly liberal youth. Indeed, the growth of cable TV throughout the 1980s, following Reagan's deregulation of the medium in 1980, enabled a ^{wide} variety of channels to operate, with some such as Disney (1981) and MTV (1981) specifically targeted at the American youth. Consequently, a 'fragmentation' of popular culture occurred, exacerbated by the introduction of the VHS, with empty tapes costing on average of \$5 and enabling Americans to 'record' shows and watch them at leisure. In this sense, developments in TV contributed to the creation of a more distinct 'youth culture' in these years, allowing young American

to more easily access shows specifically targeted at men. Furthermore, the diversification of TV in the 1980s exacerbated existing 'culture wars' between older and younger generations and contributed to growing political polarisation. Between 1981-3, 'Love, Sidney' ran, the first ^{US} TV show to depict an openly gay protagonist, while 'The Fresh Prince of Bel Air' highlighted hip hop and black culture, exposing Americans to a wider variety of viewpoints and especially popular with the more liberal youth. Consequently, developments in TV can be seen as significant ~~critical~~ in bringing about changes in youth culture between 1980-92; new technological innovations in TV enabled a 'fragmentation' of popular culture, with media increasingly targeting specific age groups, and shaping political attitudes through the increased 'diversification' of TV, ~~and~~ creating a distinct youth culture in both media consumption and political views.

However, it is more convincing to claim that television did not bring about significant changes in this period; though effective in 'fragmenting' popular culture and depicting

increasingly diverse viewpoints, TV was ultimately limited in its willingness to do so. Rather, it is arguably music which had a more significant impact on youth culture in this period, with artists ~~not~~ ^{less} affiliated to corporate interests more likely to attract liberal young audiences. While MTV played a crucial role in promoting heavy metal artists such as Van Halen, increasingly their share of pop music fell from 8 to 20% by 1984, they were ultimately muted by conservative backlash from the Parents' Music Resource Centre (PMRC) in 1985 to cease its promotion. The enduring popularity of the genre, however, with its explicitly violent ^{and sexual} messaging, popular amongst American youths, demonstrates clearly the independence of music from TV, and its role in shaping youth culture in the 1980s, with 11/50 top-selling albums of the era being heavy metal. Indeed, music had a significant role in shaping social consciousness of America's youth; while rap was unpopular amongst older, black Americans, its success throughout the 1980s is emblematic of its resonance with the increasingly disillusioned young & bla-

in popularisation. Public Enemy's rap album 'It Took A Nation of Millions to Hold Us Back' featured messages about the disproportionate incarceration of young black men, demonstrating clearly the role of rap music in increasing political awareness amongst its young audiences; while an MTV employee admitted on-air that they showed black artists less frequently so as to not alienate their main-tour, Midwestern audience, the popularity of rap in this period ^{regardless} demonstrates the role of music in developing a distinct youth culture, separate from TV. Overall, it is therefore more convincing to claim that, between 1980-92, television did not bring about the most significant changes to youth culture; despite the diversification and fragmentation of TV, designed to appeal directly to younger, liberal audiences, there were evident limits in the extent to which TV appealed to the youth. Instead, music and the culture surrounding it in this period was able to depict more liberal attitudes, with messaging clearly targeted to the American youth; the popularity of heavy metal and rap despite their limited provision ^{on} TV sup-

was clearly its limitations in mapping youth culture between 1980-92, with music evidently more effective in ~~shaping~~ ^{reshaping} the 'generational divide'.

However, it is more convincing to claim that new technology played the most significant role in the development of youth culture between 1980-92, enabling a mass shift in the way young Americans interacted with the media and shaping developments in both music and TV. Indeed, the growing fragmentation of pop culture by 1992 would arguably not have been possible without innovations in cable TV and the development of the 'remote control', enabling 'channel surfing' and thus a wider variety of available content. Similarly, the development of 'cassettes' allowed Americans to personalise their music experience, and could listen to tapes at Sony Walkmans and boomboxes, facilitating the growth of newer genres such as rap and heavy metal. Indeed, the development of CDs made music increasingly accessible, with Dina Shalit's 'Brothers in Arms' ⁽¹⁹⁸⁵⁾ the first CD to sell over 1 million copies,

demonstrating the growing accessibility of music technology by 1992, facilitating the role of music in shaping youth culture. Furthermore, new technological developments in video games provided young Americans with new hobbies; the launch of the Atari 2600 ^{console} in 1977 was followed by the popularity of games such as Space Invaders (1980) and PacMan. Video game developers subsequently offered an entirely new medium for young Americans to enjoy, separate to the pop culture enjoyed by previous generations. Overall, it is therefore more convincing to claim that new technology brought about the most significant changes in youth culture between 1980-92; without new technological developments, the 'fragmentation' and subsequent diversification of film and TV seen in this period would likely not have occurred, limiting the role of these mediums in creating a new and distinct youth culture within the 1980s, while new ~~tech~~ developments in video games provided young Americans with novel ways to engage with

technology, subsequently shaping their ^{consum-}
ption of popular culture in a way entirely different
to that of prior generations, wherein TV
was ubiquitous ~~is more~~ ^{and more} significant
in shaping youth culture than by the
1980s.

Overall, it is merely more convincing
to argue that TV was not the most
significant in shaping youth culture
between 1980-92. Though rampant
in fragmenting and diversifying pop
culture, music arguably did this to
a greater extent, while the developmen-
t of new technology can be seen
as most crucial to shaping
youth culture.



Detailed evidence is provided on all of the features mentioned in the introduction to the question above, with clear links to the attitudes of youth in every paragraph. Relative judgement is reached at the conclusion to each of the media discussed. There is therefore no need for a lengthy conclusion at the end of the response.



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

Paper Summary

Based on their performance on this paper, candidates are referred to the advice offered in the previous three sessions. Many candidates this year have not heeded some of this advice in the light of their predecessors' performance. This advice was:-

Section A Source Question (Q1 or Q2)

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

Section B Essay questions

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

- Try to explore links between issues to make the structure flow more logically.

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